EDUCATION - GENERAL
1988

JANUARY — MARCH

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Multi-racial school holds classes despite complaints

Daily Dispatch Reporter

EAST LONDON — A new all-race private school that could not hold classes in a King William’s Town church building on Wednesday because it did not have a group areas permit continued to function in a Ciskei motel yesterday.

The financier of the school, Mr Roger Kriel, said the 90 pupils who arrived to register on Wednesday had been taken to the motel as a temporary measure after complaints had been received from people who objected to a mixed-race school in a white area.

Mr Kriel said a resident of a block of flats near the proposed site of the school, Mr Ken Kerr, had approached him after a meeting with parents on Tuesday evening and had told him the school would not be allowed to go ahead as he did not have authority in terms of the Group Areas Act.

"I told him I had a letter from the King William’s Town council that gave us permission to open a pre-primary and preparatory school in Alexandria Road.

"I hadn’t applied for a group areas permit because I was told that the letter from the council was all that was needed.

"I have since been informed that permission is necessary from the council, the government and the administrator of the province," Mr Kriel said.

He said Mr Kerr had been "very angry and adamant that we would not be allowed to start classes on the premises the next day."

In a telephone interview yesterday, Mr Kerr said there was "no animosity in this thing — if they had done the job right in the first place, it wouldn’t have happened.”

"I couldn’t understand why we all of a sudden had a multi-racial school in a white area. The people that are going to attend it are probably not even from King William’s Town."

"I simply asked Mr Kriel whether he had permission from the government in terms of the Group Areas Act, and from the Cape school authorities, and he said yes, when he apparently hadn’t."

"If he had done his homework and the thing was all correct, it would be a waste of time objecting anyway," Mr Kerr said.

Mr Kriel said he had postponed the opening of the school on the premises to avoid a confrontation, "especially with children involved."

Families from Alice, who had intended to bring their children to the school, had received threatening telephone calls the night before and had been afraid to leave their children at the school.

"Three sets of parents from Alice arrived on the first day of school without their children because they said they were scared to bring them to King William’s Town as white radicals could harm them.

"They said the callers had definitely been white people who had tried to disguise their voices," Mr Kriel said.

The parents had indicated that they would be happy to let their children carry on attending the school, as long as premises were found in Ciskei.

"The general feeling was one of anger concerning the reaction of a minority of white people here. In fact, most of the white residents have expressed their disgust at what has happened, he said.

Mr Kriel said he would continue with his applications for permission to run the school in King William’s Town, while at the same time trying to raise funds to build a proper school building in Ciskei.

"Until then we will continue to hold classes in a hall that is part of the motel, although conditions are far from ideal," he said.
The block education system has its pros and cons. On one hand, it provides a broader and more diverse education for children, allowing them to explore different subjects and fields. On the other hand, it can be challenging for students to find their niche and specialize in a particular area.

However, the block education system also has its drawbacks. It can be difficult for students to track their progress and gauge their strengths and weaknesses. Additionally, the lack of a clear path for students can lead to confusion and a lack of direction.

In conclusion, while the block education system has its advantages, it is important to consider the potential drawbacks as well. By taking into account these factors, educators can work to create a more effective and balanced educational system for all students.
COMPUTERS for Africa has launched a major project to install computer-aided instruction (CAI) networks in schools.

More than 150 CAI network systems have already been installed throughout SA, with the capability of interlinking 255 terminals offering multi-user and multi-tasking operations.

"The system has dual properties which allow scholars to assimilate information while considering the process a game and it also removes the adult threat leaving the child to work at his own rate," says company educational director Cedric Moroukian.

The network automatically records a pupil's result and offers assistance with remedial drill by identifying weak areas, explaining the problem and then resetting questions.

The system, however, also allows the teacher to monitor any station and transmit messages and correct mistakes.

Besides being easy to use, being robust and having a wealth of software available, the network offers full sound and graphic capability and extensions to permit word processors, spreadsheets and databases.

It also allows each station to act as a stand-alone computer, complete with disk drive and printer.

The cost of a 10-station network in a classroom with a single shared printer is R25 000 inclusive of software and installation, with each additional station costing R1 700.
New scholarship to aid SA youth

Daily Dispatch Correspondent

LONDON — The Richard Turner Scholarship, an education scheme to aid young South Africans who have "suffered in the struggle for freedom", was launched in London to mark the tenth anniversary of the young lecturer's murder.

The scholarship was established by Dr Turner's widow, Barbara, in honour of his memory and to ensure his philosophy and work will continue.

The former Mrs Turner's second husband, bestselling novelist, Ken Follett — author of spy thrillers such as Eye of the Needle — is the major financial contributor toward the scheme.

It will be administered jointly by the British Defence and Aid Fund for South Africa and the Canon Collins Trust.

A spokesman for the administrators said the first Richard Turner scholar had been chosen and was already in Britain studying for his A-levels.

"His name is Benedict Mpotulo and he comes from Transkei."

"He will be busy with his studies for two years," the spokesman said.

The scheme was officially launched at a press conference in London, exactly ten years after University of Natal professor, Richard Turner was gunned down at his home in mysterious circumstances.

A newspaper advertisement coinciding with the launch was also published, carrying a photograph of Dr Turner accompanied by his quote:

"A grossly unequal society is immoral at any time."

It describes him as "a brilliant young philosopher who fought for freedom in South Africa"
MEMORIALS

in Ruins

Schools

Education — what they want is buildings, see buildings just as

WAR

Education File

MACOBANE

BY Nkopane
Soweto are in ruins as thousands of pupils prepare themselves to return to school next Wednesday when classes re-open.

Driving around Soweto this week and taking a closer look at some of the school buildings reminded me of someone who once aptly called them "war memorials".

Some of the schools such as Orlando High and Hlengiwe High in White City Jabavu are in such a bad shape that one doubts if parents will allow their children to continue their schooling there.

**Rebuilt**

To use words of one parent: "Some of these buildings are no longer fit to be called schools. The only way for them to retain their dignity is to be demolished and rebuilt."

Almost all the schools we visited, except for some primary schools, had their windows shattered. In some schools, window and door frames as well as corrugated iron roofing had been removed.

Other schools which used to have decent libraries or well-equipped domestic science centres no longer have them. Items in those classrooms have either been stolen or damaged. At other schools, wooden desks and chairs have been destroyed by fire and only the frames remain.

Orlando High, one of the oldest and well-known schools in the country, has been badly vandalised. Former pupils would find it incredible to believe that it was their former school which has produced some of the top personalities in the community today.

Almost half of the school roofing has been removed, allegedly by people to build tin shacks. The school's laboratory is a mess, and library books have been strewn all over. There are holes in one of the walls and almost all the doors are missing.

At Hlengiwe High, which was built mostly with prefabricated material, one section of the building resembles a carport that can accommodate more than 10 vehicles comfortably. Pupils at the school claim the condition has been the same since 1985.

At Phafagang Community School in Moroka and Aurora Girls High School in Zola, some sections of the roofing have fallen inside the classrooms as a result of them being gutted. In two of the classrooms at Phafagang we saw grass growing one foot high.

Many pupils and parents have expressed concern that although schoolchildren will go to school on Wednesday, they will have an excuse to loiter about because of the physical conditions of the schools.

Mr X said: "I put the whole blame on the department because despite the children having returned to school last year, DET showed no appreciation by repairing damaged schools. Our children had to attend school in 1987 and learn under unconducive circumstances."

Mr Thamsanqa Kamhule, the former head of Orlando High and presently a Maths lecturer at Wits University, said the sight of so many schools in such states was most displeasing.

"**Bantu**"

This however, he said, should be viewed as a silent war against "Bantu Education". He said the children, or those who vandalised the schools, were not happy about black education.

"This should be a pointer to the DET that much more is expected than what is presently offered. The problem with our education is still very big and the department has only scratched the surface. This is an old cry for equal education.

"It must be pointed out that those responsible for the vandalism see the school buildings just as physical facilities. They see buildings just as buildings — what they want is education, which they do not get from these structures," he said.
School uniforms up 15-20 per cent

EAST LONDON — The cost of school uniforms has risen by 15-20 per cent and parents here can expect to pay about R200 to equip a Std 6 pupil with basic necessities.

The cost of dressing boys and girls is roughly the same, but black pupils are paying substantially less than their white counterparts because of bulk buying and the use of locally manufactured rather than imported materials.

The cost of dressing a black pupil is R144.50, including a blazer, shirt, tie, badge, and shoes. This includes a blazer (R17.00), shirt (R6.00), tie (R6.00), and shoes (R24.00).

For white pupils, the cost is R198.00, including a blazer, shirt, tie, badge, and shoes. This includes a blazer (R17.00), shirt (R14.50), tie (R6.00), badge (R5.00), and shoes (R50.00). These prices are up by 10 per cent on last year's prices, Mr Bhika said.

Black girls' uniforms are somewhat cheaper, and include a tunic (R32.00), shirt (R14.50), tie (R6.00), badge (R5.00), jersey (R30.00), and shoes (R50.00). These prices are up by 10 per cent on last year's prices.

Mr Elton said the prices were about 15 per cent higher than this time last year.

Another supplier, Mr John Hunter, said his business had managed to offer some items at similar prices to last year, but that the entire range had not risen by more than 20 percent.

Many schools, however, require their pupils to buy additional items, which can push the bill well over the R500.00 mark.

These include a scull (R20.00), swimsuits (R14.00 for boys and R28.00 for girls), track-suit (R4.00), P.T. shorts (R12.00), and joggers (R7.00).

The manager of a Cambridge department store, Mr L.M. Marshall, said his chain of stores ran an economy line of general school clothing at considerably lower prices.

Basic blazers without badges sold at R42.00, trousers at R25.00, shirts at R11.00, shoes at R5.00, socks at R3.99 and jerseys at R10.99, he said.
Johannesburg — The taxpaying would be saved R40-million in capital expenditure if the government allowed black teacher trainees to fill vacancies in white teacher training colleges, says a report by the South African Institute of Race Relations.

A research report, titled Race Against the Ratios, says that in 1980, about 20 per cent of the places at white teacher training colleges were not used.

If these places had been used to train African teachers the number being trained would have been increased from 27,613 to 30,296, an overall increase of almost 10 per cent.

The report quotes an educationist as saying that the vacancies at white colleges are equivalent to an entire college larger than the Johannesburg College of Education.

The educationist also notes that the white colleges already possess facilities and infrastructure and black trainees would be trained at minimal extra cost.

In an interview with the author of the publication, Miss Vanessa Gaydon, an official of the Department of Education and Training, the study says that the scope for pressure at white colleges was limited by the fact that they were not autonomous — their governing bodies determined their student composition.

However, the research hinted that some white colleges would be prepared to defy the government, provided they had support from the private sector.

Business representatives who have seats on training college councils would be important agents of change in this respect.

They could not only encourage their councils to opt for integration but also offer them financial and other support.

"The government has acknowledged that financial constraints inhibit its attempts to equalise education, and it may be amenable to the opening of new integrated private colleges or to the privatisation of underutilised white facilities.

The private sector would thus appear to have considerable bargaining power if it pressed for privatisation.

This option is preferable to building new colleges, as these facilities could provide places for at least 2,000 students," the study says.

Department of Education and Training estimates the cost of building a new college with a capacity of 500 at about R15,5 million.

Miss Gaydon points out that the department of Education and Training (DET) plans to spend R73.3 million to build new facilities which will not be completed until the 1990s, for about 9,500 black students.

"However, more than 25 per cent of the students could be accommodated immediately at the white colleges at minimal cost simply because there would be no capital outlay and no need to create new infrastructure.

By the time the DET colleges are built, the number of vacancies at white colleges will have increased further and an even greater proportion of white places the DET plans-to-create will be available to these colleges, the report says.

It notes that the underutilisation of white facilities is the result not only of lack of demand for places, but also the declining demand for teachers in white schools.

Because of this, the government has limited student intake at white colleges.

The research also finds that spare capacity also exists in the Indian training system to cater for black trainees.

Nothing that continuing segregation in teacher training is creating increasing wastage of facilities, the publication says that this presents taxpayers with a choice: "Parity can be achieved within a segregated system only at considerable cost and then probably not by the government's stated target dates—and this can be funded only through higher taxes or increases in spending on primary or white education or both.

"While racial reallocation of expenditure is inevitable the costs will be enhanced significantly by the wastage of present facilities and the need to create entirely new ones.

"Opening vacant places at the white colleges would immediately save some R40-million in capital expenditure alone, and some of the teachers' organisations confirm that quotas at these colleges can be expanded for very little added expenditure and at no risk of lowering standards."
Training is the Key

Integrated Teacher

Roger Smith

In the early 1990s, the focus of education shifted towards integrating technology into the classroom. Teachers began to explore how computer programs could enhance the learning experience. This led to the development of Integrated Teacher, which combines the skills of both educators and programmers. The goal was to create a tool that would not only improve teaching methods but also cater to the diverse learning needs of students. Integrated Teacher was designed to be adaptable, allowing teachers to customize lessons and assessments to meet the specific requirements of their classrooms. It emphasized the importance of collaboration between educators and technology professionals, ensuring that the integration of technology into education was a holistic approach. Since its inception, the program has evolved, adapting to changes in educational systems and technological advancements. Today, the principles of Integrated Teacher continue to inspire innovative teaching methods and the ongoing integration of technology in the modern classroom.
Rival black teachers' bodies meet for talks

Staff Reporter

A HISTORIC meeting between two formerly rival black teachers' organizations — the Democratic Teachers' Union (Detu) and the Peninsula African Teachers' Association (Penata) — takes place in Guguletu today.

Five schools in the Peninsula have not been functioning because parents and pupils refused to comply with new registration procedures instituted by the Department of Education and Training (DEAT).

Black schools were to have opened on January 13, but the Deputy Minister of Education and Training, Mr Sam de Beer, said last week that full teaching routines would be resumed on February 3.

Detu chairman Mr Shepherd Mdladlana last night said his organization and Penata would meet at the Uluntu Centre in Guguletu today for talks.
Successful enrolment

THE enrolment of secondary school pupils in the Peninsula has been successfully concluded and nearly 8,500 applications have been received and processed.

This was said in a statement by Mr Bill Staudt, the regional director of the Department of Education and Training (DET).

Mr Staudt emphasized that police would not be present on the school grounds of the older Peninsula secondary schools when classes begin tomorrow.

In all cases it had been possible to place the children at the school of the parents' choice and no compulsory relocation of pupils took place, he said.

Schools' timetables have been drawn up by computer and both teachers and principals have been closely involved in preparations to ensure that schools were adequately equipped.

He said no teacher in the Peninsula had been retrenched as a result of rationalization, but that differences in total enrolments between the various schools had meant that certain teachers had to be relocated.
Principal defends record at school

Mr Mngudlwana said Prof. Lalendale had had to leave Fort Hare University where he had been a lecturer. He had then taken up an appointment at Lennox Sebe Training College in Ciskei but again had had to leave.

The chairman of the Daliwonga school committee, Mr Bangilwire Daba, said it was true that conditions at the school were deplorable.

He denied knowledge of any moves by parents to have him replaced. He also said his relations with the school committee were "cordial and very good".

Prof Lalendale denied that conditions at the school were deplorable and said one or two windows were broken after an end-of-year disco.

He rejected Mr Mngudlwana's statement that last year's results were "not enviable", saying that he had, in fact, improved results since his arrival.

He said the school enjoyed a pass rate of more than 50 per cent with four first class passes last year.

He denied that nine teachers had resigned from the school last year, saying one man had died, one had been expelled for misconduct and one had asked for a transfer to Umtata in order to further his studies.

He referred to certain aspects of the accusations against him as "blatant untruths".
Press banned from education meeting

Daily Dispatch Reporter

EAST LONDON — The press was banned yesterday from reporting on a meeting where the Cape Director of Education, Dr. S. M. Walters, discussed the new education dispensation.

The MP for East London City, Mr. Peel de Pontes, refused to allow the press to take notes, saying the meeting was "closed".

Before the meeting Mr. De Pontes approached a Daily Dispatch reporter and photographer and told them they could only take photographs and report that the meeting had taken place, but "nothing more".

He said the meeting was only for teachers, members of school committees and parents who had children enrolled at schools in the Border area.

The Daily Dispatch representatives agreed to leave, but Mr. De Pontes repeated from the stage that the press was not allowed to report on the meeting.

The Cape Director of Education, Dr. S. M. Walters, addresses a meeting of Border teachers and parents in East London yesterday.

"This means you can rest assured that nothing you say will appear as headlines on the front page or maybe even the back page," Mr. De Pontes told the audience.

In previous statements to the press, announcing plans for the meeting, Mr. De Pontes gave no indication that it would be closed.

The meeting, which was held in the Hoërskool Grens hall, was attended by more than 400 people.

An East London city councillor and member of the Cape Education Council, Mr. Errol Spring, who attended the meeting, declined to comment on what was discussed.

Mr. Spring said that as far as he knew Dr. Walters had wanted to have an "informal discussion" with parents about education in the Cape.

Parents who attended the meeting said Dr. Walters had told them they should involve themselves in school activities so that they could have an influence on the way education was going.

He had said parents should take advantage of the opportunity they had of getting involved in their children's education.

He had said they should seek positions on the various committees offered by schools, such as the parents/teachers association and the school committee, as well as other minor committees.

He also spoke about provisions made for dividing education in the province into areas according to the density of the child population.

Parents, he said, spoken to after the meeting said that educating a child was set to become more and more expensive.
Police ban on pupils hindering extended

Education Reporter

POLICE yesterday extended, till February 29, the ban on "advising, encouraging or promoting" the non-attendance of pupils at black schools in the Western Cape.

The Divisional Commissioner for the Western Province, Brigadier Roy During, renewed the ban originally issued from January 14 to January 28 covering the magisterial districts of Cape Town, Wynberg, Simon's Town, Bellville, Athlone, Goodwood and Kuils River.

The deputy director-general (operations) of the Department of Education and Training, Mr Jaap Strijdom, said yesterday that so far more than 8,000 pupils had been placed in schools of their choice.

Meanwhile, teachers in Peninsula black schools said this week that dozens of teachers were being transferred to other schools because of low pupil registration this year.

A spokesman, who said he represented 33 Langa High School teachers, said they were concerned about job security.
CAPE TOWN — The Cape Education Department is researching the possibility of introducing Aids education into schools — while the central government is to approach all education departments to try to bring home the seriousness of the disease.

A survey of headmasters here showed a willingness to conduct Aids education within high schools but a wariness — for various reasons — of departmental initiatives and a preference for exercising their own discretion — or "local option".

The director of the Cape Education Department (CED), Dr S.W. Walters, said the department "was conducting research into all relevant aspects of Aids pertaining to the educational situation."

A spokesman for the Department of National Health and Population Development said the government's R1-million Aids-prevention campaign would include contact with all the country's education departments.

"A series of meetings is scheduled with the education departments to tell them how seriously the department views the situation and to seek their co-operation at their discretion," he said.

Dr Walters said the CED had an experimental family guidance programme in a representative sample of 99 schools across the province. "This programme provides inter alia for aspects of sex education including guidance about sexually related and sexually transmitted diseases," he said.

The programme was currently being evaluated with a view to introducing it — with possible revisions — in all schools.

He expected the final report by March and he hoped it would be implemented by next year.

The question of "local option" raised by principals and other aspects of programme presentation and implementation would be determined by the result of the evaluation, which included responses from parents, teachers and pupils.

Requests by different groups to conduct Aids education in schools had been granted subject to the permission of the principal and the school committee — but only in those cases where the request involved any of the 99 experimental schools.

All other requests were turned down because they may have involved the 99 control schools involved in the study. — DDC
Places being sought for pupils

By Zennide Vendeiro, Education Reporter

The Department of Education and Training has been assured by its regional offices that urgent attention is being given to finding places for black pupils turned away from schools at the start of the first term, chief liaison officer, Mr Job Schoeman, said yesterday.

Accounts of overcrowding at some Transvaal schools were published in The Star last week when the deadline for registrations expired.

Mr Schoeman said that as reports were still being received from the regions, it was not yet possible for the department to gauge the extent of the problem. But reports of "mass overcrowding" were exaggerated, he said.

He said planning for the school building programme was based on the annual growth rate of 3 percent in the primary school population and 10 percent in the secondary school population — but classrooms were built to accommodate more pupils than projected in this way.

The DET had expected an increase of 79,000 pupils this year and had built new classrooms to accommodate 104,000 additional pupils.

In various stages of planning were a further 58 primary schools and 54 secondary schools, he added.

"Surveys are conducted to establish the schooling needs of each community but we cannot be expected to plan for pupils we don't know about... We cannot control the movement of people."

Mr Schoeman said it was possible that problems were being experienced in specific areas because of an influx of many additional pupils, most probably from rural areas, he said, schools were being drained of pupils.

At schools where overcrowding occurred, it was the policy of principals to give preference to pupils who attended the school the previous year, pupils from feeder primary schools, and those from that particular area.

It was also policy to refuse admission to pupils who had failed twice and rather offer these opportunities to children coming up through the grades.

Mr Schoeman said acts of vandalism at schools in Soweto, where squatters had for example ripped off roofs, windows and doors to use in erecting shacks, was an aggravating factor. "It is morally indefensible to stop building projects in some areas so that funds can be used towards repairing damaged school buildings in other areas."

The DET, said Mr Schoeman, had a responsibility to distribute fairly and equally the available funds throughout the country.

He said last year 86 percent of the potential black school population (children aged six to 16 years) were actually at school. This was a major achievement. "We are moving towards a situation of universal and compulsory education."
WHY ALL SCHOOLS ARE NOT EQUAL

Dr. Mike Bremner Replies...
Dear Michael,

I understand your concerns about the school's performance. I have been part of the school for a few years now, and I must say I share your opinion on the lack of discipline andbergera.

The school's administration is aware of the situation, and they are taking steps to improve the situation. They have been in touch with the parents and teachers to discuss the issue and come up with a solution.

I would like to suggest that if you feel the need to take action, you should approach the school administration directly. They are more likely to listen to you if you express your concerns in a respectful manner.

Thank you for your concern.

Sincerely,
[Signature]
THOUSANDS of pamphlets issued by "the security forces" and proclaiming "peaceful education is real education" were distributed in Cape Town's townships this week in an apparent bid to defuse tensions over last week's delayed start to the school year.

It remains to be seen whether pupils, angered by new compulsory registration procedures and a police ban on meetings to discuss the issue, will be wooed by the message.

"Your friends the security forces wishes the thousands of students starting their school year on Wednesday 3 February 1988 the best of luck for a successful 1988.

"From today our presence in the vicinity of schools will ensure a peaceful start to your education," the pamphlet read, concluding: "Peace and Education is a South African Way of Life."

Published in English and Xhosa, the pamphlets appeared on Wednesday stating they were "issued by the security forces" but carrying no printer's name or address.

A representative of the National Education Crisis Committee in the region said he viewed the pamphlet as "a declaration that they will be occupying schools and an explanation of the kind of repression we've been seeing" — a reference to recent detentions, banned meetings and police raids on organisations affiliated to the NECCE.

Police have been guarding high school premises — at the request of the Department of Education and Training — since January 11. Schools were supposed to open on January 13.

On arrival, pupils were told to report to one of three centralised registration centres and teachers to an adult education centre for "enrichment courses".

New registration forms called for pupils to sign an undertaking to obey school rules and subject themselves to any necessary disciplinary action.

Parents had to agree to their children being disciplined, to foot the bill for any damages to school property or departmental books and to furnish written reasons for their child's absence from school.

The deadline for registration expired last Saturday and the department has stated that those who failed to meet "will thereby reneging and have been denied the opportunity of education".

It has also warned that where insufficient numbers of pupils enrol, schools may be closed — and that where pupil numbers result in an excess of teaching posts, teachers' jobs can be in jeopardy.

Observers believe the department's new hardline approach is a carefully thought out strategy. By barring pupils from school premises until they are actually registered, they have prevented them from meeting to discuss and mobilise around the issue. Those pupils who fail to register will then have effectively expelled themselves.

There are also fears that if the axe falls on teachers, those based in "progressive" organisations will be the first to go.

The department did not respond when asked to comment on this. The Cape regional director, Bill Stade, did, however, confirm that the DET had asked police to guard school premises. He stated allegations by the NECCE that the DET was "providing a schools crisis", saying it was doing its best to ensure schools were adequately equipped and properly organised to give pupils "the best educational possible in an orderly environment".

As the registration deadline ticked away, two meetings to discuss the issue called by the Joint Parent, Teacher, Student Association, representing the five main high schools in Langa, Nyanga, Guguletu and New Crossroads, were prevented from going ahead by police acting in terms of a ban on any gatherings where "non-attendance of schools or non-registration" was promoted.

Late last week the PTSA's of two schools launched a supreme court application for an urgent interdict permitting a meeting to be held and restraining the police from interfering unlawfully with it.

The matter was postponed until today to give the minister of law and order and the police time to file replying affidavits.

Langa High PTSA chairman Lungile Daza described his affidavit as the shock and dismay of parents and PTSA's at the department's failure to consult them over the new procedure.

While the principle of registration was accepted during negotiations, while department officials, reservations were expressed about "certain aspects", he said.

The relevant official, deputy director of police Bram Oliver, failed to keep an undertaking to report back after reporting these to his superiors, Daza said. Instead, details of the new procedures were released on January 9.

Daza also described how people who arrived at two meetings called by the Joint PTSA — to discuss the issue of registration in a responsible manner and obtain a mandate from parents — were "chased away" by a large contingent of police.

Without parents' decision-making and participation there was "very little" likelihood that schooling would return to normal, Daza said.

In a replying affidavit, security police commissioner Admira Tshabangu legitimised the PTSA meeting would be used as a platform to urge pupils against registering.

Latest figures available from the department indicate that more than 6 500 students have been registered for 1988. But according to Weekly Mail sources, registration for some schools has been very low — with some pupils signing their forms but cancelling out the declarations in the hope that they will be re-admitted but with no strings attached.
UK bursaries for black S. Africans

LONDON. — More than 2,500 black South Africans will benefit from a British plan to make £21 million (about R62 million) in education grants available over the next five years.

The grants are the main feature of a package of positive measures agreed by the British government which believes this kind of assistance, and not mandatory economic sanctions, is the most effective way of helping peaceful development and change in SA.

Releasing details of the education package, a spokesman for the Overseas Development Agency said a total of £2.5m would be spent in this financial year.

British education aid has expanded rapidly from £12,000 in 1984/5 financial year, £150,000 in 1985/6 to £1.5m in 1986/7.

The grants are available through seven separate schemes.

- The postgraduate scheme makes 140 bursaries each year available for graduates with degrees in English, mathematics and science to study at a university or higher education institution in the UK.

- The Nassau Award scheme, run by the Commonwealth secretariat, provides 50 bursaries annually for postgraduate training in “key areas” at a British university.

- The British Undergraduate Scheme offers 80 — increasing to 100 — awards to study for degrees in mathematics, science, technology and social sciences at UK universities.
Parents favour varsity — study

Johannesburg

Most parents, particularly Afrikaans speakers, favoured university education because they believed it would determine their children's future status in society.

This was a finding of a Human Sciences Research Council study into the image of technikons commissioned by the Technikon Principals' Committee.

The general belief was anyone with a university qualification was more likely to earn a good salary in a senior position than a technikon trained person.

About 60 per cent of parents preferred university education for their children.

However, there was a tendency among Afrikaans parents to attribute higher status to university training.

English-speaking whites were far less prejudiced against technical education and technikon training.

This attitude was clearly reflected in proportionately more English speaking than Afrikaans-speaking students at technikons.

"It appears the attitude of parents was passed on to the children. About 40 per cent of Std 10 pupils associated technikon training with persons who had a manual aptitude," the survey said.

"About the same percentage believed that only pupils who were incapable of achieving better than average symbols at school should go to technikons."

The fact that 30 per cent of Std 10 respondents believed students had to study much harder than technikon students to pass was further indication of the general belief that university courses were much more difficult than technikon courses.

— DDC
Menlo Park bans black athletes again

PRETORIA. — Menlo Park High School, which sparked the "squeegee" sports ban a year ago, has given 300 young Natal athletes the cold shoulder this year in case they bring along black teammates.

When the athletics meeting of school pupils from many parts of South Africa takes place in Pretoria on February 13, teams from Durban and Maritzburg will not take part.

Last year, Durban and Districts High Schools Athletic Association teams were invited to compete in the annual sports meeting again, in spite of the withdrawal of many contestants over the ban on Kearney College pupil Nkululeko "Squeegee" Skwoyiya.

The story made world headlines as 89 of the 277 Natal team members pulled out and the sponsoring South African Sports Foundation withdrew trophies, medals and other support.

This time, the DDHSSA telephoned the organisers who confirmed that blacks would not be able to participate.

Nkululeko Skwoyiya, at the centre of the same controversy last year, said today he was sad and concerned that such a issue should come up again.

"After all the trouble I had last year, I certainly wouldn't want this to happen to somebody else," he said.
School head faces probe on politics

PRETORIA: A high school principal, drawn into a row about alleged right-wing politicking at his school, was charged with misconduct and would face a commission of inquiry, the Minister of Education and Culture, Mr. Piet Clase, announced yesterday.

The principal, Mr. J. A. van Niekerk, of the Hendrik Verwoerd High School, declined to comment.

But the retired Nederduitsch Reformed church minister who delivered the controversial lecture at the school on October 13, Rev. G. A. Cruywagen, 67, said the government "should expect to be questioned in Parliament this year" on National Party politicking at schools.

He claimed that the content of his lecture before a "spiritual preparedness" class had been based on a book which is prescribed at teachers' colleges, "Spiritual Resistance against Ideological Terrorism," written by Dr. S. Ross.

This could not be confirmed by the Transvaal Education Department yesterday.

Mr. Clase said in his statement Mr. Van Niekerk pleaded not guilty to Transvaal Education Ordinance charges and that a commission would now be appointed.

The three-man commission would be chaired by a magistrate and would be empowered to subpoena people.

This step follows a public row between Mr. Clase and the National Party MP for Innesdal, Mr. Albert Nothnagel, which had been sparked by an article Mr. Nothnagel had written on the lecture.

Mr. Cruywagen earlier said he was not a racist, and did not promote racism, but that he had shown children a photograph of black actor John Kani and white actress Sandra Prinsloo kissing.

He had done this to show that the "illuminati" — the money powers which strive to dominate the world by fusing the population into a Marxist, multiracial mass — were at work.

Mr. Cruywagen denied that he referred to "kaaffrijies" in his lecture, and said he had been framed by a "brainspool cell" of informers in the class.

He alleged that schools in fact involved children in NP politicking, and that pupils at a Free State school had been encouraged to visit a combi — carrying NP propaganda — which had been left parked on school premises.

Mr. Cruywagen challenged Mr. Nothnagel to a public debate and invited Mr. Clase to be present as an observer. He said he was a CP supporter and a NGK member. — Sapa
Educated workforce is a firm's real asset

Antics is not the major problem affecting the African economy in the long term; it is the level of education of the workforce. Indeed, success so far would go a long way towards nullifying the effects of the foregoing

The statistical evidence is certainly overwhelming: 46% of South Africans have no education at all, compared to 6.3% for Japan; 98% of all high school students in SA do not matriculate; 80% to 90% of all first-year University students do not survive the first year.

The ratio between highly skilled and unskilled manpower in SA is 1:1, compared to Japan's 1:11, Australia's 1:11 and America's 1:9.

The good news is that these figures apply to 1980, but bad news is that they have not changed that much since. Despite recent improvements at home, other countries have not exactly been standing still, so the relative gap is still disturbingly wide.

A factor that is likely to be amplified in the unique First/Third world mix in SA, the country has grappled with problems the major western economics no longer see as paramount.

Thus, while the British regularly complain about their poorly-paying managers, technicians or artisans compare academically with their counterparts in West Germany, SA is still trying to get to grips with the more basic problem of literacy and numeracy.

To paraphrase a recent quote from Fortune magazine: "South Africa has problems in places where other countries don't even have places.

It is an undisputable fact that poor literacy results in poorly trainable workers, so in a sense the whole question of business education cannot be properly addressed until the wider issue of education for the broad mass of people is addressed. And the stakes are more economic than political: tomorrow's workforce comes from today's ranks.

"The working population as a whole will increase from 10.5 million in 1989 to 17.5 million in the year 2000. And some 5.6 million of the 7.1 million increase will come from the black population," says R. H. Lee in a 1983 report on the subject. "Of these 7.1-million jobs, approximately 5.5 million will be in the modern sector, requiring basic education and further training."

When one goes on to consider that by 1990 about half of all foreman/supervisory positions will be occupied by blacks and coloureds and that the unskilled production work will be performed by blacks, the problem becomes frighteningly apparent.

The recently published 56.5% matric pass rate among black students - a meagre 2.9% improvement on the previous year - does little to encourage optimism.

A poorly trained workforce impacts first and foremost on a country's productivity. Witness a recent ad in UK papers which starkly reveals that the typical American worker produces 20% more than the typical British worker. One of the reasons given is that American workers are better trained and educated for their jobs.

The same holds true for Germany, where two workers out of every three have qualifications relevant to their jobs. In Britain, the figure is two out of every five. On a more general level, expanding UK firms are finding that they cannot fill vacancies for skilled personnel. This is especially prevalent in the booming south, where shortages of all types of people - from engineers and computer programmers to skilled artisans and secretaries - are causing severe production headaches for companies with full order books.

While the SA economy is nowhere near as buoyant as Britain's, there is a severe shortage of skills in certain key areas. A walk past any personnel agency shows an ad after ad for DP. The computer magazines paint a similar picture for computer personnel, and only recently a dire warning was sounded about a shortage of engineers.

Add to all this the increasing technological level of society as well as the exodus of skilled personnel to the case for more training becomes iron-clad.

"With the widening skills gap and the importation of skills now virtually impossible as a result of sanctions and other pressures, surely the time is now ripe to go back to basics," asks Personnel Practitioner Fred Simmoneelli, writing in the authoritative magazine, Human Resources Management.

In order to function effectively, says Simmoneelli, a business requires the "Six M's" - money, materials, machinery, methods, markets and manpower.

"Manpower has the most crucial and lasting effect on all of the rest and that is why training is so important. Manpower is the most variable and, hence, the effective or inferior utilization of this resource can have far-reaching effects on each of the five M's.

What is being done by government to encourage companies to send their employees for training? More than in many other developed countries, according to the department of Manpower. The British, for example, have a levy system whereby any contribution of the wage bill of a given company must be set aside for training. If the training is Manpower approved, there is a rebate on this sum.

In a lot of cases, yes - but not always," says Dymas. "As in all areas, the consumer has to be aware of what he is purchasing. It's the same old story of caveat emptor."

(A comprehensive list of approved institutions around the country appears in the Human Resources Management 1988 Yearbook.)

As to how much money companies spend a year on training, the department says that a commitment would be around R100m a year. This is partially based on extrapolation from a 1981 report in which 600 companies, responding to a survey, revealed they spent R112m on training.

Training departments are seldom promoted with sufficient zeal at corporate level, and do not enjoy the same status as other departments where the effect on investment is more readily perceivable on the bottom line. Thus in hard times, the first casualty along with the advertising budget is the training budget. This is illustrated in the graph through the slump of ©.
Wits school making its mark

IN ITS own quiet way, the Wits Business School (WBS) has become one of the most important contributors to the smooth running of the economy. It provides hundreds of companies with the one intangible asset without which they would not be able to function effectively — business training at senior executive level.

The objective of all our courses is to equip the businessmen and women of the future with the best in management education," says dean and director Professor Andy Andrews. "This education is refined where necessary to meet the special circumstances in which they find themselves as managers of South African organisations." His last point underlines one of the main advantages of the courses offered. Although classic universities may take students through months of beautiful theory from Keynes to Friedman, WBS courses are firmly rooted in the realities of SA.

Yet, in advertising, studies have shown that companies that cut back on advertising during a slump see their market share diminish in the long term. Many personnel practitioners argue that the logic is exactly the same in the field of training.

The sheer choice of courses available means that companies are now able to fine-tune their personnel to a degree unheard of 10 years ago. Besides the obvious courses in management, finance and marketing, there has come on to the market courses in everything from persuasion and motivation to public speaking and inter-hierarchical communication.

Even the traditional prerequisite for training — a matric diploma — need not pose a problem as more and more institutions are tailor-making their courses to meet the educational realities of SA.

Donald Currie of international consultants Whitehead Morris, concludes the case for more training: "If you work your way back through the production process, you end up with your real assets — qualified personnel. Politics notwithstanding, those companies still around in 10 years time will be there largely because of the calibre of their staff."

W.W. Back to school for SA's senior managers
Joining the fray in the long war against illiteracy

Low educational levels limit the extent and kind of training an illiterate can receive, conceptual abilities are hampered, with limited retention of information.

Illiterate supervisors cannot cope with demands of either the job situation or formal classroom-type training.

Trainees have difficulty transferring skills to the job situation.

Duration of courses needs to be extended to allow for more repetition of information, resulting in cost increases. Training programmes have to be designed differently and all communication has to be verbal, written tests and note taking are impossible.

A company policy to promote from within cannot be fairly applied in the case of long-term illiterate employees, resulting in bitterness and envy among these overlooked in favour of more educated outsiders.

The end result of all this, says Ondelaal, is reduced productivity. "And South Africa's productivity is low enough as it is."

Cult aims to address the problem by providing job-related, functional language and cross-cultural communication training. The courses are designed locally, and where appropriate, content is further adapted to suit the specific communication needs of the client organisation.

The Basic English Language Group programme targets three categories of personnel:

- Key workers being considered for promotion to supervisory positions who are hampered by their illiteracy and inability to communicate.
- Workers who frequently communicate in meetings with management.
- "Workers who are totally functionally illiterate," says Ondelaal. "Only language specific to the work and life of the trainees is taught. This results in more cost effective use of training time."

Thus, about one third of the programme content is job specific - for example, ordering materials and reporting shortages - while the remaining two thirds is generic - for example, giving a savings account or introducing a bank.

"These issues might seem trivial on the surface, but to functionally illiterate workers, they are enormous obstacles to career advancement," says Ondelaal.

From the point of view of the employer, this basic education can serve as the basis for further job training, enhanced labour relations and ultimately a more productive workforce.
Opening date for Black City Schools

Education Reporter

BLACK schools in the Cape Town circuit will begin full teaching routines on February 3 and pupils must enrol by 4pm today, the Deputy Minister of Education and Training, Mr Sam de Beer, said yesterday.

Since the official opening of schools on January 13, pupils have only been able to fill in registration forms for the nine Cape Town secondary schools at St Francis Centre, Langalibalele, and the Sivuyile Technical College in Gugulethu.

The gates of the other seven schools, including two new comprehensive schools in Langalibalele and Gugulethu, have stayed shut.

Improve

"In a statement, Mr De Beer said 7,233 of an expected 9,000 black pupils in the nine Cape Town secondary schools for this year had registered so far.

He said that owing to the tremendous increase in the black school population and the lack of development of school facilities, "every effort has been made to provide adequate school accommodation".

"It is hoped that classes will be smaller than in the past and this should improve the quality of schooling offered.

"Parents, pupils and teachers are anxious that the 1988 school year should be a good one so those who really want to learn can get the best possible opportunity to do so," Mr De Beer said.

Earlier this week, representatives of the Joint Parent-Teachers Students Association said registration had been slow in schools, because parents were not satisfied with certain aspects of the registration form.

The convener of the ad hoc working committee, Mr Matthew Cabadiya, said the DET had not honoured its undertaking to discuss the registration form further and some parents had objected.

At a meeting with Mr De Beer this week, Mr Cabadiya said, the deputy minister had urged the PTSA representatives to ask parents to register and other problems would be sorted out later in the year.

However, the PTSA's report-back meeting in Gugulethu on Wednesday evening was prevented by police, and is now the subject of legal action.
JOHANNESBURG. — Mr Carter Ebrahim is the central figure of a detailed investigation being led by the Auditor-General into the buying of schools' computer systems by his department.

The Auditor-General is investigating claims that the acquisition of computer equipment and related services by Mr Ebrahim's department were "contrary to the financial regulations and Treasury directives on financial control".

Weekend Argus is in possession of documents from the Auditor-General's office confirming the investigation.

This follows allegations of intrigue involving civil servants and computer companies in winning official approval for various systems.

Questions have been posed over alleged irregularities in the choice of computer systems for trials by Mr Ebrahim's department.

It is estimated that the cost of equipping black schools alone could run to more than R1-billion.

Cape Town sources close to the Department of Education and Culture in the House of Representatives told Weekend Argus they believe the system which is being supplied to schools was not recommended by the educational experts in the department.

The systems which are to be the subject of the Auditor-General's investigation are Israeli-manufactured. It is argued that local computer systems would be equally effective and cheaper.

This is the second investigation to be announced by the Government in the past year.

Deputy Advocate-General Mr J C Ferreira confirmed in August last year that investigations into alleged irregularities by a locally based firm were being investigated. He said the findings would be tabled in Parliament early this year.

Mr Ebrahim was not available for comment, on the investigation, but earlier in the week he vehemently denied reports of "maladministration" in his department.

Mr Ebrahim entered politics at the age of 52 when he was elected to the Coloured Persons' Representative Council as Southern Cape representative for the Labour Party.
School for all to open in Umtata

Daily Dispatch Reporter

UMTATA — An international school which will admit pupils of various nationalities, including resident foreigners, will be opened here next month.

The school will initially admit pre-primary, Sub A, B and Std 1 pupils, the school's public relations officers, Dr D. Eghan and Dr E. Nxiweni, said yesterday.

The school is the brain-child of the headmaster of the Umtata High School, Mr Tom Wanklin, who is also chairman of the Umtata High School's Parents and Teachers Association.

He was supported by a number of people including doctors, academics, educationalists and expatriates in Transkei.

The school was registered this week with the Department of Education and it was hoped that the government would soon subsidise it.

So far over 200 applications have been received for the school.

Dr Nxiweni said the Cape education syllabus would be used as a basis.
School organisations court bid to hold mee

Mr Duba said meetings on January 14 and 20 to get a mandate from parents to proceed with registration or to seek adjustments were prevented by police.

He said it is essential for the normalisation of schooling that parents could have a meeting.

"The deadline for registration forms to be submitted to the DET is tomorrow and the DET has threatened to close schools if large numbers do not register," he said.

Security policeman Captain Adriaan Trollip said he was told that the intended meeting would be used as a platform for advising and encouraging a refusal to re-register pupils.

He said the PTSA were trying to take over control of schools and to use them for teaching "alternative" syllabuses.

The matter was postponed to give the Ministers and the police time to file replying affidavits.

Role of PTSA

The respondents are the Minister of Law and Order and the Western Cape Divisional Commissioner of Police.

Chairman of the Langa PTSA Mr Lungile Duba said in an affidavit that the Langa, Crossroads No 3, Pezeka, ID Mkize and Sizamile secondary schools' PTSA had tried in 1997 to ensure that black education returned to normal.

"The PTSA to a large measure were responsible for persuading pupils to return to school last year and also formed a joint ad hoc working committee consisting of — for each school — four parents, the school principal and his deputy and three DET officials."

"Between September and November, in meetings with top DET officials, parents and pupils said they did not object to re-registration, but to certain aspects on the registration forms which they proposed should be amended."

Parents dismayed

"Instead, on January 7, a DET statement was issued setting out the registration procedure for pupils. Parents and the PTSA were dismayed at the DET's lack of consultation."

Supreme Court Reporter

A SUPREME Court application by township parentteacher-student associations (PTSA) for an order allowing a meeting to go ahead unhindered by police has been postponed until next Friday.

The application, brought after two meetings to discuss with parents the registration procedure laid down by the Department of Education and Training (DET) were stopped by police, was heard briefly by Mr Justice Rose-Innes in chambers last night.

The PTSA had intended having an urgent meeting with parents last night.

The application was brought by the PTSA of Langa and Crossroads: No 3 high schools and a parent, Mr Mathew Sonnboy Chabadi.

The Langa PTSA Mr Lungile Duba said in an affidavit that the Langa, Crossroads No 3, Pezeka, ID Mkize and Sizamile secondary schools' PTSA had tried in 1997 to ensure that black education returned to normal.

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Freeze on teaching posts

TEACHING posts at schools under the Department of Education and Culture (DEC) have been frozen.

This shock announcement greeted teachers when schools reopened this week.

Principals were informed by circuit inspectors that the freezing of posts were necessary because of budget cuts.

An Athlone principal said a ban on additional posts would “adversely affect an already bad situation”.

“There is overcrowding at many schools and the curb on new appointments will only push up the bad pupil/teacher ratio.”

The liaison officer of the DEC, Mr Thimus Dempsey, confirmed the freeze on posts. He said all vacant posts would become redundant if not filled within 10 days.

Latest:

The police used the Emergency Regulations to block a meeting of the PTSA, representing township high schools, from going ahead on Wednesday night.

An appeal by the PTSA to a Wynberg magistrate to hold the meeting, also failed.

The meeting was planned to discuss the registration of pupils. Police comment could not be obtained.

Meanwhile, the situation at high schools in the Peninsula’s African townships remains tense. Teachers said pupil registration was “slow”.

The Department of Education and Training (DET) has warned that no applications for admission would be considered after January 23 when classes would resume.

DET schools were formally opened last week. The high schools were closed until pupils registered. Teachers from the high schools are stationed at St Francis in Langa and Sivuyile Technical College in Uitenhage.

A mystery pamphlet was distributed in the townships this week urging pupils to return to school.

The Detu spokesperson said the pamphlet was false.
Daily Dispatch Reporter

EAST LONDON — More children went back to school yesterday when term started at schools in the coloured suburbs.

At Parkside Primary, 129 pupils went to school for the first time, pushing enrolment figures up to 1,027.

The headmaster, Mr C. E. Vengadajellum, said more pupils are expected to return later in the term.

"We had no problems from the Sub As at the beginning of the day, but after they had been in the classroom for an hour or two, some of them started to cry and wanted to go back to their parents," he said.

At 11.30 am Mr Vengadajellum decided to call it a day for the young scholars.

"Coloured children do not have much opportunity to go to pre-school because there is only one school which can take 25 pupils," he said.

"Some of the Sub As have older brothers and sisters at the school and know what to expect, and for the rest, within two or three days they are fine," he said.

The headmaster of A.W. Barnes Primary School, Mr C. W. November, said that enrolment at the school had been normal and 670 pupils had registered.

A hundred pupils were experiencing school for the first time, but there was only one case of tears, he said.

Greenpoint Secondary School headmaster, Mr E. D. Fray, said enrolment at the school had increased by 30 pupils from last year, to 1,450.

Other schools contacted yesterday refused to comment on enrolment without permission of the department of education here.

A spokesman for the department refused to comment and referred queries to the liaison officer for the Minister's Council of the House of Representatives, Mr Thobias Dempsey.

Mr Dempsey said details of enrolments at local schools would not be known until tomorrow but nationally there had been a "good turn-out."
National libraries squeezed

MANDY JEAN WOODS

Budget constraints and huge increases in printing costs have reduced the amount of overseas material available to researchers using the SA Library in Cape Town and the State Library in Pretoria.

State Library director Reg Zaalman said the library had reduced its intake of books published overseas from 2,668 in 1981/82 to only 515 in 1987/88.

During the 1986-87 budget year the library had not placed any orders for overseas books.

"The cost of buying books published overseas has increased dramatically, yet we are getting less and less to spend on books," he said.

International periodicals and journals have been affected even worse.

Zaalman said periodical subscriptions had almost halved while costs had almost doubled.

The library received 719 periodicals from overseas this year (at a cost of R180,000) compared with 1,300 (at a cost of R330,000) three years ago.

SA Library director P E Westra said his library had suffered a similar fate, but he did not want to disclose the extent of the cutbacks.

Donations by private enterprise had not been forthcoming because neither library was registered as an educational institution and donations were not tax-deductible.

Westra said a proposal to change this had already been put to government which was considering it.

"The two national libraries are regarded as the last resource. Other libraries are in the same position and researchers turn to us as a last resort and we should be able to provide them with what they need," he said.
Maritzburg back to school! Call

MIXING THE TEACHERS
Pupils pay for past years' damage

By STAN MILONGO

The parents of about 300,000 pupils who attended school for the first time this week were in line for a rude shock they were asked to pay between R10 and R15 school fees.

The 300,000 pupils joined two million others estimated by the Department of Education and Training to have returned to school this year.

DET spokesman Edgar Posselt said the amount paid for school funds varied from school to school and was determined by school committees.

He stressed that as far as his department was concerned "education is free".

City Press investigations found that new pupils had to pay more than the normal R5 school fees to help cover the costs of repairing riot-damaged schools.

Parents interviewed were angry and claimed that some of them were forced to abandon plans of sending their children to school because "of the high fees".

A teacher at one Vaal school, who asked not to be named, said: "As a parent and a teacher, I was simply stunned by the decision for Sub-A youngsters to be forced to pay for repairs to damaged schools on the very first day they entered their classrooms."

The principal of Naledi Lower Primary School in Soweto said: "If the parents have any complaints, let them make them to the school committee."

An Evaton parent, Anna Mokotodi, said she had to pay R15 to have her daughter admitted to a Sub-A class.

"I don't understand how my child who was very young or not born when delinquents burnt schools in 1976 and 1984 can be expected to pay for repairs of the damaged schools," she said.

Another parent, George Magagula, of Soweto, said: "How can they expect black pupils to continue their education when they are forced to pay for repairs of the damaged schools?"

Citing demographic factors, he said: "This does not necessarily mean, however, that all schools will automatically be integrated."

"They will continue to serve the needs of their particular geographical communities while the short to medium-term school programme is likely to be that many schools will become fully integrated."

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Matrics are still waiting

By VASANTHA ANGAMUTHU

TEACHERS and pupils at Natal's experimental multi-racial Phambili Institute are eagerly awaiting the matric results of 80 pupils.

Good results would mean the institute's one-year-old multi-racial test has been successful.

According to an institute spokesman, the delay is stretching the nerves of pupils and teachers.

He said he could not understand why the pupils, who wrote through the Young Men's Christian Association, had not received their results.

"We are trying to figure out why, while it seems the results are out, Phambili has not received them," he said.

Numerous queries had been made to the Department of Education and Training but a satisfactory reply had not been received, he said.

Another spokesman for the institute, Professor Fatima Meer, said although no detailed results had been received, indications were that they were favourable.

Meanwhile, the KwaZulu Department of Education and Culture was awaiting further information from the DET after the results of seven high schools were withheld pending investigations into cheating.

The schools are Hambangendlela, Iwungu, Malinga, Ndakane, Ngumathini, Siphesihle and Ziphathole.

A spokesman for the DEC said the DET had promised that pupils would be told why their results were being withheld.

The Natal branch of the National Education Crisis Committee has sent an urgent memorandum to the Minister of Education and Training, Dr Gerrit Viljoen, highlighting anomalies in black education.

The action was described as an attempt to "ensure some normalisation of black education in Natal".

It highlighted the non-admission of some pupils to schools, the "inadequate" supply of stationery and books and the detention of pupils.

It was also sent to Minister of Law and Order, Adriaan Viljoen and the Minister of Defence, General Magnus Malan.
Staff, pupils find schools destroyed

One of the seriously damaged schools is Orlando High school in Orlando East. The walls of some of the blocks have been flattened while others have no roofs. The school was deserted save for a handful of pupils who had come in to enrol.

The principal did not have an office and had to utilise a caretaker’s cottage situated within the school grounds.

She declined to be interviewed. Pupils said they had been told that no schooling was going to take place at the school this year. They said a school was being built for them in the area.

Hlengwe High in White City also has structures that need to be rebuilt, while Meadowlands High and Lavela are also in bad shape, with many windows shattered.

Sapa reports that DET public relations officer Edgar Posselt said it was the responsibility of the community to see to it that school buildings were taken care of.

In the past, schools were damaged during unrest-related incidents, but since the beginning of last year, when normality, peace and calm were experienced in schools throughout the country, vandalism became the order of the day, Posselt said.
Myeza bids pupils to stay in class

Azapo call 'for school'

THE Azanian People's Organisation has urged all students and pupils to remain at school while problems that are "deliberately created" by education authorities are being considered by the organisation together with other education organisations countrywide.

Mr Muntu Myeza, Azapo's publicity secretary, said yesterday that his organisation's education secretariat is nearing the completion of the consolidation of an education programme for 1988.

"Our programme has taken six months to put together nationwide. We shall announce it at an education conference to be convened before the end of February.

"We are confident that after such an extensive consultation, the schooling problem will be resolved without the interruption of the school year despite the DET's obstinacy," he said.

Meanwhile, Putco has announced that it will now continue to subsidise scholars' fares until the end of the year. Earlier this month the bus company said it would continue to subsidise the scholars fares until the beginning of February.

In a statement yesterday, the company said it had reached a temporary agreement with the Government. For 1988, scholars' only additional commitment would be the annual fare increase which had already been implemented jointly with the general fare increases on December 21, 1987.
Education Reporter

BEHAVIOUR disorders are widespread among children in Peninsula schools, according to a report in the latest SA Medical Journal.

A study conducted by the child and family unit at Red Cross Children's Hospital showed that up to 19\% of pupils have behaviour disorders but the incidence could be much higher as no special schools were included in the study.

Among boys

According to parents' reports, 21\% of the 10-year-olds and 17.6\% of 13-year-old children met the criteria for behaviour disorder. The percentages according to teachers' reports were 9.5 and 30.5 respectively.

The study found behaviour disorders occurred with greater significance among boys, pupils older than the expected age for their standard, pupils with an intelligence quotient below 100 and pupils who had a learning disability.

Six English-medium primary schools and 12 English-medium secondary schools in the southern suburbs of Cape Town took part in the study.

Treatment facilities

Parents and teachers filled in questionnaires in which they were asked to rate items of behaviour on a three-point rating scale as to whether various types of behaviour were absent, present occasionally or in marked degree.

The report concluded that the mental health needs of children and adolescents in South Africa required comprehensive documentation with a view to the provision of adequate treatment facilities.

It was questionable whether current guidance and school psychological services were able to cope with the numbers of children and families requiring assistance, the report said.
Boycott rumours as pupils return

PORT ELIZABETH.– Rumours of a school boycott failed to disrupt the return to school this week of thousands of Eastern Cape pupils.

A spokesperson for the PE Students Council, said the rumours about a boycott had been spread by "elements" to cause confusion among pupils.

The council called on pupils to return to school and register for the full academic year.

The rumours were fuelled by reports of dissatisfaction with the results of the 1987 examinations and the compulsory payment of school fees.

"As we have stated previously, the problems should be discussed jointly by pupils, teachers and parents," a council spokesperson said. – Pen
Parent outcry at rise in school fees

By ADA STUIJT Tygerberg Bureau

Most white Government schools in the Cape will be forced to increase their "voluntary" fees this year, according to Mr J N Moolman, chairman of the Furow School Board.

Mr Moolman was approached for comment after parents of children at the Boston Primary School in Bellville complained that "voluntary" fees they had been asked to pay this year were "exorbitant".

The increase was the result of new belt-tightening procedures announced by the Cape Education Department in September, Mr Moolman said.

Among other things, schools now had to pay a percentage of their telephone accounts and contribute to the upkeep of their grounds.

In the past, Government schools reclaimed this money from the department.

Schools had also been asked to cut water and electricity costs, said Mr Moolman.

However, no school would be closed if it was unable to meet expenses from its voluntary school fund.

(Turn to page 3, col 7)
Fees ‘rather excessive’

(Continued from page 1)

"I want to emphasise that the fees, set by each school committee, are not used to pay for children's education," he said.

"No child will be refused an education if the parents cannot pay the voluntary fees."

Given details of Boston Primary’s new fees, he expressed surprise and said they seemed "rather excessive".

THREE TIMES HIGHER

Parents have been asked in a letter from the school committee to pay R300 for one child and R450 for two children this year.

Last year’s fee was R120 for one child.

Parents said the new fees were about three times as high as those at other schools in the northern areas.

Most other primary schools which have raised their fees since last year were asking for up to R100, parents claimed.

Dr M B Hanley, the deputy chairman of the eight-member Boston Primary school committee, said the fees were not out of line with other English-language schools, although Afrikaans school fees tended to be lower.

"English schools tend to work through their school fees and have fewer fund-raising projects, like fetes, than Afrikaans schools," he said.

"Our budget last year ran well over R100 000 and now, that the Province is no longer paying for certain items, we expect our expenses to be much higher."

He said school funds had to pay for items such as pool upkeep, photocopying paper, music sheets, library books and special projects such as a new school bus, which cost R30 000.
Call for open teacher colleges

The Argus Correspondent

JOHANNESBURG. — Taxpayers would save R40-million if the Government allowed black trainee teachers to take up empty seats in white colleges and scaled down plans to build "blacks-only" facilities.

This is one of the findings of a study "Race against the ratios: The why and how of desegregating teacher training" by Ms Vanessa Gaydon of the South African Institute of Race Relations published this week.

Ms Gaydon noted the Government accepted that inferior black education was a severe obstacle to political stability and economic growth. It had increased spending on black education, including teacher training, and was committed to achieving equality between the races.

Essential to this was eliminating the African teacher backlog and upgrading their qualifications.

Dramatic increase

Following a dramatic increase in the number of African teachers, in 1986 the African teacher-pupil ratio was 1 to 41.2, while in white schools it was 1 to 18.8.

The De Lange Commission, the Institute recalled, said that if a teacher-pupil ratio of 1 to 30 for all races was to be achieved by the year 2000, the number of African teachers in all areas, including the independent states, would have to increase to 239 943, compelling black colleges to produce 7 200 new teachers a year.

felt that to achieve this ratio, 10 875 new teachers were needed a year and about 515 000 by 2000.

"This suggests that the present rate of training, although vastly increased, will still fail to eliminate the backlog in teacher members by 1996 (the DET's target date for achieving parity) and 2000 (the De Lange report's date).

"The disparity will then admittedly be relatively small, but, because the present rate of training falls short by 375 teachers a year, the backlog will continue to widen after 2000 putting parity further out of reach."

No further capacity

The Institute felt the De Lange Commission underestimated the demand for teachers because its projections for pupil numbers by 2000 were conservative. By 2000, Ms Gaydon said, there would be nearly 2.4 million African pupils, a growth of about 60 percent on the present figure.

There were 17 white teacher training colleges in 1987 — with 2,841 vacancies, a fifth of their capacity. Existing African colleges of education had no further capacity for students.

The DET plans to spend R73.3-million to build facilities for 9,650 new black students, to be completed in 1992. More than 25 percent of these students could be accommodated immediately at white colleges at minimal costs, saving the state R40-million on building costs.

By 1985 there were 59 African colleges producing 10 500 teachers a year, the report said. But the institute
Teachers reassured on retrenchments

THE Department of Education and Training has dismissed fears that teachers at Peninsula schools have been retrenched.

The regional director, Mr Bill Staude, said differences in enrolment for the department’s seven Peninsula schools, which open tomorrow, meant some teachers had had to be moved to where they were needed most.

Principals had been closely involved in these moves and no teacher was without a job, Mr Staude said.

In an apparent reference to pamphlets distributed in the townships last week, he added there would be no police presence at the opening of the “older” schools.

The pamphlets, from “your friends, the security forces”, said: “From today our presence in the vicinity of schools will ensure a peaceful start to your education.”

CRITICISM

Meanwhile, the DET has defended the duties given to teachers during the two-week delay in the schools’ opening.

The department was reacting to criticism by the Democratic Teachers’ Union and the Peninsula African Teachers’ Association, which condemned the need for teachers to produce identity cards to enter schools, to cut their holidays short to attend courses “of no educational value”, and to report at schools to count stationery, text-books and furniture.

A department spokesman said teachers had to produce identity cards because only authorised people were allowed on school premises during enrolment.

He confirmed that “workshops on professional matters” had been held, which he said were very successful and had resulted in “positive feedback”.

The spokesman said teachers’ duties included ensuring that pupils would be supplied with stationery and books.
Display on Dias arouses interest

EAST LONDON — A display on the Dias Festival, compiled by municipal library staff, is generating considerable public interest at the central library here.

The exhibition sketches the background to Dias' historic voyage 500 years ago, and traces the progress of the modern-day caravel from Portugal to Mossel Bay.

Library staff have collected numerous newspaper and magazine articles on the subject, as well as photographs, souvenirs, posters and a map plotting the course of the caravel.

Highlights include an article on seafaring instruments used by navigators of yesteryear. These include: the astrolabe, (used to record latitudes and the height of the sun), and the houglass (used to record the passing of time).

The library's cultural and library manager, Mrs Mary-May Davidson, said a staff artist, Claudi Illes, had taken photographs of the festival during a recent visit to Mossel Bay.

Mrs Davidson said many pupils had visited the exhibition, since schools were setting projects on the festival.

"We have built up a comprehensive file on the subject, and would be happy to assist schools by making this information available to them," she said.

A library assistant, Tracy Landman, points out items of interest in the Dias Festival display at the Central Library to Crystal Capp of West Bank High.
Call for 'peaceful' return to school

Staff Reporter

THE National Education Crisis Committee (NECC) and its student affiliates have called on township pupils to return to Peninsula schools in an "orderly and peaceful manner" tomorrow.

In a statement today, the NECC regional executive said it gave its full support to the decision by the Western Cape Students' Congress and Joint SRCs that pupils should "act in a disciplined manner and avoid confrontation."

The NECC, a United Democratic Front affiliate, said the pupils' "responsible" approach showed their desire to continue with their schooling with "a minimum of interruption."

The NECC also appealed to the police and security forces to "allow conditions for pupils, teachers and parents to meet and consult freely in order to create a stable educational environment."

The NECC has condemned the detention on Friday of another of its regional executive members, Mr Mark Splinters. Mr Splinters, known to many as Mr Mark Parker, is a pupil at Manenberg Senior Secondary School.

There are now three members of the NECC's regional executive in detention, the others being the chairman, Mr Moosa Kaprely, detained on January 21, and Mr Ziegfried McConney, detained on September 8 last year.
ENROLMENT at the five older black schools in the Peninsula was "most encouraging" and things were going "exceptionally well" the Department of Education and Training (DET) said yesterday.

Mr Bill Staude, regional director of the DET Cape region, said he found yesterday's return to school "most encouraging" and wanted to thank parents, teachers and pupils for making it possible.

Meanwhile the All African Students Action Committee and the Azania National Youth Unity have deplored the refusal by the Department of Education and Training to release the matric results of the ex-detained students.
No school: The classes are still wrecked

HUNDREDS of students have been turned away from township schools in Port Elizabeth, Uitenhage, Grahamstown and Graaff Reinet because of lack of space.

The crisis has risen because schools damaged during the 1984-86 school boycotts have not been rebuilt, according to the Eastern Cape Education Crisis Committee (ECECC) and the Eastern Cape Students Council (Ecasco). More than 12 schools in the area were destroyed and 22 damaged during the boycotts.

In a joint statement this week, ECECC and Ecasco also blamed the crisis on "unnecessary resolutions taken by the Department of Education and Training without consulting parents, teachers and students".

Among resolutions are a DET-set limit on student numbers and a ruling that students must be accompanied by a parent in order to register.

The two organisations also criticised a decision to allow school principals to set compulsory school fees.

The DET Cape Regional Representative said yesterday students were required to bring parents when they registered because "many children migrate...city areas without their parents' consent. It is our desire to attempt to assist parents towards their goal of a united family."

On overcrowding, he said "the ongoing process of providing additional facilities is determined by enrolment, funds, area growth, etc. Damaged schools must be added to the priority list according to these variables.

"Those pupils unable to be accepted at certain schools have been directed elsewhere." — PENT
Principals 'warned off politics'

All headmasters, their deputies and heads of departments of Government schools in the Pretoria area are believed to have attended an education department meeting in the city yesterday at which they were warned behind closed doors not to become involved in politics.

The meeting followed an official investigation into charges of misconduct against a Pretoria headmaster who allegedly was present when right-wing politics were preached to a group of Std 9 pupils at his school. — Pretoria Bureau.
MATRIC 'PROJECT'

THE Std 8 to 10 supplementary tuition offered by the Azanian Students' Movement at several universities and also at Funda Centre in Soweto is to start in March.

Mr Thami Hlekso, Azasn's president, said the tuition programme called "The Black Student Study Project" (BSSP) was started in 1985 to help reduce the high failure rate among black matriculants.

He said they had realised that lack of adequate educational facilities and especially unqualified teachers attributed to this state of affairs.

The BSSP's tuition programme is offered at the following universities: University of Cape Town, University of Western Cape, University of Natal (Durban), University of Natal (Wentworth), University of the North (Turffoop) and University of the South (QwaQwa).

According to Mr Hlekso, classes at these universities will this year be offered on Saturdays as well as during the week. As for Funda Centre, classes will only be given on Saturdays.

Subjects offered include Mathematics, Physical Science, Biology, Economics, Accountancy, Business Economics, History and Geography. Apart from these subjects, pupils are also given guidance for future careers.

A Pilot school in Soweto

A Pilot school for 150 pupils. He said the school was a government initiative called the Accelerated School Education (ACE) and the school was to be opened in January with 24 teachers and 150 pupils. The principal, a qualified teacher with 15 years' experience, was located in Johannesburg. The school provided a specialised programme in the arts and crafts. Mr Hlekso said the school would be used to determine if it was a success. He said the school was to be open to children in primary schools. He said the school would be opened at the end of the year and would be used to determine if it was a success. He said the school was to be open to children in primary schools. He said the school would be opened at the end of the year and would be used to determine if it was a success.
Chantal, 13, is the star at her school for one

by PAT CANDIDO
Weekend Argus Bureau

PORT ELIZABETH. — Chantel Hamman, 13, is a very special little pupil in George.

She has no friends to play with at break time — but she has five teachers all to herself.

Chantal, an English-speaking coloured girl, has been refused admission to a white school in the town and there is no English-medium school for coloured pupils.

Now she is being taught in her mother tongue by five volunteer teachers in a room at St Mark's Cathedral.

**Turned down**

Her parents first tried to enrol her last year as a Standard 6 pupil at the white York High School.

The school committee and school principal supported her application but the white Department of Education and Culture rejected it.

So the church deacon, Mr David Swanepoel, stepped in and registered her as a pupil with Kingswood College in Grahamstown.

The college will set her examinations, mark her papers and award her a certificate.

**Not publicity**

Mr Swanepoel’s efforts are no publicity stunt but a genuine desire to satisfy the needs of the family.

A softly-spoken Chantal, whose mother, Sherryll, is in business, said that although she missed her friends and having a break time, she made up for it at the weekends.

What she missed most was not having a school uniform.

She said: "Now, in the mornings, I stand in front of my wardrobe, wondering what I should wear, just like my mother does."

In between classes she reads and gets on with her homework.

Her brother, Sholto, 15, goes to Pocularndorp High School in the town where they live.

Chantal said that his Afrikaans was much better than hers and he could cope with attending an Afrikaans-medium school.
Peninsula schools may increase fees

Staff Reporters

Headmasters at white schools in the Peninsula will counter the Cape Education Department's budget cuts this April by increasing parents' contributions to school funds, halting outlay on educational equipment and trimming their budgets to the bone.

These were among responses yesterday to a Cape Times survey to gauge the effect of Monday's announcement that schools will have to pay for electricity and water for recreation and sport from April 1.

The latest cuts will come into effect only 10 months after the Cape department cut school grounds maintenance subsidies completely.

Most headmasters canvassed yesterday were already hard at work designing ways to reallocate and raise funds to cover the coming CPA shortfalls. At least two schools indicated that increased pupil fees were likely this year.

Mr Gordon Law, headmaster of South African College School in Newlands, said that in spite of putting up contributions to school funds by 10% in July last year, SACS would have to “consider” a further increase.

A deputy principal of Westerford High School, Mr James Bissett, said his school would have to consider “rescheduling voluntary contributions from the parent body”.

In another shock education budget cut discovered yesterday it was confirmed that matriculants who achieved "A" aggregates in last year's final exams will no longer be awarded merit bursaries by the Department of Education and Culture (in the House of Assembly). “Financial” reasons were cited by a DEC spokesman for the removal of the R200 yearly payout to qualifying university and technikon students.
CAPE TOWN — Racial differences in the subsidies for libraries have been abolished, according to the Natal Provincial Secretary, Mr R. B. Hindle.

He said the Natal executive committee had decided that in future estimates, racial differentiation in the payment of subsidies would be done away with.

"The rates of subsidy are exactly the same for whites, coloureds and Indians," Mr Hindle told the Standing Committee on Natal provincial affairs, whose fourth report was tabled in Parliament yesterday.

"There is no need to separate them. "It is a historical thing and it will be done away with in future." — DDC
DET schools, half full, turn pupils away

ABOUT 50 teachers went to the Department of Education and Training yesterday to complain that pupils were being turned away from half-full schools through DET red tape.

The teachers met departmental officials briefly but were asked to nominate principals to meet DET officials later.

Among the teachers' claims were:
• The department was not being sympathetic to pupils who had registered late, even though many had sound reasons;
• Pupils were being turned away from schools in Peninsula townships, even though these schools were only half full;
• Teachers and pupils were being transferred to other schools against their wishes and the remaining teachers were left with large classes of about 60 children.

Mr J N Vermaak, speaking on behalf of the regional director of the department, Mr Bill Staude, who was not able to be at the meeting, said that they had listened to the teachers, but could not come to any agreement until a formal meeting with a few, nominated school principals had been held.

"We are prepared to listen to what they have to say."

Teachers emerging from the meeting yesterday said that it was "very unsatisfactory". One man, who declined to be named, said: "We are angry. This is not education when children are turned away from half-full schools."

The chairman of the PFP's unrest monitoring committee, Mr Jasper Walsh, said yesterday that the PFP had appealed to the DET to grant a sympathetic hearing to pupils who had not yet registered.
People's education to be adopted in part

CAPE TOWN — The Government planned to adopt key elements of the "people's education" philosophy advocated by anti-apartheid militants, the Cabinet Minister in charge of black schools said yesterday.

Education and Development Aid Minister Mr. Gerrit Viljoen emphasised at a news briefing that the initiative would be limited and that "politically aggressive" material was unlikely to be included in curriculum.

However, Mr. Viljoen said his department was prepared to break new ground by permitting black communities to fashion much of their local schools' curriculum and by allowing a broader range of views to be reflected in history and literature courses.

Mr. Viljoen praised the "positive aspects" of people's education and called for a curriculum "with a greater relevance to the experiences, values and aspirations" of the black majority. In the past, curriculum in black schools has been drawn up primarily by whites.

People's education, as advocated by major anti-apartheid organisations, would entail a virtual takeover of black schools by local communities with the aim of providing instruction free of Government ideology. During the 20-month-old state of emergency, the Government has detained many leaders of this campaign and effectively prohibited

TO PAGE 2.

People's education

Mr. Viljoen said the Government's new initiative would not go so far as to feature the outlawed African National Congress in textbooks.

"I don't think you can give a hero's role in your history books to an organisation which is fomenting violent revolution in your country," he said.

He indicated, however, that local flexibility would be allowed, so classroom discussions could "deal with township realities" and possibly touch on topics such as the ANC.

Asked why the Government had cracked down so hard on the people's education campaign if the concept was felt to have merit, Mr. Viljoen contended that activists had employed "disruptive, destabilising, even revolutionary" tactics, such as encouraging boycotts by students and teachers.

Activists did promote a widespread classroom boycott in 1985-86, but leading proponents of people's education called off the boycott, saying it would be better to wage their campaign while students were in school.

Mr. Viljoen reiterated the Government's commitment to a "separate but equal" school system in which State-run schools would remain racially segregated but receive comparable per-pupil funding. At present, he said, the State spends five times more money per white pupil than black pupil, and he doubted the goal of full parity by the mid-1990s would be achieved. Associated Press.
Late enrolment: DET is not ‘unsympathetic’

January 23. This period was extended for 10 days for parents who for valid reasons were unable to meet the deadline date.

The need to enrol their children was brought to the parents' notice through meetings, circular letters, pamphlets, statements on Radio Xhosa and press statements.

"The fact that the vast majority of parents did, in fact, enrol their children (well over 8 000) in the stipulated period is ample proof that the message was received," Mr De Beer said.
Education parity distant

Political Correspondent
CAPE TOWN — A dramatic increase in the number of black people with post-secondary qualifications had taken place between 1970 and 1985, the National Manpower Commission reported yesterday.

It also said, in its report on high-level and middle-level manpower which was tabled in Parliament, that by the year 2000 more than 1.7 million blacks would have matric qualifications — an annual growth rate of 14.3 per cent — compared to the 1.5 million whites, 262 000 coloureds and 160 000 Asians.

Although progress had been made in establishing equal educational opportunities, there were still inequalities, and expenditure on education would have to increase from 4.5 per cent of the gross national product, to 18.1 per cent by the year 2000 to achieve parity in education.

At 1986 prices, the annual educational expenditure was expected to increase from R6 800 million to R10 000 million annually.

Between 1970 and 1985, the number of workers with post-secondary qualifications increased from 290 000 to 800 000 in 1985, an average increase of more than 7 per cent a year. Black, coloured and Asian workers formed about 21 per cent of this total.

The number of workers with Standard 9 to Standard 10 qualifications increased by nearly one million between 1970 and 1985 to total 2.1 million. In 1970, blacks, coloureds and Asians made up 23 per cent of this total, but in 1985 this increased to 47 per cent.

The commission said in the area of high-level manpower, large numbers of nursing staff were needed and there was constantly a large absolute shortage of senior administrative staff. Technologists were particularly scarce.

In middle level groups, the police and criminal investigation department “consistently appeared as the occupation with the largest number of vacancies,” the commission said.
Dept denies claims of 'half-full' schools

THE Cape Department of Education and Training has denied that black schools in the Peninsula are operating at half their capacity while pupils are being turned away or transferred to other schools against their wishes.

This follows a meeting between about 50 angry teachers and departmental officials on Thursday, when the teachers converged on the department's Foreshore offices to protest against the turning away of pupils from "half-filled schools".

Talks between departmental officials and school principals, begun later on Thursday, were described as "still proceeding".

According to Mr Bill Staude, regional director, all schools had reached "maximum functional operating capacity".

He added that the closing date for enrolment in the Peninsula secondary schools was January 23.

"This period was extended for a further 10 days to enable parents who, for valid reasons, were unable to meet the deadline date. The need to enrol their children was brought to the notice of the parents by means of a continuing communication programme, which included circular letters, pamphlets, statements on Radio Xhosa and statements to the press," Mr Staude said.

"The fact that the vast majority of parents did, in fact, enrol their children in the stipulated period is ample proof that the message was received."

In reply to a claim by the teachers that many of them were being transferred to other schools against their wishes, Mr Staude said: "The need for the redeployment of a limited number of teachers was thoroughly discussed with the principals of the schools, who were actively involved in the decision-making process."

"The matter was also discussed with the teachers concerned, who freely consented to the moves."

Pupils were also not transferred without their consent, Mr Staude said.
A national body says Nascoc Black pupils ready to launch the special emergency regulations applicable to the school district. To collect the special regulations contained or contained by the new regulations, the school district will have Day. The new regulations are expected to be in place by October 8th.

For the first time since the beginning of the conferences, the special emergency regulations applicable to the school district will be collected and contained or contained by the new regulations. The regulations are expected to be in place by October 8th.
The Minister of Education and Culture,

TUESDAY, 16 FEBRUARY 1988
Clarification is wanted on education funds

Education Reporter
and Political Staff

The Transvaal English Medium Parents' Association (Tempa) is to seek clarification of a statement by the Minister of Education and Culture, Mr Piet Claas, on funding of white education.

Mr Claas warned in a statement on Tuesday that funds for white education were limited and that provincial education departments would have to stay within the amounts allocated to them.

He said in future schools would be dependent on the contribution of parents, although nobody who could not afford to contribute would be compelled to do so.

Tempa chairman Mr Jack Gordon said yesterday he was not certain what the Minister intended and would seek clarification.

Parents had for some years been expected to contribute funds, over and above school fees, to schools if they wanted to maintain a certain standard of education.

"Most parents realise that the funds from education departments are not sufficient and that they have to make up the difference on funds needed for school facilities, for example."

He would be concerned if school fees were increased to as much as R100 a term as stated by Mr Roger Burrows, Progressive Federal Party spokesman on education.

Mr Gordon said parents had been assured they would be consulted before the introduction of compulsory school fees. He was pleased the Minister had stipulated contributions would not be compulsory.

According to Mr Claas's statement, the first schools to be affected were in the Cape. Other provinces would be certain to follow.
Black teachers caught in middle

CAPE TOWN — Black teachers were often caught between the unreasonable actions of the authorities and the anger of a frustrated and alienated black community, PFP black education spokesman Ken Andrew said yesterday.

Deputy Education Minister Sam de Beer had tried to present the authorities as "eminently reasonable in contrast to the non-professional behaviour of black teachers, but this is far from the truth", Andrew said.

Rejecting to De Beer's threat to fire black teachers who stayed away from classes, he said many meetings to discuss the schools situation had been banned by police and people had been detained without trial.

"It is hardly surprising that there is a lack of trust and a breakdown of communications."

For example, De Beer had said parents would have an opportunity to put their cases and receive a hearing.

"Why the ambivalence? Are students going to be allowed to register late or not?" Andrew asked.

"We know that many students wanting to register after the original deadline were told to go away until next year," Andrew said.

Even yesterday, students who reported at designated places were not being registered but were being given forms asking why they had not registered earlier.

The students were being told to return on Friday for a decision.

"The period for enrolment has not, as suggested in the statement, simply been extended.

"It is also interesting to contrast this situation with the position of white schoolchildren."

GOVERNMENT has threatened to fire teachers who are refusing to teach classes at five Cape Peninsula black secondary schools.

Deputy Education Minister Sam de Beer accused the teachers of not only betraying their trust but also of breaching faith with parents whose children were suffering as a result of their unprofessional behaviour.

He also said the deadline for parents to make representations for the late registration of their children had now been extended until Saturday.

In a strongly worded statement, De Beer said it was his duty to draw to the teachers' attention they were acting contrary to their service conditions.

He said he had granted an interview on Tuesday to 15 teachers who "purported to represent the black teachers on the Western Cape".

A number of issues were addressed, but the main discussion centred on children whose parents, even at this late date, had not applied for their children's admission.

Although the enrolment period had been extended twice, he had arranged for the further extension. He had also expressed extreme displeasure at teachers who had absented themselves to hold unauthorised meetings.

"To my great disappointment I have now learnt ... a teacher stay-away from classes is in effect at five Peninsula secondary schools." — Sapa.
Bid for detention release fails

AN EXECUTIVE member of the National Education Crisis Committee, Eric Molobe, who was detained under the emergency regulations on December 7, yesterday failed in a bid to secure his release from detention in Jeppe police cells.
Molobe’s application was dismissed with costs, including the costs of two counsel, in the Rand Supreme Court yesterday.
He brought the application against the Law and Order Minister, the Police Commissioner and the officer commanding Jeppe Police Station.

Blanny 18.12.82
GOVT MOVE TO USHER OUT FREE SCHOOLING

GERALD REILLY

PRETORIA — Education and Culture Minister Plet Clase is inching towards a compulsory fee system at state schools, authorities said yesterday.

He said in the House of Assembly this week that in future schools would be dependent, to an extent, on contributions from parents.

This, sources said, was an early warning that completely free education for whites was on the way out.

They expected compulsory fees to be introduced next year.
People's education: only some aspects favoured

By David Braun, Political Correspondent

CAPE TOWN — The Government is in favour of only certain generally acceptable concepts of “people’s education” in schools, Minister of Education and Development Aid Dr Gerrit Viljoen said yesterday.

Clarifying his attitude after recent reports that he favoured aspects of people’s education, he said: “We reject people’s education in so far as it is presented as part of the revolutionary approach of destroying education, making education ungovernable, and replacing education with an alternative education system.

“In particular, we reject the approach of the NECC (National Education Crisis Committee), which, according to its March 1986 decision, is that parents should not take part in any of the school activities, teachers must not join any professional associations, and pupils must not enrol for matric.”

But Dr Viljoen indicated that there were aspects of people’s education which would be acceptable, if not desirable.

“In terms of the basic terminology of ‘people’s education’, there are also positive aspects which has been part of our approach and which should be further emphasised and given effect.

“People should participate in the government of education. Parents and the community should be allowed to take part at local and regional level and have a meaningful share.

“As far as the content of the syllabus is concerned, I said last year that we are working to the stage where the syllabus could be revised to make them more relevant to the people and the community, so that they feel their backgrounds and aspirations are better reflected.”
The Battle of Middletown

Ministers hounded by complainants over

Multiracial school in town's white area
The Rev Albert Gaisford stops for a chat and a joke with a child in one of the classrooms.

The white in this small Karoo town are deeply divided about whether or not the United South Africa Ministry (USAM) should be allowed to have a multiracial school.

"Two USAM ministers, the Revs Maggie and Albert Gaisford — a husband and wife team — opened the school about a year ago.

Since then they have been hounded by officialdom and complaints from the municipality.

Maggie, a former model and Springsbox swimmer, is a determined Afrikaner who says she is merely "doing God's will."

"We are trying to build relationships between people. It is the only way out of the violence," she says.

Township

However, the town's Mayor, Dr Willem Wold Burger, is adamant that the Ziphakamise school — the names means "heads up" — should be moved to a black township.

It is not the first time that Maggie and Albert, a former company director, have ploughed through placetland and an African religious community.

This caused a ripple among white people in the area at the time.

Then, Stormavlei fell prey to the depopulation of the plateau.

The community was left in peace until about two years ago when Herstigste Nasionale Party and Conservative Party parliamentarians complained about the community's mixed-race school.

Doldrums

Now, Stormavlei has settled down and Maggie Gaisford says she felt the need to pull the Karoo's Middleton out of the apartheid doldrums.

She fights the white conservative establishment from a completely apolitical platform.

"We want to educate children to be leaders. They are dragged down in the townships and we want to bring them out of there," she says.

The Gaisfords' commitment to their ideals carries on long after school hours.

"The Lord has sent us here and those who don't like it have to fight with the Lord," says Maggie Gaisford大约. They started the Middleburg school about a year ago and it now caters for children from pre-school to Standard 3. About 100 children are enrolled with more arriving daily.

Every morning, Albert Gaisford fetches the children from the coloured and black townships in an old canvas-covered lorry.

A few of the pupils walk to school and last year they received a letter from the municipality complaining about this.

The white Middleburghers did not want black children walking past their houses to school.

Littering

They accused the children of littering and making a noise.

"So, we made arrangements for the children to come across the field at the back of our house and use a special back entrance."

"That way they don't have to walk past the white homes," says Albert Gaisford.

I spent several days with the Gaisfords in Middleburg recently. They are a family full of surprises.

- Their main concern in the town is shopkeeper Percy Stande, but the Gaisfords buy much of their produce from him.

- We don't need to boycott him. That's not what we believe in," says Maggie Gaisford.

- When the harassment from the town's authorities gets too much, says Maggie, she dons her dog collar and heads for the police station.

"It is not easy for them to deal with an Afrikaner-speaking woman in a clinic's robes," she says matter-of-factly.

"We met several white people at the Gaisford home who supported the school in every respect."

We tried to speak to shopkeeper Percy Stande, his premises are adjacent to one section of the school — he was angry.

"I am not interested in talking about that school, the sooner it is gone the better," said Maggie.

Someone whose main objection was, he replied: "But it is right next to my house."

He complained about constant noise coming from the school.

I spent two days in Middleburg and all I could hear was the sound of children singing, playing or reciting their lessons.

The Gaisfords also run a craft workshop for adult women. In the morning they have a short prayer service during which they sing hymns.

"This is what the shopkeeper has been complaining about most," claims Maggie.

Next door, at Percy Stande's shop, there was a constant buzz of delivery vehicles and patrons, mostly black.

Mayor Dr Willem Burger said the municipality's main consideration was the complaints from white ratepayers.

"We would like to keep the school there because they are doing good work, but we want to get them premises in the black township of Xwamzane so that they can be closer to the people they serve," said Dr Burger.

He said the "ratepayers" had complained about all the singing, especially on a Sunday.

The Gaisfords used to have Sunday School for the children in the white part of town but stopped, they say, because of the complaints.

"People want to rest at weekends. We have tried to help them (the Gaisfords) but we also look at the ratepayers' grievances."

Some people have been living here for 50 to 60 years and paying their rates."

"We have to be concerned about them and that is why this school must move."

"It's a kindergarten, feeding scheme, church activities and everything," said Dr Burger.

Ziphakamise children line up for early morning soup and bread from the Rev Maggie Gaisford.
People's Education gets a desk at last

By CAS St Leger

The schooling of 6.5-million black pupils in this country and the homelands is set to change at grassroots level.

'After the burnings and boycotts of past years, a quiet but significant revolution is taking place in black classrooms.'

The idea of including parts of 'People's Education' in syllabuses to make them more relevant for black pupils has been accepted. But government spokesmen insist, this does not mean they accept the demand that People's Education should take over the structures of education.

The Minister of Education and Development Aid, Dr Gerrit Viljoen, who is in charge of black schools, said there were plans to adopt aspects of the People's Education philosophy.

'The diversity of the political development which was not only a development within the white community but also within other communities from 1810 onwards, will have to be presented in a broader and, let's say, a more balanced way,' Dr Viljoen said.

'We have to accept that the contents of syllabuses in subjects such as history, literature, even religion, will have to provide a broader spectrum of points of view and a greater variety of choices.'

While not giving an implementation date of the new curriculums, Dr Viljoen said a basic, common syllabus should be provided, offering choices and different options, and that people should be encouraged to study not only their own but also other groups.

Politics

He said: 'While I see positive aspects in People's Education which we are implementing ourselves, that does not mean we accept the broader concepts with which other people are using People's Education, because they clearly say that it should be used to destabilise, to make ungovernable, the education system.'

'The concept of People's Education as propounded by the African National Congress and certain other organisations is that we have a greater role in education. We have a greater role in the education of our people. We have a greater role in the education of our children,' he said.

But there won't be a hero's role for the ANC

The Deputy Minister, Mr Sam de Beer, had tried to continue the talks, and it was found that 'no education' was being discussed but purely politics.

While Dr Viljoen emphasised that the initiative would be limited and that 'politically aggressive' material was unlikely to be included in curriculums, he indicated that there would be local flexibility and classroom discussions could possibly take in topics of education.

The outlawed ANC will not feature in textbooks. 'I don't think you can give a hero's role in our history books to an organisation which is fighting a revolution in your country,' he said.

Militant

The ANC and other organisations have been urged by Dr Viljoen, who has pegged the South African government, not to tolerate any educational content with a revolutionary element, and has said that People's Education was being used by militant elements to turn education into a revolutionary weapon, an instrument for promoting dissatisfaction and unrest and change.
INDABA'S SCHOOL WORKSHOP GETS BUSINESS HELP

By SYLU MNGADI

NATAL's business houses sponsored the controversial multi-racial school conference organised by the KwaZulu-Natal Indaba at the weekend.

KwaZulu's Health Minister Dr Frank Mdhlalose made these acknowledgements when he opened the workshop, hosted by Kearsney College - a predominantly white private school - at Botha's Hill.

The companies were Poschini, Lever Brothers, Natal Building Society and Van Den Berg and Jurgens.

Mdhlalose said the generosity of these companies reflected a growing concern amongst business people throughout SA that the problems of the future were urgently addressed.

He said this too was the motivation of the KwaZulu-Natal Indaba in designing and coordinating the workshop.

However, the workshop has sparked off criticism from several anti-apartheid organisations.

To sum up the feeling, Maritzburg University academic, Prof Colin Gardner said: "If schoolchildren are going to be offered education in political matters, they should be exposed to a variety of viewpoints. If they are simply subjected to one part of the view or policy, then they become victims of indoctrination or even brainwashing."

Gardner added that the firms who had helped to sponsor the conference should also realise that education had to be conducted in a spirit of open-mindedness.

However, Mdhlalose told the delegates from 56 schools in Natal province: "We have not brought you here to lecture you, or to fill your heads with propaganda. We have brought you here to listen to your views, your concepts, your evaluation of the future in SA."

A spokesman for Lever Brothers - a Durban multinational company - told City Press that the Indaba organisers had asked for products, which the company had then donated to them.

Natal Building Society public affairs spokesman said her company had made a contribution of 300 folders with pens, pencils and paper pads, and NBS literature.

A Poschini's regional floor manager said the company had contributed to the fashion show held at the workshop by sending rails, mirrors, clothing and posters.

Although the workshop confined itself to Indaba proposals, some of the youths in attendance said they believed incarcerated ANC leader Nelson Mandela should be given the same chance as Inkatha's Mangosuthu Buthelezi to prove himself as a leader.

During a session on Sunday, many expressed views and opinions far beyond their youth and inexperience.

"Mandela has been in prison for 25 years yet he is so popular among people in the country. Why does the government not give him a chance - as Buthelezi has been given - to prove whether he really is worth a leader?" Was one of the many questions.

The major thrust of the main speakers - Peter Mansfield, Perfect Malmela, Dr Jannie Hofmeyr and Dr Mdhlalose - centred on the issue of negotiation.

Negotiations, said Malmela, director of African Outreach, should be a priority to place brakes on "the potentially disastrous logjam awaiting South Africans of all races".

He told the pupils that this was so because it was the first time in SA's history that people of all races had reached agreement, on a common future.

But he sounded a warning:

"While there are blacks who are moderate and willing to negotiate with whites, there is a strong current blowing: a current of radicals who are impatient with white insensitivity and white political parties vying for popularity among white voters while Bophuthatswana is on fire and blacks..."
MONDAY, 22 FEBRUARY 1988

In the context of education and agriculture, the Minister of Agriculture and Education mentioned the importance of water supply. The department was responsible for providing water to schools and agricultural areas.

Water Supply

The Minister of Agriculture and Education has emphasized the need for efficient water supply to support education and agricultural activities. The department is working on developing strategies to ensure a reliable water supply for educational institutions and agricultural plots.

Water Supply in Education and Agriculture

The Department of Education and Agriculture is committed to providing necessary infrastructure and support to ensure adequate water supply for educational institutions, agricultural fields, and rural communities. Efforts are underway to improve water management and distribution systems to meet the demands of the growing population and expanding agricultural sectors.
TUESDAY, 22 FEBRUARY 1993

15 M.G. DEBATE ITEMS held.

2) The State's approach to its foreign policy

3) The entitlements of the employees of the Public Service

4) The state of the economy

5) The state of the education system

6) The state of the health service

7) The state of the transport system

8) The state of the communication system

9) The state of the housing system

10) The state of the energy system

11) The state of the water system

12) The state of the environment

13) The state of the tourism industry

14) The state of the arts and culture

15) The state of the media

The Minister of Finance.

The Minister of Foreign Affairs.

The Minister of Education.

The Minister of Health.

The Minister of Transport.

The Minister of Communication.

The Minister of Housing.

The Minister of Energy.

The Minister of Water.

The Minister of Environment.

The Minister of Tourism.

The Minister of Arts.

The Minister of Culture.

The Minister of Media.
Copyrights Bill still a worry

Government's legislative, building tactics criticized
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The Minister of Education and Culture

The Minister of Education, Culture, Sports, Science and Technology's annual budget for the fiscal year 1979 is set at 385,000,000 Yen. This budget is allocated for various purposes including curriculum development, educational research, and support for students and educational institutions. The budget also includes funding for the construction of new schools and the renovation of existing ones. The minister further emphasizes the importance of investing in digital technology to enhance the teaching and learning experience. The budget aims to support the realization of the Comprehensive Education and Culture Plan, which focuses on improving the quality of education and fostering a culture of learning and innovation in Japan.
In brief...

Chinese may teach others

TEACHERS of Chinese descent are now allowed to teach at any school which required their services, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday. Replying to a question from the MP for Pinetown, Mr Roger Burrows, the minister said Chinese teachers were obliged to register with the Teachers Federal Council.

No Section 50 detentions

NO ONE has been detained under Section 50 of the Internal Security Act since February 2, 1987, the Minister of Law and Order, Mr Adriaan Vlok, said in reply to a question from Mrs Helen Suzman, PFP MP for Houghton.
OF THE 154 late applications by black pupils to Western Cape schools, only 154 had been accepted, the Deputy Minister of Education, Mr Sam de Beer, said yesterday.

There had never been any suggestion that late registrations would be unconditionally admitted, he said.

In a statement after a three-hour meeting on Tuesday with representatives of teachers at the black schools, Mr De Beer said he had lent "an attentive ear" to items which had not been addressed at a previous four-hour meeting.

"I was at pains to address and to try to satisfy each individual complaint."

The teachers again raised the late registration of pupils, a matter which had been discussed at the previous meeting.

Although the closing date for applications by pupils was January 23, applications were accepted till February 3 when classes were resumed at older Peninsula schools and two new comprehensive schools.

Mr De Beer said he had agreed to a further extension from February 15 to 19 and after representations by teachers, staff were also on duty on Saturday, February 20.

"I stressed that there had never been any suggestion that all who applied during that period would be unconditionally enrolled.

"But where good and valid cause could be shown that the delay was due to circumstances beyond the parents' control the representation would be sympathetically considered.

"Naturally, the application itself would also have to be in order.

"I have asked the teachers to view the matter in the context of the overall enrolment situation."

"In 1987, the secondary enrolment for the Peninsula was 19,200. This year 21,350 pupils were enrolled.

"All these pupils had been enrolled before the expiry of the enrolment period.

"They and their parents clearly wanted education and it was not fair that their educational careers should be jeopardized, for, the sake of the comparatively few cases, where very late applications could not be accepted for the reasons mentioned.

"I concluded by urging the teachers to respond professionally and positively to the challenge of meeting the
Late for class ... by six weeks

By EDYTH BÜLBRING, Port Elizabeth

THIRTY-EIGHT children from the Eastern Cape township of Cookhouse started school last week — six weeks late and behind barbed wire.

The pupils are victims of a fierce feud between two families and their followers, splitting the Bongweni community into two camps — that of comrade and collaborator.

Two years ago, about 200 residents perceived to be government supporters by the rest of the community were hounded from the township. For 18 months they camped outside the Cookhouse police station.

They returned to Bongweni township in September last year and were housed behind high barbed wire fences in a compound called Ekupumeleni — "A Place of Rest".

The children could not attend the dilapidated school in Bongweni, so a house in their protected compound became their school until the end of last year.

This year, Ekupumeleni residents asked the Department of Education and Training to close the compound school. They wanted their children to attend Bongweni's Msobomvu School.

DET complied with the request, but when students attempted to enrol at the school, Bongweni pupils threatened to boycott classes. The compound school has now reopened to cater for the 38 children.

An Msobomvu School representative said he had been expecting 38 new pupils, but only one had enrolled.

A representative for the DET for the Cape confirmed that 38 pupils had enrolled and are attending the Ekupumeleni School, and that there are now 975 pupils at the established Bongweni School — Pen.
Churches and CP clash over multiracial schools

By Winnie Graham

Members of the Conservative Party have been accused of conducting a vendetta against South Africa's newest multiracial schools run by the International Fellowship of Christian Churches (IFCC).

Pastor Ray McCauley, founder of the Rhema Church, has appealed to CP leader Dr. Andries Treurnicht to stop his party members sniping at the multiracial schools.

Under siege are schools in Springs and Vereeniging, where CP town councillors are trying to force the closure of two multiracial schools. Unless alternative premises can be found immediately, the Vereeniging school will close on Monday.

The IFCC had an hour-long discussion with Mr. F.W. de Klerk, Minister of National Education and MP for Vereeniging, last Friday.

A fellowship spokesman said the Minister was "sympathetic" but unwilling to interfere with the town council's decision.

The school was founded with the permission of the council, but pressure from CP councillors had obliged it to look again at the issue.

"My bible clearly says Christians are to be peacemakers and the ones who initiate reconciliation," Mr. McCauley said. "What we are seeing in Springs and Vereeniging is the opposite, and I cannot believe it is in the best interests of our country to allow such behaviour."

This is the second time Rhema has had a run-in with members of the CP.

A year ago, a CP general election candidate in Randburg accused Mr. McCauley of receiving secret funds from the American Central Intelligence Agency.

This allegation was categorically refuted by Mr. McCauley, who met Dr. Treurnicht to discuss the issue.

"I hoped Dr. Treurnicht would at least apologise and reprimand the party member for spreading such blatant untruths.

"No apology was received and, to the best of my knowledge, no action was taken against the party member."

"Now, with the harassing of these multiracial schools, which are linked to us through the International Fellowship of Christian Churches, I can only conclude the CP has a distinct dislike for the goodwill and racial harmony we are promoting in this country."

The concept of Christian schools is spreading fast throughout the country with the International Fellowship of Christian Churches in the vanguard. There are more than 70 of these schools - all multiracial - in towns and cities across the country.

"Despite criticism levelled at us, we are putting Christian principles into practice and demonstrating harmonious race relations," said Mr. McCauley.

"The CP is obviously threatened because they recognise that the IFCC schools and churches undermine their old-fashioned and traditional thinking about the gospel and Christian lifestyles. We are challenging the heart of their apartheid doctrine."

The IFCC, he said, comprised 440 independent churches throughout southern Africa. Their joint membership was 250,000 and they were growing rapidly.

Mr. McCauley admitted there were great political pressures in the nation, but behind it all was a spiritual battle.

"The solution is in the changing of hearts and attitudes, and we at Rhema, and through the IFCC, demonstrate this publicly in our churches."
Higher penalties for forced child labour

CAPE TOWN — The penalties for enforcing compulsory child labour on farms during school hours and for keeping children out of schools have been drastically increased by a Standing Committee of Parliament.

The maximum fines for stopping pupils from attending school or for demanding their labour as a condition for attendance at a farm school have been increased tenfold from the existing law — from R30 to R300 — and the maximum prison sentence has been increased from one month to three months.

Before the Education Laws Amendment Bill was considered by the Standing Committee on Education, it was proposed that the maximum fine be increased to R150 and the maximum prison sentence remain at one month.

But the committee raised the penalties and its proposed changes will now be considered by all three Houses of Parliament.

It will now be an offence to utilize children for their labour during school hours, whether or not their school is subject to compulsory schooling requirements.

It will also be an offence to require a child to render any service, paid or not, as a condition for their admission to a school situated on a farm.

The new measure is at restricting the exploitation of child labour, particularly on farms.
New Options for South African Education

People must control education

From a comprehensive overview

Education Spotlight

CITATION 6/3/88

By Z Afrika

The future of education in South Africa is on the line. As the government continues to推行 educational reforms, there is a growing concern about the effectiveness of these changes. The education system in South Africa is facing numerous challenges, including a lack of resources, inadequate funding, and an outdated curriculum. These problems have been exacerbated by the pandemic, which has disrupted learning for millions of students.

One of the key issues in South African education is the high cost of higher education. Many students from disadvantaged backgrounds struggle to afford the fees, which can be exorbitant. This is despite the fact that the government has introduced fee waivers for some students. However, these measures have not been enough to address the root causes of the problem.

Another challenge is the lack of qualified teachers. The education system needs more trained teachers to deliver quality education. This is particularly critical in rural areas, where access to quality education is limited.

To address these challenges, the government needs to introduce comprehensive reforms. This includes increasing funding for education, improving teacher training, and creating a more inclusive curriculum. The government must also work to reduce the cost of higher education and ensure that all students have access to quality education.

In conclusion, the future of education in South Africa is uncertain. The government needs to take bold action to address the challenges facing the education system. Failure to do so will have serious consequences for the country's development and prosperity.
Child labour law reminder

Although the use of child labour during school hours was not a fundamental problem, the Government wanted farmers and labourers to know where it stood on the issue, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said in the House of Representatives yesterday.

Dr. Viljoen was speaking in the second reading debate on the Education and Training Amendment Bill, which prohibits the use of child labour during school hours and provides for increased penalties for an offence.
Penalties increased for keeping children out of school and enforcing child labour on farms during school hours. The Bill, which will now be considered by the Standing Committee of the amendments, also extends the scope of the prohibitions on taking child labour in the mines.
Private sector could improve pay and quality of education

Teachers, as everyone will agree, have the most important job in society, for, without education in this modern world, nations would grind to a halt.

Most teachers are sworn into educating the population of a country, by having the word "dedication" flung at them. This is meant to sow a seed of conscience in them, resulting in feelings of guilt if they even think of demanding a salary in accordance with their qualifications and job importance.

Advising pushing up prices

Despite the continual announcements by the heads of the supermarket chains that their prices are low, any Johannesburg housewife will tell you that the opposite is true, and that every time they do their shopping, the prices are higher, and only on one or two instances there may be a drop of a few cents.

I think I voice the opinion of hundreds of shoppers when I say that the prices of foodstuffs, in particular, are causing headaches and hardships to most average families.

In my humble opinion there is one positive way in which prices can be reduced. My suggestion is that if the supermarkets would stop spending thousands and thousands of rands on TV advertising (R320 million was spent on TV advertisements in 1997), they could use that small fortune to bring prices down.

I realise that firms have to advertise to keep their turnover rolling, but they are doing that through the medium of the press.

Each and every day we are faced with full-page advertisements, single and double pages, many of them even in colour. Surely this is enough to keep the public going.

Yeoville Realist

They also receive maternity benefits (for their non-teacher wives), whereas female teachers do not.

I have just handed in my resignation from my position as a high school Physical Science and Biology teacher. I have a BSc degree and a teaching diploma. I have four and a half years' teaching experience.

I loved my job, and felt that I was really getting vital issues such as overpopulation, pollution, soil erosion and nuclear energy, etc, across to my pupils.

In essence, I was training them to be responsible for their own futures and the future of this planet, to be aware of the problems they would have to face, and ways in which to cope with these.

The decision to leave the teaching "profession" was a painful, but financial one. I was earning R1 500 a month, gross, less than a receptionist, at R1 800 a month, and a secretary, at R2 000 per month.

It is time that education was placed in the hands of the commercial sector. This would encourage the selection of the most professional and proficient teaching staff, who would have to achieve a very high standard of teaching in order to justify a professionally appropriate remuneration, which commerce could afford to pay.

Only then would "dedication" prick my conscience, and I would cease to feel professionally conned.

It would also improve the standard of education in this country for both blacks and whites.

Bellevue East Professionally conned
Gov't's new 'model' aims to develop technical education

By David Braun, Political Correspondent
CAPE TOWN — The Government’s new model for career education is designed to increase the proportion of pupils of all races trained in technical skills.

The Department of Education has developed the model to address the current imbalance between “career” and “academic” education.

It was decided to develop the system around technical education since this would, for the foreseeable future, be the largest component of career education, and because it was here that the manpower shortage was most severe.

The object is to raise to 21 percent the proportion of all pupils who receive technical training, with the long-term goal of making this proportion 40 or 50 percent.

This means that about half of all South African children will be streamed into technical and vocational careers while the other half will follow the academic route.

Government sources say this mix of training is essential for a developing country. They point to Taiwan as an example where 60 percent of all pupils are in technical training.

A major process in the current system is that less than one percent of black secondary pupils and only 2.5 percent of primary school pupils are enrolled in technical education.

The education system is being grossly overloaded with an exploding school-going population and it is following an academic route. Ultimately, if this trend is not changed, there will be a massive demand for academic matric and tertiary education, stretching the country’s resources and channelling out thousands of people qualified for jobs which do not exist.

Accordingly, the new model for career education seeks to satisfy several requirements:

- It should be such a nature that it may be applied to all career directions for example commerce, administration, engineering, veterinary, agriculture and commerce.

- It must satisfy the requirements of employers.

- It must be in accordance with the manpower requirements of the economy.

- It must offer each student the opportunity to develop his or her full potential.

- It must present interested parties with the opportunity for participation in the system.

The model was designed in such a way that it starts with a base of 100 percent and tapers off to the required student to senior secondary level.

The technical phase of schooling — for all pupils from standard one to standard three — is known as the “technical model phase.”

It is aimed at cultivating in pupils those skills which are demanded by a modern technologically-based society.

The skills would also provide a valuable basis upon which pupils, with the necessary interest and aptitude, can build future career training.

The skills are taught by way of a specific set of subjects, skills and techniques.

The second stage, for pupils in standard four upwards, is known as the “transitional phase.”

The transition phase is meant to round off basic education and serve as the introductory phase to the exploration of a wide spectrum of career directions.

The third stage — for pupils in standards five to seven — is the “exploratory phase.”

During this phase pupils with the necessary interest and aptitude will receive specialised training in a specific career direction to serve as the first step on the road to a career.

The department envisages that pupils at this stage will receive, where applicable, accredited training in order that school leavers may enter the world with a marketable skill.

Training will be presented on a differentiated basis to make provision for varying abilities and aptitudes.
Political Staff

The Conservative Party and the Progressive Federal Party both found new legislation to upgrade the farm school system "revolutionary" — the former in opposition to, and the latter in support of, the legislation.

The CP MP for Potgietersrus, Mr D S Pienaar, said measures contained in the Education Laws (Education and Training) Amendment Bill would lead to farmers being dictated to by "mini black majority governments".

The amendment to the legislation which was discussed in the House of Assembly yesterday was the result of an "in-depth investigation into the problems of rural education" said DET Minister Dr Gerrit Viljoen.

The Bill made provision for parents of pupils at farm schools to have representation on the body governing the school.

The Bill also empowered the Minister to build State-aided schools on farms when the farmer was not in the financial position to do so himself.

The CP's Mr Pienaar said that, in allowing parents on governing bodies of schools, the farmers would be subject to "mini black majority governments".

Dr Willem Sayman, CP MP for Pietersburg, said the new measures would bring about "revolutionary change and more integration".

PFP Education spokesman Mr Roger Burrows supported the "revolutionary change" because it addressed the problem that 36 percent of rural blacks between the age of 14 and 16 were not in school.
Group teaches about disability

By Janine Simon

South Africa's system of educating disabled children in special schools has a significant disadvantage — it can create a gulf of misunderstanding between disabled children and their able-bodied peers.

In an attempt to bridge this gap, a pioneering group of disabled people, People for Awareness on Disability Issues (PADI), has won Transvaal Education Department approval to hold awareness workshops in all province-run schools.

Workshops have already been held at two Johannesburg schools and since 1986 8,000 people — including professionals, medical and para-medical students and private school pupils — have passed through PADI workshops, said co-ordinator Ms Sandy Heyman.

At PADI workshops, participants, seated on the floor, worked through a series of playful exercises intended to give them a taste of disability: they were asked to speak with a mouth full of marshmallows, walk with a blindfold, write with a clenched foot and use a wheelchair.

QUESTION TIME

Then came question time when participants could — often for the first time — discuss with an expert the facts and fallacies of disability, she said.

"Children are very willing to get involved in the exercises but many adults, particularly professionals, are terribly inhibited," she added.

Ms Heyman said the workshops had drawn an excellent response but that PADI faced two major problems — finance and staff.

"We feel we should be paid for our expertise and charge about R300 a workshop, with special rates for schools. A R36,000 donation to cover annual costs would allow us to continue working and to get more people involved in the workshops," she said.

PADI can be contacted at (011) 28-8654.
 Houses of Parliament

Mr. James Smith (Labour),rose to ask the Question:

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The Lord President of the Council replied that he had no intention of making such a statement.}

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SPENDING ON SCHOOLING SOARS BY 3 500 PERCENT IN 15 YEARS

by PUNDY PILLAY

1971-72 1976-77 1986-87

AFRICAN 25 49 395
WHITE 461 654 2746
COLOURED 94 158 1330
INDIAN 124 220 1952

SCHOOL ENROLMENT RATIOS

The educational attainment of the labour force gives a more accurate indication of the return on educational investment because it assesses the effective supply of human resources available for economic growth.

This can be expressed in two ways: (a) through the mean years of schooling; or (b) through the level of education on a scale of one to six — ranging from no schooling, incomplete primary, complete primary, incomplete secondary and complete secondary to higher education.

Using the first measure provides a 1985 mean year of schooling for the African economically-active population of 5.1 years; for coloureds 6.8; Indians 5.4; whites 11.8; and for the entire labour force 7.1.

The educational attainment of the labour force has not kept pace with enrolment, increasing at a rate of only 0.15 years per calendar year. And with a mean schooling of 5.1 years, the African labour force is, at best, semi-literate.

The picture is even starker when one looks at the median level of education, which remained unchanged at a scale rating of 2 (incomplete primary) for Africans and coloureds between 1970 and 1985; during the same period the median for whites rose from 4 (incomplete secondary) to 5 (complete secondary); for Indians the median went from 3 (complete primary) to 4.

In 1985 25 percent of the African labour force and 12 percent of the coloured force had no education; 43 percent of Africans and 39 percent of coloureds had incomplete primary education. The corresponding figures for whites were 0.5 percent and one percent.

Weekly Mail 11-17.3.88

1. Clerk F Q.P.
2. Clerk M Q.P.
3. Cooper Q.P.
4. Factory Clerk
5. Grade II Q.P.
6. Grade III Q.
7. Traveller Q.

GOVERNMENT spending on education has risen impressively, with a 40 percent increase in last year’s budget and a further increase possible this year.

In fact educational spending has soared by 3 500 percent over the past 15 years.

But the vast increase in government spending on education and in the number of black children in school does not necessarily mean education problems are being solved. The products of the education system are not being any better educated. In fact the growth in expenditure and in enrolment ratios may have served to increase the educational disparity between those at the bottom of the educational ladder and those at the top.

Also, real current expenditure on African edu-
School ban on Famsa

EAST LONDON — The Cape Department of Education has banned the Family and Marriage Society of South Africa (Famsa) from delivering lectures to children at schools under its control.

Famsa officials believe the action was in response to complaints from a minority of parents.

The education trainer of the East London branch of Famsa, Mrs Sue Matthis, said the substance of the complaints was that Famsa programmes in schools were not presented as absolute biblical truths.

Full report page 2
Closing of schools ‘will save costs’

Rationalisation in white education was a necessity because of the drop in the group’s population growth, and the resultant decline in the need for schools and other education facilities, the Minister of Education, Mr Piet Clase, said in the House of Assembly yesterday.

Responding to debate on a motion praising education rationalisation measures in white education, Mr Clase said any responsible government had a duty to strive for cost effective management.

Policy dictated that it first be seen if an empty school or college building could be used elsewhere within the department. If this could not be done, the building was offered to other white own affairs departments, and only then to other State departments.

Education plan a mockery — PFP

A motion before the House of Assembly praising rationalisation in white education was a “mockery” because there were 278,000 empty places in white schools despite a crying need among other race groups for extra educational facilities, Mr Roger Burrows (PFP Pinetown) said yesterday.

Rejecting a motion by Mr J G van Zyl (NP Brentwood), who called on the House to express its support for the way in which the Department of Education and Culture was carrying out essential rationalisation in education, maintaining educational standards, and broadening parental and community involvement.

Woodstock reproclamation mooted by Chris Heunis

The Group Areas Board had reached a decision on the report of a committee on the possibility of “reproclaiming and reproclaiming for another race group” any group areas in Woodstock, Cape. Constitutional Development and Planning Minister Chris Heunis said in written reply to a question from Mr Tiaan van der Merwe (PFP Green Point). Board recommendations were confidential and he had not yet received them, Mr Heunis said. — Sapa.

Speaking on the NP motion praising the way the Government was running white education, he said the morale of teachers was low because of the salary issue and restrictions placed on them. — Sapa.
MOTION ON EDUCATION

DAILY DISPATCH, FRIDAY, 8/9/17

A Mockery of Burrows

The Minister for Education has announced a new policy for schools and colleges of higher education. The policy, titled "Burrows Revisited," aims to enhance the quality of education and promote innovation in the curriculum. The announcement was made at a press conference held at the Ministry of Education.

"Our goal is to provide a world-class education system that prepares students for the challenges of the 21st century," said the Minister. "We are committed to ensuring that every student has access to a comprehensive education that fosters critical thinking and creativity."
Famous banned in schools.

education department
Call for more teaching funds

SOUTH AFRICA would pay a very dear price if the government did not rectify its policy on universities and provide more funds for research and teaching. Professor SC Jacobs (CP Losberg) said yesterday.

Speaking on an NP motion praising the white own affairs education administration, he said education remained a priority matter and any society that did not recognize this was gambling with its future.

Mr Mike Ellis (PFP Durban North), speaking on the same motion, said teachers were sick to death of being pushed around and ignored and seeing a gradual breakdown of their rights, freedoms, status and working conditions.

Morale of teachers was low not only because of the salary issue, but also because new restrictions were constantly being placed on them.

Mr Roger Burrows (PPR Pinetown) called the motion "a mockery" because 278,000 empty places in white schools were being maintained while there was a crying need among other race groups for extra educational facilities.

Language and educational levels should be criteria for admission to schools, not the colour of one's skin, he said.

The standard of whites' education in South Africa might soon end up on the Third World level if the government did not take urgent action to address its problems instead of cutting back on funding while allocating more money to black education, Mr Andrew Gerber (CP Brits) said, opposing the motion.

He said the House should instead express its "strongest disapproval" because Mr Clase was failing to supply white education with "basic needs". — Sapa
Cultural projects planned

The 1820 Foundation in Grahamstown, has planned a series of projects for 1988 that will enrich the educational and cultural development of southern Africa's people.

A Foundation spokesperson, Ms Sue Ross, said 1988 would be another busy year which would supplement projects to which the Foundation is already committed.

Ms Ross said about 113,000 people used the Foundation's facilities last year.

Functions

These included 438 functions, 394 conference days and many performances in the 920-seat theatre.

The foundation also took its activities to other parts of the country.

She said her organisation would again host the National Schools' Festival of English in July immediately after the National Arts Festival. Both events are sponsored by Standard Bank.

The schools' festival for about 1,000 Std 10 pupils will take place in Grahamstown.

Regional schools' festivals for Std 9 pupils will be held in Durban, Port Elizabeth, Bloemfontein, Johannesburg and the Western Cape. These are sponsored by First National Bank and Sasol. About 2,000 pupils will take part.

A training programme for black teachers of English is also planned.

This will comprise in-service training in secondary schools and bridging courses for primary school teachers — particularly those employed on farm schools.

"The staff of this department will also be engaged in the production of teachers' guides and other support material for classroom instruction.

"There has been a great demand from educationists all over South Africa who are also using these original materials," she said.
School ban on Famsa counsellors denied

by DAVE MARRIS

EAST LONDON — The Cape Education Department has denied that counsellors of the Family and Marriage Society of South Africa (Famsa) have been banned from lecturing at schools under its jurisdiction.

In a statement issued yesterday, the director of education, Dr S. W. Walters, said the Famsa programmes had "merely" been temporarily suspended and dismissed reports that the action had been taken in response to only four letters of complaint.

"The fact is that no particular organisation was named or banned. Besides, the department had no official agreement with Famsa or the Family Planning Association in this regard."

However, a copy of a letter received by local branch of Famsa is now in the possession of the Daily Dispatch.

The letter, on the official letterhead of the Cape Department of Education, is dated December 15, 1977, and signed by the chief superintendent of education, Mr W. M. Diepeveen.

In the letter, Mr Diepeveen said: "Following a number of complaints, I have been instructed by my director to inform you that your organisation may under no circumstances conduct lectures or courses at any schools of the Cape Education Department."

"Please note that this instruction applies to all schools in the province."

The education trainer of Famsa in East London, Mrs Sue Mathis, said she was "delighted" to hear that we have only been suspended."

She said she could not understand why the director of the department did not know of the letter Famsa had received.

Dr Walters said that there were "various organisations claiming access to our schools for similar purposes."

"These unorganised and occasional "lectures", without a properly structured follow-up programme can, unfortunately, not be allowed to continue in their present form."

He said that once the department's own family guidance programme had been evaluated the department would take steps "to structure an educationally sound and acceptable school programme."

"The department issued a circular to principals stating that any further decision on the desirability of using schools and/or outsiders in the presentation of sex education is being withheld until the investigation has been completed."

"The department developed and introduced its own family guidance programme in more than 100 schools in the Cape Province 10 years ago."

The department was involved in evaluating phase two of the programme and one of the matters receiving attention was the desirability of schools and outsiders presenting certain aspects of the programme."
Providing for the future

If there is one subject that is of importance to the future of South Africa it is physical science.

It is the basis of technological advancement, engineering, medicine and a host of other areas on which the population will depend for its survival and development. Unfortunately it is also the subject that is often most neglected in schools with many teachers, especially in primary schools, not being equipped with the knowledge or the facilities to demonstrate basic scientific principles to pupils.

Many black primary schools struggle to offer basic materials to their pupils. How could they ever afford expensive scientific equipment too? The result is that many schoolchildren complete the science syllabus without having conducted a single experiment. They read the results in textbooks and that is the closest many come to discovering science for themselves.

To improve this situation, the Urban Foundation initiated the Primary Physical Science Project in 1984. The woman behind the project is Mrs Ann Griffiths, a former East Londoner and daughter of the late Margaret Fuller, who worked tirelessly for Cripple Care for most of her life.

Not only does Mrs Griffiths spend eight months of the year touring the country and teaching seminars from Venda to KwaZulu, she also develops the Care science kit which has proved a breakthrough in introducing science to primary schools.

Always aware of the needs of others, Mrs Griffiths has the science kit produced at the Cripple Care Rehabilitation Centre in Cape Town thus providing them with work and training while serving a vital need of the community’s schools at the same time.

"When I designed this kit, I took ideas from everywhere and modified them," Mrs Griffiths explained. "I used Japanese ideas of miniaturisation which makes things cost effective and quick and I also took some ideas from Unesco’s guidelines for science education."

The kit is a miracle of compactness with the whole collection of apparatus fitting into one cardboard box. It contains all the basic essentials required for the primary school physical science syllabus and the teacher is provided with several ideas for enrichment of the syllabus with adequate apparatus for demonstration.

Much of the equipment is interlocking and much space and cost is saved by the use of, for instance, baby food containers, small test tubes and miniature burners instead of the standard Bunsen burner. The experiments can be done just as well but at a fraction of the cost.

"We wait until we are invited to an area," Mrs Griffiths said, "and then I go and arrange a week’s course which shows the teachers from the local schools how to use the equipment.

"Sadly, too many people teach science as just something that must be learnt by rote. It should be related to everyday life and to technology."

"There is nothing basically wrong with the syllabus. You must have it to teach it the right way for it to become exciting and memorable."

"Each school can purchase a kit, the cost of which is subsidised by the Urban Foundation, and with it every scientific principle can be taught with the children participating," Mrs Griffiths said.

"Since the project began in 1984 we have had a tremendous response and I actually need an assistant now because I can’t cope with the demand for training courses," she said. "We have also had the full support of the Department of Education and Training which has been enthusiastic about the course."

"When I revisit areas where the kit is being used I see a tremendous difference even after six months and then I hold a follow-up workshop," she said.

Mrs Griffiths ran the first science course for the East London area at the Itec building in Park Avenue for more than 40 teachers who mainly came from rural schools. This will be followed up and extended over the next two years by Itec and should reach thousands of primary school children and benefit their education tremendously.

"At the moment 70 per cent of the people in tertiary education in South Africa are at university," Mrs Griffiths said, "and I think in fact we should have far more students attending technical colleges and technikons."

"This is a scientific age and it’s in science that many new employment opportunities will be in the future. It is terribly important that we prepare our children and the country for this future."

Ines Watson
Projects to promote English announced

Daily Dispatch Reporter
EAST LONDON — Two projects aimed at promoting the English language among schoolchildren have been announced by the Border branch of the South African Council for English Education.

The local branch of the council was formed in July last year and held a spelling competition for primary school pupils in November.

The first of the two projects was intended to promote creative writing among pupils at schools in the Border area, said the chairman of the Border branch, Miss J. V. Stuart-Watson.

Schools in East London, King William’s Town and Queenstown had been asked to submit their best pieces of creative writing.

From these, the best contributions would be selected and submitted for possible publication in the regional newspapers.

The second project involved forum discussions recently introduced to local English teachers. These discussions involved teams of five pupils.

Each team was allocated a topic which the members discussed before an audience.

The council planned to hold a competition for Border schools in July or August this year.

Preliminary rounds would be held to select the best teams for a final round when a winner would be chosen.

In a forum discussion a team was given its topic 10 minutes before the discussion.

This allowed the team time to discuss an approach to the topic and to define what members understood by the topic.

The chairman of the team introduced the team and the topic and explained to the audience the team’s definition of the topic.

For 10 minutes the topic was discussed.

There were no set speaking turns.

After 10 minutes the chairman summed up the discussion.

Entries for the annual Thomas Pringle Awards were also being accepted now, the English Academy of Southern Africa announced earlier this month.

A maximum of three awards were made each year and would be sponsored by Maskew Miller Longman.

The categories for this year’s awards were play, book, film and television reviews in newspapers and periodicals published in 1987; literary articles or substantial book reviews published in 1986 and 1987; and short stories and one-act plays in periodicals published in 1986 and 1987.

The closing date for the first of these categories was March 31, and for the other two categories May 31, the cademy said.

The awards each carried a cash prize and illuminated certificate.
Row over R15m Land Bank house loans

CAPE TOWN - Outstanding housing loans of between R50,000 and R100,000 to employees of the Land Bank, at the extremely low marginal rate of 3%, totalled more than R15m at the end of last year, according to Finance Minister Barend du Plessis.

Answering a question in Parliament from John Malcomess (PFPP Port Elizabeth Central), Du Plessis said these loans were to 937 white employees, ac-

counting for almost a third of the bank's salaried workforce.

A further 382 employees, white, black and coloured, obtained housing loans below the R50,000 level, and one person obtained a loan above R100,000.

Reacting to this information, Malcomess said it was unbelievable the Land Bank could afford to offer loans at such low rates of interest at a time when the bank was under extreme pressure to assist the debt-ridden agricultural sector.

Land Bank MD T.C. Pieterse denied yesterday that the bank was being extraordinarily generous to its employees in respect of housing loans, and added that the rates offered were competitive with those offered by other financial institutions.
Imbalance in Soweto pupil teacher ratio

Between 16,000 and 18,000 pupils were lost to schools in Soweto last year, creating a surplus of teachers in the area, Mr Gunther Merbold, regional director for the Department of Education and Training (DET), said yesterday.

He said teachers at several schools in Soweto would soon be transferred within and out of their circuits and the region in order to correct teacher-pupil ratios.

"Not a single teacher has or will be retrenched," Mr Merbold said.
Upliftment of blacks must be a top priority

by Richard Todd

National Director, Leadership Education and Advancement Foundation

In a nutshell, we have a Eurocentric system that has developed largely out of English grammar school traditions, modified only where essential and modernised far too slowly to keep pace with world trends and economic needs.

Control

In a nutshell, we have a Eurocentric system that has developed largely out of English grammar school traditions, modified only where essential and modernised far too slowly to keep pace with world trends and economic needs.

Progress has been inhibited by the conservatism inherent in minority government threatened by demographic realities but bent on maintenance of control.

The results are manifold. First, a critical countrywide management and leadership crisis.

As examples: Accountants predict a shortfall of more than 1000 CAAs by the year 2000 and engineers note that between 1981 and 1985 students enrolled at universities in vital metallurgical and chemical disciplines dropped from 461 to 234.

Emigration exacerbates the problem for both of these key disciplines and for many others.

Secondly, a trifle over two percent of teachers in black education are university graduates and most black teachers remain seriously underqualified.

It is virtually impossible to study any subject at university level without having had graduate teaching in it during at least your last two school years.

The vast majority of black students arriving at internationally recognised, formerly all-white universities are simply not able to cope.

Despite their natural ability, the dropout rate is horrendous and, to put it bluntly, we are compelling potential engineers and brain surgeons to become pump attendants and bricklayers.

Thirdly, for political ideology we are quite shamelessly squandering valuable physical facilities and human resources.

In 1987 there were 168 637 empty places in white schools, with falling birth rates and emigration combining to increase these numbers annually.

Some white schools have stood entirely empty for years and a number of others are in a position similar to that of the lovely Ugie High School in the north-eastern Cape where 28 pupils now occupy magnificent facilities which a year ago catered for 700.

Redundancy

Meanwhile, at least three white teacher training colleges have closed down, with surviving colleges enrolling between 50 and 75 percent of their potential intake.

Add to this redundancy, which has become a major worry for existing white teachers.

Taxpayers meanwhile foot the bill preparing to pay as much as an extra R100-million a year to duplicate in black areas facilities already available but unused because they are in white areas.

The first task we at Leadership Education and Advancement Foundation (Leaf) did was to raise funds from the private sector to provide the necessary educational and residential facilities and then to identify and enrol the right sort of students.

By June 1985 the first college was under construction and in January 1986 sufficient had been built to enrol 80 students — some for Standard 9 and some for a post-matriculation year.

Merit

Two residential colleges are now fully operational, All Saints Senior College near Bishop in Ooskot, and St Luke's Senior College at Kyalami in the Transvaal. In the first JMB matriculation year for All Saints a 97 percent pass rate was achieved by Leaving entrants, with 99 percent gaining university passes.

Students are selected on merit alone regardless of gender, race, religion and social status, and also without any regard for their ability to pay fees.

The operating costs of the colleges are provided by finding sponsors for each individual student. Sponsors receive term reports on their students, are able to get to know them as individuals and to help them, if they wish, to tertiary education and to future employment.

Although largely black, all ethnic groups are represented and the students, who come from all over Southern Africa, believe that one of the greatest advantages of Leaf colleges is that they are not in any sense regional.
to take new direction
Public Libraries Urged

Call to strip off elitist mystique and become of real use to jacks
## HOUSE OF ASSEMBLY

### The Education Estimation Order

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The minister of the budget and (a) the government officials and (b) the parliamentary (a) the government officials and (b) the parliamentary
Credit transfers for retraining purposes or retraining and qualifications for the purposes of preparing for entry to or returning to the labour market are provided for educators in the field of education who have completed or are completing studies of 5 years or more in educational institutions with the right to award educational certificates. The entitlement to education and training is conditioned by a commitment to work for at least 2 years after completing the training. The retraining program is designed to provide educators with the necessary skills and knowledge for their professional development. The program includes courses in pedagogical theory, educational psychology, and practical teaching skills. The retraining program is conducted by state educational institutions and is accredited by the Ministry of Education and Culture. The program duration is 12 months and is conducted on a full-time basis. The program is assessed by the Ministry of Education and Culture, and graduates are awarded a certificate of retraining.

The program is designed for educators who have completed or are completing studies of 5 years or more in educational institutions with the right to award educational certificates. The program duration is 12 months and is conducted on a full-time basis. The program is assessed by the Ministry of Education and Culture, and graduates are awarded a certificate of retraining.

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ANC bid to control bursaries

Own Correspondent

WASHINGTON. — In a move destined to spark a serious backlash from Pretoria, the ANC is bidding to control the millions of dollars being spent by foreign governments and private institutions on overseas scholarships for black South Africans.

Ms Barbara Masekela, ANC secretary for arts and culture, said this week that US sponsors of scholarships should submit to advance vetting by the ANC.

Such vetting, which would include the selection of students, could also be sought through the three major US anti-apartheid groups, TransAfrica, the American Committee on Africa and the Washington office on Africa, Ms Masekela said.

Her remarks, carried in the Washington-based Chronicle of Higher Education, are sending a chill through US promoters of educational aid to black South Africans.
Pupils 'gatecrash' school

By MARC DOBSON

PARENTS of pupils barred from African schools in the Peninsula are to challenge the Department of Education and Training (DET) in the Supreme Court.

An attorney acting for the parents confirmed that his firm was preparing an application to contest the refusal to admit the pupils.

Some pupils whose applications have been rejected are as young as thirteen. At the moment they face being idle for the next nine months.

The Minister of Education and Development Aid, Dr Gerrit Viljoen, said in Parliament this week that those pupils whose applications were rejected would be advised to work to earn pocket money so they could attend school next year.

Only 154 of the 1,544 late applications for registration in the Peninsula were eventually approved. The DET claimed that the remaining 1,390 were turned down because of "misrepresented" or "inadequate" information.

'Regret unsuccessful'

Unsuccessful pupils were simply told in a telegram "regret application unsuccessful".

However, SOUTH learnt this week that many "unregistered" pupils "gatecrashed" their schools.

They are apparently slipping past the security guards at school gates every morning to attend classes.

One fourteen-year-old pupil told SOUTH that she had "gatecrashed" school for a week now.

"I decided I was going to go to school one way or another," she said. "I am too young to get a job. Anyway, I want to go to university one day so it's important that I study."

Meanwhile, the joint executive of the Democratic Teachers Union (Detu) and the Peninsula Teachers Association (Penata) is to meet this week.

Detu spokesman Mr Osborne Mhekwa said the registration issue would definitely be on the agenda.
HELP EDUCATE OTHERS

Motlana's plea to leaders

EDUCATED South Africans have a duty to help their less fortunate countrymen, Mrs Sally Motlana, president of the Black Housewives League, said this week.

She was a guest-speaker at Wits University where 45 community leaders were presented with certificates for completing a six-month community leadership course.

Rural areas

Mrs Motlana said it was tragic that educated people tend to despise those less fortunate than them. She said such people seem not to understand why the uneducated have not been to school like them.

"I appeal to you as recently qualified leaders to be understanding and keen on uplifting other people. We know that literacy in rural areas and among migrant hostel dwellers is low. Let us make it our duty to lead such people to read and write.

"There are already literacy classes being conducted by other organisations. We can use their expertise and knowledge to start literacy classes in hostels.

Our duty as community leaders is to try to help the destitute," she said.

The course is the fifth to be arranged by the United States-South Africa Leadership Exchange Programme (Usalep). About 250 participants have completed the course since Usalep's inception.

The course covers leadership and organisational development, communication systems and structures, financial controls, project development and management.

By NKOPANE MAKOBAKE

Education Reporter
Grocery star Score gets R50m Clicks

HIGH-flying Score group has jumped into the front rank of SA’s bitterly competitive retail arena.

A R50-million deal has given Score control of the Clicks toiletry, household goods and gift store chain to create a new group with turnover of more than R15-billion and projected pre-tax profits in the coming year of R80-million. Score’s market capitalisation is R248-million and Clicks’ totals R160-million.

Wider base

Score, established nine years ago by current managing director Carlos dos Santos and three colleagues from the Metro cash-and-carry chain, operates 180 retail stores under the Score and Grand Supermarkets banner and 20 Trader cash-and-carry outlets in many parts of SA.

Clicks, established by Pick ‘n Pay co-founder Jack Goldin after he had sold out to Raymond Ackerman, operates 77 Clicks outlets nationally and 18 Diakom stores in the Western Cape.

Mr. Dos Santos says: “The deal gives us a much wider customer base and it extends our product range, which at present concentrates on groceries.

“It will bring us into tougher competition with Pick ‘n Pay, OK Bazaars and Checkers as we start to compete with them in lines they specialise in.”

He says Clicks is the “ideal company” to get together with because there is virtually no conflict in the lines that each chain sells. “I think it is a great deal for both of us,” says Mr. Dos Santos.

The deal has been done through Hi-Score, the holding company of the Score group, which has acquired 7 968 960 shares at 476c a share on Clicks, the Clicks holding company, from Mr. Goldin.

This represents 85% of Mr. Goldin’s holding, and a similar offer will be made to other Clicks shareholders for 83% of their holdings, which currently stand on the market at 456c a share.

If they all accept, Hi-Score will hold 65% of Clicks, which would put the value of the deal at R35-million.

If sufficient Clicks shareholders do not accept the offer, Mr. Goldin will sell more of his shares at 476c each to give Hi-Score a stake of 51%.

The deal is being financed by a cash payment equal to 75% of the purchase price and the balance by the issue of Hi-Score shares at 476c each.

Mr. Goldin will continue as chairman of Clicks and will act as a consultant to the group.

“The autonomy, management and philosophy of the two groups will be maintained,” says Mr. Dos Santos.

One of the attractions of the Clicks deal was that it already had good management in place. “In other deals we have had to put new management into the company.”

Benefits

He says one of the major benefits will come from the increased buying power of the combined group.

“It will increase our competitive position and enable us to push market penetration.”

Later, Hi-Score will sell to Clicks its entire shareholding in Score to set up Clicks as the holding company of Score, controlling 86% of Score’s issued share capital while retaining its 50% holding in Clicks.

“This will result in a structure with Hi-Score controlling Clicks and Score, which will in turn, control Score and Clicks.”

By Ian Smith
Unisa's new library opens

THE University of South Africa's new library was officially opened last Friday.

A spokesperson said the library at present provides for more than 88,500 students, but will cope easily with almost twice as much by the year 2050.

The library's collection includes 1,037,517 volumes totalling 690,500 titles. It has 116,200 units of microfiche, 24,500 microfilms, 20,000 gramophone records, 6,000 audio cassettes, 35,000 colour slides and several thousand different periodicals.

It has 644 seats for study purposes, eventually to be increased to 1,500.
Lack of facilities forces library to close membership

Daily Dispatch Reporter

EAST LONDON — The town clerk of Stutterheim, Mr. H. Joubert, confirmed yesterday that membership of the municipal library had been closed until the council tried to find a solution to the lack of facilities at a meeting tomorrow.

He was reacting to a complaint by Mr. A.V. Kettle, who moved to Stutterheim recently, that he and his family had been refused membership of the local library and had been told by staff that the service was “over-subscribed”.

The senior librarian, Mrs. P. Deacon, agreed that staff had been turning away prospective members for that reason.

Mr. Joubert said the library had been built originally for use by the 2,600-strong white population of the town, but the council had decided to open the facility to all races two years ago.

“The position now is that over 3,000 black school children have joined up as their school library facilities are inadequate.”

“As a result, the staff have found that they cannot cope with the number of members using the library and a restriction has been placed on membership until the council has addressed the matter and proposed a solution.”

Mr. Joubert stressed that people were being turned away regardless of race.
Funda Centre

PART-TIME students have until Thursday to join the Funda Centre library in Soweto.

Mrs Esmé Manganyi, the centre's librarian, said no new members would be accepted after Thursday because of a lack of space.

She said the library had accepted about 5000 members since the beginning of the year. This is almost double the number of people who used the library last year.

The library was originally meant to cater for people involved in programmes based at the centre when it opened in 1984.

However, the following year it was decided to open it to the community because of the shortage of public libraries in Soweto.

Mrs Manganyi said the library could comfortably accommodate 200 people.

Because of the increasing number of part-time students who wanted to use the library after hours and at weekends, they had to squeeze in more people.

"While we would like to respond to the needs and be of service to the community, we have now reached saturation point.

"We are aware that the library has become known and is popular with many part-time students, but we have to be practical and realistic," she said.

Funda Centre library opens from 8.30 am to 10 pm during weekdays and from 9 am to 5 pm on Saturdays. It is closed on Sundays and public holidays.

Membership costs R12 a year."
THE MINISTRY OF EDUCATION AND CULT.

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the assembly, and 

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(continued)
The Minister of Law and Order

THE MINISTER OF LAW AND ORDER

Mr. PRESIDENT:

I have the honour to submit the following report on the 1967 Exercise of the Official Language of the Nigerian National Assembly.

The report is based on a previous submission made to the House of Representatives on the 1966 Exercise of the Official Language of the Nigerian National Assembly.

The report includes a detailed analysis of the use of the official language, highlighting areas of improvement and challenges faced during the exercise.

I would be grateful if the House could consider this report and take the necessary actions to address any issues raised.

Yours faithfully,

[Signature]

Minister of Law and Order

[Date: November 15, 1967]
Sabotage of mixed events now outlawed

Political Staff

A major new State policy on white school sport and culture, which prevents conservative schools from sabotaging mixed events, has been announced by the Government.

The policy announced by Mr Piet Clase, Minister of Education and Culture in the House of Assembly, effectively rules out discrimination against black members of school sport teams.

It reverses the present approach and will prevent repeats of last year's Menlo Park row.

It comes into effect immediately.

Schools will no longer be able to invite other teams to events or accept invitations on condition that blacks are excluded.

In other words, Menlo Park Hoërskool will in future be unable to exclude a team from a sports event because it contains a black.

In the present policy if even one school objects to the presence of blacks in another school participating in a sport or cultural event, the mixed team is obliged to withdraw.

Under the new policy the teams that objects playing against a mixed team will have to withdraw.

Mr Clase said in the new policy "invitations and their acceptance are not linked to conditions relating to the composition of a group or groups and all participants enjoy the same privileges".
The Government has admitted that 58 white schools were standing empty or used for other purposes while there is a shortage of schools in the black community.

According to the South African Institute of Race Relations, 38,641 classrooms are needed to meet black demands. This means there is a shortage of at least 2,000 schools in the black community, if one school consists of between 15 and 20 classrooms.

The Minister of Education and Culture, Mr Piet Clase, said in the House of Assembly yesterday that 58 white schools and 14 hotels were either not being used or were used for other purposes.

He said at least 24 schools, including 19 in the Cape, were unused.

The others were let to various government departments, including the South African Police and South African Defence Force, and to private organisations such as pineapple and road construction firms and bodies like Kupanga.

Mr Clase also said that of the 536,783 places available at primary schools in Natal, the Free State and Transvaal, 38,924 were filled as at January this year.

Figures for high schools in the three provinces were 347,895 places and 282,459 enrolments.

Of the 13,000 places available in training colleges, 8,863 were filled.

In its quarterly publication for 1987, the Institute of Race Relations estimated that there was a shortage of 38,641 classes for African pupils.

To Page 2
Survey of 1986 education budget

The 1986/87 education budget for all races in South Africa amounted to over R6.7 billion, the SA Institute of Race Relations said today.

In its 1986 race relations survey released in Johannesburg, the institute said the amount was allocated as follows:

About R3 billion for white education; R1.1 billion for blacks; R368 million for coloureds; R607.5 million for the independent homelands, R567 million for Indians and R6 million for the Department of National Education.

Bophuthatswana had the highest expenditure on education per capita by the homelands.

Provision for the erection of black schools and schools for handicapped people in white areas amounted to R165.9 million.—Sapa.
The Minister of Education and Culture

The above figures were obtained from the SAPS tables issued from the ministries.

TOTAL

1. Health and Social Services
2. Education
3. Health Care and Social Assistance

PHYSICAL SERVICES

1. Health and Social Services
2. Education

ECONOMIC AND FINANCIAL SERVICES

1. Health and Social Services
2. Education

TOTAL

1. Health and Social Services
2. Education

FISCAL AND BUDGETARY SERVICES

1. Health and Social Services
2. Education

TOTAL

1. Health and Social Services
2. Education

MONDAY, 19 FEBRUARY 1988
Department of Education and Culture 10 754 9 266*
(ii) Republic 2 508 2 299**
* Training centres for mentally retarded children included.
** Private schools excluded

National Senior Certificate examination: Whites entered
25. Mr R M Burrows asked the Minister of Education and Culture:

(b) How many Whites entered for the full National Senior Certificate examination in 1987 and (b) how many entrants (i) passed, (ii) failed and (iii) obtained matriculation exemption?

The MINISTER OF EDUCATION AND CULTURE:

(a) 2 339,
(b) (i) 955,
(ii) 1 384,
(iii) 326

Promotion of culture: recommendations of pilot committee
29. Mr R M Burrows asked the Minister of Education and Culture:

(i) With reference to his reply to Question No 78 on 4 September 1987, what were the recommendations included in the report drafted by the pilot committee appointed to inquire into the promotion of culture in the Republic;

(ii) the estimates are based on the subsidy formula used for calculating the 1986 subsidies

Whether any action is to be taken as a result of these recommendations, if not, why not; if so, what action?

The MINISTER OF EDUCATION AND CULTURE:

(1) The report as well as the comment of the Regional Councils for Cultural Affairs are currently under consideration. Details will be made known in due course;

(2) falls away

Medical schools: cost of training per student
32. Mr R M Burrows asked the Minister of Education and Culture:

(a) What is the present estimated cost to the State of the training per student for the MB Ch B degree at each of the medical schools falling under the control of his Department and (b) in respect of what date is this information furnished?

The MINISTER OF EDUCATION AND CULTURE

(a) Estimated cost per student per annum:

<table>
<thead>
<tr>
<th>University</th>
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<tr>
<td>Cape Town</td>
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<td>Stellenbosch</td>
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<td>Natal</td>
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<tr>
<td>Witwatersrand</td>
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* In Mr C M de Hoop's speech, "his" is misspelled as "his".

For oral reply

General Affairs
State President of Council:

"I, Mr D T N de Hoop, Minister for General Affairs, having in view the statement that 1.4 million residents of Transkei are not enrolled in any school, wish to inform the House that the Department will continue to address the issue with the utmost urgency.

The population will continue to grow at a rate of 4% per annum.

Moreover, the education system will continue to face challenges, particularly in terms of infrastructure and personnel.

A joint study will be conducted to examine the feasibility of investing in the education sector.

The Department will ensure that the education system remains sustainable.

The Department will further work towards ensuring that all children have access to quality education, irrespective of their socioeconomic background.

Questionnaire:

South African:

"I, Mr C M de Hoop of House A"!

Whether the number of the staff on the payroll at the end of the financial year 1987 is available?

I, the MINISTER
The Department of Education and Culture informed that as of the end of the financial year 1987, the number of staff members was as follows:

- Teachers: 45,000
- Administrative staff: 12,000
- Support staff: 5,000

As part of the Department's strategy, efforts were made to increase the number of qualified educators and administrative staff to meet the growing demand.

The Department is committed to ensuring that all children have access to quality education, and will continue to work towards this goal.

The House is reminded that the Department is committed to providing quality education to all South Africans, regardless of their background or location.

The Department will continue to engage with stakeholders, including parents, educators, and other relevant parties, to address the challenges faced in the education system.
<table>
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<th>Program Area</th>
<th>Cost 1975-76</th>
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**Note:** The above figures are preliminary and subject to final approval.
PRETORIA — The Minister of Education and Culture, Mr Piet Clase, is inching towards the introduction of a compulsory fee system at state schools, authorities said yesterday.

Mr Clase said in the Assembly this week, that in future schools would to an extent be dependent on contributions from parents.

This, sources said, was an early warning that totally free education for whites was on the way out. They expect the compulsory fee system to be introduced next year.

Meanwhile, teachers' bodies, including the Transvaal Teachers' Association, have bitterly opposed any suggestion that they be burdened with the responsibility of collecting fees.

Economists said government commitments on defence, security, housing and black education were so great that pay-education was inevitable. — DDC
THE Department of Education and Training plans to complete 23 new schools and additions to 40 existing schools.

Spending on black school education up

By DAVID BRAUN

The Department of Education and Training plans to complete 23 new schools and additions to 40 existing schools. The overall budget for black education is up by only 10.28 percent in the new year — from R1.148 billion last year to R1.46 billion.

The figure hides a substantial cut in auxiliary and associated services which have been transferred to other government departments.

According to a memorandum published by the Department of Education and Training, the nine departmental programmes have been budgeted for as follows:

**Reasons**
- Administration costs are up 28 percent at R63 million — according to the department because of having to cope with the exceptional increase in pupil numbers and the increasing variety and extent of services it must provide;
- Pre-primary and primary education spending is up 26.1 percent at R750 million.

Completion of 25 new primary schools and additions to 64 existing schools, which will make available 1081 additional classrooms, have been planned for.

A total of 1065 new teacher posts have been created.

Secondary education — up 24.2 percent at R429 million.

The number of matriculants alone is estimated at 42346 this year, compared with 33942 last year.

The department plans the completion of 23 new schools with 952 tuition rooms and the completion of additions to 40 existing schools.

- University and technikon training — up 10.4 percent at R182 million.
- Secondary education — up 24.2 percent at R429 million.

The major reasons for the increase are the increase in subsidies to universities and in the subsidy on interest on loans borrowed by universities.

- Vocational education — up 5.2 percent at R34 million.

This includes R9 million for capital works — the continuation of the erection of new technical colleges at Witbank, Bloemfontein and Springs as well as the new Manu Technical College in Soweto.

- Education of handicapped children — up 51 percent at R33.6 million.

This amount also provides for the new reform school and the two schools of industry for problem children, announced last week.

- Teachers training — up 4.8 percent at R88 million.

- Out-of-school education and training — down 33.8 percent at R42 million.

**Services**

The large decrease, according to the department, is mainly due to Government curbs on expenditure and the high priority that must, of necessity, be afforded to the basic educational functions under the other programmes of the department.

- Auxiliary and associated services — down 86 percent at R18 million (a cut of R114 million).

This programme covers essential supporting services regarding education advice, psychometric and edumetric services, school guidance, remedial education, orthopedagogic assistance, school radio services, and the coordination of research.

The decrease is mainly due to the fact that the budgets for the Garankuwa Hospital and the Meduna Dental Hospital are to be transferred to Transvaal Provincial Administration and to the Department of National Health and Population Development respectively.
'Cracks' in govt's education policy

JOHANNESBURG. -- The South African Institute of Race Relations has published research which finds that "significant cracks" have appeared in the government's policy of racially segregated education which could create opportunities for integrated teacher training.

The findings appear in a book entitled Race Against the Ratios by Mr. Vanessa Gaydon, a former research assistant at the institute.

It says a growing body of influential white opinion has joined black educators and political leaders in arguing that equality cannot be achieved within segregated educational systems.

It concedes that attempts to desegregate teacher training would face obstacles and that the immediate opening of all teacher training facilities is "not in prospect".

Such change would be feasible only when a process of incremental change started — similar to that which occurred in private schools, universities and technikons. It would also be the result of a series of government retreats, each one of which would have to be fought for, rather than a sudden shift in policy.

The process of desegregation of teacher training colleges could begin only if groups with some influence over teacher training, such as the universities, the colleges themselves, and business, set it in motion. Only if this happened would the government be required to react by offering concessions.

The publication argues that conditions for such intervention exist.

"They are created by the government's inability to meet the backlogs in African teacher training and in the underutilization of white facilities. The government faces an increasingly intractable problem and is thus less likely to impede attempts at a solution, whatever its public stance."

The research finds that there is considerable support for the desegregation of teacher training among teachers and teacher trainees, whites and blacks.

Among blacks, there is support for limited change such as integrated teacher training.

Attemps to control 'implied retreat'

JOHANNESBURG. — The experience of private schools, universities and technikons in desegregating their facilities in recent years provided important pointers to the manner in which teacher training colleges can be integrated, according to Race Against the Ratios.

The book illustrates that segregation has been relaxed in three areas of education in the past few years — private schools, universities and technikons.

In all three cases the chief motor of change was the decision of a private interest group to move against the government.

The research shows that the failure of government control was not automatic. It occurred because initiatives, such as universities, to which controls (such as quotas and permits) were applied, did not accept them passively and often sought to use them to create openings for further integration.

"The government first resisted integration, in response to pressure it then sought to control. It first used a complex system and then through quotas, usually accompanied by the threat of financial sanctions, if these were not observed. Each attempt to impose control, however, implied a further retreat which made segregation more difficult to enforce." — Sapa

Integrated colleges could slash costs

JOHANNESBURG — The taxpayer would be saved R30m in capital expenditure if the government allowed black teacher trainees to fill vacancies in white teacher training colleges, a book "Race Against the Ratios" issued by the SA Institute of Race Relations said.

The research reports that in 1986 about 27% of the places at white teacher training colleges were not used. If these had been used for African teachers, it would have increased the number being trained almost 10% from 27 613 to 30 296.

The cost of building a college with a capacity of 990 has been estimated at about R15.5m.

The report says the Department of Education and Training (DEAT) plans to spend R75.3m to build new facilities, which will not be completed till the 1990s, for about 9,650 African students. — Sapa

'Savage' jail sentence set aside

MARITZBURG — Supreme Court review judges have yesterday set aside a nine-month jail sentence imposed on a Mapumulo man for the theft of six beef stock cubes worth 54 cents, and described the sentence as "savage".

Mr. Justice Didcott and Mr. Justice Friedman altered the sentence imposed on Vincent Gamade, 24, by Mapumulo magistrate Mr. M. J. Mtemwe to one of one month imprisonment suspended conditionally for three years.
Allow black trainee teachers in urges study

Millions could be saved on education

By Martin Challenor

A study has shown that the Government could save R40 million in taxpayers' money if it allowed black trainee teachers to take up empty seats in white colleges — and scaled down plans to build "blacks only" facilities.

This is one of the findings of the study, "Race Against the Ratios: The Why and How of Desegregating Teacher Training," by Ms Vanessa Gaydon, a researcher at the South African Institute of Race Relations (SAIRR), and was published this week.

Ms Gaydon noted that the Government had accepted that inferior black education was a severe obstacle to political stability and economic growth. It had increased spending on black education — including teacher training — and was committed to achieving equality between the races in education opportunities. But its efforts to improve black education were not making a significant impact.

The report concludes that the De Lange Commission, which looked at education in South Africa, said that if a teacher-pupil ratio of 1:30 for all races was to be achieved by the year 2000, there would have to be 313,000 new teachers. However, 1,149,443 white teachers were needed to meet that goal.

The report notes that the number of black teachers has increased from 17,074 in 1964 to 47,000 in 1984, but that the number of black schools has also increased from 1,700 to 4,600. The report notes that the number of black schools in the rural areas is still much lower than in the urban areas.

One of the solutions proposed is that the Government should consider allowing black trainee teachers to take up positions in white colleges. The study notes that there are currently 100,000 vacancies in white colleges, and that if those vacancies were filled by black trainee teachers, it would save R40 million in taxpayers' money.

But the report says that to achieve the 1:30 ratio by 2000, there is a need for 10,000 new teachers a year. The report notes that the total number of black teachers needed would have to be 313,000, and that the number of black teachers in 1984 was only 47,000.

The report notes that while existing African colleges of education had no further room for students, the demand for white teachers was declining.

The De Lange report predicted that, if 27,850 white teachers were needed to meet the ratio of 1:30 in 2000, whereas there were 52,403 teachers in white schools in 1984.

The report notes that the Department of Education and Training (DET) plans to spend R75 million to build facilities for 6,000 new black students, facilities to be completed in 1982.

The report notes that more than a quarter of white students could be accommodated immediately at white colleges at minimal costs, and that the Government should consider this solution.

Another obstacle was that 70 percent of African teachers were underqualified. Serious understaffing prevailed in languages, mathematics and the sciences.

The report said that "if the inferiority of African education is not to be perpetuated, African trainee teachers must enjoy access to the facilities and qualified teaching staff in the white system."
EDUCATION

ENGINEER - GENERAL

1988 APRIL - JUNE

Information on what a trade union is etc.
2. Pamphlets on specific things like - workers rights.
   Young Worker Newspaper - 4 times a year.
   Periodicals

The International Young Christian Workers,
Southern African Catholic Bishops Conference.

Affiliations:

also involves young workers outside the WCW.
We are also looking at representation at work. The programme
includes training.
3. Sailors.
   2. Hours of work.
   1. Health and safety at work.

Inside the WCW for those who are working, specific
50 Tygerberg teaching posts to be scrapped

Tygerberg Bureau

A TOTAL of 50 teaching posts will have to be scrapped in the Tygerberg area at the end of this year because of a drop in pupil numbers at certain schools.

The Tygerberg School Board announced at a meeting yesterday that 14 of these were for high school teachers and 36 for primary school teachers.

Mr Koos Moolman, chairman of the board, said these 50 posts were representative of the situation as viewed over a few years.

Schools had the right to oppose the scrapping of individual posts at this stage, and these representations would be dealt with sympathetically, Mr Moolman said.

A total of 295 posts were scrapped countrywide last year, of which 234 were for primary school teachers.
R560 FOR EACH BLACK PUPIL

The projected per capita expenditure, including capital payments, on black school pupils in the 1987/88 financial year was R560,50, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said in Parliament.
THE prevalence of copyright infringement and the harm it caused justified the offence being regarded as a serious matter suitable for the imposition of criminal sanctions, says Pretoria attorney O H Dean.

In an article in the March issue of De Rebus, Dean said as an intellectual property right, copyright was unique in being protected by criminal law.

Assets such as novels or music merited comprehensive protection by the law, he said, in the same way as jewellery did.

SUE RUSSELL

The Copyright Act provided that copyright infringement could, in certain circumstances, constitute a criminal offence over and above civil liability.

The penalties imposed, Dean said, were severe and comparable to those provided for offences such as armed robbery.

"Copyright is the means by which creative people are able to derive remuneration and by which an incentive is provided to stimulate intellectual creativity," Dean said SA law provided criminal sanctions for copyright infringement but in general did not do so for infringement of other intellectual property rights such as patents, trademarks and designs.

"...This is not a ground for arguing that copyright infringement should not be subject to criminal sanctions, but rather infringement of the other forms of intellectual property rights should perhaps also be subject to criminal sanctions."
The Minister of Education and Culture

(2) The Minister is required to report on the progress of the education program and the implementation of the Education Act.

(3) The program shall be reviewed every five years.

(4) The Minister shall consult with the provincial education boards and the teachers' associations before making any changes to the program.

(5) The budget for the education program shall be approved by the provincial government.

(6) The Minister shall ensure that all students are provided with equal opportunities to succeed.

(7) The Minister is responsible for ensuring that all educational institutions comply with the Education Act.

(8) The Minister shall ensure that all teachers are properly trained and qualified.

(9) The Minister shall ensure that all students are provided with appropriate support services.

(10) The Minister shall ensure that all educational resources are available to all students.

The Minister of Agriculture and Rural Affairs

(1) The Minister of Agriculture and Rural Affairs is responsible for ensuring the well-being of the rural communities.

(2) The Minister shall consult with the local councils and the farmers' associations before making any changes to the agricultural programs.

(3) The budget for the agricultural programs shall be approved by the provincial government.

(4) The Minister shall ensure that all farmers are provided with equal opportunities to succeed.

(5) The Minister shall ensure that all agricultural resources are available to all farmers.

(6) The Minister shall ensure that all agricultural programs are environmentally sustainable.

(7) The Minister shall ensure that all agricultural research is conducted in a responsible manner.

(8) The Minister shall ensure that all agricultural products are produced and marketed in a sustainable manner.

(9) The Minister shall ensure that all agricultural workers are provided with appropriate support services.

(10) The Minister shall ensure that all agricultural policies are consistent with the principles of sustainable development.

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The Minister shall ensure that all educational resources are available to all students.

The Minister shall ensure that all educational policies are consistent with the principles of sustainable development.
Schooling criticised

GRAHAMSTOWN — The school system for blacks left a lot to be desired and it was also true that the overall political situation in SA created tensions which were bound to be magnified in the vigorous intellectual environment of university life.

This was said yesterday by De Beers Consolidated Mines chairman Dr Julian Ogilvie Thompson when he formally opened De Beers House at Rhodes University.

However, this was by no means the end of the matter, he said.

Blacks were educated both at school and at university in languages which were not their mother tongue.

"In the case of the English institutions this is by their own choice and, as I understand it, black public opinion at most levels strongly prefers the use of English as a medium of instruction," Thompson said.

"But this does not make the familiarisation process any less difficult for the individual student." — Sapa.
(1) The Minister of Education.
(2) The Minister of Education.
(3) The Minister of Education.
(4) The Minister of Education.

THE MINISTER OF EDUCATION

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(4) The Minister of Education.
Thursdays, 4 April 1988
Equality in all education call

The solution to the sorry state of black education could not be found by insisting on a policy of own affairs education with its separateness and strong apartheid connotations, Mike Ellis (PPP Durban North) said yesterday.

Speaking in the Budget debate, he said the problems in black education were the direct result of NP political decisions.

Ellis said: "The differences in standard between white and black education are so great and the divisions between the race groups that have developed are so deep that the task of equalising education is of gigantic proportions."

Ellis said a solution lay in a concerted effort on the part of all race groups working together and in the interests of the country to reduce as quickly as possible problems and shortcomings.

"This requires not only money but the genuine desire on the part of the government and its many officials to eradicate problems as smoothly and efficiently as possible and to establish the mechanism whereby equal educational opportunities can be offered to all children in this country.

"This can only happen once all education is demarcated a general affair under the control of a single Minister of Education and education facilities are declared for the use of all race groups." — Sapa.
Taking action

The Leadership Education and Advancement Foundation (Leaf) represents the culmination of one man's education vision. From his time as headmaster of St. Peter's in Johannesburg, through a period at the helm of Hilton College, Richard Todd has always believed in the ideal of equal and non-racial education. He empathised, too, with the plight of good black students languishing under the Vervierdoan yoke. It was a system adept only at "making bricklayers out of brain surgeons."

Todd was much influenced by the British experience of Sixth Form colleges. The first one opened in the UK in 1967, but already they provide 25% of all potential university entrants and this figure is expected to increase dramatically.

There were other lessons. It was recognised that the attempt, in many instances, to "kick kids from adolescence to adulthood over the Christmas holidays," was folly. Also, Sixth Form colleges would offer a more appealing environment to many teachers who would otherwise be put off by the drudgery of teaching uninterested students and implementing petty discipline.

But there is a problem in this country. Everyone is aware of the huge gap between educational resources for blacks and whites. A pooling of resources, however, divided equally between the different groups, offers no solution. This is because a small increase in black educational standards would come at the price of a large and unacceptable drop in the standards of white, coloured and Indian education.

Leaf offers a solution. Inevitably it involves the introduction of some form of selection. This is where the senior college concept comes in. The philosophy is that top young people able to qualify for university entrance should be exposed to top teaching for their last two years.

Although the building of senior colleges will not be cheap, the overall cost implications of selecting people at the age of 15 or 16 are favourable.

The education to matric of 100 children starting their first year in 1987 in an established private boarding school would, with the usual fee escalation, cost more than R1.5m.

The education of the first 100 students entering a senior college in 1986 for the last two years, using the same fee base, would be R1.7m. Taken a step further: of the 100 selected at the age of five, it would be unusual if 25 ultimately became university graduates, while 100 students carefully selected at 15 or 16 should provide more than 75 graduates.

The first practical result was the All Saints Senior College in Bishop, courtesy of Anglo American and De Beers. It opened in January 1986 and, from more than 5000 applications, it now has 225 students.

The second college, St Luke's Senior College, opened in January at the old Kyaiami Ranch hotel and there are plans for at least three others.

But facilities offered free by Eskom at Henley-on-Klip (to the value of some R13m) have had to be turned down because of fierce opposition from some local residents, who are unable to accept the idea of a mixed school in their area.

Leaf hopes to persuade government to part with certain white schools or teacher training colleges which are underused or closed. This would assist in meeting their aim of being able to open at least a college a year for the next five years. Although Leaf would be prepared to consider accepting government money, it has not yet offered any help. All money, capital investment and student sponsorship has come from the private sector.

It's been estimated that, by the year 2000, there will only be enough whites to fill 38% of all managerial, administrative and executive positions (against the 95% which they held in 1986). So organisations such as Eskom and Barlow Rand are staunch supporters. With such formidable educationists as DS Henderson, Franklin Sonn, Stuart Saunders and Nic Wichaia among its patrons, Leaf has heavyweight support.

No doubt some will deride it for its elitism and accuse it of being an attempt to co-opt the middle classes. But given the vital importance of education and the equally enormous tasks which lie ahead for educationists in this country, any initiative which adds to government efforts must be welcomed.

The vindication of the philosophy is to be found in the results of the first set of Leaf students to write matric. Of the 36 students who sat the Joint Matriculation Board examinations at the end of 1987, the pass rate was 97%, with 86% getting full university entrance.

These are early days — but that's a good start and evidence that the venture deserves whatever support it can get.
THE MINISTER OF LAW AND ORDER.

The Ministry of Education would like to announce that the Department of Education is pleased to announce that the Department of Education has decided to implement the following measures:

1. All schools will be closed until further notice.
2. All public events will be cancelled until further notice.
3. All non-essential travel will be restricted.
4. All public gatherings of more than 10 people will be prohibited.
5. All businesses will be required to close at 8 PM.
6. All public transportation will be limited to essential services.

The Ministry of Education encourages all citizens to follow these guidelines to help prevent the spread of the disease.

Signed,

The Minister of Education.
Students

The culture of the school...
THE MINISTRY OF EDUCATION AND CULTURE

Ontario's Special Education - the Pupil's
1. An Education Program - the Pupil
(1) Identification and Eligibility
(a) Determination of Eligibility
(b) Identification of Special Education Needs
(2) Educational Program Development
(a) Program Planning
(b) Program Delivery
(3) Evaluation and Review
(a) Program Evaluation
(b) Program Review

THE MINISTRY OF TRANSPORTATION AND INFRASTRUCTURE

The Ministry of Transportation and Infrastructure is responsible for the development and administration of policies and programs to support the transportation and infrastructure needs of the Province. This includes roads, transit, cycling, and more. The Ministry works closely with local governments and the Province to ensure that transportation and infrastructure needs are met.

HOSPITALS AND HEALTH SERVICES

The Province of Ontario is committed to providing high-quality health care services to all Ontarians. This includes hospitals, long-term care facilities, community health services, and more. The Ministry of Health and Long-Term Care is responsible for ensuring that these services are accessible and affordable for all residents of the Province.

HOUSE OF REPRESENTATIVES

The House of Representatives is one of the two chambers of the legislature of the Province of Ontario. It is responsible for deliberating and passing legislation for the Province.

CARE PROVINCE

The Province of Care is dedicated to providing support and care for those who need it. This includes programs for seniors, children, and families. The Ministry of Children, Community and Social Services is responsible for ensuring that these programs are accessible and effective.

For more information, please visit the website of the Province of Ontario.
Questions under name of member
out which, spread the cost of the education for people with children, not just

for a second in the fee for the same family, has risen from $100 to $1000, and for a third from $100 to $1250. The term fee for a pupil at the school has risen from $200 to $400. The increase in fee has been going to about 10%, increases rather than only one or even more.
Police confirm baton charge at Mitchell’s Plain

Staff Reporter

SCHOOL stayaways and worker protests were expected today over several issues, including the “Sharpeville Six”.

At Mitchell’s Plain police fired tear gas and baton charged pupils at schools where meetings were due to be held in support of the Six.

Police vehicles were stationed near most schools in Mitchell’s Plain and a helicopter circled overhead.

Police surrounded Mondale before 9am, apparently in anticipation of a rally.

A police spokesman confirmed that about 9.30am a police vehicle at Mondale was stoned. Pupils were warned to disperse, and when they failed to do so, teargas was used and they were baton charged.

RENT INCREASES

Many township shebeens were closed yesterday and were due to stay shut today in solidarity with calls for the re-opening of the trial of the six people condemned to death in connection with the murder of Lekota deputy mayor Mr Kuzwayo Dinamini in September 1984.

Mr Dinamini was killed by a mob of residents angered by rent increases.

The Western Cape Students’ Congress (Wesco) demanded the unconditional reinstatement of five teachers in the Department of Education, and Training who were suspended earlier this year, the release of all student and teacher activists and a stop to “harassment” of teachers and students.

A spokesman for the Congress of South African Trade Unions (Cosatu) said demonstrations were expected at many factories organised by affiliated unions.

The demonstrations were in response to a decision by the Western Cape Joint Shop Stewards’ Council for action in all industrial areas to protest against proposed amendments to the Labour Relations Act.

Many trade unions are firmly opposed to the amendments.

Associated issues are the recent restrictions on Cosatu and 17 other organisations, and the Sharpeville Six.
SA constitution ‘lacks credibility’

ZILLA EFRAT

PRESIDENT F W Botha’s suggestion that schoolchildren recite the preamble to the constitution was “excellent in essence” but would be asking them to subscribe to principles not upheld in the legal system, Unisa constitutional law expert Marinus Weichers said at the weekend.

He was reacting to Botha’s suggestion at the Huguenot Festival last week that schoolchildren should start their day by reading the preamble to the 1983 constitution, which made him executive president.

Weichers said: “This would be deliberately asking children to subscribe to principles which are not upheld in our legal system and would make it all into a mockery. I don’t think that it would be accepted.

“The problem is that our constitution lacks fundamental acceptance as the majority of the people in the country were not involved in drawing up and adopting it. It thus lacks legitimacy.”
Law professor reacts to PW's preamble idea

Pretoria — The suggestion by the State President, Mr. P. W. Botha, that schoolchildren recite the preamble to the South African constitution is "excellent in essence".

However, this would be asking them to subscribe to principles not upheld in the legal system, a University of South Africa (Unisa) constitutional law lecturer, Professor Marinus Wiechers, said at the weekend.

He was reacting to Mr. Botha's suggestion, made at the Huguenot Festival in the Cape last week, that schoolchildren should start their day by reciting the preamble to the 1982 constitution that made him executive president.

A spokesman for Mr. Botha's office said the president had merely posed the question and suggested it would be up to "education authorities" to take a closer look at it.

Reacting to the suggestion Prof. Wiechers said:

"This would be deliberately asking children to subscribe to principles which are not upheld in our legal system and would make it all into a mockery.

"The problem is that our constitution lacks fundamental acceptance as the majority of the people in the country were not involved in drawing up and adopting the constitution. It thus lacks legitimacy.

"As much as one would like to subscribe to the ideals and principles contained in the preamble, these ideals and principles do not coincide with reality and the laws in our country."

A spokesman for the Department of Education and Training which co-ordinates black education said: "This is something that top management of the department will have to consider."

The Department of Education which co-ordinates white education was unable to comment.

A United States Information Service spokesman said the Pledge of Allegiance was recited by school children in the US.

However, he said, it was not mandatory and was no longer common.

The South African preamble calls for "Christian values and civilized norms" to be upheld, as well as "the independence of the judiciary and the equality of all under the law".

MR BオTHA
Mr Kenyon: Possibly. The point of the article was to show our readers what the situation is like in the rural areas. I don't think many of our readers have ever physically seen a farm school.

Readers Digest editor Miss Wendy Fankhurst asked him if his article was a fair reflection of farm schools.

PROMISED

Mr Kenyon replied: "Yes, it was very fair. I believe the article shows exactly what is happening in our rural areas as far as the education of children is concerned."

He told her that he had never promised to give Mr Thesiko a copy of the article before publication.

Readers Digest research editor Miss Sylvana Dantu said she read the article to Mr Thesiko twice.

Earlier, Mr Thesiko said Mr Kenyon went to his school on August 15, 1986 and introduced himself as being from the Department of Education and Training in Pretoria. It was only after the interview that Mr Thesiko realised Mr Kenyon was from the magazine.

The department and Readers Digest agreed to explore a possible compromise.

(Proceeding)
Pupils at mixed schools are more tolerant — survey

By Zenaide Vendeiro, Education Reporter

Black and white pupils at desegregated schools are racially more tolerant and more positive about the future of South Africa than their counterparts at segregated State schools, a study has shown.

The study was conducted by Dr Barbara Fabian, who now lives abroad, for her doctorate in psychological education.

It investigated the influence of desegregated education on the self-esteem, identification, attitudes and adjustment of 112 black and 106 white pupils at integrated private schools in the PWV area. The attitudes of this group were compared to those of pupils attending segregated, Government schools.

RESEARCH

Dr Fabian said investigation of the benefits and consequences of desegregated education was a relatively new research area in South Africa as the number of private schools and pupils had increased in significant numbers only since 1976.

Dr Fabian said that, as expected, black and white pupils at the private schools felt the most positive about desegregated schooling.

Black pupils at State schools seemed to be ambivalent in their attitude towards desegregation, while Afrikaans pupils did not favour the idea.

The fact that Afrikaans pupils were more structured with regard to rules and systems and, therefore, more resistant to change could possibly account for their attitude, she said.

FUTURE

A statement: "In five years' time this country will be a wonderful place in which to live", elicited the most favourable reaction from black pupils at integrated schools, followed by Afrikaans pupils. English-speaking white pupils and black pupils at State schools were the least positive about their future.

The study showed that black pupils at State schools tended to have very low self-esteem compared to all the other groups in the study.

Black pupils at desegregated schools did not feel estranged from their cultural backgrounds due to what is commonly known as "assimilation".

Both Afrikaans and English pupils attending State schools had a stronger awareness and regard for their cultural group identity, Dr Fabian said.
Close contact kept with schools — police

Police are normally in close contact with Department of Education and Culture inspectors before any official action is taken at schools where disruption has occurred, a police spokesman said yesterday.

The statement follows an incident on Monday when police entered Mondale Senior Secondary School in Mitchells Plain where a rally in support of the Sharpville Six was to be held.

Police confirmed using teargas and entering the school premises but said this was only after their vehicles had been stoned and pupils warned to disperse.

The public relations officer for the Department of Education and Culture (DEC) in the House of Representatives, Mr Thinus Dempsey, would not, however, confirm the police statement that police were normally in contact with DEC inspectors.
The Government was slammed yesterday for holding off on a decision on compulsory school fees for whites "because it is scared of the right-wing".  

Meanwhile schools were being forced to dramatically hike "voluntary" school fees because the government was cutting budgets.  

On top of this the cost of education was being forced up by the Government's commitment to its own affairs.  

Mr Mike Ellis MP, a Progressive Federal Party education spokesman, was commenting on a reply given by Mr Piet Clase, white own affairs Minister of Education, saying that no decision had yet been made on school fees.  

Mr Ellis said it was quite obvious that if the Government was really serious about introducing equal opportunities it would have to find resources from other sources.  

"But it is bending over backwards to avoid upsetting the right wing."

"..."
Police to ‘force’ striking pupils back to class

Education Reports

POLICE say they are of seeing pupils milling around at schools in Mitchell's Plain and will in future force pupils into classrooms.

In a letter to principals this week, the regional inspector of the Department of Education and Culture, Mr DJ Rabie warned that police believed some pupils were not interested in following normal programmes and were disrupting schools.

"Police will enter schools if they see pupils milling around and physically force them back into their classrooms," the letter said.

"Police will remain at these schools until teachers can continue with their normal programme.

"Thereafter these schools will be kept under observation."

Not all schools got the letter.
One principal said they received the same message by telephone.

Law and order

In a letter to staff, a headmaster of a high school in Rocklands said principals were informed that police would not allow any pupil to leave school without permission or to be on the premises without supervision.

"Police will not consult principals on their action to ensure that law and order is maintained," said the letter.

"Pupils will be arrested for any unlawful activity.

"If necessary police will enter the premises, classrooms and corridors to enforce law and order," staff were told.

The Cape Teachers' Professional Association deputy president, Mr Randall van den Heever, today appealed for "sensitivity and circumspection on the part of the authorities with regard to the simmering unrest in our schools".

There was anger and frustration at the repression and victimisation of community leaders, teachers and students, he said.

"Police interference and high-handed action by the Department of Education and Culture officials will serve exacerbate an already explosive situation."

A department liaison officer, Mr Thibus Dempsey, said: "We are in control of our schools. Police need permission from principals before they can enter any school.

"But our hands are tied under the emergency regulations. The department feels the same about the police's plans as the Press feels about the media restrictions."

The South African Police and the Department of Education and Culture had close contact about the situation at schools and the police were ready to act against intimidation, said Lieutenant Atillt Laubscher, police liaison officer for the Western Cape.
Education: Fear of chaos, confrontation

By DENNIS CRUYWAGEN
Education Reporter

THE response of the authorities to the education crisis is a recipe for chaos and confrontation, according to a group of concerned educationists who include the heads of the universities of Cape Town and the Western Cape.

They said in a statement that an explosive situation had developed steadily at coloured and black schools in the Peninsula this year.

Signatories to the statement are University of Cape Town vice-chancellor Dr Stuart Saunders, University of the Western Cape rector Professor Jakes Gerwel, Peninsula Technikon rector Mr Franklin Sonn, acting chairman of the Western Cape region of the Institute of Race Relations Sir Richard Luyt, and Moulana Ebrahim Moosa, national director of the Muslim Youth Movement.

They said the frustrations and grievances of pupils, teachers and parents have been met with silence from the authorities and education departments had reacted aggressively.

They said: “Today, the security forces are effectively threatening to occupy schools in the name of ‘law and order’.

“We want to say clearly: education cannot happen at gunpoint. The response of the authorities is a recipe for chaos and confrontation that destroys all hope of normal schooling and undermines a meaningful educational process.”

They called for an end to the harassment of teachers and pupils, the release of detainees and for democratic organisations to be allowed to meet freely.

MINIMUM

They urged the Department of Education and Training to reinstate suspended teachers.

Their demands were the minimum basis for negotiation and peace in schools, they said.

At a press conference called by the group, Mr Sonn said it would be useless and a waste of time for the group to speak to education authorities “because they do not control schools”.

The major issue was the Government’s refusal to allow pupils and teachers to express themselves, he said.

Dr Saunders said it was unacceptable that more than 1 000 black pupils had been refused admission to high schools this year.

Professor Gerwel said: “Who is running education now: the education authorities or the Joint Management Centres? It is educationally unacceptable to try to teach at the point of a gun.”

Schools told of police threats to take action

Education Reporter

THE Department of Education and Culture confirmed today it had instructed school inspectors to tell principals of a police threat to force pupils into classrooms.

“Yes, we instructed all chief inspectors to tell principals of the police threats,” said Mr Thinus Dempsey, liaison officer in the department.

“We did it in the interest and safety of our pupils,” Mr Dempsey said.

Mr Dempsey said police told the department last week that they would enter schools where pupils were milling around, physically force them into classrooms and remain on school premises until teachers resumed normal programmes.

DIRECTIVE

“I want to make it clear that we did not draw up the new measures, neither did we ask the police for assistance. We do not co-operate with the police. They informed us of their plans,”

He said Mr D J Rabie, regional inspector of schools in Mitchell’s Plain who told principals in the area of police threats, had not acted of his own accord.

“He followed our directive.”

The instructions were similar to those the department gave to inspectors and principals to explain police powers when the state of emergency was extended in 1985, he said.

Attendance at schools in Athlone and Mitchell’s-Plain was low yesterday and some schools were empty.
New teaching system needed to save science

A NEW system of teaching science in schools, with separate syllabi for scientifically talented pupils, is needed if the serious decline in the popularity of the disciplines of science and engineering is to be addressed.

This was advocated by Science Education Project director Peter Nixon in a lecture to the Associated Scientific and Technical Societies of SA in Johannesburg yesterday.

Nixon said the percentage of pupils taking the school subjects needed to pursue degrees in science and engineering was very low and decreasing, while the success rate for black pupils in these disciplines at school and university was "abnormally low".

"This must be a cause of great concern to professional bodies such as yours and it is appropriate that as much effort as possible should be directed at improving facilities and teacher training," said Nixon.

Survey applies in SA

He referred to a British survey which showed the educational development of 12-year-old pupils was such that not more than 30% of a mixed ability class were likely to have the facility to handle the abstractions and many-variable problems in formal thinking.

Nixon said this meant there was a major mismatch, applicable in SA education, between the average ability of pupils and the material they had to study.

"An analysis of the present requirements of the SA matric syllabus shows that pupils need to be able to do formal thinking on a wide range of topics."

He said the demands on the average pupil were unrealistic and did not match their abilities.

"If science education is to be available to all, then accessibility of knowledge is a prerequisite. The curriculum designed for all must be matched with the average ability of the pupil who has to cope with it."

But equally, he said, it had to produce engineers and scientists, and this implied there would have to be differentiation with separate syllabi for the scientifically talented, "probably 10% to 15% of the pupil population".
Educationists warn of chaos

THE authorities' response to the education crisis "is a recipe for chaos and confrontation" according to a group of "concerned educationists" who include the heads of the universities of Cape Town and the Western Cape.

They said in a statement that an explosive situation had developed steadily at coloured and black schools in the Peninsula this year.

Signatories to the statement are University of Cape Town vice-chancellor Dr Stuart Saunders, Professor Jakes Gerwel, rector of the University of the Western Cape, Peninsula Technikon rector Mr Franklin Sonn, Sir Richard Luyt, acting chairman of the Western Cape region of the Institute of Race Relations, and Moulan Ebrahim Moosa, national director of the Muslim Youth Movement.

They said the frustrations and grievances of pupils, teachers and parents have been met with silence from the authorities and education departments had reacted aggressively.

"Today, the security forces are effectively threatening to occupy schools in the name of 'law and order', they said.

"We want to say clearly: education cannot happen at gunpoint. The response of the authorities is a recipe for chaos and confrontation that destroys all hope of 'normal' schooling and undermines a meaningful educational process."

They said security forces "have no experience that qualifies them to be involved in the educational process."

They called for an end to the harassment of teachers and pupils, the release of detainees and for democratic organisations to be allowed to meet freely.

They urged the Department of Education and Training to reinstate all suspended teachers unconditionally.

Their demands were the minimum preconditions to ensure a basis for negotiation and peace in schools, they said.

At a Press conference called by the group, Mr Sonn said it would be useless and a waste of time for the group to speak to education authorities "because they do not control schools."

The major issue was the government's refusal to allow pupils and teachers to express themselves, he said.

He found the demands of the Western Cape Students' Congress reasonable and fair, he said.

Dr Saunders said it was unacceptable that more than 1000 black pupils had been refused admission to high schools this year.

Professor Gerwel said: "Who is running education now? The education authorities or the Joint Management centres? It is educationally unacceptable to try to teach at the point of a gun."

The crisis could have been averted had the Department of Education and Training consulted the democratic mouthpieces of parents, pupils and teachers in January, Sir Richard Luyt said.

"We have the appalling situation of children not being in school. We find it very disturbing," he said.
By DEREK TOMMEEY
Financial Editor

WHITE education is still taking the biggest bite out of the country's education budget, but spending on black education is catching up, an analysis of the Government's education budget for 1998-99 shows.

According to the Government's figures total expenditure on education for all races will amount to R28.9-billion which is an increase of R1.8-billion (15.1 percent) on last year.

Expenditure on Indian, coloured and white education will rise by between 11.3 percent and 12.8 percent. As this is below the inflation rate it means that there has been a decline in real terms.

But expenditure on black education will jump by 21 percent, and in the independent black states it will rise even higher.

An amount of R608-million (8.2 percent of the total budget) will be spent on Indian education, R1.5-billion (15.2 percent of budget) will go on coloured education, R4.38-billion (44.3 percent of budget) will go on white education and R3.39-billion (34.3 percent of budget) on black education.

The budget allocations for the Indian, coloured and white groups indicate a determined effort to keep the increase in spending to around 12 percent. But this limitation did not apply to expenditure on black education.

Here expenditure on pre-primary and primary education will be 26.1 percent while that on secondary education will be 24.2 percent more.

Salient features of the education budgets for the different communities and the percentage increases in expenditure compared with last year are:

Indian education:
- Schools R342.4-million (13.7 percent), universities R3.8-million (11.8 percent), technicians R19.7-million (16.7 percent). Total R608.9-million (12.45 percent).

Coloured education:
- New buildings R123.8-million, schools R964.9-million (10.2 percent), universities R55.5-million (4.3 percent), technicans R19.8-million (5.9 percent). Total R1.5-billion (11.3 percent).

White education:
- Schools R2.31-billion (13.5 percent), universities R919.4-million (83.4 percent), technicians R207.4-million (10.4 percent), school buildings R189.4-billion (5.5 percent). Total R4.38-billion (12.8 percent).

Black Education:
There are two votes. A detailed one for the Department of Education and Training, and a global vote for the self-governing black states.

Department of Education and Training:
- Pre-primary and primary R750.2-million (26.1 percent), secondary education R429.0-million (24.2 percent), universities R166.5-million (11.4 percent), teacher training R83.1-million (4.7 percent), trade schools R34.1-million (9.3 percent), technicians R15.0-million (4.7 percent). Total R1.82-billion (R20.0 percent).

Self-governing black states: Total R1.57-billion (22.7 percent).

A notable feature of the combined education budgets was a 21.6 percent increase in pension provisions to R665.5-million. This sharp rise was the result of 40.5 percent rise in the State's contributions for coloured staff and a 36.9 percent rise in contributions for black staff. This reflects the rapid expansion occurring in these areas.

Pension provisions for whites rose 14.5 percent and for Indians 10.2 percent.
Political Staff

Teachers at some schools were being brought to trial by pupils who conducted "peoples' courts", the leader of the Labour Party, Mr Allan Hendrickse, said yesterday.

Introducing his budget as the Minister of Education and Culture in the House of Representatives, Mr Hendrickse said the coloured community was going through an era of "unprecedented orchestrated turbulence" at secondary and college level despite the state of emergency.

He said the education department found itself wedged between two factions.

On the one hand it had to contend with the unwillingness of the government to divorce education from its ideology of separation, while on the other it was confronted with elements of radicalism.

"The House of Assembly still fails to seize opportunities to enhance its credibility in the eyes of the moderate, fair-minded people of South Africa by back-pedalling and free-wheeling on the road of reform to which it claims to be committed," he said.

Mr Hendrickse said that at secondary school level, the department was now experiencing huge problems with "pupils who busy themselves with alternative or people's education".

Such people, he said, "wilfully stay away from classes, conduct 'peoples' courts' where teachers are brought to trial, demand the appointment or transfer of school staff and even demand to address the school at assemblies".

And at college level the department had the problem of students resorting to uncalled for, unprofessional and indefensible actions as a means of "airing their grievances".

He said his department was no longer prepared to "play a spectator role amidst threats of boycotts and similar protests".

"People's education was merely a part of the whole pattern of an alternative structure for South Africa, and by bringing such a structure into being alongside recognized structures, the proponents of such education intended it to replace the present structure once the latter had become 'discredited and abandoned'".
OK in dispute with Ccawusa

OK BAZAARS declared a dispute with the Commercial, Catering and Allied Workers’ Union (Ccawusa) after annual wage negotiations became deadlocked yesterday, OK personnel director Keith Hartshorne said.

He said the company had been left with no option after the union’s refusal to move significantly from demands that would cost the company six times its entire profit for the previous financial year.

He said the union’s demands included an across-the-board increase of R218 per month, doubling of commission on furniture sales, and a 20% staff discount.

The OK had proposed a single monthly increase of R110, or two increases of R77 at six-monthly intervals, and a 15% increase in minimum wages.

Ccawusa officials were unavailable for comment.
City school fees rise

By TONY SPENCER-SMITH

WHITE schools in the Cape Peninsula have been forced to raise their fees sharply this term as the recent Cape Education Department budget cuts begin to bite.

And schools fear that the department will have to cut back even further on funding, necessitating further increases.

The latest cutback by the department came into effect on April 1, when it stopped paying for electricity and water used for recreation and sport purposes.

At present, school fees are voluntary. Schools fear that if the fees increase too much, many parents will refuse or be unable to pay them.

Many schools are embarking on large fundraising campaigns to make up for the shortfall.

At Rondebosch Boys' High School, the fee for one pupil has jumped from R110 to R140 a term, and parents with three pupils at the school will have to pay R320 this year, an increase of more than 50% over last term.

Camps Bay High School has sent a letter to all parents explaining that the school has to cope with a 50% higher cost bill this year.

The chairman of the school's committee, Mr Rodney Maxinter, said a high standard of education was vital to the welfare of the country, and a system of taxation and levies should be worked
Bursary trust boosted with large donation

The Eden Trust, set up by chartered accountants to provide bursaries for the underprivileged to enter the profession, has taken a giant step towards its target of R20 million by passing the R12 million mark.

According to trust chairman Mr Mike Woods, the reserve has doubled in three weeks due to a large contribution from a major industrial and mining group and support from practising chartered accountants, who have provided R8 million of the total.

OBJECTIVES

Mr Woods said the trust's objectives were consistent with the requirements set for foreign-controlled companies by both the European Community and the Sullivan Code, and large multinationals had no problem in offering support.

Mr Woods said the trustees were already assured of offering 100 bursaries next year for students wishing to become chartered accountants.

In awarding bursaries this year, the trustees found no shortage of suitable applicants from all segments of the population. This provided incentive to strive towards a goal of 250 bursaries every year.

Appeal for more E Cape schools

Political Staff

CAPE TOWN — The MP for Addo, Mr Peter Hendrickse, yesterday appealed for more schools to be built in the Eastern Cape hinterland, where there was a critical shortage.

Mr Hendrickse said the primary school at Grahamstown had no office for the principal who had to use a small store-room which was used to house official documents and sports equipment.

Mr Hendrickse said it was disturbing that there was no suitable ground for a new school in the proposed extension to the group area.

He also said there was an urgent need for a high school in Port Alfred because children who wished to attend school here had to travel to Port Elizabeth or Uitenhage where they were obliged to become boarders.

The alternative to this, he said, was to enrol in Grahamstown and to live with friends or anyone else prepared to provide accommodation.

Mr Hendrickse said that another area to be looked at was Steytlerville where the school only catered for pupils up to standard six.

He suggested that the school be expanded year by year.
Cost-cutting guidelines for school clothing announced

Political Correspondent
CAPE TOWN — The government yesterday announced new guidelines for the rationalisation of uniforms at white schools which it said meant "considerable cost savings".

The guidelines are based on a country-wide investigation and have been accepted by the provincial education councils.

The major guidelines, announced by the Minister of Education, could be optional.

- The use of the same basic uniform for the whole year, with additional warmer garments.
- Exclusive items of clothing should not be prescribed — instead, lapel badges or braid should be used.
- The financial means of parents should be a "prime consideration" when school clothing was prescribed.
- Provision should be made for the exchanging, purchasing and disposing of second-hand school clothing.
- Basic items like shirts, socks and shoes should be available "more freely than at specific suppliers only".
- New pupils should be allowed to wear the uniform of their former school until it needed replacing.
- Schools in the same feeder area should cooperate so that the same basic school clothing is prescribed.

Schools should stick to the basic standard colours of the South African Bureau of Standards (SABS).

The committee of investigation into rationalisation and standardisation of school clothing revealed that:

- About 75 per cent of the 4,512 parents it consulted favoured retaining the present uniform of their child's school if "economising measures" were taken without affecting the school's identity.
- About 50 per cent thought the cost of school clothing "reasonable".
- About 40 per cent favoured more uniform school clothing.

Mr. Close said yesterday he wished to make an "earnest appeal" to all concerned "to do everything possible within the guidelines to keep the cost of school clothing as low as possible".
Changing strategy

Government may be poised to contradict its declared policy of delegating power, with plans to seize direct control of all “white” schools in the country. The policy somersault is suggested in a draft education Bill now circulating in strict confidence among a select few. Behind the Bill’s provisions rides the ghost of Menlo Park, and growing anxiety in the National Party about the white Right’s campaign for the hearts and minds of Afrikaners teachers, parents and children.

The Bill accordingly seeks to repeal all provincial ordinances which regulate education at white schools, and to place sweeping powers with a “head of education” based in Pretoria. A copy of the Bill in the FM’s possession indicates that the minister of education could at any time, without any obligation to show reasonableness, close a school down.

The Bill makes provision for Regional Councils and School Boards. The Minister may change the boundaries at any time, dissolve councils or boards should he consider this necessary, and replace these with new councils or boards. Whereas previously teachers were bound not to criticise or embarrass the education departments in their provinces, the new Bill binds them never to criticise any government department and may effectively infringe their political rights.

Among powers that could be delegated to the head of education: responsibility for all curricula; the authority to order headmasters to provide any (unspecified) information he may require, and to surrender any registers, books or documents which he believes may provide proof of (unspecified) offences or irregularities.

The Bill has understandably created an uproar, particularly among teachers. Evidently it was redrafted seven times since it was first submitted to newly established provincial education councils in May last year.

Natal teachers consulted by the FM said their objections focused on the centralisation of control in Pretoria, and the denial of individual political rights to teachers.

“The ‘head of education’ envisaged by the Bill will be a non-elected public servant. Until the government took over control of provincial administration we had an MEC in charge of education who was responsible to the provincial council for education in each province,” commented one teacher. “The MEC was elected. He was accountable. Now the man who will control education throughout the country will be an appointed civil servant.”

Under the circumstances it was cynical in the extreme for government to argue that it would continue to delegate certain powers to provinces, add teachers. Government’s lack of bona fides had already been established by the fact that the Bill was not circulated openly among teachers and school committees but in strictest confidence to regional councils — who were under instruction not to report on the matter to their constituents, namely school committees.

The chairman of the Natal Educational Council, James Schnetler, confirmed his council had studied the Bill and submitted recommendations but declined to elaborate. Schnetler said the Bill was confidential and demanded to know who had “fed” the FM with questions, and the name of the person who had supplied a copy of the Bill.

The Bill is promised a stormy passage through parliament. The PFP finds many of its provisions unacceptable, according to Education spokesman Roger Burrows. “The PFP has serious objections to increasing centralisation and has voiced these consistently. We believe provincial education departments carry out special functions for their areas, and that by and large the director in each province should retain the powers he had in the past,” said Burrows.

The Conservative Party spokesman on education, Andrew Gerber, MP for Brits, said he had not yet seen the Bill.
Assurance from police on schools

By TOS WENTZEL and DALE LAUTENBACH
Political Staff

POLICE today undertook not to "beat children back into schools" or to act against class boycotters.

This follows a meeting yesterday between the Minister of Law and Order, Mr Adrian Vlok, and the Rev Allan Hendrickse, chairman of the Ministers' Council in the House of Representatives.

A spokesman for Mr Vlok today confirmed Mr Hendrickse's talks with the Minister.

He said the department's attitude was that the police would not beat children back into schools or act against those who boycotted school.

INTIMIDATORS

However, the police would act against intimidators outside schools to ensure the safety of other schoolchildren, the spokesman said.

These were the assurances given to Mr Hendrickse.

The meeting followed a widespread stayaway from Cape Flats schools on Wednesday.

It was the culmination of a three-day protest by pupils against developments at schools, including letters to Mitchell's Plain principals from a Department of Education and Culture school inspector warning that police would come to schools if they see pupils milling around and physically force them back into their classrooms.

REFRAIN

During debate on his budget vote in the House of Representatives, Mr Hendrickse, who also holds the education portfolio, said attendance at Western Cape schools was between 83 and 96 percent yesterday.

He announced that in talks with Mr Vlok and Deputy Law and Order Minister Mr Leon Wessels he had "asked the police to refrain from entering school premises and to maintain a low profile in the situation being exploited by irresponsible persons."

He gave pupils the "assurance of addressing grievances" but made a special appeal to them to prepare for the future and for participation in new structures and a new South Africa by using the present facilities, inadequate as they may be, to implement the belief in education for liberation.

He said yesterday's attendance figures were Athlone 86 percent, in spite of a 10,3 percent attendance at one school, Bellville 90 percent with 68 percent at Belville South Senior Secondary, Mitchell's Plain 83 percent with 81 percent at Glendale Senior Secondary and 62 percent at Bergsig Laan Senior Secondary.

STRESS

Attendance in Eerst was 84 percent and in Wynberg 91 percent.

"It's not as alarming as people would like to think," he said.

He said he wanted to emphasise that there was no agreement or co-operate.

(Part of page 3, col 1)
Police ‘won’t interfere’

Hendrickse

THE government yesterday agreed to keep police from entering schools to keep premises in their thousands.

The Minister of Education and Culture, Mr. Allan Hendrickse, who is also the Minister of Law and Order, Mr. Adrian Vlok, agreed yesterday to allow schools to remain closed.

In a press conference yesterday, Mr. Vlok said that the government would not act against schools that were closed.

“In intimidation”

Mr. Vlok said that the government was acting only to ensure the safety of students and teachers.

“registration”

The government has also agreed to allow schools to be closed for registration purposes.

To page 3
Musical recital: spellbinding

Deep CU

Burden after CEO budget cuts

EL schools face additional financial hardships

Daily Dispatch Reporter
School stayaways report was ‘exploitative’

Political Correspondent 21/4/88

Attendance at coloured Western Cape schools was between 83 and 94 percent yesterday, said the Rev Allan Hendrickse, hitting at an “exploitative” Cape Times report which claimed “tens of thousands of black and coloured children” were absent in a stayaway protest on Wednesday.

As Minister of Education and Culture in the House of Representatives, Mr Hendrickse said the Cape Times had “exploited” the “difficult and troubling situation” at schools under his department by its prominent report that “tens of thousands of black and coloured schoolchildren” had not attended school on Wednesday.

Speaking during the debate on his Budget vote, Mr Hendrickse at first announced that the attendance figures at Western Cape schools of between 83 and 94 percent were the figures for Wednesday.

Later in the debate he said these percentages reflected yesterday’s attendance.

Mr Hendrickse also announced that he had had talks with Deputy Minister of Law and Order Mr Leon Wessels and with Mr Adriaan Vlok.

Parliament runs out of time to
Cost cutting plan for parents

By ANTHONY JOHNSON
Political Correspondent

The government yesterday announced far-reaching new guidelines for rationalizing uniforms at white schools which could mean "considerable cost savings" for parents.

The guidelines are based on a just-completed country-wide investigation and are being unanimously accepted by the provincial education councils.

Mr. Piet Claas, announced that:

- Expensive items like blazers should be optional, especially in the case of primary school pupils.
- The same basic uniform should be used for the whole year with additional warmer garments for winter.
- Exclusive items of clothing should not be prescribed for matriculants, first teams or prefects as this method of indicating merit is "too expensive".
- Instead, lapel badges or braid which can be easily added to the standard blazer and removed should be used.
- School clothing should not be prescribed for "each and every" activity of the school or changed frequently — the number of prescribed items should be limited to basic school clothing worn by all pupils.
- The financial means of parents should be a "prime consideration" when school clothing was prescribed.
- Provision should be made for the exchanging, purchasing and disposing of second-hand school clothing.
- The awarding of contracts to stockists to supply uniforms should not subject parents to "monopolistic business practices" and basic items like shirts, socks and shoes should be available "more freely than at specific suppliers only".
- New pupils should be allowed, where necessary, to wear the uniform of their former school until it needed to be replaced.
- Schools in the same feeder area should prescribe the same basic school clothing.
- New schools, or schools that chose to change their uniforms, should stick to the basic standard colours preferred by the SABS and avoid slight variations.
- New school clothing should be phased in gradually.
- All schools should make use of the advice of the SABS and the Bureau of Heraldry.
- Discussions should be held with the SABS and suppliers with a view to further reducing dress designs.

The committee investigating rationalizing and standardizing school clothing comprised representatives of the four provincial education departments, the head office of the Department and the Teachers' Federal Council.

It consulted parents, principals, the organized teaching profession, suppliers, manufacturers, the SABS and various documentary sources during its 17-month investigation.

The investigation showed that:

- About 75% of the 4,512 parents it consulted countrywide were in favour of the retention of the present uniform of their child's school provided that certain "economizing measures" were taken without affecting the traditional identity of the school.
- About 50% of parents considered the cost of school clothing to be "reasonable" to "low".
- About 40% of respondents were in favour of guidelines for more uniform school clothing "as a means of economizing measure".

Respondents indicated that they were in favour of the following distinguishing features in school clothing (in order of preference): badge, tie, sock, jersey, blazer and windbreaker.

Mr. Claas yesterday said he wished to make a "earnest appeal" to parents, management bodies and principals to do everything possible within the guidelines to keep the cost of school clothing as low as possible.

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Cape Times, Friday, April 29, 1989

Essential to the rationalization of school uniforms is the standardization of school clothing which will result in a saving of some R150 million per year, according to a report released yesterday by the newly-established School Uniforms Committee of Inquiry.

The report, compiled by the committee, is the result of a two-year investigation into the cost of school clothing and recommendations for cost-cutting measures.

According to the report, the cost of school clothing is a major burden on many families, and the committee has recommended a number of measures to reduce these costs.

These include the introduction of a "one-size-fits-all" policy, where uniforms are designed to fit all students, and the use of standardized patterns and materials.

The committee also recommended the establishment of a central clearing house for the supply of school clothing, which would help to reduce costs and ensure quality.

The report notes that the cost of school clothing is a significant factor in the educational achievement of students, and that reducing these costs would have a positive impact on the school system as a whole.

The committee's recommendations will now be considered by the education department, which will then be able to implement the necessary changes.

Mr. Claas welcomed the report and said that the government was committed to implementing the recommendations to ensure that all students have access to quality school clothing at an affordable price.
Teachers' rights face the chop

Political Staff

AN EDUCATION bill affecting the political rights of teachers and making provision for the introduction of tuition fees, was tabled in Parliament yesterday.

And the bill and government's determination to ram it onto the statute book before public debate, has been criticized by the PFP's Mr Roger Burrows.

The clause pertaining to the political activities of teachers has also been extended so that a teacher is not allowed to express himself in public or in the press on any matter, or in any manner "which may further or prejudice the interests of a political party or an organization with political aims or which may embarrass the department".

Section 52 of the bill allows for the rigid implementation of zoning with a school board empowered to ban a child from attending any school outside his residential area without the permission of the board.

The board may also terminate the attendance of a child at a school if his parents do not live in the area.

Section 102 makes provision for the payment of schools fees, although the minister, Mr Piet Clase, has declined to state whether there is any plan to introduce compulsory fees in the near future.

Mr Burrows has warned that compulsory fees are imminent.

The clause makes it mandatory for the parent to pay such fees as the minister may lay down and in addition, may also impose different fees for different schools.

Election

PFP to ignore chief
MP calls for end to secrecy over school sports policy

CAPE TOWN — The Own Affairs Minister of Education and Culture, Mr Piet Clasie, should lift the veil of secrecy he had put over his school sports policy, Mr Mike Ellis, (PFP Durban North), said yesterday.

The policy is not available to the public or even to MPs.

Mr Ellis said the PFP welcomed the minister's moves to avoid another "Menlo Park fiasco" by allowing schools to decide for themselves whether they wanted to participate in mixed sports.

"The way has now been paved for greater racial mixing at school level.

"I want to ask him why he will not make the policy statement available."

He said the policy was a development of which Mr Clasie's department could be proud but it was "shrouded in secrecy, "the same sort of secrecy behind which this minister so often hides".

"But the real tragedy is that a policy of this nature had to be introduced at all.

"It is a reflection of the tensions that have developed in this country as a result of the apartheid policy we have experienced for the past 40 years," Mr Ellis said. — DDC
Seven held after 'incidents' on Cape Flats, say police

Staff Reporter

POLICE today released two sentences of information about widespread incidents on the Cape Flats involving schools and pupils yesterday.

In its daily unrest report the police Public Relations Directorate in Pretoria said police arrested seven youths in Athlone after "incidents in which streets were barricaded" and that a girl under 16 was "arrested after a group had gathered illegally".

Yesterday The Argus asked police to confirm incidents in Mitchell's Plain, Bonteheuwel and Athlone which could not be reported in terms of the emergency regulations.

Police liaison officer Lieutenant Denise Benson was unable to do so before The Argus went to press.

Later, reporters were referred to today's unrest report.

The report also said three delivery vehicles were damaged in separate incidents of stone-throwing by groups of youths in Ravensmead and "no injuries were reported".
South Africa's inferior black education system and the desperate shortage of qualified teachers at black schools have robbed the country of first-rate scientists and "many a potential engineer," according to Dr Gordon Sibiya, the only black nuclear physicist in the country.

A chairman of the Science and Engineering Academy of South Africa (Seasa), Dr Sibiya, who holds an MSc degree in electrical engineering from Nottingham University in England and a PhD from Stuttgart University in West Germany, said the performance of black high-school students in science was "dism al."

"We at Seasa have been rather unsettled to find Standard 10 pupils who could not use three-figure tables to read off elementary trigonometric ratios. A lot of pupils could not even handle simple algebraic expressions at the level usually taught in Standard 7."

"The net result of these drawbacks is a high failure and drop-out rate at school," wrote Dr Sibiya in Seasa's April-June newsletter.

"This unfortunate situation, according to Dr Sibiya, continues to prevail even at university, and severely affects the black student's performance.

He said that in 1986 Wits University registered a 72 percent failure rate among its black first-year engineering students.

"Those pupils who manage to pass and enter engineering school at university suddenly discover that they now have to cope with the adverse latent effects of an inadequate school education, as well as those of a generally under-privileged social background.

"The transition from a typically ill-equipped Soweto high school to an international-class campus such as Wits seems to be a big quantum jump for them in terms of the educational standards and social experience," wrote Dr Sibiya.

Another disadvantage black students encountered was the lack of home education and role models.

"A typical black home, not having educated parents, is certainly not able to impart home education to the child.

"Frustration, lack of self-esteem, role-confusion and a feeling of inferiority are the negative responses that result," Dr Sibiya said.
Enrolment has soared at all educational institutions

THE annual increase in the number of black pupils had resulted in an enrolment explosion at all educational institutions, the National Manpower Commission said in its annual report for 1987 tabled in Parliament.

It reported that although the level of white school pupils was still dropping, the number of Indian and coloured pupils had largely stabilised, with growth of one-to-two percent a year.

The growth in black pupil numbers meant that the demand for infrastructure, teacher training and the upgrading of the provision of education was so extensive that special efforts would be necessary to achieve any success at all.

In the field of tertiary education, there were strong indications of an increase in the training of all population groups; particularly blacks.

Increased training levels could benefit high-level manpower provided that the courses were in the right fields. — Sapa.
DET not seeking any confrontation

In an attempt to provide some factual basis for an appraisal of the tragic situation the following is germane.

- Teachers are professionals who undertake contractual obligations. Breaches of contract are investigated according to fixed procedures implemented by all education departments. Teachers, as professionals, have recourse to procedures to ensure their rights.

One feels constrained to ask a number of questions about Ms Philcox's letter: questions which bring to light certain implications.

First, "five teachers were suspended on what appear to be set-up charges". Suspicion occurs when serious breaches of contract are being investigated. The Department implements this procedure only after discussion with the teachers concerned and requests for adherence to contractual obligations.

Ms Philcox seems to have taken it on herself to appraise professionalism ("These teachers are able and caring"). One assumes they are or would not have been appointed but one must wonder about Ms Philcox's criteria. Caring about what? The long-term welfare of their pupils? Their professional responsibilities? Their firm belief in ideals which they cannot reconcile with Departmental policies? If the last, then one must respect their integrity but ask why they have not either aired their grievance through a recognized professional association to the Minster or, if they felt compelled to do so, resigned. Whatever their end, professionalism should prevent collusion or any other action which thwarts pupils acquiring knowledge.

To cite another series of judgements: "There seems little point in the state spending millions on black education if their officials are permitted to create such resentment in the schools and in the community by antagonizing pupils, teachers and parents."

No official is ever permitted to do these things. However, adolescent resentment toward adults as authority figures has been recorded since Egyptian times. While the Department takes cognizance of this and does all in its power to create harmonious school communities, it can hardly be held culpable for all resentment.

Regulations are being finalized to extend new structures for parents and communities to have more representation in decisions on education. These encompass matters from school uniforms to the curriculum. Comprehensive avenues exist for parents and communities to express grievances.

The Deputy Minister of Education, Mr Sam de Beer, and senior officials have on a number of occasions held lengthy talks with teachers and parents in areas where schooling is being jeopardized. On more than one occasion they have received assurances from parents and teachers that they would play their part in normalizing schooling.

Any contribution which Ms Philcox can make towards expediting the swift return to normal schooling would be most welcome by all concerned.
CP attacks 'people's education' (50)

The Government was moving towards so-called "people's education" for blacks, even though this was part of the revolutionary onslaught against South Africa, Dr Alfredo Hartzenberg (CP, Liechtenburg) said in the House of Assembly yesterday.

Speaking on the Department of Education and Training vote, he said that although good progress was being made in black education, indications were that much better results were being achieved in the self-governing homelands.

Sign.
Andrew slams plan for black education

THE President was deluding himself if he thought the appointment of a black Education and Training Minister would in itself make a major contribution to resolving problems in black education, Ken Andrew (PFPe Gardens) said in the House of Assembly yesterday.

He said a black appointee, who was not representative of, or directly accountable to, the black community, would exacerbate, rather than solve existing problems. He would be seen as an Uncle Tom and become the focus of heightened dissatisfaction.

What was needed was an education system that represented the wishes of the black community, not one that was essentially determined by a white government that had consistently refused to grant basic human and civil rights to black citizens of this country.

Andrew said the Education and Training Department suffered from a lack of credibility.

Its most recent annual report said there was virtually no disruption last year at schools under its control.

However, in answer to parliamentary questions, the minister had said 147 schools and 128 022 pupils had been affected by boycotts or disturbances and 26% of all high schools had been affected.

Matric results continued to be appalling, but the fact that only about 48% of candidates passed last year was not mentioned in the overview of the year's activities.

The figures were contained only in the statistics of the report.

Andrew said a Parliamentary select committee should be appointed to inquire into all aspects of the department's purchase of the R4,8bn Iris Interactive Video system.

He said the Advocate-General's report on the matter raised more questions than it answered. — Sapa.
Call for move on education for squatters

Black children in squatter camps probably made up a major proportion of the estimated 1 million non-schoolgoing children in South Africa and the problem had to be addressed, Mr Rupert Lorimer (PFP, Bryanston) said yesterday. Speaking in the debate on the Education and Training vote, he said a whole generation of children was growing up in the grinding poverty and frustration of squatter camps, and the implications of this could be serious for South Africa. — Sapa
Govt sending security forces to do its dirty work in schools — MP

Political Correspondent
CAPE TOWN — The government was sending in the security forces to do its political dirty work in black schools instead of addressing the legitimate political demands of the community, the independent MP for Claremont, Mr Jan van Eck, said yesterday.

Mr Van Eck said the Department of Education and Development Aid had refused to negotiate with parent/teacher/student associations at black schools because it refused to relinquish any of the government's control over black people.

The security forces had done the department's political dirty by repressing movements such as the National Education Crisis Committee (NECC) and the Democratic Teachers Union (DETU) — organizations which the minister should have been negotiating with, Mr Van Eck said.

The security forces had also been used to prevent parents, teachers and students from meeting to discuss an end to the crisis, he said.

“When various parent/teacher associations wanted to meet on January 16 this year at Nongwakaze Church in Guguletu for the purpose of explaining the new registration process, the South African Police blocked the entrance to the church.

“When the parent/teachers associations again wanted to meet on January 20 at the same church for the purpose of encouraging parents to register all students, the South African Police again barred the entrance.

“This police action is fundamental to the present crisis.

“Had these meetings been allowed to take place there would probably not have been the crisis we are now faced with, as well as the fact that about 1 000 students are locked out of the schools.”

The National Party MP for Pretoria Central, Mr G.C. Oosthuizen, strongly criticised Mr Van Eck for his association with racial causes and said the government had a duty to ensure that pupils were able to go to school as well as a duty to protect the community.
MONEY troubles stare the Peninsula's white schools in the face as budget cuts announced by the Cape Education Department bite hard.

Particularly hard hit are the big schools with hectares of sportfields.

It is estimated that they will have to find amounts in excess of R25,000 for maintaining fields alone.

One school has doubled its fees but fears that even this may not be enough to compensate for the department's cost-cutting.

Among other measures, it stopped paying for electricity and water for sport and recreation from April 1.

**Fund-raising**

Several schools have had to step up fund-raising programmes and some headmasters fear that time devoted to raising money will have a detrimental effect on academic programmes.

School fees, voluntary at present, have risen sharply at most Peninsula schools.

And it was reported this week that pupils at some Tygerberg schools were being "terrorised" into paying school fees. A member of the Parow School Board, Mr Steve Hayward, said he had been told of schools offering class periods off if all pupils had paid fees.

**First time**

Mr Rodney Mazinter, chairman of the Cape English Speaking Parents' Association, said: "For the first time parents are being asked to provide for the maintenance of those items considered desirable but not essential to basic education.

"Out goes departmental support for such things as maintenance of buildings and fields, water and electricity used on fields and in swimming-pools, and a proportion of a school's telephone bill.

"One appreciates that there are schools for whom the use of even one sportfield would be a luxury and where a pool is an undreamed-of extravagance.

**Strong case**

"While this makes out a strong case for the sharing of resources and facilities, it does not deny the fact that schools having them cannot leave them to go to seed.

"Under the present system the person accepting responsibility for their upkeep is the parent.

Mr Mazinter said he feared that money used to buy educational equipment might have to be diverted to upkeep.
DET plans more schools in Stutt, Komga, Q'town

Daily Dispatch Correspondent

PORT ELIZABETH — New primary and secondary schools for Komga, Stutterheim, and Queenstown are planned by the Department of Education and Training (DET).

They are among a number of departmental projects in the Eastern Cape, according to the regional representative for the DET in the Cape, Mr Bill Staude.

In Qumrha, Komga, in the King William's Town circuit, the plans include a primary school of 16 classrooms, providing 640 additional places, and one 36 classroom secondary school in Cumakala, Stutterheim, providing 1 260 additional secondary places.

The department intends building 12 additional classrooms at Ginsberg, King William's Town, and a 30 classroom secondary school at Queenstown.

Twenty-four prefabricated primary and six secondary classrooms are being built in Gompo Town, East London.

Two prefabricated classrooms for primary pupils are being built in Jeffreys Bay and five primary classrooms in Patensie.

Nine prefabricated secondary classrooms are under construction in Colesberg.

Seven primary schools and a secondary, providing accommodation for 7 890 pupils, are planned for Port Eliabeth and should be completed by February next year.

Two of the primary schools will be in the new suburbs of Kwadwesi and Kwamagxaki, three in Motherwell and two in Zwide.

In the Uitenhage circuit two 24 classroom primary schools in Kwano-buhle providing 1 920 additional primary places are planned.

Mr Staude said the department's building programme excludes the building of laboratories, workshops or administrative blocks.

He would not say how much the department would spend on the building of classrooms and schools.

He said planning for the provision of school buildings was based on an analysis of the annual demographic survey of black residential areas throughout the region.

He said the building of schools destroyed by vandals would only be authorised if communities for whom new buildings projects had been planned agreed that the funds earmarked for those projects should be used instead for rebuilding of a destroyed school.

"Senseless and wanton destruction of schools seriously retards the attainment of our common goal — namely that there should be sufficient accommodation for all of our pupils who wish to attend school," Mr Staude said.
The government on the other hand accused business, education and the unions of failing to play a key mediating role in promoting a fair and balanced settlement.

A new Bliss brotherhood revealed as business, education and the unions failed to play a key mediating role in promoting a fair and balanced settlement.

The government on the other hand accused business, education and the unions of failing to play a key mediating role in promoting a fair and balanced settlement.

MD on Key role for
The Minister of Education and Culture,

To: The Minister of Education and Culture,

Subject: Proposed Changes to the Education System

Dear Minister,

I am writing to propose several changes to the current education system in order to improve its effectiveness and efficiency. These changes include:

1. Introduction of a new curriculum that focuses on practical skills and real-world applications.
2. Increased funding for technology-based learning materials.
3. Enhanced teacher training programs to improve pedagogical skills.
5. Reduction in the number of standardized tests to minimize stress on students.
6. Expansion of extracurricular activities to promote holistic development.

I believe these changes will significantly improve the quality of education and prepare students better for the future.

Yours sincerely,

[Your Name]
One education department urged at NCW conference

The National Council of Women should strive for one department of national education which spent the same amount on all children, NCW national educational adviser Mrs. Thelma Henderson told the council’s conference in Johannesburg last week.

She said that while there were encouraging developments in education, other developments gave the NCW grave cause for concern.

The education and training budget for the current financial year represented a 28 percent increase on the previous year.

"Of particular note is the fact that 87 percent more has been allocated for the education of handicapped children, 82 percent more for teacher training and 86 percent more for out-of-school education and training," Mrs. Henderson said.

Of note, too, was the proposed reversal in schools sports policy whereby schools who did not wish to compete against multiracial teams should withdraw.

Discussing "people's education", Mrs. Henderson said: "It is completely unacceptable insofar as it has the declared goals of bringing about ungoVERNABILITY in the education system and thereby creating a vacuum in which so-called alternative education can be set up."

"It could have a positive meaning, however, 'in the sense of implying reform of the curriculum and involvement of the community in order to bring education closer to the people'."

Disturbing educational factors included the present situation of farm schools, the ending of specialist pre-primary teacher training in Natal and the dissatisfaction among teachers about their inadequate pay.

The pay situation had reached crisis proportions and many people were leaving the teaching profession.

Another problem facing education was the shortage of facilities for the training of black teachers.
The Minister of Education and Culture

The Minister for Administration

There is no mention of the Cabinet in the document.
Advice needed — De Beer

HOUSE OF REPRESENTATIVES

It was important that black educators make a direct contribution to the syllabuses at black schools, the Deputy Minister of Education, Mr Sam de Beer, said yesterday.

Speaking in the debate on the Education and Training vote, he said his department welcomed the views and wisdom of such people.

He said he could not underline enough the importance and relevance of people’s education. However, it was a matter that had to be dealt with in a very delicate way.

Everyone agreed that the syllabuses should be more relevant to people and that sensitive subjects such as history had to provide a broadened spectrum of views.

However, those people whose hysterical clamourings threatened to destroy the education system and the very fabric of society had nothing to contribute to education.

Mr de Beer said the importance of communication needed to be stressed.

This did not only mean talking, but listening, too.

Mr Carter Ebrahim (LP, Southern Cape) said earlier in the debate that he welcomed the department’s efforts to obtain a more balanced view.

History in South Africa was not merely a question of white heroes and black barbarians.

The department’s policies were a radical departure from the past, he said. — Sapa.
Pre-schoolers not racists — teachers

By RENEE MOODIE

THERE may be racists in nappies populating the nursery schools of London but in Cape Town pre-school children appear to have no problems in getting along with people of other races.

The Cape Times reported yesterday that the left-wing London council of Greenwich was spending R8 000 to train white nursery teachers to spot racism among small children as children still in nappies could show prejudice against black people.

A Cape Times survey yesterday of nursery and pre-school teachers found that most had experienced no problems of racial prejudice among the children. If any problems existed, they were found only in older children.

Mrs Sue McCarter, head of the Stepping Stones Montessori pre-school in Tamboerskloof, said children seemed to be unaware of racial differences.

"I think in this country children are used to growing up side by side with black people, whereas in England they might be regarded as intruders."

The principal of a non-racial Cape Flats pre-school said she had no such problems. "It depends on how this is approached and on people's attitudes. It is amazing how the black children here have been accepted by the other children."

Describing the London council's actions as a "lot of bull", a teacher at a Brackenfell creche said she had a mixed staff who had not found racism among the children.

The principal of the Villa Maria nursery school in Tamboerskloof, Sister Henrietta, said she had had no negative experiences. "We have firm friendships growing up between children of different races — in fact the most unlikely children make friends with each other."

Mrs Francie Sungström, a teacher at the non-racial Libertas full-day nursery school in Goodwood, said that while children were aware of different skin colours, they all played together with no problems.

Mrs Helaine Gorin of the non-racial Menorah pre-primary school in Claremont said she had seldom experienced problems between children of different races.

"We had one case where a child made a remark to a black child but that was an older child," she said. "Black and coloured children were invited home to play with white children "the same as any other children"."

Mrs Veronica Bieslaar, principal of the Northern nursery school in Parow, said children at her school were taught to treat their coloured staff with respect. "There are cases where they have ideas in their heads, but that is older children and they learn these things at home," she said.

Mrs Lorraine Roth, principal of the Christopher Robin Centre in Green Point, said her school was non-racial and that her children did not seem to notice racial differences.
READ expands its horizons

Education Reporter
At a community centre in Soweto, adult students, including former prisoners and detainees, are being helped with matric and Std 8 revision.

In Walmer township, one of the most deprived residential areas around Port Elizabeth, librarians are reading stories to children.

At Bloemfontein's Pelnomi Hospital, recuperating patients have access to books from ward libraries.

These community projects were recently established by the READ Educational Trust and show how the organisation, with financial and other support from its sponsors, has expanded its activities since its inception, when it concentrated on augmenting or establishing libraries in black primary and high schools.

They represent only a small section of READ's activities, which include training school principals, teachers and library staff, developing practical teaching aids and producing materials to make reading accessible to newly literate people.

National director Mrs Cynthia Hugo says the organisation will consolidate its activities this year and develop teaching and reading material to increase its impact without substantially increasing staff.

Mrs Hugo says despite READ's community outreach programme, school-based work is still the organisation’s main concern.

Companies wishing to support the activities of READ should telephone (011) 339-5941/0.
A TOTAL of 5,576 farm schools for blacks were subsidized to the tune of R136.7-million by the government for the 1987/88 financial year, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday. Replying to a question by Mr Ken Andrew (PP Gardens), Dr Viljoen said a total of 486 991 pupils were registered at the farm schools which received an average subsidy of R24 509 each during the past year.
New standing rules halt Clase's bill

Political Correspondent

CAPE TOWN — The New Standing Rules and Orders passed by parliament have halted a bid by the minister of Education and Culture, Mr Piet Clase, to bulldoze an archly controversial bill through the House of Assembly.

In terms of the new rules, every own affairs bill has to be referred to a committee of the House before it is debated.

Mr Clase had planned to simply debate the bill which would have been possibly under the old rules and it had been set down for yesterday.

Amongst other things, the bill:
- allows the minister to impose compulsory school fees;
- empowers regional boards to apply strict zoning, and;
- tightens up restrictions on the political activities of teachers.

It is now expected that the bill will not be read a second time before next month.
People just assume girls are no good at maths — report

No 5

By James Mickle

2x3+14=y

2x+2y=2y+20

R+4 = C+20

S = T
Schools plan for Boland gets going

by TYRONE SEAL
Weekend Argus Reporter

In places where low wages, inadequate housing and ill health are rife, the Western Cape Foundation for Community Work is attempting to create a better deal for farm labourers' children.

The FCW, an Athlone-based organisation specialising in preschool education, care and training, has spread its operation to the Boland.

In Franschoek, the foundation recently launched a preschool programme at the local NG Sendingkerk.

**Educare**

At Agter-Paarl, the seeds have been sown for a home-based educare system where mothers on the farms will be involved in caring for and teaching the children.

Parents are discussing proposals for the scheme and FCW community workers expect it to start operating soon.

At Stellenbosch, 30 toddlers and three staff members, all of different colours, have turned the Jakkerland pre-primary centre in Jamestown into a success.

The FCW has a growing network of preschool centres including those at Khayelitsha, New Crossroads, Mitchell's Plain, Blackheath, Athlone, Grassy Park, Ocean View, Malmesbury, Atlantis, Paarl and Wellington.

**Problems**

"There are great problems with learning, particularly in rural areas, and we are trying to introduce effective programmes to address this need," said FCW social worker Mr Trevor Lombard.

"One often has a case of a child in the care of a single parent who has to go out to work. The child is placed in the care of other people without an effective training programme.

"Little things go wrong — the child is not taken to clinics when it is necessary, or it isn't fed properly — and before you know it, the child is ill and the parent has to stay out of work to attend to the problem."

Before you know it, the parent loses his or her job because of absenteeism and, as a result, there's a crisis in the home.

"We are hoping that through our multi-disciplinary approach involving psychologists, social workers, community health workers and administrative staff we will help communities who have these problems."

**Curbed**

Says Mr Lombard's colleague Ms Pat Bukela: "One of the main things we want to achieve is to break down the idea that a preschool programme can only take place in a formal setting."

However, some farmers have tried to curb attempts at upliftment on their estates.

"Some farmers won't let one on to their property. We visited Simonstand once with a church minister and he pointed out places where, he said, we should not even try to get in," Mr Lombard said.

"Our work is difficult, but we feel we must get to farm labourers and use the preschool work as a step towards uplifting entire communities."

**Bondage**

In this instance, says Mr Lombard, upliftment means destroying values and practices that have held labour communities in bondage.

"One of the problems on many of the farms is that when a labourer becomes ill, he is fired because he could affect the rate of production."

"He immediately has to leave the farm and, if he has one, he has to take his family with him. This means the parents and children are uprooted and have to start all over again somewhere else."

"Should he die, the labourer's wife and children will be forced to leave the farm — unless the woman takes in another man as her husband."

FCW projects co-ordinator Ms Eunice Abrahams says: "We are here to make our expertise available. We hope that by using our diverse skills and services we will be able to end many of the long-standing educational problems in rural areas and the Cape Flats."
I SUPPORT ANC - PROF

AUTHOR and academic Professor Andre Brink is standing by his support of the African National Congress in the face of hostile reaction in South Africa since his return from Europe last week.

He emphasised in an interview that he abhorred violence and that his statements abroad had dealt with "realities". Speaking from his home in Grahamstown, he said he began receiving abusive telephone calls soon after he got back last week.

The callers were apparently reacting to news reports about statements he had made to the French newspaper Liberation and over Radio Moscow.

Professor Brink had been quoted as saying that he supported the aims as well as the methods of the ANC, although he had objections on certain matters of principle.

"Everything I said abroad I had previously expressed inside South Africa and in writing," he said.

He was surprised, on his return, to discover distorted versions in South African media reports on his interviews in Europe.

Because of this, he had issued a statement to Sapa in which he said at least some of the media appeared to be creating the kind of climate which would make it easier for action to be taken against him by "our increasingly intolerant and totalitarian regime".

"For the sake of perspective, I should like to emphasise, as I did in my interviews abroad, that I regard violence, in any situation, as an extreme measure with as much destructive effect on those who have recourse to it as on those who fall victim to it — and that as a writer, that is, one who is committed to the word, to reason and to actions of the mind, I abhor violence of any kind," Professor Brink said.

"At the same time I am realistic enough to accept that there are situations where violence has become so deeply entrenched as part of the system that it is tragically, no longer possible to break the deadly pattern without at least a measure of counter-violence."

He said in South Africa the Government remained the primary instigator and perpetrator of violence. To react to it passively by purely peaceful means, as the ANC had done for 50 years without effect, meant only the perpetuation of an inhuman system.

"I have reason to believe that the ANC has adopted violence with the sole aim of encouraging the Government to the negotiating table. I am convinced that at the first genuine sign of readiness from the Government to negotiate peacefully for a shared future of this country, the ANC will respond with alacrity and generosity."

How to rid SA of apartheid

BOSTON — Archbishop Desmond Tutu urged people to donate to his scholarship fund for refugee students from Southern Africa as a means of striking a blow against apartheid.

"You have come to invest in the young people," he told a reception prior to a 1,000-dollar-a-plate fundraising dinner on Friday night at a posh Boston hotel. "You can tell your grandchildren, 'I helped the world get rid of the scourge of apartheid. I helped Southern Africa become free.'"

Under the Bishop Desmond Tutu of Southern Africa refugee scholarship fund, colleges and universities provide four-year scholarships, while the fund covers living expenses, transportation, clothing, books, medical and dental costs.

Organisers said scholarships were pledged by Boston University, Northeastern, Massachusetts Institute of Technology, Emmanuel College, Stonehill College, Regis College and Wesleyan College. In addition, 70,000 dollars (about R140,000) in cash was raised to provide support for the seven scholarships.

Archbishop Tutu, accompanied by his wife, Leah, said it was important for as many young blacks from South Africa as possible to get an education in a free country such as the United States.

"Only those who have been victims of injustice and oppression will know just how powerful is conditioning," he said to the approximately 200 gathered for the reception. — Sapa-AP.
MORE THAN 200 teachers were absent from black schools in the Peninsula on February 15, 16 and 17 this year, apparently as a result of a call for a three-day boycott of classes, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday. Replying to a question from Mr Ken Andrew (PP Gardens), he also said 168 teachers were absent on February 11.
THE MINISTER OF TRANSPORT AFFAIRS

The Minister of Transport Affairs is responsible for the administration of the transportation sector. This includes the regulation of transport services, the promotion of sustainable transport practices, and the development of transport infrastructure. The minister is also responsible for ensuring the safety and efficiency of transport operations.

To contact the minister, please use the following details:

- Phone: 123456789
- Email: minister@transport.gov
- Address: 123 Main Street, City of ABC

If you have any comments or concerns regarding transport affairs, please feel free to reach out.

Best regards,

[Signature]

Minister of Transport Affairs

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THE MINISTER OF EDUCATION AND CULTURE

The Minister of Education and Culture is responsible for the development and implementation of policies related to education and culture. This includes the provision of educational services, the promotion of cultural activities, and the support of research and innovation in these fields.

To contact the minister, please use the following details:

- Phone: 987654321
- Email: minister@education.gov
- Address: 456 Green Avenue, Town XYZ

If you have any comments or concerns regarding education and culture, please feel free to reach out.

Best regards,

[Signature]

Minister of Education and Culture

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THE MINISTER OF CONSULTATIVE DEVELOPMENT AND PLANNING

The Minister of Consultative Development and Planning is responsible for the development and implementation of policies related to consultative development and planning. This includes the provision of support for civil society organizations and the promotion of participatory decision-making processes.

To contact the minister, please use the following details:

- Phone: 098765432
- Email: minister@development.gov
- Address: 789 Park Street, City of DEF

If you have any comments or concerns regarding consultative development and planning, please feel free to reach out.

Best regards,

[Signature]

Minister of Consultative Development and Planning
Two brief items in a morning newspaper this week summarise the sickness of this country.

The first was about the supply of dictionaries to Department of Education and Training (black) schools and the second was about a donation from the Department of Education and Culture (white) to the Great Trek celebrations this year. (The trek started 150 years ago).

In the first, the deputy Minister of Education and Training, Mr Sam de Beer, said existing policy was to supply each school with one dictionary in each of the official languages and the mother tongue. These dictionaries were kept at media centres where the pupils had access to them.

It was subsequently decided that a further three dictionaries in each language be supplied.

Mr de Beer said that this policy was under review and that if every child who received a dictionary at R9 each, it would cost the department R3.4 million to supply them.

The item at the bottom of the same page reported that the Minister of Education and Culture, Mr Piet Clase, said his department had contributed R500 000 to the FAK celebrations of the Great Trek.

If we were doctors this would be the story brought to us by the patient doubled up in pain.

In the course of our examination we would ask why there were two ministries of education. We would ask about the costs of the duplication, and we would nod our heads as we were told that there were in fact many more than the two we were looking at.

We would then look at the half-million rand donated by the white department to the Great Trek feast. We would discover that this was a largely Afrikaner celebration.

Battles

We would learn about the Boer's steel-willed fight for independence from the English and their heroic battles for self-determination. We would be told how they strode into the interior of this new (new?) country and how they had trampled over the native hordes. We would come to understand that as their wagon trains rolled into the interior, they read the Old Testament to the point where they saw themselves as a chosen people.

In the trek we would find the roots of the divisions and bitterness that are still extant in our society: between the English and the Afrikaner and between black and white.

And then we would ask why an education department had to contribute to the celebration of such an event.

If we were good doctors, we would also insist on knowing why South African history seems to start in 1652 when Jan van Riebeeck landed at the Cape of Good Hope.

This examination would have given us a clear idea of South Africa's problems.

And we would reach the inevitable conclusion that if we want to cure this cancer in this generation, we would have to stop giving black children more tea instead of the bread of education and we would have to stop indoctrinating white children in certain directions.

N, Friday, May 20, 1988
Education, not subsidy, will provide jobs

DURBAN — Unleashing the power of small business to create jobs calls for investment in education rather than direct subsidy.

That was a common thread in papers by Anglo American’s Clenn-Sunter and Barlow Rand deputy chairman Derek Cooper at the CIS Today’s Leaders on Tomorrow conference in Durban.

Small business accounts for 95% of all new US jobs and is the economic engine of South-East Asia.

In SA, four years after deregulation, the black taxi movement provides employment for 300 000 people and turns over R2.5bn.

"It is the biggest economic success story in SA in the last decade," said Sunter.

Employment growth could not be expected from private-sector corporations, which, competing in international markets, had to mechanise and computerise to keep costs low.

Practical tertiary education would put many more entrepreneurs in business on their own account, once bureaucratic impediments were removed.

There were vast opportunities for an educated small-business class. For instance, Italy made more money from converting SA gold into jewellery than SA made from exporting it. — Sapa.
IN WHAT almost amounts to semi-privatization of white public schools in the Cape, parents have been shocked into realizing they are going to have to dig much deeper into their pockets to maintain standards.

A number of Peninsula schools have estimated that R25 000 or more a year will have to be found to maintain sports facilities alone.

However, the voluntary fees parents are being asked to pay are still high, where near the fees at private schools although facilities at some of the top public schools in the Peninsula rival those of their private counterparts.

if applied

The vexed issue of school fees has also raised questions about whether these should now become compulsory at public schools. It has also highlighted a situation in which better-off public schools with sophisticated amenities, developed around a State-provided infrastructure, may lose some of their "exclusivity".

Parents of pupils at public schools have been shocked by relatively big increases in the voluntary fees payable for maintenance of facilities at these schools. A special survey by Roger Williams found that these fees are still low compared with those at private schools.

This survey, under the headline "Pay up or shut up", said that some of their "exclusivity".

The Education Affairs Bill now before the Assembly and applicable only to white schools, would if rigidly applied force public schools to draw pupils only from their immediate area.

This could have the effect of knocking the controversial old-boy network work system at some schools where children of former pupils — even if living outside the school's area — are given preference.

Roger Burrows, PF education spokesman in the Assembly, said he was opposed to creating exclusivity at public schools through the old-boy network but felt strongly that parents should have free choice and that "some kind of balance" must be found.

With many schools, particularly those in less affluent areas and facing severe cuts, there has been a call from educators for broader base to pay for education, including business and industry.

Burrows, MP for Pinetown in Natal, said an answer could be to share the recreation and other facilities of better-off schools with neighbouring schools — and with the general community, which should contribute to costs.

For instance, a survey had shown school halls were used only for about 3% of available time. Burrows said there had been moves to close the gap between the "sums spent by the State per capita on white and black education" but there was still a long way to go. The figures were R500 for

To Page 19
Whatever the ultimate solution to school funding, millions will have to be found privately to fill the vacuum left by the Cape Education Department which recently announced it would no longer be paying maintenance costs on school buildings and sportfields.

Schools will now also have to pay for water and electricity used on playing fields and swimming pools and 10% of their phone bills. Because of this voluntary school fees have had to be increased appreciably at most government schools. For example:

- Rondebosch Boys' High: The fee for one pupil has jumped from R60 to R90, for a second child in the same family from R80 to R110 and a third from R90 to R125.
- Cape Town High: Fees up from R25 000 a year for water, electricity and phones.
- Boston Primary, Bellville: Fees up from R50 to R100 a term — partly to help buy a new school bus.

Headmaster Gordon Law says this school has embarked on a R3 million appeal over five years "purely for development purposes" and has increased its fees by about 16%.

Educationists spilled it out this week that the days of "free" Government schooling were over and that parents and the communities served by white schools would face a growing financial burden to maintain standards.

Piet Clase, Minister of Education and Culture in the House of Assembly, summed up the government's attitude succinctly: "Pay up or shut up!"

Cuts in State aid for public schools are being made against the backdrop of a swelling black school population and increasing demands for a bigger slice of the R7.5 billion education cake (nearly half of it now allocated to white schooling) for black education.

It has been estimated that the number of black pupils will increase by 1.5 million by 2000 and that about 30,000 teachers will have to be trained by then.

Rodney Mazinter, chairman of the Cape English Speaking Parents' Association, said: "The whole issue of funding education in this country needs to be looked at again.

"The time has come when the base for financing education must be broadened to include the wider community — the users of education."

"Commerce and industry are direct beneficiaries of quality education and they should share the load. In neither Britain nor the US, the two countries with the most open black education, do parents at government schools pay any school fee at all — yet on the whole they appear to enjoy even better facilities than we have in this country."

"Public schools I have visited in the US seem to have everything that even our top public schools have in this country — and more."

Mazinter says paying for public schools abroad is achieved through a system of taxation whereby the whole community contributes to education costs.

He says a levy on all property owners seems to him "a very satisfactory method."

He adds that he would like to see a greater devotion of responsibility in education, with parents becoming more involved in decision-taking. With steadily rising costs, it is feared that money now being used to buy educational equipment might in future have to be diverted to maintain sportsfields.

To provide a service to the inhabitants of the region.

Current Programme:
Wage and Profit Analysis in the Construction, Food and Textile Industries of Natal.
"PRIVATIZED"... One of the playing fields of SACS, at Newlands. Parents are going to have to fork out another R25 000 a year to maintain them but it's still a lot cheaper to send their sons there than to a private school.

Private schools cost 10 times more

DESPITE relatively big increases in fees at public schools, there is still a vast difference between these voluntary fees or levies and the fees at private schools, which finance themselves entirely from their own resources.

Sending your child to Rondebosch Boys' High School or Rustenburg Girls' High, both prestigious public schools, still costs only 10% what it would cost to send him or her to nearby Bishops or Herschel.

At RHHS the annual fee (voluntary) is still only R560 compared with the R5 600 a year for a day-boy at Diocesan College (Bishops) senior school. The annual fee for a senior boarder at Bishops is R10 286.

Amenities at RHHS include 10 sportsfields, a swimming pool, five tennis courts, two squash courts, a hall and a separate gymnasium.

These are comparable with Bishops, with its seven rugby fields, five hockey fields, a swimming pool, an indoor sports centre and a theatre.

At Rustenburg Girls' High School, Rondebosch, a prestigious public school, fees are now R560 a term (up from R50), with an extra R50-a-term levy for the development fund — a total of R110 a term or R440 a year.

The school’s amenities include a swimming pool, two hockey fields, 10 tennis courts and a school hall.

Barry Tilney, chairman of the school committee, says Rustenburg is short of a number of facilities including classrooms and proper science laboratories.

"Parents must come to terms with the fact that if they want the high standard of education offered by a school like Rustenburg, they are going to have to pay for it!"

By comparison at Herschel, a private girls' school in Claremont, it costs R4 720 a year for a senior day-pupil and nearly R8 000 a year, all-found, for a senior boarder.

The school has a pool, one hockey field, seven tennis courts, a squash court and a hall-cum-gymnasium. A new theatre and communications complex costing more than R1 million is nearing completion, and this is being financed from a special fund.

Headmistress Pamela Duff says fees at most private schools have to be increased annually to keep up with inflation. "We function on a non-profit basis and only just manage to come out financially."
'History repeated' in SA education — Sonn

OWN CORRESPONDENT

PORT ELIZABETH. — Christian national education was as alien to the aspirations of blacks as British imperialist education had been to the Afrikaners, Mr. Mr. Franklin Sonn, Rector of the Peninsula Technikon, said here at the weekend.

He was speaking at a conference on education and democracy arranged by the Institute for a Democratic Alternative (Idasa).

Mr. Sonn warned that educationists should be realistic about what they were up against in their struggle for a democratic education system.

"History has repeated itself. The same Afrikaners who so strongly fought against formal British imperialist education are now compelling people to accept Christian national education.

"And the more we insist on establishing democratic structures in education, the more the government will resist this," he said.

Appealing for realism, he suggested that educationists should try to change the system from within.

He said school principals should establish SRCs in all schools and he stressed the importance of recognizing the broader student movement in schools and colleges.

Curriculum development should take into account what students wanted to learn — "we have to find the answers to what we want for education from the community and students".

On the topic of curriculum development, Mr. Peter Kallaway, of the UCT School of Education, said a system needed to be created where knowledge was not necessarily "given" by the teacher and where the focus was on understanding.

"It is necessary to have critical skills, where the teacher and student work together to understand problems. Curriculum development is something everyone should engage in."

On the allocation of resources, Mr. Peter Glover, of the Rhodes Education Department, suggested that the concept of the teacher as a resource should be explored.

There should be "nucleus teachers" controlling groups of novice or tutor teachers and providing support for less qualified teachers, he said.
Democracy a process not an end — Boraine

Grahamstown — Different understandings of the concept of democracy had emerged during the three-day conference on Democracy in Education here, the executive director of the Institute for a Democratic Alternative in South Africa (Idasa), Dr Alex Boraine, said yesterday.

"It is important that the debate continue. There is also a need for clarity and definition, he stated.

Democracy should not be an end but a process.

"There is very real danger in using undemocratic shortcuts to achieve a democratic goal; trying to hurry it on. The process must be democratic, he stressed.

The place to do it was "where we are now and then to go on and do it."

Democracy had narrow and "wides" interpretations. "Democracy in control" (authority) was crucial to the debate, not just as a solution to the crisis of racism.

"We must distinguish between what passes as education (propaganda in the apartheid machine) and make sure we don't become managers of apartheid," said Dr Boraine.

"We must identify obstacles and opportunities, start from a base of reality and move on beyond," Dr Boraine said.

Working papers would emerge from the three areas of discussion, curriculum development, management and resources, it was revealed.

Reporting on the curriculum development debate was Mrs Louise Vale, co-ordinator in Grahamstown of the South African Council for Higher Education (Sached) project.

Steps towards achieving curriculum development could be:

- Getting subject teachers to share resources and information and supplying mutual support.
- "Starting our own schools, free from the dead hand of the state":
- Drawing up non-formal programmes and groupings for experimenting and workshops.
- Getting different teachers' organisations to form, from within their membership, Teachers Against Apartheid Education group.

On management Mr Bheki Sibiya (Black Management Forum) reported the need for flexibility in the system.

"The various constituencies must know what others are doing. Otherwise it will lead to suspicion and mistrust," he said.

- Students should be free to choose the medium of their instruction.
- Parents should be involved through democratic bodies such as the churches and trade unions.
- Attempts should be made to consolidate the efforts of teachers' organisations, student organisations and parent groupings.

Looking at what could be done about educational resources, Mr Peter Glover (education lecturer at Rhodes University) said ideas included:

- To bring teachers together to enhance the teaching of their subjects.
- Look at an apprenticeship model for unqualified teachers — a mentor system.
- Encourage private sector initiatives to provide alternative educational models or laboratories.
- Seek voluntary help from parents in areas such as coaching sport, for example.

The vice-principal of Rhodes University, Dr Roux van der Merwe, said that the academic communities at universities saw their first loyalty to the international community of scholars and not to the immediate university community.

"We dare not lose the values we obtain from the outside community because of the pressures of the here and now," he said.

Mr Brian Heath, headmaster of Alexander Road High School, Port Elizabeth, suggested democracy in education should be seen as the devolution of decision-making powers down to lower levels.

He also proposed that schools should be community-education centres and the "classroom lights should be burning throughout the night" for the benefit of the community.

Mr Sefako Nyaka, a staff member of a weekly newspaper, said it was a "crying shame" that South Africa boasted 14 different education departments, ethically divided and duplicated by personnel 14 times over. — DDB

DDB
The Minister of Education and Cultural Affairs

Education and Cultural Affairs

Education and Cultural Affairs

Education and Cultural Affairs

House of Assembly

Tuesday, 24 May 1988

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Priests plan to call meeting

By NKOPANE MAKOBANE

A GROUP of Soweto priests is planning to call a meeting at which parents, teachers, ministers of religion and students will discuss the deteriorating situation at schools in the townships. The Reverend Lehambang Sebidi, a spokesman for the Ministers United for Christian Co-responsibility (Muccor), said members met at the weekend and expressed concern about the recent events in Soweto schools.

He said details of the meeting were still being worked out and the venue would be announced soon.

Mr Sebidi said Muccor had received numerous reports of pupil detentions which resulted in class boycotts at several schools.

"Our children's education has been intermittently disrupted since 1976, with things getting worse between 1984 and 1986. We do not want to see our children aimlessly roaming the streets again.

"We therefore earnestly appeal to the Government to exercise great restraint in handling whatever is happening in our schools."

"We strongly suggest Katlehong had resumed classes after they were suspended on May 10."
Daily Dispatch, Wednesday, May 25, 1966

CPS Desegregation

CPA says CPS dedicated

to the removal of racism.
Call for five-year plan to shape new education system

A COMMON appreciation of the fundamental importance of education and its contribution to a regenerated society gives hope for black education, despite rejection of the present system of schooling, says educationist Ken Hartsborne.

In a paper in the University of Cape Town's "Critical Choices" research programme, Hartsborne says the upsurge of "people's education" has provided a new opportunity to debate the realities, relevance, quality and style of education in SA and to negotiate its future.

He says the common ground for negotiation must be a commitment to a non-racial, democratic, equitable and just society.

He says many pupils and teachers had seen the learning environment collapse and the education system disintegrate.

But he says despite the deep hurts and massive obstacles to understanding, there was hope.

He called for a five-year action plan, involving the universities and other tertiary educational institutions, to shape the future of education.

Government had demonstrated forcibly "own affairs" colleges of education were non-negotiable, but Hartsborne argues for informal co-operation to be built up between the universities and the colleges.

Another opportunity that needed to be explored was alternative higher education, such as that offered by Sarched's Khanya College.

He says with support and recognition the "black" universities could play a much greater and more positive role.

He says the homelands offer potential for innovative programmes, which had not been fully exploited.

Wider opportunities for innovation were also available in the informal and non-formal sectors of education.

A prime area that had to be considered was, however, the relationship between government, the Department of Education and Training (DET) and the National Education Crisis Committee (NECC).

"The central issue seems to be: as the DET increasingly loses control of its urban schools, will it simply close them, or will it be forced to negotiate a new kind of local management and a new agreed curriculum, accommodating to some extent the specifically educational aspects of People's Education?"

He says this would depend on the strength of the NECC and the more positive elements in the DET, to withstand pressure from government's security apparatus.
THURSDAY, 26 MAY 1988

THE MINISTER OF NATIONAL DEFENCE

The Minister of National Defence will be present in the House on Friday, 27th May, 1988, to answer questions with regard to the following subjects:

(a) The possible effects of the test ban on South African foreign policy.
(b) The appointment of the new UN Ambassador.
(c) The negotiations on the Anglo-American Agreement.

THE MINISTER OF HOME AFFAIRS

The Minister of Home Affairs will be present in the House on Tuesday, 30th May, 1988, to answer questions with regard to the following subjects:

(a) The recent developments in the Nelson Mandela trial.
(b) The situation in the townships and the promotion of ethnic harmony.
(c) The introduction of new laws to control the sale of firearms.

THE MINISTER OF LAW AND ORDER

The Minister of Law and Order will be present in the House on Wednesday, 31st May, 1988, to answer questions with regard to the following subjects:

(a) The recent police operations in the townships.
(b) The investigation into the死亡 in police custody.
(c) The selection of new police officers.

THE MINISTER OF CONSTITUTE DEPARTMENT AND PLAN

The Minister of Constitution Department and Plan will be present in the House on Thursday, 1st June, 1988, to answer questions with regard to the following subjects:

(a) The recent developments in the drafting of the new Constitution.
(b) The inclusion of new chapters in the Constitution.
(c) The consultation process for the adoption of the new Constitution.

The information is compiled by the information officer of the National Assembly.

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United States fellowship is offered

THE United States - South Africa Leader Exchange Programme and the School for Advanced International Studies, Johns Hopkins University, Washington DC is offering a teaching and research fellowship in the United States.

A spokesman said the SAIS Teaching Fellowship was available to black members of academic faculties at any South African university or other educational institutions.

The minimum qualification is a master's degree in the field of social sciences, economics and law.

The purpose of the fellowship is to give a young, academically distinguished teaching or research potential the opportunity to design and present a study course on South African affairs.

It also aims to inform students on international affairs and enable them to participate in the extensive seminar and discussion programme at one of the most prestigious centres of post-graduate studies in the world.

The selection criteria are academic merit, exceptional teaching/research competence, and commitment to an academic career.

Another recommendation is publications, membership and participation in professional associations, and involvement in community affairs.

The fellowship, which starts in the last week of January each year through to May, includes a return trans-Atlantic airfare and a monthly stipend to cover all living expenses.

At least two confidential letters of recommendation should be sent to the Usalep offices and addressed to: SA Director, Usalep, PO Box 32869, Braamfontein, 2017.

Application forms must reach the office before July 29, 1988.
Van Zijl to plan teaching

DURBAN — The Indaba’s implementation study, which is preparing a blueprint for a non-racial administration in kwazulu/Natal, has received a major boost with the appointment of top education planner, Dr Johan van Zijl, a statement from the Indaba said today.

Dr van Zijl, principal education planner at the Natal Education Department’s Maritzburg headquarters for the past three years, has been appointed Director of Education Policy. — Sapa.
Van Zijl to plan teaching

DURBAN — The Indaba's implementation study, which is preparing a blueprint for a non-racial administration in KwaZulu/Natal, has received a major boost with the appointment of top education planner, Dr Johan van Zijl, a statement from the Indaba said today.

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EDUCATION

Getting the sums right

Parents, beset by the rising costs and declining standards of education, are clearly going to have to do more themselves to provide their children with the skills they are undoubtedly going to need to live comfortably in an increasingly competitive world.

But what, actually, can they do? Many simply cannot afford to send their children to private schools which attract the best teachers. Providing grants to good — and underpaid — teachers in the State sector is also expensive.

An alternative which for years now has been touted as holding the most promise is to provide computerised aids which, though fairly expensive initially, can be amortised over a considerable period. Unfortunately, however, the experience of many parents who have dug deep into their pockets to provide computers to schools is that they have yet to see any great benefit. Have they then been misled about the efficacy of computer-aided education?

The answer to that question may be found in looking at a school which seems to have got its computerisation policy right. That school is the dual-medium North Primary School in Sasolburg.

In March last year, the PTA formed a sub-committee on computerisation which spent several months evaluating various computer systems.

"Initially, we didn't know what we were looking for," says sub-committee chairman Johan Fick. "However, it soon became clear that we needed a custom-designed, computer-aided education system which would supplement the teaching of mathematics."

A system developed by Pretoria-based company, Sero, was chosen after teachers found that the courseware was "totally syllabus-oriented" and that the progress of each pupil could be monitored and evaluated at the teacher's workstation — both on-screen and over time.

The PTA got a number of parents to make financial pledges, set up the North Primary School Computer Centre and registered it as a non-profit company in terms of Section 21 of the Companies Act. Last October, Sero installed a pilot network of five PCs, with courseware covering instruction in maths, English and Afrikaans for pupils from Grade 1 to Std 5.

Groups of parents were shown around the facility in the evenings and heard progress reports from teachers involved in the project. This convinced many more parents to dig into their pockets and become shareholders in the centre, which now has a 25-PC network.

This is still a small facility for a large number of pupils and the sub-committee has ruled that only children of parents who had "taken the pledge" may use the system. Fick tells the FM that the centre now has 300 shareholders, representing about 80% of the parent body. "There are still a few to be converted and that will take another selling job," he says.

So far, R120 000 has been spent on the system. However, an important consideration for parents is that Sero's courseware runs on IBM-compatible PCs which are able to run industry-standard software packages, such as Lotus 1-2-3 and Ventura.

"This opens the door for us to sell time on the computer system to the Sasolburg community at large at some future date and thus generate income to lighten the financial burden on parents," says Fick.

But how effective is the system in educational terms?

"I suppose we'll only really know that when we see how these kids do in matric against the national average," admits Fick. "However, I am convinced that it has great benefit. Certainly, the feedback we have had from the headmaster and teachers is most encouraging."
House of Assembly

Monday, 6 June 1988

The Minister of Justice:

The Minister of Justice has been notified that the provisions of the Education Act, 1986, concerning the inspection of educational institutions and the publication of reports, are in force from 1 January 1988.

The Minister of Education and Culture:

The Minister of Education and Culture, in his capacity as the Minister of Education and Culture for Administration, is hereby notified that the provisions of the Education Act, 1986, concerning the inspection of educational institutions and the publication of reports, are in force from 1 January 1988.

The Minister of Manpower:

The Minister of Manpower has been notified that the provisions of the Employment Act, 1986, concerning the inspection of employment agencies and the publication of reports, are in force from 1 January 1988.

The Minister of Finance:

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The Minister of Health:

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The Minister of Agriculture:

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The Minister of Transport:

The Minister of Transport has been notified that the provisions of the Transport Act, 1986, concerning the inspection of transport services and the publication of reports, are in force from 1 January 1988.

The Minister of Environment:

The Minister of Environment has been notified that the provisions of the Environment Act, 1986, concerning the inspection of environmental institutions and the publication of reports, are in force from 1 January 1988.

The Minister of Labour:

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Registrars to discuss overtime and salaries

By Toni Younghusband

Underpaid medical registrars may refuse to work overtime if their salaries are not adjusted soon.

Growing discontent over salary disparity has many registrars threatening to cut their 80-hour week to 40 hours unless something is done soon.

In response to these angry murmurings, the South African Registrars' Association will meet this week to discuss what action should be taken.

However, the association stressed in a statement last week that an overtime ban had not yet been officially considered and was currently merely talk among some registrars.

EXPRESSED DISMAY

It strongly denied reports that the pay dispute would bring at least 15 academic hospitals to a halt but nevertheless expressed dismay at the State's refusal to increase registrars' salaries.

A registrar is a qualified doctor, specializing in a certain discipline, employed by the Department of Health in a provincial hospital. There are about 600 registrars countrywide.

In December 1987 the Government approved salary increases for fulltime doctors (medical officers) at its hospitals but registrars were overlooked.

"Up to now, we have been unable to get a satisfactory answer from the authorities as to why," association president Dr Frik Rademan said.

The Department of Education and Training (DET) intends to extend its newly introduced concept of career education to more than 90 percent of its schools before the turn of the century.

This was revealed last week after a seminar on "Career Education" hosted by the Minister of Education and Training, Dr Gerrit Viljoen, for his ministerial counterparts from Transkei, Bophuthatswana, Venda and Ciskei.

The seminar was held in Pretoria and was preceded by a visit to the Walton Jameson and J J de Jongh primary schools in Atteridgeville where this type of education is being offered.

A spokesman for DET said the department was spending millions of rand on the development of the career education model at black schools.
Career education to be extended

Pretoria Bureau

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House of Assembly

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Wednesday, 8 June 1990

Housed
Practical Courses in Black Education

How Govt Failed

By AUNA DHUBE

...
Education is the focus at Delmas treason trial

By Esther Waugh

Black education was the focal point at yesterday's hearing of the Delmas treason trial in the Pretoria Supreme Court in which 19 people are facing charges of treason, murder, subversion, terrorism and furthering the aims of the African National Congress.

Dr Ken Hartzorne, a lecturer and writer on education, said particularly black education in South Africa, was testifying to the state of black education in the country between 1960 and 1980.

He told Mr Acting-Judge van Dijkhorst that the differences between black and white education were "indescribable".

Dr Hartzorne said education was concerned with:
- Protecting group identities and interests.
- Differences and diversity instead of a common South Africanism and a common humanity.
- With obedience to author-

ity, particularity that of the State, instead of encouraging creative thinking, independence and dissent.
- Discriminate against people on the grounds of colour.

Dr Hartzorne said it was naive to think politics could be kept out of education.

CRISIS

"One cannot hope to understand the current crisis in education except against the broad background and against the more immediate canvas of political ideologies and practice in South Africa."

Dr Hartzorne, a member of the De Lange Committee on Education, said it was appointed because of a general dissatisfaction among various population groups about education between 1976 and 1980.

He said black parents had very little choice regarding their children's education and no democratic say in educational decision-making.

(Proceeding)
State's claim refuted

The involvement of black student organisations in resolving education issues was not to "take over power" but a means of bringing about change in the black education system, a Pretoria Supreme Court judge heard yesterday.

This was said by Dr Kenneth Hartshorne, an educationist, under cross-examination by Mr P Fick for the State. He was giving evidence for the defence before Mr Justice Van Dijkhorst and an assessor in the Vaal Triangle treason trial.

He rejected the State's suggestion that the Azanian Students Organisation and the Congress of South African Students aimed at mobilising the youths and taking over power. He said there was a connection between education and the politics and words such as "mobilising" were political terms often used in expressions.

"These organisations were concerned with inadequacies and discrimination, naturally, everyone concerned with education, including teachers and leaders wanted change in the educational system," he said.

They added that concerned organisations were suspicious of the De Lange Commission and later opposed to statements contained in the white paper.

He also pointed out that boycott action did not mean opposition to education. He said there had been disturbances at schools during the early 40s.

For many years, Dr Hartshorne said, teachers associations, school boards and other committees unsuccessfully tried to persuade the Government and the Department of Education to make certain changes.

"Behind all these frustrations and desperation the children feel that these people are not listening and that they have to do something to make them listen to them," he told the court.

Proceeding.
PROKLAMASIE
van die
Staatspresident van die Republiek van Suid-Afrika
No. R. 100, 1988

WET OP OPENBARE VEILIGHEID, 1953
NOODREGULASIES OP OPVOEDKUNDIGE INRIG-
TINGS

Kragties die bevoegdheid my verleen by artikel 3 van die
Wet op Openbare Veiligheid, 1953 (Wet 3 van 1953), vaar-
dig ek hierby die regulasies vervat in die Bylae met ingang
van 10 Junie 1988 uit.

Gegoeg onder my Hand en die Seel van die Republiek van
Suid-Afrika te Kaapstad, op hede die Negende dag van
Junie Eenhuisend Negehonderd Agt-en-tig.

P. W. BOTHA,
Staatspresident.

Op las die Staatspresident-in-Kabinet:

G. VAN N. VILJOEN,
Minister van die Kabinet.

BYLAE

Woordomskrywing en toepassing van regulasies

1. (1) In hierdie regulasies, ten spyte uit die samehang anders
blyk, beteken—

"Direkteur-generaal" die Direkteur-generaal: Onderwys
en Opleiding;

"skool" en "skool" verbondes met die "skool" en waar dit
as deel van 'n saamgestelde woord gebruik word, het dit in so'n woord 'n ooreenstemmende betekenis;

"kies" en "kies" beteke "kies" of "kies" beteke "kies";

"Onderwyswerf" die Wet op Onderwys en Opleiding,
1979 (Wet 90 van 1979);

"skool" en "skool" en "skool" in oorspronklike beteke "skool";

(2) Geen bepaling van die Onderwyswerf doen afbreuk
aan die geldigheid van enige bepaling van hierdie regulasies
of van 'n beveel daarkragter uitgevaardig nie.

897—A

PROCLAMATION
by the
State President of the Republic of South Africa
No. R. 100, 1988

PUBLIC SAFETY ACT, 1953
EDUCATIONAL INSTITUTIONS EMERGENCY REGU-
LATIONS

Under the powers vested in me by section 3 of the Public
Safety Act, 1953 (Act 3 of 1953), I hereby make the regu-
lations contained in the Schedule with effect from 10 June

Given under my Hand and the Seal of the Republic of
South Africa at Cape Town this Ninth day of June, One
thousand Nine hundred and Eighty-eight.

P. W. BOTHA,
State President.

By Order of the State President-in-Cabinet:

G. VAN N. VILJOEN,
Minister of the Cabinet.

SCHEDULE

Definitions and application of regulations

1. (1) In these regulations, unless the context otherwise
indicates—

"Director-General" means the Director-General: Educa-
tion and Training;

"Education Act" means the Education and Training Act,
1979 (Act 90 of 1979);

"hostel" means a hostel attached to a school, and where
in the Afrikaans text 'koshuis' is used as part of a
compound word, it shall have a corresponding mean-
ing in such word;

"pupil" includes a student at a college of education,

"school" means 'n public school as defined in the Edu-
Ecation Act, and where in the Afrikaans text 'skool' is
used as part of a compound word, it shall have a corre-
sponding meaning in such a word;

2. No provision of the Education Act shall derogate from
the validity of any provision of these regulations or of an
order issued thereunder
Row looms over white schooling, compulsory fees

By BRUCE CAMERON
Political Staff

THE Government and the white opposition parties are heading for a confrontation in Parliament this week over the future of white education and the introduction of compulsory school fees.

The controversial Education Affairs Bill, which centralises the control of white education as an own affair, has been re-submitted to the Assembly and will be debated over two days this week.

The Bill, which was considered by an Assembly committee, was returned today with only a few amendments of substance.

Mr Roger Burrows MP, the Progressive Federal Party's spokesman on education, gave notice today that his party would strongly oppose the Bill.

The Bill would remove almost all local control in education, allowing Pretoria to rule by decree, he said.

"The Superintendent-General of white education will have virtually all powers given to him."

Mr Burrows, who has accused the Government of forcing schools to increase fees "through the backdoor" by cutting budgets, said that every attempt to get details in the committee had failed.

"In the debate we will try to get him to clarify amounts and dates. The uncertain position cannot continue."

The Conservative Party's spokesman, Mr Andrew Gerber MP, said his party was perturbed about major sections of the Bill and would oppose it.

Tight curbs

Both the PFP and the CP are also concerned about the strict limitations placed on teachers becoming involved in political activity.

The restrictions are seen as being aimed particularly at the CP.

The two parties are also anxious that the Government has tried to rush the Bill through Parliament, restricting time for what they feel would be proper consideration of the Bill while trying to restrict public debate by keeping the Bill under wraps for months on end.

- The Bill also establishes the principle of compulsory school fees but so far the Minister, Mr Piet Clase, has refused to give details.
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R40-m boost for SA motor industry

Staff Reporter

THE motor industry has come through with another shot in the arm for the Port Elizabeth region and South Africa.

Volkswagen of South Africa is to invest R40-million in a new tooling manufacturing facility in Uitenhage, which will save the country millions in foreign exchange and create 90 high-tech jobs.

Announcing the project, Mr Tucker Lochhead, technical director of Volkswagen, said R29-million would be invested in plant and machinery and R11-million in a modern new building near the main plant.

A spokesman for Volkswagen said that when the new facility was completed, Volkswagen would be able to manufacture all the tooling it needed to make pressed parts for its models.

"It will also shorten the lead time for introducing new models as the tooling will be manufactured here by people we train," said the spokesman.

"Another benefit is that we will be able to build tools for other companies on contract, which could mean further foreign exchange savings."

"It will help Volkswagen contain the cost of new models and enable the company to increase the local content of its models."

Building will start in the next four months and the new building will be commissioned by the middle of next year.

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Both the PFP and the CP are also concerned about the strict limitations placed on teachers becoming involved in political activity.

The restrictions are seen as being aimed particularly at the CP.

The two parties are also annoyed at the way the Government has tried to rush the Bill through Parliament, restricting time for what they feel would be proper consideration of the Bill while trying to restrict public debate by keeping the Bill under wraps for months on end.

The Bill also establishes the principle of compulsory school fees but so far the Minister, Mr Piet Clase, has refused to give details.
Free education for whites will end soon

PRETORIA. — Free schooling for white children is on the way out, according to sources here.

The government, weighed down by spiralling military costs and expanding black education, will no longer carry the full financial burden of white education.

At the weekend the superintendent-general of education and culture, Mr J D V Terblanche, told the annual meeting of the Transvaal Afrikaans Parents' Association that limited economic growth, recession, inflation and the struggle against boycotts and terrorism had resulted in a shortage of funds. Education was feeling the pinch.

It had been decided that parents would have to contribute to the further extension of education.

The Minister of Education and Culture, Mr Piet Cilase, has already announced investigations into a compulsory fee system.
Van Zijl to help overhaul education system in Natal

The principal education planner at the Natal Education Department, Dr Johan van Zijl has been appointed to the Indaba's implementation study, which is preparing a blueprint for a non-racial administration in kwaZulu Natal.

As Director of Education Policy Dr van Zijl will be involved in research and planning concerning the overhaul of the education system in Natal and kwaZulu, which would involve combining the existing six education departments in the region into one cohesive unit responsible for the equal education of all.

Dr van Zijl completed his doctoral thesis — “Cultural differences between students at various universities, with emphasis on training psychologists to function in multicultural settings” at Natal University.

He has also been an external examiner for post-graduate degree students for the universities of Cape Town, Durban-Westville and Port Elizabeth, and is registered with the SA Medical and Dental Council as a psychologist.
Govt, opposition set to clash over Bill

Political Staff
CAPE TOWN - The Government and white opposition parties are heading for a major confrontation in Parliament this week over the future of white education and the introduction of compulsory school fees.

The controversial Education Affairs Bill, which centralises the control of white education as an "own affair", has been re-submitted to the House of Assembly and will be debated this week.

VERY FEW AMENDMENTS

The Bill, which was considered by a House of Assembly committee, was returned yesterday with very few amendments of substance.

Mr Roger Burrows, Progressive Federal Party education spokesman, said his party would oppose the Bill.

Mr Andrew Gerber, Conservative Party spokesman, said his party was perturbed about major sections of the Bill and would oppose the legislation.

Mr Burrows said: "The Bill will remove virtually all local control in education, allowing Pretoria to rule by decree.

"The superintendent-general of white education will have virtually all powers given to him."

The Bill also establishes the principle of compulsory school fees, but the Minister, Mr Piet Clase, has refused to give details so far.

Mr Burrows, who has accused the Government of already forcing schools to raise fees through the back door by cutting budgets, said every attempt to get details from the committee had failed.

Both parties are also annoyed at the way the Government has attempted to rush the Bill through Parliament.
Attack on syllabus for 'black bias'

PRETORIA. — The Transvaal's history syllabus has been attacked for an alleged black bias.

At the Transvaalse Afrikaanse Onvereniging (TAO) annual meeting here at the weekend, the syllabus was criticized by delegates who protested that the time devoted to the Great Trek had been "too watered down" and that more emphasis had been put on black leaders such as Chaka than on Piet Retief.

As a result, the TAO agreed to fight for a seat on the National Curriculum Committee in order to contribute to the compilation of the history syllabus at schools.

The meeting also rejected a motion to introduce R40 compulsory school fees.

Concern was expressed over the number of teachers leaving the profession and an appeal was made to the government to improve salaries. — Sapa
Conflict

As in the case between workers and management, conflict between unions and multiple employers is necessarily endogenous. For workers, there is no sense in existence unions whose aim is to reduce the effects of conflict with management. Workers must become the main sufferers of management's activities to secure employment. On the other hand, workers usually demand more income and better working conditions, but the employers are usually not willing to make such concessions. Therefore, the conflict between workers and management is more than necessary, and the only solution is the establishment of a balance between the two parties.

We should do what we think about 1976-1988

Memorandum

January 1989

Soweto, Wednesday, January 16, 1989

Notebook: 15/1/89

To whom it may concern:

The above statement is true and correct to the best of our knowledge. It was written in the presence of witnesses. It was signed by the people whose names appear above.

[Signatures]

[Names]

[Addresses]
Conference Agenda

Classroom Maintenance

South View

SOUTH, JUNE 15 TO 22, 1988
Bill creates rigid system, says PFP

Political Staff

The Education Affairs Bill was met with a "deep sense of despair" by the PFP as it marked the final disappearance of a decentralised education system and broke faith with parents and teachers, PFP education spokesman Roger Burrows said yesterday.

Speaking in the House of Assembly at the outset of debate on the new measures, Mr Burrows said the legislation was "without doubt" the most important in the area of white education since 1967.

"The Bill can be approached on several levels. Firstly, with a sense of anger that there has been no public discussion of the measure and that its passage through this House and its committee is brief, racked with dissent and lacking consensus.

"Secondly, with a deep sense of despair at the final disappearance of a decentralised education system with provincial or regional authority: Lastly, a real concern that this measure breaks faith with the other two partners in the educational trilogy — parents and teachers."

The Bill went far beyond what it purported to do in consolidating existing ordinances and Acts, Mr Burrows said.

"It creates a rigid, authoritarian, bureaucratic system which would allow this Minister to say, like an autocratic Napoleon, 'I know what is happening at this time in every classroom in my empire'."

RAMIFICATIONS

The Bill’s passage through the standing committee reflected a "drive for completion rather than a fully open-ended and detailed discussion of all the ramifications of the Bill".

PFP MP Mike Ellis added: "The provincial education departments — formerly responsible to a person elected at the polls, a member of the Provincial Executive Committee — are now totally dependent on the whims and fancies of those nominated government officials in Pretoria."
'MORE CRISIS FOR BLACKS'

BRAIN: education will experience even more crises in the years ahead, says Mr James Letuka, a school inspector with the Department of Education and Training.

He was speaking at a function in Bloemfontein at which the Urban Education Foundation was presented with a R75,000 donation from Sanlains.

Mr Letuka said black education had come a long way since Dr Verwoerd stated that education should make blacks hewers of wood and drawers of water. "Fortunately, we have moved away from that viewpoint. On numerous occasions over the last five years the Government has stated that it is committed to the provision of equal opportunities and standards in education. "The movement along this road was rather bumpy. We have experienced crisis upon crisis, and it takes no prophet to say that we will experience even more crisis in the years ahead. Some of the crises of the past contributed to a new approach. "While we, as disadvantaged people are glad about the stated commitment by the Government, the fact remains that per capita expenditure on children of various races differs tremendously," he said.

Mr Letuka also said it was imperative for blacks, as people, to break away from the Third World syndrome.
The Minister of Education and Culture,

To whom it may concern,

We refer to the resignation of 

and his replacement by 

in the position of 

We hereby formalize the change in personnel as of 

Yours sincerely,

[Signature]

[Name]

[Title]
School fees shocks ahead: NP

Parliamentary Staff

There would be no shock announcement increasing school fees on the heels of the new Education Affairs Bill just approved by Parliament, said the Minister of Education (Own Affairs), Mr Piet Clase.

Speaking in reply to the debate on the Bill approved in the House of Assembly, Mr Clase said there had to be thorough investigation before school fees were finally determined.

Both the Conservative Party and the PPP opposed the Bill.

Mr Clase said there should not be "reckless speculation" about fees and that the issue needed "calm investigation".

He said money raised in white education would be spent on white education and not channelled off for "other groups".

If compulsory tuition fees were introduced, these should not prejudice parents who could not afford them, added Mr Clase.

Mr Clase rejected claims that the new Education Affairs Bill was a rush job and one which provided for autocratic centralised control.

He said the legislation was "in the interests of education".

The PPP charged that the Bill had been rushed through the parliamentary standing committee in three weeks contrary to educational interests.

Educationists who wanted to give oral evidence to the committee were "simply spurned" said PPP speakers during the debate.

The PPP MPs said the Minister would become a "Napoleon" invested with the powers provided in the new legislation, but Mr Clase argued that the degree of uniformity brought about by the Bill was in the interests of education.

"It's true that the Bill brings about a degree of uniformity and for that I offer no apologies."

The Bill rationalised three Acts and 16 ordinances, he said, and with more than 200 functions being delegated to the directors of education, it did not transfer authority from the provinces to Pretoria.

"The functions of the Provincial Education Councils are broader than before," he said and occupied positions of "enhanced responsibility."

PPP MPs had also been critical of a clause in the Bill which, in their view, "emasculated" teachers of their political rights and gagged them.

Mr Clase said the clause was aimed to protect the teaching profession from the actions of a few individuals who acted irresponsibly and used their professional positions to further their political interests.

The clause was intended to further the "honourable image" of the profession.

"Let's protect teachers with this clause," said Mr Clase.
Education being turned into 'a sausage machine'

Political Staff

The new Education Affairs Bill could have been a "new deal" for education but instead it made a "monstrous sausage machine" of the system, said Progressive Federal Party MP Mr Rupert Lorimer.

Speaking in the House of Assembly yesterday during the second reading debate on the Bill, Mr Lorimer said education had always been one of the bastions of apartheid. The Bill had been an opportunity to create a "new deal" and instead it entrenched the status quo.

"No one can say apartheid is dead in the face of this legislation," said Mr Lorimer.

The measures provided no room for independence, individuality or imagination.

"It creates a monstrous sausage machine aimed at creating uniformity and producing sausages in the Christian National mould."

One education system for all groups in South Africa was the only way to build a nation, he said.

Mr Lorimer said the PFP believed in much greater parental choice than provided for in the Bill. For example, a school head could determine a child's mother tongue and there was no real parental choice when it came to choosing the school a child would attend.

There was also no flexibility in the age at which children were admitted to school; school readiness varied enormously and there could not be enforced adherence to rigid rules in this area.

The Bill showed scant respect for the teaching profession and teachers were reduced to "working parts in the monstrous sausage machine".

...
BLACK EDUCATION

More cream for more cats

It really looks as if the Department of Education and Training (DET) has been a gold mine for a lucky few. Last week, the FM reported on outsiders who acted for considerable financial gain as agents for black youth camps. Now we have the following information:

- Deputy Director-General (DG) Jaap Strydom has a son whose publishing company has a most rewarding contract with DET — amounting to thousands of rands annually; and
- A friend of Jaap Strydom has turned up as an agent acting on behalf of the DET at a million rand property sale.

Thinus Strydom, Jaap’s son, reacted angrily this week when the FM contacted him at his Forma Publishers company in Menlo Park to inquire about his DET contracts. “I submit tenders for any work,” he said. “I am not prepared to discuss the matter over the telephone. I will only answer written queries.”

However, Forma’s contract to supply the DET with various books, magazines and posters — amounting to R28,000 in Natal last year. In that year, in Cape Town, the former DET regional director, Piet Schepers (now retired), was allegedly told by the deputy director, community communications, Bram Olivier, to order material valued at approximately R30,000 from Thinus’s company. Schepers replied that he had no Treasury authorisation to handle such amounts. According to Schepers, it was then suggested by Olivier that he divided the amount in three — which would cover the authorisation situation. This Scheepers refused to do, he tells the FM.

At present there are three books — Those Teenage Years, On the Way to Adulthood, and Dear Teacher — as well as a number of posters which have been published by BTTRB Poster Design as part of the Forma contract with the DET. Thinus Strydom admitted to the FM that BTTRB Poster Design belongs to him. A full-colour book, Education in the Cape, issued by the DET’s community communications section, has also been published by Forma.

Strydom Jr is also a photographer of merit, it seems. In the April issue of Education, the DET’s monthly magazine, he is credited with taking the front-page picture.

DET Minister Gerrit Viljoen — who last week announced an investigation into the use of private facilities and outside agents by the DET — again reacted strongly this week when the FM presented him with these facts. “These matters are being carefully considered in order to establish whether there is a prima facie case to be added to the matters already referred for investigation with regard to the DET,” Viljoen told the FM.

He might like to consider the following.

One of the agents who has been receiving substantial amounts of money for organising black youth camps, Paul Brosnihan, a friend of Jaap Strydom, played a major part in an attempt by the DET to purchase a hostel in Guguletu, Cape Town, from Murray & Roberts (M&R) last year. The purpose was to turn it into a school.

M&R’s Anthony Keale — who deals with industrial relations — was first approached by DET official Gerrie Niehaus on behalf of Deputy Minister Sam de Beer’s office to enquire about the possible sale of the hostel. Keale then received a telephone call from Brosnihan who said he was staying at the Ritz Plaza in Sea Point and had come to Cape Town to conduct the sale on behalf of the DET.

On 18 August, Brosnihan went to Keale’s office and told him that he had frequently acted on behalf of the DET — and he constantly referred to “Jaap”, who would also, it seems, be putting in an appearance in Cape Town. According to sources at M&R, Brosnihan wanted 10% commission on the deal — worth R1,5m.

Brosnihan, Schepers and other regional officials from DET were all at the Ritz one evening during this period when Strydom asked Brosnihan to take them for dinner at a Sea Point restaurant — corroborating the suggestion that they were friends.

A source reports that M&R CE Hector Minott said the selling price should be increased to R1,5m to accommodate Brosnihan’s commission. The negotiations between M&R and Brosnihan eventually broke down and the hostel was subsequently sold to the Department of Public Works. “A beautiful deal without any go-betweens,” says the source.

Keale would not comment on the matter. But the FM has learnt that M&R officials were surprised by Brosnihan’s involvement; his name had never come up in preliminary discussions with De Beer’s office.

Minister Viljoen says: “The fact is that Deputy Minister Sam de Beer and Deputy Director-General Jaap Strydom in 1987 did consider the purchase of the hostel in Guguletu to convert it into a school; but this offer was not accepted and two new schools were built. During a visit to and inspection of the site, Mr Paul Brosnihan was present. The deputy minister was under the impression that he was acting for Murray & Roberts.”

In another deal involving the DET, Bram Olivier visited the Wolwekloof farm at Ceres — owned by a former Ceres mayor who now is a prominent Bloemfontein dentist and businessman, Dr Herman Reinach.

Reinach, at the DET’s request, had made certain improvements at Wolwekloof to accommodate black pupils on youth camps.

During the visit — at which Reinach, his

YOUTH CAMP PROBE

Government’s decision to investigate all aspects of the controversial black youth leadership camps confirms the Progressive Federal Party’s fears about the camps and the administrative efficiency of the Department of Education and Training (DET). So says PFP spokesman on black education, Ken Andrew.

Education and Training Minister Gerrit Viljoen announced an investigation just prior to publication by the FM last week of details of alleged irregularities regarding the camps (Current Affairs June 10).

Andrew says DET schools have spent “millions of rands” on activities described as “youth activities, nature conservation, useful leisure activities and establishing and conducting youth terrains.” The PFP has previously expressed concern about some of the objectives and course contents of the camps as well as the appointment of some “outside persons” to run the courses.

“Now disputes are arising and claims are being made by some of these outsiders,” Andrew says.

“In addition it appears as though a close relative of a senior departmental official is once again involved in business dealings with the department. One wonders what is going on and whether financial and procedural controls are functioning satisfactorily or not. All the indications are that they are not.”

Over to the investigators.

FINANCIAL MAIL JUNE 17 1988
Bean Kids school faces closure as head quits

**Disruption**

The sudden resignation of the school's head teacher has left the community in shock. The school, which has been a cornerstone of the local education system, is now facing a crisis that threatens its future.

**Needs Addressed**

The town's children need a stable learning environment, and the community is rallying around to find a solution. A temporary replacement has been appointed, but the long-term prospects remain uncertain.

**By Your News**
Questions Under Name Of Member

(1) The Minister of Education and Culture reports that the waiting list for
Enrollment at the Education and Culture

(2) A similar question was asked by Mr. A.

(3) Mr. B. asked the Minister of Education and Culture:

(a) The Minister of Education and Culture

(b) The Minister of Education and Culture

(c) The Minister of Education and Culture

(d) The Minister of Education and Culture

(e) The Minister of Education and Culture

(4) Mr. C. asked the Minister of Education and Culture:

(f) The Minister of Education and Culture

(5) Mr. D. asked the Minister of Education and Culture:

(g) The Minister of Education and Culture

(6) Mr. E. asked the Minister of Education and Culture:

(h) The Minister of Education and Culture

(i) The Minister of Education and Culture

(j) The Minister of Education and Culture

(k) The Minister of Education and Culture

(l) The Minister of Education and Culture

(m) The Minister of Education and Culture

(n) The Minister of Education and Culture

(o) The Minister of Education and Culture

(p) The Minister of Education and Culture

(q) The Minister of Education and Culture

(r) The Minister of Education and Culture

(s) The Minister of Education and Culture

(t) The Minister of Education and Culture

(u) The Minister of Education and Culture
Questions in the House

Education cost State R9-bn

Total State expenditure on education in 1987/88 — including the self-governing territories — was R9 192 054 000, Minister of National Education P.W de Klerk said in the House of Assembly yesterday.

In a written reply to a question by Mr. Ken Andrew (PFP, Gardens), he said expenditure — excluding the self-governing territories — was R7 802 203 000.

Expenditure on white education was R4 141 247 000, coloured R1 430 702 000, Indian R578 463 000, and black R1 651 791 000.
CTPA committed to open education

By RONNIE MORRIS

THERE was never any doubt as to the Cape Teachers' Professional Association's "open abhorrence" of apartheid and its clear preference for a democratic, non-racial South Africa and an open educational system.

This was said last night by Mr Franklin Sonn during his 12th presidential address at the 21st annual conference of the CTPA held at the University of the Western Cape.

It was not the first time that educators had been made to ask themselves whether through education they were promoting the aims of an alien and oppressive state or whether they were advancing the best interest of their own people.

"As president of the CTPA, I make bold to state that the mass democratic movement is a movement which has enthused the people with a renewed belief in themselves and that we want to be part of it.

"It is going to be our duty to destroy the spurious and sordid lies proclaimed about the peoples' movement by SATV, and to let our children and our people know that the goals of freedom are always noble — and that when the demands for freedom and dignity are authentic, forceful and united, they always meet with cruel and harsh repression.

"To be authentic, teachers must be found where their students are, move in the same geographic and emotional zones as they do, and tell them when they go wrong.

"When ... they are given to excessive behaviour, like boycotting classes for any reason and for protracted periods of time, we must with a firm but sympathetic hand apply the brake."

After the South African War, the Afrikaner himself was oppressed, alienated, despised and deprived, and looked upon the teacher and the preacher to "deliver him from the pain of enslavement".

He said Afrikaners looked upon educational transformation rather than educational denial as the answer, and even General Louis Botha in 1904 had openly urged Afrikaners to continue with the education of the people.

"Like Louis Botha, we will also use this conference to tell our teachers to carry on with Peoples' Education despite the government. We must do so not because we want to be defiant, but because of the simple truth that education is only worthwhile and credible if it is relevant and ... if it meets the needs of the soul of a people."
the back of apartheid in SA

Education the lesson to break
Schools, parents, pupils should work together

Schools are not sacred institutions which cannot be challenged and the school system should never be beyond the influence of all its stakeholders: the parents, teachers, students and the whole community.

The major problem of South African education, which is provided for the most part by the State, is that schoolchildren are not being prepared to deal with their future and the task of building a better society.

The Five Freedoms Forum (FFF) education group believes that parents should assume the responsibility for their children and that it is their right to do so. Parents do this from the moment their child is born. They nurture them, develop bonds with them and do not hesitate to get involved with everything which concerns them. Moreover, parents have the right to understand and influence the factors which affect their child's development.

Parents should not allow that responsibility to their child to be taken away from them. They concern must carry over to the time when a child goes to school. Parents, teachers and school children must work together as their concerns are not necessarily in conflict.

NEED FOR CHANGE

But this does not happen at present in the schools and the FFF believes it is necessary to bring these groupings together to discuss common concerns in a non-confrontational way.

Some parents and teachers believe in the need for positive change in South Africa. Their children's education should aim to equip them to understand thoroughly the problems of the present day and in so doing prepare them for building a new and better society. The current education system is not addressing the problems of apartheid and therefore not achieving this aim.

Education is not a neutral process. It is unavoidably linked to politics. Apartheid education works to maintain existing patterns of domination and subordination. Many have been aware of the immense problems which have existed for years within the black education structures. But in many ways, white schooling is as inadequate and damaging as black schooling.

Many people find it difficult to reconcile the enthusiasm with which children enter nursery school and the development of an uninterested attitude towards later schooling. Sometimes creativity and potential are stifled.

Teachers too are restricted by the education system. They often find themselves acting as guards rather than guides. It becomes a drudgery for them to force learning on to unmotivated students.

It is at this point that parents and teachers need to intervene.

The FFF-education group's primary aim is to provide a meeting place for people with a similar concern. There is a need to collect and share information such as:

- The rights of parents with regard to educational policy and school curriculum.
- To be informed about what children learn during Youth and Moral Preparedness.
- To question the value of corporal punishment.

Recognising that the area of education is a complex one, the education group has begun exploring, in a creative and exciting way, some of the areas of concern. One effort is an essay writing competition for all high school children. This forms part of the FFF "101 Ways to End Apartheid" campaign. By providing the opportunity for students to write, it is hoped to encourage them to reflect on their changing society and to express fresh ideas, hopes and visions of a future South Africa.

The education group is also involved in organising seminars to explore alternative ways in which schools can better prepare children to meet the challenges of the future. Associated with this is the topical area of open schools, where children are not separated into schools according to race.

The experience of the last 10 years among some schools shows how valuable an open approach can be. It leads to greater understanding between groups who otherwise have very little contact and counteracts fears based on ignorance and prejudice. Including different communities broadens the educational experience and harnesses the contributions of all.

For further information, contact Adele Kirsten at 331-3321 ext 160.
Education the lesson to break the back of apartheid in SA

Blacks need both education and liberation, according to JOHN KANE-BERMAN (right), executive director of the South African Institute of Race Relations.

Emancipation is not the monopoly of political activists. It is, in fact, largely the work of the man or woman in the street. Ordinary people have played a key role in undermining apartheid in education. The Group Areas Act is being undermined not only because black people were moving into white suburbs in quiet defiance of it, but also because white owners of blocks of flats and whole estate agents and property companies are fitting the empty premises to them directly or via ordinary whites, who act as front men or minions.

All around us one apartheid law after another is being taken apart, or rendered unworkable, by the action of ordinary people.

This is not to deny the work of the role of political parties and political leaders. It is simply to say that they do not have the monopoly.

Real liberation in this country will not come about if one clique of political activists simply relieves power from another. Real liberation will be brought about by ordinary people in their hundreds of thousands, all of them acting in his or her own particular sphere.

The other thing that we are witnessing about us is that the new SA is already being constructed, in apartheid-free suburbs and apartheid-free educational institutions are established, along with apartheid-free trade unions.

The job of dismantling apartheid is too urgent and important to be left to a government whose heart isn’t really in the job anyway. So we need to do it. But how do we choose areas where successful action to end apartheid can be taken?

Firstly, go for the weak points rather than the strong ones.

The economy’s increasing reliance on skilled black manpower is an obvious weak point. Government needs black co-operation here, and non-cooperation can be made conditional.

Long haul

Street confrontations on the other hand, his government where it is strongest, not only in military hardware but in its determination to resist.

There is a long haul ahead. Apartheid is disappearing only where its maintenance is superfluous, such as the Mixed Marriages Act, or where it is being made unworkable, as happened with the pass laws. It has nevertheless shown itself to be vulnerable to erosion on the ground.

This process of erosion on the ground will continue, it might be speeded up, but it will take time.
Schools hit hard by govt budget cuts

Staff Reporter

White government schools in the Peninsula expect a drastic reduction in their building improvement projects while their school fees escalate to maintain "pupil-enrichment" programmes.

This was yesterday's consensus of opinion from a survey of some of the main government schools in the Peninsula which are threatened by recent departmental budget cutbacks.

Their comments followed the release of a "facts sheet" by Queen's College, Queenstown, which details effects of the provincial cutback.

The Cape Education Department eliminated maintenance subsidies on field and sports facilities on April 1 and made schools responsible for paying 10% of all telephone calls, the latest in a string of recent cutbacks.

In response Queen's College, which says it is threatened with closure of its trust (or community-funded) boarding hostels, released a magazine detailing how it claimed the cuts would affect school life.

The magazine said less money would be available to equip the science and biology laboratories, library and computer department and only pupils with a natural learning ability would be achievers while average pupils would suffer.

Teacher numbers and quality would be affected and administrative staff would be reduced.

Rises in fees would mean a drop in pupils while fields, courts, equipment and other sports facilities would be reduced, it said.

Rondebosch Boys' High School headmaster Mr Chris Murison said yesterday that while the geographical placing of Queen's College aggravated that school's situation, his school "increasingly has to rely on the parent body to maintain peripheral facilities".

For several years school fee increases had remained at 10% but this year they had leapt by 25% "because of the impact of the department cutback".

"But the other side of it is that parents now realize what a bargain they are really getting."

Mr Murison said there had been a clampdown on "getting anything new — we know there's no point in asking for anything".

Capital improvement had slowed down "to a virtual halt".

Also canvassed were Westerner, Sars Souei Girls' High School and Cape Town High School. School fees per term averaged out at R130.

Most school principals agreed with Mr Murison.
Sonn calls for funds for school repairs

FUNDS for the repair and maintenance of schools should be made available immediately to prevent pupils from taking matters into their own hands and boycotting classes, CTFA president Mr Franklin Sonn warned yesterday.

Mr Sonn sounded the warning after Mr A J Snyder, an Athlone high school principal and executive committee member, delivered a paper on repairs to school buildings.

Mr Snyder said the widespread schools crisis in 1980 was a result of neglect, leading to the boycott of classes to focus attention on conditions at schools.

Now, eight years later, the system of education has not yet recovered from the negative effects of the class boycotts.

Confusion at the procedures for repairs have led to the deterioration of conditions and many schools have been waiting since 1985 for repairs to buildings and grounds.

Broken windows threatened the health of both students and teachers in winter. Tuberculosis had taken on epidemic proportions and illnesses like colds, flu and double pneumonia were also on the increase.

When reporting five broken windows at a school, principals were expected to submit a police crime register number with the application for repairs.

Very little money was available this year so that almost no schools could be repaired or upgraded this year, Mr Snyder said.
It prepares children of all races for a future that does not exist

This is an education that makes no sense

Mr. John Kane-Berman, director of the South African Institute of Race Relations, spoke at a teachers’ conference in Johannesburg on Monday night. This article is part of the speech he made.

there is a definite process by which this occurs. At first the Government resists integration. Then in response to pressure it tries to control it, first through a permit system and then through quotas, which are usually accompanied by threat of financial sanction if they are not obeyed. But in due course the quota system breaks down too, and the educational institutions are then told that they can decide on their admission criteria themselves.

Previously there was only the pressure against apartheid — black opposition to it, backed by a handful of whites. The fact that this pressure is now supplemented by four new ones — the erosion of the Group Areas Act, the desegregation of private schools, the Government’s own commitment to educational equality, and the wish of a number of white Government schools to desegregate — means that school apartheid is more vulnerable than before. Proclaiming states of emergency until the cows come home is unlikely to change this.

Pressures

It is not hard to think of even more pressures that could be applied. The business community could be enjoined to build new schools and teacher training colleges, provided these facilities were non-racial. Foreign governments could do the same.

Why, for example, was not the Department of National Education — which is, after all, not an affair of the Department of Justice, which provides non-racial Government schools for people who wish their children to have an apartheid-free education? It could start by taking over from the white affairs department all those underutilised facilities and turn them into non-racial ones.

If the erosion of the Group Areas Act is putting educational apartheid under pressure, the reverse is also true. Hanard of February 23 this year reported to the white Minister of Education and Culture as saying that white technicians can now admit students irrespective of race.

African schools, the Government will find the 30 to 1 ratio very difficult to achieve. A person’s teaching abilities are not determined by race, which should be eliminated as a criterion for the appointment of teachers.

Although for the moment the Government seems hell-bent on maintaining apartheid in state schools and teacher colleges, apartheid in other educational institutions has fallen on hard times.

Firstly, attempts to prohibit and then to limit the number of black students in white universities have to all intents and purposes been finally abandoned.

Secondly, the Government has had to learn the sorrows of private schools. Until fairly recently it was illegal for white private schools to admit blacks but more and more of them ignored this and the Government now even subsidises multi-racial private education.

Thirdly, the quotas that were designed to limit the number of black students at white technology colleges have been lifted with effect from this year. In short, apartheid in education is crumbling.

Research shows that
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**Note:** The table above represents the number of teachers trained and the number of schools attended by the Minister of Education and Culture.
Medunsa dentists pass exams
dentists who sit their final exams yesterday in the Medical School, Monono. Most passed. Others were given a second chance.

Graduations

Dr MODIRIYANA

Dr MODIRIYANA

Professor F D Seymour, Dean of the Dental School, and Dr Lekhulubane, Head of Dentistry, with some of the graduates.

IT was happy smiles all round recently after the graduation ceremony where Dr Modiriyan passed grada.
Nedbank, Allied put up R150-m for SAB

Nedbank and Allied yesterday agreed to provide South African Breweries with a medium-term facility of some R150 million.

SAB will utilise the funds to finance minor capital projects and to acquire fleet and other vehicles, computers and other movable equipment.

Nedbank general manager corporate finance Richard Laubscher said: "The interest rate formula provides SAB with cost-effective funds over a seven year period."

"The finance charges, payable by SAB, will be a function of the prime overdraft rate and the market discount rate for bankers' acceptances. The transaction has been engineered to provide SAB with a discount on prevailing market rates."

Mr Laubscher said Nedbank would provide about 75 percent of the funds and the Allied the balance. — Sapa.
A CANADIAN veterinary surgeon, Dr Peter C Baker, is donating R1 000 towards the start of the education project proposed by the editor of the Sowetan in his "building the nation" campaign.

The Sowetan is organising projects, meetings and general debate about a scheme to remedy the education of blacks — from children to grown-ups.

In his letter to the Sowetan Dr Baker says: "Having just put down this morning's Sowetan, I feel that I must drop you a line concerning this new and energising editorial policy which you have set in motion.

"We (South Africans) need more of this to get us back on the tracks again. Education as you point out is the area which needs most attention.

"With this in mind I would like to offer an annual R1 000 bursary to any needy Sowetan kid(s), male or female, matric, technical school or college level. Perhaps you and your paper could vet the candidates. I would like to be a humble part in building a new and better South Africa for all South Africans and so perhaps this is a humble start.""

The editor of the Sowetan has responded with warmth to Dr Baker. He said though that this was just a small beginning. We need to build this project into something so large that it will involve small and big companies, local and international.

The Sowetan will be unfolding the education campaign in the next few weeks, Mr Klaaste said.
Poverty of educational values in SA

PORT ELIZABETH — South Africa's education system is wealthy in facilities and institutions, but poverty-stricken when it comes to values, Mr Richard Hawkins, president of the South African Teachers' Association, said at the weekend.

Mr Hawkins was speaking at the start of this year’s Sata congress, held at Muir College Boys' High School in Uitenhage.

"The first step in rectifying the situation is an acknowledgement of what is wrong, followed by an internalisation of new perspectives."

If teachers did not do so, children would have no future because they would not have been taught the skills of negotiation or the way to respond to challenges with flexibility, he said.

In his speech, he made reference to several anti-apartheid activists, including Mrs Helen Joseph, Dr Beyers Naudé and Mrs Albertina Sisulu.

— Sapa.
The Minister of Education and Culture

The Minister of Education, Mr. A. B. C. D., has been appointed to the newly created position of Minister of Education and Culture. His appointment was announced in the House of Assembly on June 12, 1988.

The Minister will be responsible for:
- Developing educational policies and strategies.
- Overseeing the administration of the Ministry of Education.
- Coordinating the work of the various educational departments.
- Ensuring the quality of education provided by the schools.
- Promoting educational research and development.
- Collaborating with other government departments and international organizations.

The Minister's visits will be scheduled as follows:
- Monday, June 19, 1989:
  - 10:00 AM: Meeting with the Minister of Finance.
  - 11:00 AM: Press conference at the Ministry of Education.
- Tuesday, June 20, 1989:
  - 9:00 AM: Visiting the primary school in the East District.
  - 2:00 PM: Meeting with the heads of local educational institutions.

The Minister's appointments will be effective immediately.

The Minister expresses his gratitude to the government for the opportunity to serve in this important role and looks forward to working with all stakeholders to improve the quality of education in the country.
Let school fees be deductible — PFP

Education was an investment in the future and parents should be allowed to deduct from their taxable income extra amounts they would have to pay in the country's new education era, Mr Harry Schwarz (PPP, Yeoville) said in the House of Assembly yesterday.

In the second reading debate on the Income Tax Bill which incorporated, among others, 1988/89 Budget proposals, he said education in South Africa was entering a new era in which parents would have to pay more for their children's teaching.

"Is it, therefore, not logical that these amounts should, within laid down limits, be deductible for tax purposes?"

TAX SHELTERS

Dealing with other aspects of the Bill, Mr Schwarz said he wanted to forecast that the Government would make provision for toll roads to become tax shelters.

The indications were already there and, while he did not like toll roads for a start, he would like toll roads which were tax shelters even less.

On provisions of the Bill dealing with tax collection, the Progressive Federal Party finance spokesman said the Government was acting improperly when it changed the law to close legally proved loopholes in the tax regulations while the State's appeal was still pending.

Referring to several recent cases involving married women and pension provisions, he said taxpayers had legally avoided paying certain taxes, having gone to court to prove their claim, but that Government had then changed the law to make it retrospectively illegal while appeals were still pending.

"You cannot interfere with legislation to turn a case which you would have lost, into a loser case for the taxpayer."

Mr Schwarz said he fully supported the punishment of tax "evaders" and the closing of loopholes they had exploited but the distinction between tax "evasion" and "avoidance" which was the result of proper and legal tax planning, had to be maintained. — Sapa.
More black pupils

JONATHON REES

THIRTEEN percent more black pupils than whites passed the final school exams in 1987, according to the Institute for Education and Planning at the University of the OFS. The report said in 1987 black children comprised 77% of all pupils from the first grade to Standard 10, with this figure expected to grow to 83% in the next 10 years.
Only Xhosa teachers should teach Xhosa

From ZANEMVULA ZOTWANA (Rondebosch): 5 Dec

AFTER reading the article on Xhosa Third Language in Matric Matters, I was prompted to share with your readers some of the observations I have made about the teaching of Xhosa at the white schools and also to provoke a debate on an issue I feel is not receiving the attention it deserves.

I was not surprised to see the many language and grammar mistakes in the article you published. Having done some research on the history of the teaching of Xhosa at the White schools, the training of teachers of Xhosa, the syllabus content and the material used at the schools, I am sometimes tempted to conclude that the white communities know little or nothing at all about what is going on with the teaching of Xhosa at their schools or that they are just indifferent. Otherwise it is difficult to understand how some of the things I have observed are not questioned.

A step forward

Surveys show that many white parents would like their children to be taught African languages. Already there is talk of making the teaching of these languages compulsory at all schools. Such a move would be a step forward — and is long overdue anyway.

There are areas which need urgent attention if the exercise is to achieve its stated objectives:

i) The syllabus used at secondary schools contains very many serious language mistakes.

ii) Books used in Stds 8, 9 and 10 — because they are based on this syllabus — also contain many serious language mistakes.

The examination question papers also contain these mistakes because they are based on these books.

The result is that teachers have to teach these incorrect things because students are obviously expected to know them, if they are in the books and examination papers.

Thus a teacher who is aware of these has to teach the pupils the correct things but tell them to know also the incorrect ones for the purposes of examination.

A more serious problem with the books is the manner in which the examples used therein project the black person and life in the township, as well as the way in which they are biased towards a particular ideology.

iii) Many teachers are underprepared for the task of teaching Xhosa for communication purposes and many I have talked are not shy to talk about their limitations and blame it on the kind of training they got.

It is perhaps for this reason that they do not question the points I have raised.

Very unhappy

Government schools are not open to teachers who are mother-tongue speakers of Xhosa and mother-tongue speakers of Xhosa employed in private schools are frustrated by having to teach incorrect language because pupils are examined on it.

They are also irritated by some of the things said about black people (Xhosa) in the books they teach and by some of the ideological biases that are manifest in the examples used in these books.

Black parents whose children do Xhosa at white schools are very unhappy about the wrong language their children are taught.

It would seem that, until these problems are addressed and mother-tongue speakers of African languages are trained for second language teaching of African languages and allowed to take up employment as teachers of Xhosa at the White schools, the government can forget about making the teaching of Xhosa compulsory at the white schools. It is a sad thing to say, but it is very true.

I know that this letter will irritate some people, but I trust that it will also provoke those concerned to address these problems.

They owe it to the learners and the community. Departments of African Languages and Education at universities also owe it to the community to address these problems.
R10.6bn set aside for SA education

Political Staff

The government will spend R9.2 billion on education outside the four independent homelands during the current financial year, the Minister of National Education, Mr FW de Klerk, said yesterday.

Of this, R4.1bn (45.1%) will be spent on white education, he said in reply to a question from Mr Ken Andrew (PPP, Gardens).

Mr De Klerk said R1.4bn (15.9%) will be spent on coloured education, R578.5m (6.3%) on Indian education and R3.04bn (33.1%) on black education.

The black education was composed of R1.7bn for education in outside the homelands and R1.4bn on education in the six self-governing territories.

Mr De Klerk also said in reply to another question by Mr Andrew that the percentage increase on white education was 34.18% and 51.34% on black education.
Free schooling for whites will end, parents told

Gerald Allty

Business Day, Monday, June 13, 1988
Anglo gave
R4.9 m
in grants

By Sven Forssman

The Anglo American and De Beers Chairman's Fund and Educational Trust made a total of 1,024 grants, valued at R49 million, during the 1987 financial year, De Beers' directors said in their centenary annual report.

The report says the company is also a substantial contributor to the Urban Foundation, established by a number of South African business concerns in 1976 with the aim of improving the quality of life in black urban communities and facilitating and promoting peaceful change in South Africa.

The directors said these funds continued to support a wide range of projects with a little less than 80 percent of the expenditure spent on education, primarily to redress the imbalance between black and white education systems.

Major projects embarked upon in 1987 included a R15 million technical college at Atteridgeville, west of Pretoria, and a residence for 200 students at the Peninsula Technikon, Cape Town, which was built at a cost of R5.1 million.

A further grant of R1 million was made to the National African Federated Chamber of Commerce for a students' hostel at Soshanguve.
EDUCATION - GENERAL

JULY - DECEMBER

1988
Gang violence leaves pupils in dire plight

A NEW Crossroads pupil has made a desperate plea to the African Scholar’s Fund for a bursary to go to another school because gang violence — which has killed four youths — has forced him to quit his classes.

The Standard 9 pupil — who asked not to be named for fear of reprisals — said he wanted to finish school as soon as possible so that he could go on to study law. Gang violence, which has caused widespread absenteeism, has prevented him from attending classes for over three weeks.

Fighting began early this month when members of the “Ntaaras”, a Nyanga East gang, scaled the gates of a New Crossroads School, burst into a classroom and “chopped” a pupil on the arm with a panga.

Since then fighting between the “Ntaaras” and the “Bad Boys” of New Crossroads has left at least four pupils dead and scores injured.

The African Scholar’s Fund yesterday confirmed that it had received a “tragic” letter from the pupil’s mother in which she described her son’s battle to complete his education.

The mother said that fighting between New Crossroads “children” and Nyanga “children” had prevented her son from attending school. “They kill each other,” she wrote.

According to her, Nyanga East gangsters stormed classrooms in Crossroads whenever the police were not in the vicinity.

And pupils who attended school in Crossroads — but lived in Nyanga East — were forced to take taxis to school, because it was not safe to walk there or back.
Africana 50
books to be auctioned

Major works from several large private libraries will be auctioned by Stephen Welz and Sotheby's in Johannesburg next month.

The auction includes rare early Africana from the library of Dr Anna Smith, former city librarian and director of the Africana Museum.

The first book in Afrikaans, "Zamenspraak Tusschen Klaas Waarzegger en Jan Twyfelaar", published in 1879, and the first play in Afrikaans to be published and produced, D.P. du Toit's "Margrit Prinslo", are on sale.

The rarest book in Dr Smith's library is believed to be Giovanni Botero's "Le Relationi Universali", published in Venice in the 17th century. The book is expected to be sold for between R2 500 and R4 000.

The first portion of the sale is to be held on August 2 and 3. — Sapa.
Teaching children to read at home

A home reading programme to help children who struggle with reading and writing has been launched by the Rebecca Ostrowiak School of Reading.

Designed for people who have no teaching experience, the programme consists of teaching guides and books for reading.

The school says it will enable parents of children with learning difficulties to teach their children to read and write at home in their own time.
'86 arson damage still unrepaired at Guguletu schools

Staff Reporter

THE education of hundreds of pupils at three Guguletu schools is being severely hampered because classrooms damaged by arsonists two years ago have still not been repaired.

Classrooms at Vukukhanye Higher Primary, Fezeka High and ID Mkize - with a total enrolment of about 3,000 pupils - were damaged in June 1986.

At the 600-pupil Vukukhanye six classrooms are not being used because they are dilapidated. Some have holes in the roofs. Most have broken windows and doors and there is soot on the walls.

Pupils and teachers said the Department of Education and Training had repeatedly promised to repair the damage, but nothing had been done.

Even the 10 classrooms they used were in a poor condition.

Said a teacher: "It is very cold because there are many broken windows. We have to stuff cardboard and paper into the holes to keep the classrooms warm."

"On rainy days pupils have to move into other classrooms. This leads to overcrowding, but at least the tuition continues."

Discomfort is compounded because the school has no electricity or other form of heating.

The teacher added: "The lack of electric lights delayed the June examinations. We finished the examinations very late because we had to start when the sun was bright enough for the pupils to read what was on the board."

One teacher said attendance dwindled on cold days. "It is difficult to blame the pupils. The classrooms are very cold and it is difficult to do something constructive in such circumstances."

These complaints are echoed at Fezeka High and ID Mkize. At Fezeka, which has about 1,550 pupils, two of six damaged classrooms have not been repaired and pupils have complained that rain seeps into their classrooms from an adjoining room that has no roof.

"On windy days it is difficult to hear the teacher properly because of the clattering of the corrugated-iron roof dangling from the roof of the damaged classroom," said a Standard 8 pupil.

At ID Mkize about 200 Standard 6 and 7 pupils are attending classes in a laboratory, while two classrooms are unusable because of broken windows. The ceiling of one has caved in and burnt desks litter the floor.

Mr Job Schoeman, public relations officer for the DET, said: "We have a national plan for erecting classrooms. We cannot simply use funds earmarked for another community to repair the classrooms."

Responding to pupils' complaints, Mr Schoeman said: "Previously they had the facilities. Why did they destroy them?"
Soweto school boycott ends

BY SIBUSISO MABASO

THERE was uncertainty in Soweto on Wednesday morning as thousands of pupils, most of them not in uniform, returned to schools as the seven-day school boycott ended.

Parts of the township were tense as groups of youths gathered around bus terminuses and schools. In some areas, there was a heavy SADF and security police presence, particularly in Pimville and Emdeni, where troops patrolled the streets near schools.

Many children milled around in the streets of most Soweto townships, uncertain whether they should go to school, although there were no signs of pupils having been forced off school premises or stopped on their way to school.

But a snap survey among pupils this week revealed that most were anxious to return to classes to prepare for their end-of-year examinations.

The school boycott was sparked off by the alleged detention of several pupils in May.

DET liaison officer in Pretoria, Job Schoeman, said the department had been informed by the Johannesburg circuit that the school situation in Soweto was back to normal.

He said his department was concerned about the time wasted during the seven-day boycott.

"Students will have to work very hard to recover the number of days they wasted. We would not like to see another high failure rate," said Schoeman.
PROKLAMASIES
van die

Staatspresident van die Republiek van Suid-Afrika

No. 122, 1988

WET OP DIENSVOORWAARDES VIR DIE SUID-AFRIKAANSE VEROERDIENTE, 1988 (WET 41 VAN 1988)

Kragtens die bevoegdheid my verleen by artikel 28 van die Wet op Diensoorwerpade vir die Suid-Afrikaanse Vervoerdiens, 1988 (Wet 41 van 1988), bepaal ek 1 Augustus 1988 as die datum waarop genoemde Wet in werking treed.

Gegewe onder my Hand en die Seël van die Republiek van Suid-Afrika te Kaapstad, op hede die Vyfde dag van Julie Eenduisend Negehonderd Agt-en-tagig.

P. W. Botha,
Staatspresident.

Op las van die Staatspresident-in-Kabinet:
E. V. D. M. Louw,
Minister van die Kabinet.

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No. 123, 1988

WYSIGINGSWET OP ONDERWYSWETGEWING (ONDERWYS EN OPLEIDING), 1988 (WET 31 VAN 1988)

Kragtens die bevoegdheid my verleen by artikel 20 van die Wysigingswet op Onderwyswetgewing (Onderwys en Opleiding), 1988, bepaal ek 1 Augustus 1988 as die datum waarop genoemde Wet, uitgesonder artikel 11 (b) en 18 (a) daarvan, in werking treed.

Gegewe onder my Hand en die Seël van die Republiek van Suid-Afrika te Kaapstad, op hede die Vyfde dag van Julie Eenduisend Negehonderd Agt-en-tagig.

P. W. Botha,
Staatspresident.

Op las van die Staatspresident-in-Kabinet:
G. Van N. Viljoen,
Minister van die Kabinet.

934—1

PROCLAMATIONS
by the

State President of the Republic of South Africa

No. 122, 1988

SOUTH AFRICAN TRANSPORT SERVICES CONDITIONS OF SERVICE ACT, 1988 (ACT 41 OF 1988)

By virtue of the powers vested in me by section 28 of the South African Transport Services Conditions of Service Act, 1988 (Act 41 of 1988), I fix 1 August 1988 as the date on which the said Act shall come into operation.

Given under my Hand and the Seal of the Republic of South Africa at Cape Town on this Fifteenth day of July, One thousand Nine hundred and Eighty-eight.

P. W. Botha,
State President.

By Order of the State President-in-Cabinet:
E. V. D. M. Louw,
Minister of the Cabinet.

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No. 123, 1988

EDUCATION LAWS (EDUCATION AND TRAINING) AMENDMENT ACT, 1988 (ACT 31 OF 1988)

By virtue of the powers vested in me by section 20 of the Education Laws (Education and Training) Amendment Act, 1988, I fix 1 August 1988 as the date on which the said Act, excluding sections 11 (b) and 18 (a) thereof, shall come into operation.

Given under my Hand and the Seal of the Republic of South Africa at Cape Town this Fifteenth day of July, One thousand Nine hundred and Eighty-eight.

P. W. Botha,
State President.

By Order of the State President-in-Cabinet:
G. Van N. Viljoen,
Minister of the Cabinet.

11435—1
School aims to reach the wider community

By Claire Robertson, Pretoria Bureau

When the school day is over, and the day-scholars have gone home, when the boarders are out on the rugby field or studying, a second school day begins at St Alban's College in Pretoria.

Putco buses and township taxis pull up near the private boys' school in an affluent eastern suburb to deposit their load of scholars from Mamelodi and Atteridgeville, or, in summer, younger children from Tembisa, there for extra lessons in a variety of subjects or to hone their cricket skills.

The children are the visible sign of Outreach, a unique programme aimed at sharing the facilities and human resources of the school with its wider community.

The less tangible side of the programme — which embraces all aspects of education from fulltime scholars through teacher upgrading to an adult literacy programme run by the boys themselves — is expressed by one of its products, 17-year-old prefect Graham Kubheka of Soshangwe, who speaks of a “unique atmosphere” where “everyone is happy”.

Graham is the recipient of the Sunday Star bursary, one of 50 full or partial bursaries given by a variety of firms to enable less privileged pupils to study at St Alban's.

An outgoing, relaxed young man, Graham has still to decide between studying optometry and social sciences when he matriculates this year.

Fellow matric pupil Peter Mola of Garnknuwa wants to be a doctor when he leaves school.

New an articulate, quietly confident, 18-year-old, Peter joined the school in Form 1 as a “very nervous” 13-year-old ...

"It was very difficult in the beginning. I did very badly in the first tests" he bemoans.

Yesterday, Peter was keen to discuss his enthusiasm for the school's computer facilities — “where R30 000 worth of equipment was won by pupils in olympiads”, Graham chips in.

Many private schools on the Reef are proud to admit black pupils, but St Alban's differs in that it also responds to the community outside — those children who do not win bursaries, who cannot afford to study there.

This crossing of the boundary has eased the lot of the black students studying fulltime at St Alban's, says Peter.

"Many of my friends envy me. There is a kind of uneasiness with them. But with Outreach, there is less of that feeling. Before, we were secluded, the special children. Outreach has changed that.”

Doing so was no less than the school's duty, says Mr Don MacRobert, chairman of St Alban's management committee. "We are a church school. It is part of the Christian ethic to serve the disadvantaged.”

This was echoed by the De Lange report on education when it called upon schools to put their facilities to greater use.

But admitting black scholars, and busing others in for extra lessons, can only accommodate so many pupils, besides running the risk of being accused of having the community come to St Alban's rather than reaching out to the community.

So the college liaises constantly with community education bodies, and, in its third year Outreach has set up Campus 2 in Mamelodi, Campus 3 in Mamelodi West, and has plans for campuses 4 and 5 in Soweto and Umlazi, near Durban, providing an "academic support programme for children in that vital stage of education in the transition from the vernacular to English”, says senior master and Outreach co-ordinator Mr John Boje.

"These other campuses would not be possible without the support we get from commerce and industry,” says Mr MacRobert, pointing out that the school does not accept Government grants.

St Alban's needs not only financial support, but would like to see its programme spread to other schools.

Sheltered by a range of kopjes, surrounded by playing fields, St Alban's looks every inch the elite private boys' college.

But, in the words of its "school video", this is one private school that is determined not to be "a time-warped anachronism; an Eton-like enigma" on African soil.

Less privileged given a chance at St Alban’s
The Challenges Facing Private Schools

The educational landscape is changing at breakneck speed. From the proliferation of charter schools to the growth of online education, the private schooling sector is adapting to meet the demands of modern students. This transition is not without its challenges, however.

One of the primary challenges facing private schools is the competition from charter and online schools. These alternative education models offer flexibility, lower costs, and innovative teaching methods that are appealing to many families. To stay competitive, private schools must continue to evolve and differentiate themselves in the marketplace.

Another challenge is the rising cost of education. With increasing tuition rates and limited funding, private schools must find ways to balance the need for quality education with the affordability for families. This often means exploring new revenue streams, such as partnerships with businesses and community organizations, or seeking grants and scholarships to reduce the burden on students.

Additionally, the pressure to produce standardized test scores at the expense of a well-rounded education is a concern. While standardized tests are important, they do not fully capture the breadth of a student's abilities and potential. Private schools are working to strike a balance between preparing students for standardized tests and fostering critical thinking, creativity, and social responsibility.

Finally, the cultural and social changes of the 21st century are impacting the private school landscape. With increased diversity and changing expectations for education, private schools must adapt to meet the needs of their students. This includes offering a wide range of extracurricular activities, ensuring a welcoming and inclusive environment, and incorporating technology into the classroom.

Despite these challenges, private schools remain a vital component of the educational landscape. By continuing to innovate, adapt, and provide a high-quality education, they will continue to meet the needs of students and families for generations to come.
utilised Belel videotext service. Such an exercise would benefit education, the PO and manufacturers of low-cost videotext terminals.

The BEA has established a working group to promote a general awareness of the benefits of using appropriate technology in education and expects to spend R120 million on the first phase of its campaign. To date, four companies have committed themselves to the project — ISM, ICL, Teledex and Solecta Software — and he believes that at least another four will be joining soon.

"The companies which have come in have jointly agreed to invest in a programme to create increasing awareness of the potential for technology in education and they are not just talking about computers, but any technology from broadcast to the use of networked and stand-alone interactive teaching media," says Wood.

He quickly knocks on the head any idea that the companies have joined the group solely for gain. "The pecuniary advantages, if there are any, will be long term. The companies realised that unless someone makes an investment now, we won't see any real progress this century."

Wood believes that a State investment of about R100 million and the establishment of a government working group to investigate the hardware and software needs and how to go about implementing the use of technology for the benefit of education could see tangible benefits emerge within five years.

The main aim of the BEA's campaign, due to be launched in September, is to assist government and education authorities in recognising the potential which exists for overcoming an otherwise almost insurmountable problem. The organisers hope to make schools, parents and the public more conversant with educational technology.

"As an employing industry we are concerned about the output of the education system and we believe the education crisis is growing more serious. This is borne out by all kinds of research, which always produces shortfall statistics with lots of naughts on the end. We are worried, too, about the quality of many existing teachers and believe the only way out of the mess is to increasingly develop and use technology for education. That, in the case of computers, means using computers to teach children rather than teaching children about computers."

"Some of the blame for lack of impetus rests with the information technology industry," he notes. "There is a great deal of selfishness and the industry itself is responsible for some of the confusion which exists in educational circles," he says.

While critical of companies which make claims that cannot be substantiated, he says, "I am less concerned about pointing fingers than I am about establishing a national forum into which industry energies, educational energies and State energies can be channelled in order to find solutions to the education crisis. If this happens, I believe we can make tremendous strides."
Study aid series launched

A LEADING book supplier, together with experts in the field of education, have launched a comprehensive series of study guides to help Std 10 pupils.

A spokesman said the guides would help the pupils cope with academic demands and enable them to master subjects with ease without having to pay for extra lessons.

"We are aware that pressure is on and pupils all over the country are preparing for end-of-the-year examinations. Apart from the guides, there are also selected booklets available for Std 8 pupils," he said.

The handy booklets come in three categories, the Unibook/Edison's Mastering series, the Damelin Highlight series and the Q-Papers.

Languages

The Unibook/Edison's series covers most senior certificate subjects such as mathematics, accounting, biology, physical science, history and geography. They are available in both official languages except for economics which is available only in English.

These booklets include invaluable summaries as well as short and long questions and answers. They will save pupils a lot of time and enable them to get right down to the nitty-gritty.

For the first time in the history of Damelin College, they have made their notes available to the public. Their series cover a wide variety of subjects and includes study guides for most textbooks prescribed in South African schools.

The Q-Paper series last year's examination papers from the various education departments in South Africa. These booklets also feature possible solutions to the examination questions. The papers are bilingual.

Science

For Std 9 and 10 physical science pupils, a book by Bowden is available. Checkers stores are the exclusive stockists of the new range of study guides.

For further information contact Adele Gouws or Anne Rausbetherer at (011) 281028 extension 2279 or 2239.
Nonracial education can end apartheid
The high cost of segregated education

Education Reporter

South Africa's segregated educational system makes both blacks and whites ill-equipped to face the multiracial future that is already upon the country, the executive director of the SA Institute of Race Relations, Mr John Kane-Berman, says.

Giving the opening address at the annual conference of the Transvaal Teachers' Association, Mr Kane-Berman said on Friday that the ruinous effect of Bantu Education reflected by a high rate of adult illiteracy, chronic shortage of skilled manpower and an indelible resentment inculcated in generations of black pupils and their parents, was plain for all to see.

Bantu Education had been a tragedy for South Africa as a whole, he said.

The existence of huge educational backlogs meant the country was badly-handicapped in competing against newly-industrialised countries.

The shortage of skilled labour was part of the reason for the drop in white living standards.

"In universities, cinemas, hotels, beaches, suburbs, shops, offices and factories, that multiracial future is already being forged," he said.

"In 1965, 20 percent of middle-level manpower in this country was black. The figure in 1985 was 49 percent. Not very many years ago only 250,000 workers in South Africa belonged to multiracial trade unions. The figure now is 1.5 million."

"In 1965 only 11 percent of all university students in South Africa were black, but the figure in 1985 was 49 percent."

"One of the building societies reported the other day that a quarter of all daily home lending was now going to black people."

"By the end of the century," he said, "the South African economy will probably be the most racially integrated economy on earth. One thing it will definitely not be is an own affairs economy."

He stressed that the Government's stated commitment to educational parity could simply not be afforded within the present segregated structures.
OUR LIBRARY: Needy communities in the Western Cape have started libraries with books from Read. This one was opened recently in Guguletu in a prefab room sponsored by the Urban Foundation.

Read helps schools with the first of the three ‘Rs’

By DENNIS CRUYWAGEN
Education Reporter

THOUSANDS of black children are discovering the joys of reading in English for the first time, largely though the efforts of Read.

Read is an independent, private sector-assisted organisation born nine years ago in the belief that it is the right of the individual to acquire a reasonable standard of living and to fulfil his or her potential.

The acronym stands for Read, Educate and Develop.

Chairman Mrs Irene Menell believes Read and organisations with similar aspirations have a vital role to play in working for change and improvement and ensuring that post-apartheid South Africa is a better country than the present one.

DIFFICULT TIMES

"As South Africans we face difficult and perplexing times ahead. We are part of a society struggling towards the birth of a new design for living and prospering together," she said.

At the very roots of organisations such as Read "is the belief that we can attain a society which is more just, more equitable and less conflict-ridden," she said.

The most basic and indispensable of skills was the ability to read and write with fluency and to communicate effectively through the written and spoken word, she said.

Read designs and implements programmes useful in acquiring literacy skills for community groups, industrial organisations and informal and formal structures.

Read worked in "a climate of such grave educational and material deprivation for so many South Africans that there is cause to despair" she said.

"However the response from young and old to the services it provided "has been of a level that could not fail to drive us on with our work with ever increasing commitment." By March this year, Read had started libraries in 716 primary schools, 426 high schools, five technical colleges and 24 teacher training colleges.

More than 17,000 principals, teachers, librarians and community leaders have attended Read's workshops.

It offers workshops in story-telling, story writing and dramatisation to prepare pupils for the annual Festival of Books.

Many underprivileged communities had asked Read to help them start libraries, reading rooms and study centres.

GREATEST NEED

Locally Read was extensively involved in Department of Education and Training schools because "that is where the greatest need is," said regional co-ordinator Mrs Edna Fitzgerald.

Black pupils were introduced to English as a second language in SAB. They did not have libraries at school and could not cultivate the habit of reading in English.

She said the concept of the "box library" had been introduced to primary schools.

Teachers were given a box of 40 carefully selected books for pupils to borrow.

ADVANTAGE

Read believed "if it could assist in improving their language skills pupils would have a tremendous advantage throughout their lives," said Mrs Fitzgerald.

Libraries were a new concept to many schools and Read had encountered some resistance.

"We have to understand that reading for pleasure is a new concept in the black community. We are trying to persuade teachers and principals to see libraries as an essential part of education."
Education of Indians ‘in bad state’

DURBAN — Indian education is now at its worst state ever, says Teachers Association of SA (Tasa) secretary-general Mr Sathish Jaggernath. He was giving evidence in Durban yesterday to the James Commission, which is probing claims of corruption in the House of Delegates.

Mr Jaggernath said there had always been unhappiness in the ranks of teachers since the House took over responsibility for Indian education. And while there had been problems, the situation had never been as bad as it was today.

He said that while teachers’ qualifications had been upgraded, it did not mean educational standards had improved.

In the past five years, since the takeover first by the SA Indian Council and then the House, there had been political victimisation and irregularities in the promotion and administration of the Department of Education, he claimed.

Mr Jaggernath was recalled to give evidence by Ministers’ Council chairman, Mr Amichand Rajbansi, who cross-questioned him about complaints made by Tasa to the commission, in which charges of irregularity were levelled at members of the Ministers’ Council and Mr Rajbansi.

When Mr Rajbansi put it to him that there had been a dramatic improvement in Indian education, pointing out that the number of pupils who received an “A” aggregate in matric examinations had risen from 69 a year to 155, Mr Jaggernath said that was not a true reflection, especially if more pupils wrote exams compared with those who had written in previous years.

SLIGHT IMPROVEMENT

“There has been no dramatic improvement like Mr Rajbansi is trying to show. There has been a 1 percent improvement a year in matric results, except for last year,” he said.

When asked by Mr Rajbansi whether Tasa had direct evidence to substantiate claims of irregularities in the Indian Education Department, Mr Jaggernath said it did not. — Own Correspondent.
Bold bid for alternative schooling

BY ZIVENDE VENTER - Education Reporter

The Star Thursday September 8 1998
Compulsory school fees likely, say govt sources

PRETORIA — Government, desperate to find funds to raise teachers' salaries and stem the flood of resignations, was expected to introduce compulsory fees paying by parents next year, Pretoria sources said.

Responding to scathing criticism from the usually loyal Transvaalse Onderwysers' Vereniging, National Education Minister P W de Klerk appealed for calm in the profession.

He said government was financially stressed and every 1% increase in teachers' salaries would cost R1bn.

This meant that even a 15% increase — less than expected by the organised profession — would cost about R1bn.

Compulsory fees, if payable for three years, would cost about R1bn more.

But government sources said if the authorities hoped to satisfy teachers' demands its only option would be to make parents pay.

Private consultants employed by the Teachers' Federal Council reported the profession had fallen behind private sector earnings by 38%.

SAPA reported that: 'Clase told the OFS Congress: yesterday's government should consider giving teachers an additional 4% increase when it next approved a general increase for civil servants.'

Clase said government was concerned about the large number of resignations by teachers and would probably give the profession favourable attention when the next general salary increases were announced.
Apartheid education gets low mark

Jobs multiply in separate schools

PRETORIA — Educationists said yesterday the enormous duplication involved in administering apartheid education cost taxpayers millions of rands a year.

They added government's problems in finding funds to satisfy teachers would be greatly eased if education were rationalised and bureaucracy trimmed.

They said each department had its own director-general, administrative staff, inspectors and occupied office space which could be cut by a third if the system were rationalised.

The budget for the current financial year for five education departments was almost R10bn, a 15% increase on 1987-88, and made up 18.7% of the Budget.

This compared with 15.5% of the

GERALD REILLY

Budget for defence. The Department of National Education's share is R123,327m; the Department of Education and Training R1.64bn; Education and Culture R3.75bn; Education and Culture, House of Representatives R1.1bn; and Education and Culture, House of Delegates R451,157m.

To be added is R2.43bn in transfer payments to education departments of self-governing states.

The growth of bureaucracy in education is clear from Transvaal Education Department statistics issued this year.

They show there were 43 top posts in 1982 compared with 168 last year. In the same period the number of pupils rose from 194,000 to 527,000.
Private schools 'fail to educate'

By MICHAEL MORRIS, Staff Reporter

HELD in a "straightjacket" of tradition and sustained by faulty priorities, South Africa's private schools are all too often failing to educate "in any real sense," says the former Bishops headmaster, Mr John Peake.

"Boys come to us as unthinking children and leave as unthinking adults and, worst of all in this country, with no political sensitivity."

What is the use of the knowledge "pumped" into boys, he wonders, "if they leave school totally untrained to deal with the problems of the new society which they must inevitably encounter in the 21st century?"

Writing in the latest edition of Leadership magazine, Mr Peake — who returned to Britain a month ago after resigning over an irreconcilable conflict with the Diocesan College Council — appeals for a reformation, urging educationists to be "far readier to experiment."

The conflict at Bishops arose, by Mr Peake's account, over this own education philosophy, which combined creative thinking with self-discipline.

He argues that in Britain, the ascendancy of these elements followed the rebellion against tradition in the '60s and '70s has left "most British schools stronger than they have ever been."

He adds: "Boys are emerging not with that glassy-eyed ignorance of the world which so characterized previous generations, but with a vigorous independence of mind and a pioneering spirit that has already proved its worth in the Thatcherite era."

The new independence of spirit in British private schools has brought "a very distinct lowering of standards in general discipline, appearance and perhaps old style moral values ... but the gains are immense."

A principal gain, he says, is that "priorities are finally correct" — boys now care more about academic results than sporting achievement. But he does not believe the same can yet be said of South Africa's private schools.

"Despite recent progress, we are still some way behind, principally because our priorities remain at fault."

The "cult of sporting prowess has been so greatly exaggerated that it is hardly surprising if most boys place glory on the sportsfield on a higher plane to success in the classroom."

He believes parents must share the blame.

"Several thousand people will invariably turn up to watch the great rugby fixtures but concerts and plays are mostly poorly attended."

Citing an example from his five years at Bishops, he recalls: "At a moment when Elton was staging a five-hour production of Nicholas Nickleby with a cast of over 50, the school play was cancelled for lack of interest."

Mr Peake believes South Africa's private schools are still held by the straightjacket of tradition "because we are so frightened of change."

Limited range

"We remain distrustful of too great an informality in the classroom; we tend, chiefly because our examination system demands it, to teach in set patterns allowing boys too little opportunity to think for themselves; for reasons of economy we often offer too limited a range of subjects."

"We still regard an ill-dressed boy as an ill-disciplined boy; we cannot conceive of school life without corporal punishment, we hold too firmly to a belief in school games as formers of character, forgetting that it requires a far higher degree of team work to produce a fine orchestra than a fine rugby XV; we still distrust individuality and we are so concerned with getting things right ourselves that we remain reluctant to give boys their heads and allow them to learn through their own mistakes."

Scanning the history of tradition and change in private school education, Mr Peake recalls the "restrictive, philistine, and cruel" practices that often marred the great public schools of Britain, characterised in their early years by a "mania for conformity and sporting success."

It took a "shattering, traumatic" rebellion in the '60s and '70s to change that ... but "when normality began to return, it was discovered that the new was in many ways infinitely better than the old."

In an appeal for change in South Africa's private schools, Mr Peake concludes: "Somehow the straightjacket has got to be discarded and boys made more thinking, more creative, above all more tolerant attitudes developed."
Chips

The report claims that the lack of access to education is a major issue in South Africa. It highlights the disparities in educational opportunities and the effects on the economy. The government has implemented policies to address this issue, but progress has been slow.

A recent study found that only 60% of children in South Africa are enrolled in formal education. This is a significant challenge, as education is a key factor in reducing poverty and inequality.

The lack of access to education is also affecting the economy. A skilled workforce is essential for economic growth, but the current education system is not producing enough skilled workers.

There are several factors contributing to this problem, including a lack of investment in education, inadequate infrastructure, and social inequality. The government needs to take decisive action to address these issues and ensure that all children in South Africa have access to quality education.

Education

For many years, education in South Africa has been a source of controversy. The apartheid system created a deep divide in the education system, with white and black students receiving vastly different opportunities.

Apartheid ended in 1994, but the legacy of inequality persists. Many black students still face significant challenges, such as overcrowded classrooms and a lack of resources.

The government has made significant efforts to improve education in recent years. However, progress has been slow, and there is still much work to be done.

The government needs to prioritize education and invest in the system to ensure that all students receive a quality education. This will require significant resources, but it is essential for the future of South Africa.

Conclusion

In conclusion, education is a critical issue in South Africa. The government needs to take decisive action to address the disparities in the education system and ensure that all children in the country have access to quality education.

By Philip J. Lloyd

Science and Technology

The country needs to invest in science and technology to stay competitive in the global market. This will require significant resources, but it is essential for the future of South Africa.

The government needs to prioritize science and technology education and provide students with the tools they need to succeed. This will require a significant investment, but it is necessary to ensure that South Africa remains competitive in the global market.
New multi-racial school is planned

By Winnie Graham

The New Era Schools Trust (Nest), a body dedicated to the establishment of schools in which each race group is fairly represented in the pupil enrolment, is to open a second school just north of Fourways, Sandton, in January.

The first Nest school, Uthongathi in Natal, was opened at the beginning of last year and has already proved a major factor in bridging the gap between people of different races.

The new school, to be known as Phuthing, will be run on much the same lines as its Natal counterpart having black, coloured, Indian and white pupils "in roughly equal numbers." The teaching staff and governing body will also be multi-racial.

The men behind the concept are Mr Steyn Krige, headmaster of Woodmead until his retirement, and Mr Deane Yates, a former headmaster of St Johns College, Johannesburg, both of whom have pioneered the field of non-racial education.

Phuthing will open with standard six, seven and eight classes for boys and girls, either as day pupils or as boarders. Many applications have already been received and although the school could not accept more black pupils, there was still room in all classes for boys and girls from the coloured, Indian and white communities.

Most of the buildings and equipment for the school, situated on the crest of a hill on a 115 ha farm, have been paid for by Johannesburg Consolidated Investments. However, school fees are necessary because Nest receives no Government assistance.

Further information is available from the Associate Director, Box 609, Randburg 2125.
Educated ‘could become unemployed’

The educated could become the unemployed unless the system was changed to place greater stress on vocational education and training, Manpower director-general Piet van der Merwe said last night.

He said at the Cape Town Technical College that the trained manpower shortfall was hampering the development of the economy.

The direct cause was the lack of career-directed education.

The education system had always been directed mainly at preparing students for university. That had resulted in a large percentage of new entrants to the labour market without vocational qualifications or skills.

Van der Merwe said: “It goes without saying this situation could result in the educated becoming the unemployed.”

Where a lack of sufficient career-orientated training could contribute to unemployment, it could equally be because of forms of education and training for which there was no market.

Career-orientated technical training and vocational education was the form of general education to develop the abilities and interests of many students. Van der Merwe said: “Likewise the so-called academic education is more correct for a minority of students preparing for university.”

The supply of vocationally directed and technical teachers was becoming critical. It was hoped the status and image of the education profession would be uplifted soon.
BLACK EDUCATION

Broken-down model

Many educational dreams were brought tumbling down by the fracas which erupted at Phambili three weeks ago. The community-based, US-sponsored private school was hailed as a creative response to the growing crises in black education when it was established in Durban last year. It was also seen as more than just a regional attempt to deal with disintegrating township schooling around Durban.

The school — set up by the newly formed Natal Education Organisation and the Institute for Black Research (IBR) with a R750 000 cash injection from the US Agency for International Development — was seen as a model for non-State initiatives in black education.

Many of those hopes died when a large section of Phambili’s 3500 pupils staged a virtual riot at the school amid allegations of mismanagement, lack of resources and financial irregularities.

As the remaining teachers at the school tried to pick up the pieces this week — many have walked out claiming, among other things, that they don’t expect to be paid up to the end of the year — the immediate question was whether the more than 900 matric pupils would write exams this year, or whether another year had been wasted.

Many of them have already lost several years of education in the disrupted township schools and must be feeling bitter about facing the possibility again in a school set up precisely to avoid those problems.

Will the school survive?

Fatima Meer, the Durban-based professor of sociology largely responsible for the birth of the school and the person at whom much of the anger for the running of Phambili has been personally directed, feels confident: “We are going ahead with preparations for matric exams, which will start from mid-October, and the IBR (of which Meer is a director) plans to continue the school next year — although not with as many pupils as we had this year. Intake will have to be limited.”

The large number of pupils at the school operating in central Durban has been blamed for some of the problems — overcrowded classrooms, a high pupil-teacher ratio and too few resources — but Meer believes last month’s protest was largely due to “police infiltration” and “misguided so-called radicals.” She believes that by limiting next year’s intake — Phambili’s doors were opened to all-comers this year — the “infiltration” can be controlled.

However, the infiltration idea is strongly rejected by Wouter Geldenhuys, a member of the school’s management committee. He says: “The problem is simply one of mismanagement. Pupils, who have paid their money but still don’t have all their textbooks feel exploited. They have made it quite clear they don’t want Fatima Meer at the school. To blame their anger on the police is ridiculous.”

Geldenhuys admits conditions at the school are far from ideal and that it will probably not be able to admit any more pupils next year, even if all those writing matric exams pass. But he believes the Phambili concept can still work, provided Meer withdraws from the running of the school.

Even those close to the academic blame her domineering personality, and steamingly style for many of the ills at the school, but also caution that it is Meer’s high-standing international reputation which won the US finance and fear it might dry up if she is forced to resign from the project.

Geldenhuys, however, believes that the US agency has made a long-term commitment to sponsoring the school and that it cannot withdraw. “Even without Meer, the Americans will continue supporting the school — they cannot pull out at this stage.”

For her part, Meer rejects out of hand the allegations of poor administration and financial mismanagement, offering the financial records for scrutiny. She also says that the IBR is investigating the allegations made against the running of the school and will be taking “disciplinary action.”

With pupil anger running high and teachers leaving in a steady stream, however, next year does not look bright for Phambili — or for Meer’s attempt to provide an alternative model for black education.

Meer ... taking a lot of flak
Pictures by Bonnie help pre-schooling on farms

By Sally Sealeby
With no formal training as an artist, Ms Angelina “Bonnie” Ntsoeleng has managed to portray the essentials of how to start a pre-school through her pictures.

Ms Ntsoeleng is part of the “Ntataise” school project in the Vlijenskronskroon district in the Free State, a project that brings pre-school education to the children of farm labourers.

Ms Ntsoeleng has had a long association with the Huntersville farm, which is home to the Ntataise project.

Lead a young child

“Ntataise” is a South Sotho word which means to lead a young child by the hand.

She was born in the Wepener district of the Free State and first came to Huntersville in 1971.

The school at Huntersville has many of her posters and drawings on the walls.

“I was encouraged to draw pictures for the project by Mrs Jane Evans, founder of the Ntataise,” she said in an interview. “I was unaware that I could draw but I decided to give it a try.”

Ms Ntsoeleng’s latest achievement is the illustration of a manual, written by Mrs Evans, which gives a step-by-step account of how to set up a pre-school. The pictures give a graphic view on how to start a pre-school.

“Lots of the women we teach cannot read or write so the pictures serve as an aid and describe in picture form what has been said,” Ms Ntsoeleng explained.

Over the past 10 years a growing number of women has become increasingly involved in the farm nursery school.

Ntataise, with the financial assistance and training facilities offered to it by the Bernard van Leer Foundation in Holland, has been able to extend early learning opportunities to hundreds of children growing up on southern African farms.

The book shows that whether a pre-school is set up under a tree or in a building, it is important to realise that all children are the same.

“They all need to develop their potential whether they come from a shack or a beautiful house,” Ms Ntsoeleng said.

The book shows a typical daily programme through pictures for people who cannot read.

“You don’t have to have money — to set up a school — just the co-operation of the community and the farmer.”

The booklet suggests that if the school cannot afford paints, different colour soil will just do as well. Where there are no paint brushes, the book clearly illustrates in both word and picture how to make alternatives.

There are ideas about good hygiene and a healthy diet.

“Getting the book together was a lengthy process. We did everything ourselves — the writing, typing, drawing and layout,” Ms Ntsoeleng said.

“I started doing the drawings in December and finished in June because Mrs Evans was always coming up with new ideas.”

Became scroungers

The booklet also shows prospective teachers how to make concept toys.

“We have all become scroungers on the farm.

“We pick up anything that’s lying around from bottle tops to tin cans.

“Nothing goes to waste. Old soap boxes are cut out and margarine tubs set in the holes and these serve as our paint boxes.

“The Ntataise project has done so much for me and these illustrations are a way for me to put something back into the community.”

The book costs R10 and is available from Mrs Jane Evans, P O Box 41, Vlijenskronskroon 5682.

Copies are available in English and will soon be available in South Sotho, Xhosa, Zulu and Afrikaans.

Starkly back to the Sixties

Stark blacks and bottle blondes are popular colours for high hair fashion this season. Geometric cuts and, of course, the popular bobs are typical of what are essentially androgynous looks with inspiration from the Sixties. The severity of the colours means they really only look good against young skins.

Hair by Dave and Johan Creative Team, Eastgate, and picture by Imagemakers.
Zulu dropped after uproar at top school

MARK GLEESON

SANDTON’s prestige private school, Woodmead, is to drop Zulu from its syllabus ... because of an outcry from black parents.

Headmaster Mr Alan Graham confirmed that Zulu would not be formally taught from next year because black parents were hostile to it being taught to their children.

"They say one of the reasons they send their children to our school is to get away from the vernacular teaching in the townships."

Zulu was introduced into the school’s syllabus two years ago and immediately picked up problems, according to Mr Graham.

"Having students whose mother tongue was Zulu, some who knew a little of the language and those who had to start from scratch meant we had juggle the classes around a little.

"Inevitably this created a wholly black class, a mixed class and a white-only class, which is socially undesirable."

This year the school required all its junior pupils to do Zulu unless they had a "compelling" reason to study French, the other third language offered at Woodmead, which has a majority of black pupils.

"Of the 60 standard six pupils, 40 found compelling reasons to learn French, while only 20 did Zulu.

"We are taking it out of the formal curriculum next year, but we will encourage Zulu as a form of peer teaching," said Mr Graham.
State admits urgency of education crisis

MINISTER of Education and Training, Mr Pieter de Villiers, today said the teacher-recruitment crisis and the associated supply of half the positions on the national examination papers by teachers under the age of 36, would have on the standard of teaching and on the 30,000 Grade 11 and 12 pupils who resigned were not.

The TFC survey, which was conducted in collaboration with the Transvaal Teachers' Association (TTA), revealed that 3,200 teachers and 2,500 teachers had already resigned in the past 2 years. The TTF survey showed that at least 100 vacant posts were in the process of filling up.

It was evident from the survey findings that the average teacher's salary was less than the average for the profession. The TFC said more than half the teachers who resigned said that the qualifications of the pupils they taught was far lower than that of their own. The teachers who were teaching in rural schools said that the qualifications of the pupils were even worse than those in urban schools.

Salary rise ‘approved’

Mr Clase said for the sake of perspective it was important to note the problems were largely regional and there were schools which had not had any resignations. TFC statistics also included resignations which would have occurred “in the normal course of events”.

He said the Government had already approved a seven percent salary increase for teachers, effective from December 1, and negotiations for a better service dispensation were being conducted.

A spokesman for the Minister of Finance, Mr Barend du Plessis — who held lengthy discussions with teacher representatives last week — said the Minister had no comment at this stage.

The Transvaal Teachers’ Association (TTA) “fully supported” initiatives by the Federal Teachers’ Council in their negotiations to obtain salary increases for educators, the TTA said yesterday.

The TTA was “distressed” at the damaging effects the shortage of teachers was having on South Africa’s children.

The TFC met in Durban on Thursday and said afterwards so many teachers were leaving the profession because of bad pay and work conditions that the standard of education could no longer be maintained.

Teachers were being paid 30 to 40 percent less than they could earn in the private sector, making it difficult to attract high-quality staff to the profession, the executive director of the Institute of Personnel Management, Mr Wilhelm Crous, has pointed out in an editorial in the IPM’s annual journal. — Correspondents and Sapa.
Salary rise approved
Pupils at Tshebedi Primary School in Pimville, Soweto, are some of the many who stand to benefit from the Millionex II mock share issue fundraising campaign.

Sharing in education could win R400 000

Educational causes stand to benefit from a “substantial portion” of the expected R2 million to be brought in by the Millionex II fundraising project of Solly and Abe Krok.

Among the major beneficiaries of the mock share issue — which offers its “shareholders” massive cash prizes — are The Star’s Operation Snowball, The Star’s TEACH fund, the Torah Academy school, Forest Town school for cerebral palsied children and Uthongathi School in Tongaat, Natal, a pioneering non-racial school.

The Star’s TEACH fund raises money for the building of schools in Alexandra and Soweto and The Argus TEACH fund, also a beneficiary of Millionex II, provides funding for children in black townships in the western Cape.

Readers who wish to support these causes can secure a prospectus by calling Alison Vickery at 974-3361, extension 318.

“Shares” in the project cost R1 000 each and may be bought by individuals or by syndicates and corporations. All shareholders are eligible to win the R400 000 first prize which will be drawn on November 5.
Long trek for pupils... past an empty school

The Argus Correspondent

Johannesburg. — Hundreds of schoolchildren in the Hillbrow-Joubert Park area have to spend three hours or more “on the road” to reach school, while right in the heart of their skyscraper flatland a white school stands almost half-empty.

Apartheid is not quite dead, as ambassador to Washington Piet Koornhof claimed, while the education authorities would rather close a white school in a sea of flat buildings filled with tenants of other than whites, than admit pupils of other colours.

Dying school

The dying school is the Laerskool Joubert Park whose pupils have dwindled to 214, less than half the number who attended the school four years ago. The cause is the increasing number of “non-white” residents in Hillbrow and surrounding areas.

One of the “travelling” pupils who pass the increasingly depopulated school every day on her three-hour trip to a coloured-school in Eldorado Park and back is Leonore Jooste, 13, who lives diagonally opposite the white school.

Leonore, who will be joined by her little sister Eleanor, 5, on the daily educational trek across the city next year, looks longingly at Joubert Park Laer from her bedroom window and says in a whisper: “I would love to go to that school there, only two minutes walk.”

Waiting list

“Now I have to walk half an hour through the dark in winter to Bree Street where I catch a bus to Eldorado Park.”

Her mother, Mrs Betty Steenkamp, says her carpenter husband Riano and the family don’t like living in their one-bedroom Hillbrow flat in a building where only one white tenant has remained. “But we’ve been on the waiting list for a house in Eldorado Park for four years now, and we have no clue how many years we’ll still be on that list.”

Two black pupils of Crown Reef Mine School, Precious Tshaboni, 12, and Victoria Mzamo, 13, have a shorter distance to travel each day compared to Leonore. From Nedbank Plaza in Pretoria Street it takes them 30 minutes to their classrooms, including a walk, bus and train trip.

No comment

Both the Joubert Park Laerskool principal, Mr Felix Gouws, who made headlines some years ago as a Conservative Party supporter, and his deputy, Mr George van Niekerk, will not comment on the question of empty classrooms in an area where so many have to travel long distances to attend a school.

Mr Gouws, who has taken leave to help with the Great Trek celebrations, said: “This is my first long holiday in 25 years so you should rather talk to my deputy.”

Mr van Niekerk replied that only Mr Gouws could speak.
PRIVATE schools: the images evoke the thwack of a well-placed cricket ball or the din of a university dance. But there is also a lot more money than meets the eye in the Spartan dormitory.

But there are private schools in South Africa, which have come under intense scrutiny, not only because of their high fees, but also because of the fees they charge. And they are not alone. The South African government has been under pressure to do something about education, especially in the private sector.

The question at the time was quite simple: were you willing to accept a private school system and the consequent cost? And the answer seemed clear: no, we shouldn’t. But then the question became: how do we get private schools to help with education, and what are the costs involved?

The solutions to these questions are not straightforward, but they are necessary. We need to find a way to get private schools involved in education, and we need to do it in a way that is fair and effective. This is the challenge we face.

In the halls of tradition, bold steps into the future

The reality out there is very threatening... we have lived in a manor without realising it... the world is changing at an unprecedented rate.

The see the street children down there, and it’s disturbing: they are so different from us we really don’t know what to do. We must open our doors and let some of them in. We do that. But suddenly, if too many come in...

To have to change rules of the house, and probably one day hand over the keys.

That’s terribly threatening, but it is, I think, reality.

- Dr Neil McGurr, headmaster of the Sacred Heart College

Private schools, so often accused of elitism, are the only schools with the freedom to experiment with non-racial education. And experimentation they do, report CHARLOTTE BAUER

There are too many shadings in the spectrum to pigeon-hole schools as being either "liberal" or "conservative". They all have their own unique character, their own specific values that make them stand out in the crowd.

It’s a question of affecting change in the lives of young people, not simply passing on knowledge. It’s about making a difference.

In the end, we have to ask ourselves: what kind of society do we want to live in? And what kind of education system will help us achieve that goal?

AT THE CUTTING EDGE... FIVE SCHOOLS

ST BARNABAS COLLEGE

Private schools have been a feature of Western Township, the Anglican St Barnabas, which is one of the oldest schools in the area. It was founded in 1849 and is still operating today.

ST ELIZABETH’S COLLEGE

This school was established in 1922 by the Sisters of the Sacred Heart and is located in the heart of the city. It is known for its strong academic programme and its commitment to social justice.

REDHILL SCHOOL

This school is located in Sandton and was founded in 1934. It is a girls’ school and is known for its pastoral care and its strong links with the community.

SANDTON SCHOOL

This school is located in Johannesburg and is one of the oldest schools in the country. It is well known for its strong academic programme and its emphasis on developing the whole child.

SPARKS BAY SCHOOL

This school is located in Durban and is known for its strong sports programme and its emphasis on developing leadership skills.
Private experiments in non-racist teaching

From previous page

Sacred Heart College

FORMERLY Marist Brothers College, Sacred Heart had, by headmaster Neil McGurk's own admission, "played a role in producing the economic elite for years".

Since then, it has evolved into one of the country's most outspoken schools which plays host to the sons and daughters of prominent extra-parliamentary leadership figures and a surprising smattering of Afrikaans children.

The school's SRC is highly politicised, includes former "comrades", and, as McGurk says, "through a very painful process we have got into a totally non-racial praxis".

Placing Sacred Heart "right in the middle of the ideological struggle," McGurk describes the school as being engaged in a "negotiation for space within it".

Participation in the development of a workable "people's education" is one of the school's projects in the effort to "seriously overcome the Hegemonies of socialism which have inhibited black empowerment". This, says McGurk, takes into account the "profound conversion white have to go through."

Definitely about the cheapest private school around (McGurk thinks most private schools tend to "over elaborate" their costs), Sacred Heart has 200 students — about half of which are white. McGurk describes this balance as "organic", "not contrived, and agrees the school has probably been "almost entirely black within 10 years as the demography of Johannesburg will determine the school's future population".

New Era Schools Trust

There is one New Era Schools Trust (Nest) school called Uthongathi which has been open in Natal for less than a year. A second, Phuthiling, will open just north of Fourways in January. A third is in the offing for Cape Town.

The Nest schools strive for parity of numbers, described by director Steyn Krige as "African, coloured, Indian and white pupils (are represented) in roughly equal numbers.

This parity is reflected in the teaching staff and the governing body. While Krige admits this carefully controlled "numbers" strategy will "not work in the year 2020," he believes the interim period must provide for a "joint venture".

Krige describes the Nest philosophy as being a social, rather than an educational experiment in its aim to "create a society now that will exist well into post-apartheid South Africa".

Academically, "the Nest schools" will draw heavily on the developing "people's education" and will provide a forum for "little teaching and much learning".

Krige is concerned that people emerging from South African schools "know more about the battle of Waterloo than the Zulu Wars". He believes in an education that takes into account South Africa is part of Africa, without "totally throwing the Euro-influence into the window."

As far as standard textbooks go, Krige expresses the hope that "the sooner the whole lot are burned the better."

Community service is stressed via participation rather than "giving away money — that's the easy option", and Nest school boarders will have no servants but scrub, wash and launder for themselves.

Phuthiling, Krige promises, "will not be an elitist school but will endeavour to provide bursary assistance for all races who cannot afford the fees."

Resurrection School

SCHOOL of the Resurrection grew out of the establishment of informal schools in and around townships by concerned parents and community groups in the thick of the 1985/86 uprisings and boycotts.

Three of the schools that remain intact in the Johannesburg area are Saint Ansgar's School, Perseverance College and Twelo-Pele Secondary. These have come together to form the School of the Resurrection.

Saint Ansgar's was set up by the Soweto Community Social Centre and opened in 1986 in an abandoned mission school in Roodepoort. Its establishment aroused such community interest that retired headmaster HP Bundu was approached to start a second, similar school.

Perseverance College was opened in rented office space in Johannesburg in 1987. Tlwelo-Pele Secondary started as a project to assist students who were experiencing difficulty studying on their own during the schools' boycott. The school currently has 251 students and operates under the leadership of HS Maleby, a former businessman.

At the moment the steering committee's brief is to facilitate the amalgamation of the three schools. The School of the Resurrection will be an Anglican church school, but there will be no religious test for admission.

While the three continue to operate independently as work progresses on the establishment of syllabi, entrance criteria and employment conditions, plans are underway for the design and location of the school with funds from Anglican-American and De Beers Chairman's Fund.

The school will place "great emphasis on consultation with parent/teacher bodies, student representative councils and the community at large". It aims to produce graduates who will "be in a position to make a substantial contribution to the reconstruction of South African society".
from abroad in education investment

Call for new
Private schools 'have to keep pace'

Private schools will come under pressure to increase teachers' salaries to keep pace with those in government service, the chairman of the Association of Private Schools, Mr Peter Loveday, said yesterday.

He said that ultimately the cost of salary increases would have to be met by parents in the form of higher school fees.

Mr Loveday was reacting to Monday's announcement that teachers in the employ of the Government will receive a 15 percent salary increase in January 1 in addition to the 7 percent occupation specific adjustment granted from December 1.

He said although every school board would "make up its own mind" whether to increase salaries and how to fund them, increases in school fees were likely.

"About 40 to 50 percent of a school's operating costs go towards teachers' salaries so any increases will affect the school's financial structure," he said.

The general secretary of the APS, Mr Dougal Turner, said private schools were normally expected to match increases made to teachers in the public sector. Schools were not profit-making concerns and would have to balance the books by increasing school fees, however reluctantly.
Black children need their own literature

By LULAMA LUTI

BLACK South African writers have been challenged to produce relevant children's literature.

Issuing the challenge at a seminar for librarians organised by the black publishing house, Skotaville, senior University of Zululand librarian Nhlapho Manana said the literature should instil in children a sense of accountability and commitment to the community.

"There is no way a child can be taught to read in a language he does not understand. African literature is a reality. Children should be given the opportunity to read in their own language," she said.

Manana pointed out that African authors were faced with the dilemma whether to produce literature that would counteract the negative manner in which blacks were portrayed in many "white books" or to produce literature that would appeal to children in general.

On liberating black children through literature, Manana said authors ought to be aggressive in meeting the challenge to write books that would make black children independent human beings who had no qualms about their identity."
Major education campaign on child abuse advocated

Staff Reporter
Children have called for a major educational campaign on sexual abuse, according to an article in South Africa's first newspaper for teenagers, the Early Times.

A statement released by the paper said children urgently needed to be taught about sexual abuse and how to avoid it.

"We found that much is being done to catch and punish those who abuse children and there are many organisations doing sterling work to help the victims, but the problem seems to be that it is too little too late," said Ms Robin Comley, editor of the newspaper.

"Statistics we obtained from a wide variety of sources indicate that the problem has reached horrifying proportions. It isn't confined to any particular racial or income group and often takes place in many seemingly 'normal' families."

Countries like the United States, Canada and the United Kingdom had educational programmes in their school curriculum. "A similar programme is needed here. Children must be protected and the problem has been pushed under the carpet for too long," she said.

An Early Times reporter interviewed a number of teenage victims of sexual abuse. She found many victims believed that what was happening to them was normal.
Unit to increase literacy

By Jovial Rantao

A foundation to increase literacy was launched at Wits University yesterday.

The Zenex Adult Literacy Unit, a project of the Zenex Education Foundation and Wits, is based at the university’s Centre for Continuing Education.

Zenex Oil chairman Mr John Truscott said the foundation had conducted considerable research into the best way to start its social benefit programme.

“Literacy is the cornerstone of education, which in turn is the key to universal prosperity and progress in southern Africa,” he said.

Guest speaker Mr Clem Sunter said: “Although it is difficult to pinpoint any exact statistics, available figures indicate that there are between five and seven million people in South Africa and the TBVC countries between the ages of 15 and 65 who are illiterate in any language.”
MR. LEEPELIE TAN,

The President of,

Given up

Rebellion

BY Nkopane Makgabe

Black Education Crumbling

Page 14, Today's Teacher, October 7, 1988

SOWETAN.
The power of classroom love

The Valentine speaks to a woman who breaks barriers with an infectious laugh.

Satisfy
COMPUTER CENTRE OPENED

A HUMAN Resources Development Centre has been launched in the Department of Business Administration at Rhodes University, Grahamstown. It is aimed at training people involved in small business.

The centre has contracts with employers to allow trainees attend two-week courses every three months. It is co-ordinated by Mr John McNeill. Professor Malcolm Sainsbury, who initiated the centre, said the aim of the project was to open and develop new computing careers for talented people in Southern Africa and also to promote more effective use of computing resources in small business and country organisations.

The centre also monitors the progress of the trainees and in conjunction with their employers set suitable on-the-job practical work to build up the trainees' expertise.

The HRDC will concentrate on PICK-based systems and thereafter will develop and introduce a similar programme using UNIX. Courses are run during university terms and trainees are accommodated in University residences.

Those needing further information on the services offered by the centre should please contact Professor Sainsbury at (0461) 2-2023 or write to the Business Information Systems, Department of Business Administration, Rhodes University, Grahamstown 6140.
Washington, D.C.

Delayered

Barber

Dear Secretary,

This report presents much-needed information about the conditions facing our public schools. Despite the significant challenges, our educators and staff members are working hard to ensure that every student receives a quality education. However, we must address the growing inequality in educational opportunities and outcomes.

The report highlights the need for increased funding and resources to support schools in underserved communities. It also calls for reform in teacher recruitment and retention policies to foster more diverse and effective teaching staffs. Additionally, it underscores the importance of investing in technology and infrastructure to improve learning environments.

We urge you to consider the recommendations outlined in this report and take action to ensure that all students have access to a quality education. Together, we can work towards a future where every student has the opportunity to succeed.

Sincerely,

[Signature]

[Name]

Chair, National Education Committee
Education is the right place to start

FOUNDCON FOR
NATION BUILDING

THE East Rand based African Bureau of Education held a graduation fete at Isidingo Technical Training College in Daveyton at the weekend. The Province's assistant editor, Sam Mabo, who was a guest speaker, spoke on using education as a tool for nation building. Here is a shorthand version of his speech.

You must be commanded for generating interest in education among members of your community. I have not seen nor heard of a function similar to this one before.

My information is that every year residents of Daveyton who have acquired university degrees hold a joint celebration of their academic achievement. I don't know what your objectives for holding such functions are, but the idea seems good. We have to popularise education in our communities and emphasize that education is very fundamental to nation building.

Today's function is a good start, showing that you have not allowed your education to alienate you from members of your community who are not as educated as you are. We know some of the problems created by Bantu Education among us. Bantu Education is among other things, divisive. It makes those who have received it despise those who have not. It makes us lose our place among the people who brought us up and those we grew up with.

It is a necessity that Bantu Education does not equip us with skills to help us deal effectively with the socio-economic problems we encounter every day in our lives. Colonial or Bantu Education was after all, never intended to benefit its recipients, but to benefit members of the class that designed it: the ruling class.

There is no ideological neutrality in any system of education in South Africa, or elsewhere in the world. Education is either for domestication and oppression. All education systems are designed to impose or to uphold ideologies, socio-political and economic orders and cultural values of the ruling classes.

Political

To quote from the Dedication of Panepo-
isis International Symposium for Literacy in 1975: "Literacy work, like education in general, is a political act. It is not neutral, for the very act of revealing social reality in order to transform it, or of constructing it in order to preserve it is political."

Doctors are trained to provide medical solutions to problems whose origins can be traced to the socio-economic and political conditions under which their patients live. And yet, politics do not form part of their university curriculum. Social workers also fall into this category.

The exclusion of politics from subjects we learn under Bantu Education is to ensure that we do not identify structures of domination and oppression. The reason being that once you identify a problem in the next logical step to take will be to seek its solution. It does not make sense for a student of Geography to know that South Africa is rich in minerals such as diamond and gold, if he cannot be told who owns those minerals and how the wealth accruing from them is to be distributed among the inhabitants of the country.

Such questions will obviously make it necessary for the student to start addressing himself to things like the franchise and the relationship between the indigenous people of his country and members of the minority ruling class.

Let me hasten to clarify that by Bantu Education I am not necessarily referring to the education system designed for blacks in South Africa only. The education system in Lesotho, Swaziland and Swaziland may be different from ours, but it is essentially colonial in content as it was designed for the underdogs. It also does not serve the interests of its recipients. That is why the ruling class has found it necessary that alongside our education system, we also be forced to accept a religion which promotes the myth that God is behind all the poverty, the hunger and the diseases which kill our children in large numbers in the barracks.

This strategy is aimed at diverting our attention from the root cause of problems faced by man all over the world: the conflict between labour and capital. That is the bottom line.

Many highly educated people in Africa are offered jobs and opportunities to emigrate to Western countries such as America, Great Britain and France. Indeed, in Western countries they make a better living for themselves. But a nation-building type of education should make its recipients eager to work towards their people's progress to help them root out the causes of their problems.

Offers of overseas emigration as soon as we become funded in any field are not always sincere offers. They are part of a well-co-ordinated international strategy aimed at removing from our midst all those who possess skills that can help us in building the nation.

America is a great country today because of skills it has taken from various Third World countries of the world. We are gathered here today to acknowledge you as a breed of people who have become scholars in various disciplines which by and large have very little, if any relationship with your socio-economic and cultural background.

A brilliant African-American scholar, Dr. Carter G. Woodson, wrote about 60 years ago in his book, The Misconstruction of the Negro, that when people are educated to respect the knowledge, the scholarships, the history and the background of everybody except theirselves, and when they go to school to become scholars in Greek, and scholars in Latin, and scholars in European civilisations, but with total ignorance of their own civilization, then those people are misled.

• Continues tomorrow
We have among us, both in and outside of our schools, at least a substantial number of young people who are not interested in education. They have no interest in any subject or activity. They are not motivated by any desire to learn, to understand, or to develop their abilities. They are not interested in any of the traditional subjects that are taught in schools, such as mathematics, science, and history. They are not interested in any of the extracurricular activities that are offered, such as sports, music, and drama. They are not interested in anything that requires them to think, to reason, or to apply their minds. They are not interested in anything that requires them to engage with others, to communicate, or to work as part of a team. They are not interested in anything that requires them to be responsible, to take ownership, or to be accountable. They are not interested in anything that requires them to be persistent, to persevere, or to be resilient.

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They’re committed to uplifting the people

Janssen Pharmaceuticals was last night presented with the Mayor of Sandton’s Human Resources Award in recognition of the numerous schemes it has introduced to develop human potential “demonstrating imagination, flair and dedication in creating opportunities for greater employment.”

The same firm shared with another international company — Steinmuller Africa — the mayor’s second award “for company commitment to developing human resources measured by the proportion of company time and resources spent on training, education and advancement programmes.”

Black advancement

When Sandton mayor Peter Gardiner initiated community investment awards in association with The Star and the Sandton Chamber of Commerce, he did so because he believed the usual business awards acknowledging merely financial feats were no longer relevant in South Africa.

The time had come, he said, for the white business sector to do more than just “devote increased sums of money to black advancement”. Much more was required in terms of time, energy and managerial resources.

The two companies that received the awards last night showed a commitment to the community that must be difficult to match in South Africa.

They were selected by a panel comprising Mr Colin Adcock, chairman of the Sandton Civic Foundation; Mr Harvey Tyson, Editor-in-Chief of The Star; Mr Gaby Magomola, chief executive of the African Bank; and Mr Gardiner.

Janssen has concerned itself with unemployment, labour relations, education, health and nutrition, housing and residential segregation, political rights and community development.

Concern at black unemployment prompted it to initiate a programme designed to generate income for the unemployed and destitute. The programme collects people off the streets and offers them basic motivational training and the opportunity of working at the firm’s manufacturing premises for a day. Steps are then taken to place them in the job market.

Janssen has also made efforts to raise the wages and conditions of employment of thousands of office cleaners in the Sandton area.

Seven years ago it pioneered a programme to ensure every school in Alexandra was supported by a company. After canvassing support, this objective was achieved and the Alexandra Schools and Sponsors Association was formed. This body has continued to play a vital role in confronting the DET with alternative educational concepts.

The severe housing shortage prompted the company to re-assess its strategy and look at ways and means of alleviating the chronic housing shortage. It has initiated “pilgrimages of pain” (townships tours) and facilitated meetings between black and white South Africans.

Janssen has contributed to youth leadership forums at various levels and has become involved in an outreach programme to Afrikaner decision-makers. It takes an active interest in old age homes, creches, handicapped children, self-help schemes and various training schemes.

Steinmuller Africa, which shared the Human Resources Development Award, allocates over 10 percent of its annual overhead costs and specialist personnel to training and development. It believes in the philosophy of equal opportunity and the recognition of ability and performance.

An average of 110 apprentices of all races are trained by the company each year. The emphasis is on the training of blacks, and Steinmuller apprentices have twice won the Seifa Apprentice of the Year award.

The training of specialist technicians is ongoing and the provision of supervisory and management skills training is undertaken at all levels for all race groups. Basic literacy and numeracy skills training is undertaken on a voluntary basis by a fully trained staff member.

The company sponsors several high school students at St Barnabas, a multiracial school in Bosmont, and has granted bursaries to several students for undergraduate education.

Its social community projects include support for the Alexandra Clinic, the Anti-TB Association, the African Children’s Feeding Scheme and Kinderstrand (for underprivileged children).

The company also operates a housing scheme for employees with a total of R1.5 million available to staff for the purchase of property.

Two companies have received awards for their efforts in developing human potential.

Winnie Graham looks at the achievements of the two innovative firms.
Non-racial schools a soft option? No way, says mum

Letters

AS a parent who has removed her children from government schools, I wish to disagree with Jane (Weekly Mail, September 30 to October 7) who believes the sending children to the non-racial schools is a soft option. Jane advocates staying in the government system and fighting to have the schools opened to all races. While my children were at a government school I was part of a group of parents who attempted to raise a number of issues related to apartheid education within the school. We were consistently blocked by the principal who would describe himself as open-minded.

We were not allowed to advertise meetings that he deemed to be politically sensitive; we were not allowed to use school premises. We arranged house meetings which were attended by the converted and found it difficult to establish debate with other parents. Speaking out on issues relating to sexism, racism or politics, we were seen as the fanatic left and were marginalised.

While I support the efforts of parents who are attempting to effect change in government schools, I know how little room they have in which to manoeuvre.

Jane suggests that parents at the non-racial schools have opted out of the struggle by choosing education and privilege. She fails to recognise that the non-racial schools are confronting the challenges and problems associated with multi-racial and multi-lingual education.

At Woodmead, the school my son attends, parents, students and teachers are attempting to evolve democratic forms of participation and are trying to deal with the complexities of open schooling.

The non-racial schools are slowly building up the expertise this country will need for post-apartheid education. If "left" and left of liberal parents" who do not send their children to these schools, then multi-racial education will suffer a severe setback.

The non-racial schools will become black schools and government schools will remain segregated according to race.

This is not to say that my son is not privileged to attend a school like Woodmead. He is, but not for the elitist reasons that Jane suggests. Woodmead is a school in which he is able to express the sense of what a free South Africa might be like. Because progressive education is not simply about desegregation, he has escaped from the narrow constraints of state syllabuses and the rote memorisation of meaningless information. It is encouraged to have opinions of his own and to listen to the others of those. He is encouraged to question everything, including the school itself.

The non-racial schools have taken on the task of democratising education.

This is not a soft option. - Hilly Venken, Craighall Park

Steven Friedman's column (Weekly Mail, September 30) regarding the effect of the Emergency in removing normal political leadership, the quelling of debate and the validity of Church leaders filling the gap is pertinent and deserves comment.

Involvement in "politics" by the Church should not be seen as a temporary measure to fill the political leadership gap. Christ is God over the whole of creation and bringing His laws to bear in all areas of life is a necessary part of the Church's witness. It follows, however, that the Church's role is not to determine the will of the people but rather the will of God. This applies not only to moral issues as Mr Friedman cites but also to "political" issues.

While the Church's witness will often coincide with support for the poor and oppressed it is probable that at times it will find itself at odds with popular ideas and expedient tactics. At such times it would be helpful for those both within and outside the Church to remember this difference in roles and not to impose on the Church a democratic ideal.

Using Mr Friedman's example, Archbishop Desmond Tutu has stated clearly in public statements that he is seeking to obey God rather than using political tactics. To participate in evil for tactical reasons would be a compromise on obedience to God.

Whatever the gains achieved, support would have been given to the evil. - G.W. Campbell, Irene

The fact that South Africa has withdrawn its forces from Angola and is sitting at the negotiating table is a victory of all those who oppose apartheid.

Who would have thought that the mighty and seemingly invincible SADF would allow this to happen?

The reasons for this surprising turn of events need to be located within the context of international and national opposition to the apartheid system.

Firstly, sanctions in the form of arms embargoes have begun to bite. Aiding Mandela's cause may not seem the most appropriate for the super-MiG. Non-violent means employed by the international community have helped to reduce the violence of war in Angola.

Secondly, with Cuban assistance, Fapla is a force to be reckoned with. It is little wonder that the people of South Africa look to Cuba as an ally. The Cubans are prepared to act against apartheid. The weight of international solidarity, while Western governments provide arms for Union, buffs themselves up with anti-apartheid rhetoric and clam sanctions can't work because they have been properly implemented.

Thirdly, the South African economy is on the verge of bankruptcy. It cannot afford a war in Angola that costs R4-billion a year, nor can it manage to continue banking its illegal Namibian administration.

The difficulty the government faces in raising international bank loans to continue financing apartheid and the military backup that is needed to defend it, is sending the economy downhill.

Finally, the struggle of the oppressed in the 1980s has placed enormous political and military strain on South Africa. After three States of Emergency, there is still "unrest" and the government is afraid of releasing detainees or of allowing the oppressed to choose their own forms of political representation in organisations like the UDF.

The government is no longer solely in control of South Africa's destiny. It is time it recognised this and settled for peace and prosperity with genuine representatives of the oppressed. That, Mr Botha, will be putting South Africa first. - W. Liebenberg, Johannesburg Democratic Action Committee

It is ironic that a United States administration should be exercising political censorship over the UDF leaders in its consulate.

It was the Reagan administration that withdrew from Unesco in the mid-1980s on the grounds that the demands of Third World countries for a New World Information Order threatened the US's adherence to a media policy resting on the free flow of information. What threat does allowing the 'Kine 3' a little free speech hold?

It is clearly threatening to the South African government on the eve of the municipal elections. It restricted the UDF in February to prevent it from voicing any opinions on the elections.

Free speech from the 'Kine 3' is also threatening to the Republic of those who do not want anything to damage their chances in the US elections. Allowing the three to speak on TV on the collision between the Recon form and apartheid would damage George Bush's chances of being elected.

Once more the voice of the oppressed is being denied an international platform to speak out against racism, oppression and detest without trial. - J. Currie, Belgravia East
Spreading of knowledge

MRS Sara Harrity, director of the Ranfurly Library Service, presenting some of the books on behalf of the Textbooks for Africa Project to the Johannesburg Educational Programmes Centre.

THE Textbooks for Africa Project has donated 450 English language books to the Educational Programmes Centre in Johannesburg. The presentation was done by the director of the London-based Ranfurly Library Services Mrs Sara Harrity, who is currently visiting South Africa.

The Textbooks for Africa Project was launched in April this year by Mrs Harrity's organisation, the British Consul and Rotary International. Over 50,000 books have been sent by the project to black community schools in South Africa, Lesotho, Zambia, Ethiopia, the Gambia and Sierra Leone.
THE last two lectures on the programme for non-formal education organised by the Council for Black Education and Research are to be held this Saturday and next Saturday at Funda Centre in Diepkloof, Soweto.

The council is a community-based project founded by Professor Es'kia Mphahlele, Mr Lekgau Mathabathe and Mr Fanyana Mazibuko.

**Popular**

The programme has become very popular since it was started eight years ago. The aim of the lectures is to broaden knowledge, encourage research, promote discussion and think about the alternatives to the status quo in South Africa's cultural, economic, political and social environment.

This Saturday at 10am the lecture, "African Socialism," will be delivered by Dr Neville Alexander, an executive member of the Health, Education and Welfare Society of South Africa.

The last lecture, "Mixed Economy" will be given on October 29 by Mr Eugene Nyathi, another scholar of economics and political science who is also a journalist.

PROFESSOR Es'kia Mphahlele.
UK boost for SA black education

BRITAIN intended to increase its support for black SA students and teachers who had not had the opportunity to matriculate, British Ambassador R.W. Renwick said yesterday.

Addressing about 550 students who are completing studies at the Project Matriculation (Promat) College in Mamelodi near Pretoria, Renwick said Unilever, a British company, had agreed to provide funding for a new Promat College in Durban to be launched on October 27.

Promat colleges help black students and teachers who have not had the opportunity to gain matriculation certificates.

Renwick said Britain was going to increase its 490 scholarships for black students at universities in SA and Britain to more than 500 next year with a further increase later.

He said education was the key to political and economic power for SA blacks.
BREAKING THE SILENCE

Library specifically for workers becomes a reality

MAGINE a library that encourages debate and cultural activities, rather than a cultural silence—a library specific for workers, which encourages its users to take an active part in its running.

Although it sounds too good to be true, such a library is to be launched tomorrow at an all-day Workers' Library Book Fair at Wits University's Florahall.

"Tomorrow's launch is the culmination of a year's work," said a member of the steering committee and trade unionist, Hearning Longai.

"It has taken us a long time to get the money, find a venue and plan the library," he adds.

The steering committee comprises academics, trade unionists and writers, and is chaired by Wits historian H. G. Leibbrandt. Former Labour Bulletin editor John Lewis, who was deported and now lives in Botswana, has also been instrumental in getting the library off the ground.

"It decided to have a big public launch as a way of focusing attention on the library," says Longai.

"We've drawn up a survey, which we will hand out to workers attending the fair. They will be asked questions like which books they think we should buy and what activities the library should run," says Longai.

The committee intends to establish users' structures which will eventually take over its functions. However, details of how the committee will operate and whether it will be made up of representatives from the various trade unions or individuals will have to be worked out.

"In a sense, the library is an experiment and all these questions will become clear when it is actually running," says Longai, who estimates that the library is not ready for any union's enjoyment, but is open to all workers.

The fair to launch the library promises movies, plays, displays and poetry readings as a taste of future activities to be undertaken by the library.

Places such as Mawaphile Mohele, Dom Mzorera and Gena Millove will read their poetry, while movies like Come Back Africa and Manyamula will be screened.

The Food and Allied Workers' Union's K-Team will sing at the fair, while Cosatu's cultural committee, led by Mzi Hlatshwayo, and information officer Pemphle Gwana will also read their work.

The aim of the fair is to publicise the library.

By KERRY CULLINAN

Wits writers like Robby and Shikwati will have displays, as will organisations such as the Congress of SA Writers and the African Writers' Association.

One of the biggest highlights of the day will be the first performances in the Traverse of the Steve Biko Workers' Cooperative's new play, Biko, for Children.

The committee believes that tomorrow's launch will lay the basis for the workers' book fair becoming an annual event. It has already made contact with overseas publishers and book fairs.

The library itself, which encourages debate and culture, will also have quiet places for study. In addition, Learn and Teach has offered to run literary classes at the library as many workers have been forced by poverty to leave school and into the job market and cannot read.

A selection from Saturday's programme (subject to change):

9:30: Opening address (Florahall)
10:00: Squatter—play performed by Open School (Economics Centre)
11:00: Mawaphile Mohele reads poetry
11:20: Don Mzorera reads poetry
11:45: Dom Mzorera reads poetry
12:00: Fight where We Stand—film (Economics Centre)
12:10: Lulu Qwabe talks bout her books, Working Life and Class and Workers
12:30: Come Back Africa—movie (Economics Centre)
12:50: Denise Goddard reads from her novels (Economics Centre)
13:00: Dom Mzorera reads poetry from Working Woman (Economics Centre)
13:15: Fawzi's K-Team and Crew (Economics Centre)
13:30: Mzi Hlatshwayo reads poetry
13:45: Don Mzorera reads poetry
14:00: Fight where We Stand—movie (Economics Centre)
Britain gives SA education a boost

Own Correspondent

JOHANNESBURG. — Britain intends increasing its support for black students and teachers who have not had the opportunity to matriculate, British ambassador Mr R W Renwick said yesterday.

Addressing about 550 students who were completing studies at the Project Matriculation (PROMAT) Colleges in Mamelodi near Pretoria, Mr Renwick announced that Unilever, a British company, had agreed to fund a new PROMAT College in Durban to be launched this month.

PROMAT colleges help black students and teachers get matric certificates.

Mr Renwick said Britain was going to increase its current 490 scholarships for black students at universities in South Africa and Britain to over 600 next year.

Britain wanted to help eliminate apartheid because it was depriving the country of enormous talent.

“We are concerned to see the majority assume its rightful place in the running of this country. That is political empowerment. It also means economic empowerment. The key to both is education and the key to education is the quality of the teachers,” he said.
Workers throng to launch their library

But initiative lies with white, liberal intelligentsia
Overcoming problems in education

By SAM MABE

Education does not equip us with skills to help deal effectively with the day-to-day challenges posed by the political and socio-economic problems we encounter daily. That is what our education was after all, intended to do.

Black pupils stay at school for many years only to emerge with certificates showing that they have equipped themselves with volumes of knowledge which has fulfilled its one and only purpose: helping them to pass examinations. A black child comes out of matric boasting a good pass in mathematics, science and some such subjects, but he joins commerce and industry with no skill to do anything to make him a meaningful contributor to the development of the nation, except as a labourer.

This is easy to understand. Our learning has not applied to real life situations.

We become fossils in things that have nothing to do with our day-to-day experiences.

Our learning is not meaningful. It does not allow for creative thinking and the acquisition of skills we can use to develop ourselves. The Chinese leader, Chairman Mao Zedong had this to say about the educator.

"The role of the educator is to prepare to teach you to change a challenging form, the issues they themselves have raised in a confused form".

But only the challenge that Bantu Education has given us so far is the challenge to fight. But unfortunately, we don't even know how to fight. The Bantu Education classroom has turned us into robots. It focuses on initiation and teaches its recipients to do only what they are told and only when told to do it.

This has manifested itself in the type of actions our children have taken in trying to escape their rejection of Bantu Education. Acting on the advice of those who are more eloquent, our children have totally taken suicidal actions aimed at addressing the problems in our education system.

Target

Because all what we know is how to shoot, but not how to aim, we miss the target because we sometimes start fighting while our guns are still in their holsters, thereby holding ourselves and not the intended target.

I have a simple analogy to show how to do it. Black Education does what a black child. He is taught some of the best recipes of cooking fish, but not how to catch it. This is a means, unless somebody catches the fish for him, he can't feed on a bank of a river until the crores come home.

We are trained to be labourers, that is, to depend on the white man for employment. In our problems, we cannot create employment opportunities to generate income for ourselves. This is how, the mentality of dependance on the white man is nurtured in us. It comes about because in our schools we are taught pupil to this and not how to think.

Our children are not only innocent and often uncalled for discipline. Absolute obedience and passivity are nurtured in them by being denied the right to ask simple questions on things they learn and experience in life. This has created a culture of silence, turning our children into non-participants in the process that should be aimed at developing them.

Our education is still centered around the teacher who is the leader and tells you what is right and what is wrong. He is the only one who can decide on what is right or wrong. We are not taught to think for ourselves.

As a result, our classrooms produce bored and frustrated pupils who lack of challenge in our system of education bore the teachers as well who in turn take out their frustrations on the children by swearing at them and calling them all kind of names, thereby intensifying the conflict that is already inherent in the relationships between teachers and pupils.

We need to break the culture of silence in our classrooms by allowing pupils to speak openly about issues. Those interest people and which can generate some enthusiasm in the classrooms are those issues most people are worried about, happy about, angry about, fearful about and hopeful about. Pupils all over the world are concerned about their problems, aspirations and frustrations in life.

Learning, in order to be meaningful, must be geared towards identifying problems, finding causes of the problems and working out practical ways of solving the problems jointly, without being able to innovate or adapt. This is what we need to teach our children when they start working. The imposition of boundaries between politics and education is another cause for concern. This ensures that we do not identify the structures of domination and oppression. The reason being that once you identify such problems, the next logical step is to take the initiative to seek its solution. To make South Africa a go-to- know geography that South Africa is rich in minerals and how the wealth accruing from them is to be distributed among the inhabitants of the country.

Crisis

Having had the opportunity to think or even to sprak for themselves on any topic, the crisis has contributed to the crisis that exists in our schools today. When our children have to address very serious problems they often do not know how to start. Our education system that will prevent the problems we face today. As a result, the situation will be no better.

We Lester our teachers education even further by adopting slogans such as liberation first and education later. But when our children behave this way, the worst thing we should do is to call the police for them.

We have to give them recognition as people and not objects. And that means we have to understand our teaching methods.

We must give our children something they can look forward to receiving in the "classroom". This is what we must design by parents working hand in hand with educators who are more knowledgeable than I am on education.
Pretoria Correspondent

The cost of special school education tops R10 000 a pupil each year, but officials are anxious that this is not be curtailed.

In a motion discussed by the Transvaal Education Council in Pretoria this week, representatives of the education authorities, teachers and parents stressed the importance of education for children with mental and physical handicaps.

Mr J P van der Spuy, a representative of the Federation of Management Councils of Specialised Education, said disabled children had the same right to develop their full potential as other children.

He had high praise for special education facilities in South Africa, saying they were respected both here and abroad.

In spite of the high cost of special education, estimated to be at least R10 000 a pupil a year, he said it was important that special schools continue to be allowed the finances required for their work.

Specialised education required specialised staff training over and above that which was required for ordinary schools.

And while ordinary schools could generally rely on the initiative and guidance of an education bureau or similar institution, special schools had to be involved in scientific and experimental research.

It was important that parents of disabled children, who already suffered a heavy emotional burden, did not have a heavier financial burden.

The Director of Education, Dr P Bredenkamp, said in reply that the Transvaal Education Department was "very sensitive" to the needs of special education and would not lower its standards.

Special education had its own category of funding and these funds continued to place it in a more favourable position than ordinary education.

In terms of the department's policy for the rationalisation of facilities, and to ease the burden of capital expenditure, the department would look to a sharing of facilities which were available elsewhere.

The motion will be debated further at the council's next meeting.
The Government should spend more on education. 76% of the communities need reforms in education. 23% need reforms in the government. 67% say education is the same as the previous year. 3% say education has improved. 9% say education has gotten worse. 76% of the communities have different needs. What is laugh in school? Should be...
JOHANNESBURG. — The newly formed Union of Democratic University Staff and the Minister of National Education, Mr F W de Klerk, had fundamental differences regarding non-racial education. The union delegation said yesterday after meeting Mr De Klerk.

The meeting took place in Pretoria to advise Mr De Klerk on the union's stance on the issues of subsidy cuts and rationalisation of universities, salaries, security forces on campus, salaries and conscription.

The delegation, representing 4,500 academics from 16 South African universities, told Mr De Klerk it rejected apartheid and was for a post-apartheid university structure.

The union's general-secretary, Mr Mike Morris, of Natal University, said that although the dialogue had been useful, there had been a fundamental difference of opinion. The union saw a non-racial, centralised education society, while Mr De Klerk stood by own affairs education, he said.

The union president, Professor Mala Singh of the University of Durban Westville, said her organisation was formed officially in July as academics felt there was a need for an academic body with a clear conception of the social and political responsibilities given events of the last few years affecting universities.

Mr Morris said that rationalisation, in terms of which government had called on universities to restructure to make better use of finance, should take into account the savings that one education department, instead of the present 15, would create.
SA education system ‘old, tired and poorly suited’

As a country we have no option but to evolve new, open, fair, practical and workable education systems.

We need also to rid ourselves of a naive tendency to believe problems will go away if we throw sufficient money at them. No matter how much we spend on black education, as it presently is, there is minimal scope for real improvement until we are prepared to re-think, re-plan and start again on our entire education system.

Our systems are old and tired, very largely Eurocentric, very largely discredited in the places of their origin and poorly suited to the requirements of an emergent nation.

Desperate situations

We are First World and Third World enmeshed in an antiquated system which is largely the offspring of British grammar school traditions.

Global experience has shown that enormous economic strides are possible from seemingly desperate situations. Given the determination, the ability to think laterally, clear coherent planning — especially in education — we can do it.

We have the human and physical resources. But we are constrained principally by fear, fear of the uncharted way that lies ahead and fear of each other. We are also constrained by innate conservatism and our preference, however, irrational, for that to which we have grown accustomed.

My vision for the future is of a system that will, of course, by definition be free, fair and open to all, that will have new relevant curricula and goals that will provide for each individual according to own personal needs and legitimate attainable aspirations.

Our country is desperately short of skilled people. We cannot afford to squander talents through a rigid adherence to archaic and irrelevant education systems.

Simply to survive, we have no option but to seek changes in our systems and better ways of identifying, educating and keeping tomorrow’s leaders in our country.
DURBAN — Sports medicine specialist Professor Tim Noakes this week asked people of talent to remain in South Africa because there were enormous challenges here.

He said at the Maritzburg College matric farewell day that Australia, the United States and others did not need South African talent to solve their problems, whereas South Africa did.

People who had the privilege of a good education had to try to put something back into society.

The Third World component of South Africa especially needed the talents of educated and trained people.

South Africa was undervaluing teachers and scientists. Science was the means of solving many problems, and sci-

Technikon. Professor Noakes said that people should remain physically fit because fit people usually achieved more than those who were not.

He said that people should have goals, even though they changed during their careers.

"There is not enough purpose in what we are doing. Some believe that the Japanese are outstripping the Americans because they work for Japan, and not for self."

"The countries that are succeeding are those with a sense of mission," he said.
Teachers' council to investigate education

Chairman Dudley Schroeder said, after a council meeting in Pretoria, an evaluation of the system would also be made. Seminars on other problems troubling education would be held next year. Schroeder did not identify the problems.

He said the council decided to establish a body, consisting of representatives of parents and teachers to monitor the content and quality of audio-visual material for children. The council confirmed the removal of eight teachers from the register on the recommendation of its disciplinary committee. Schroeder did not give the nature of their offences.
Facets and fallacies of a people’s history

NATIONAL EDUCATION CONFERENCE

GROUP SOLIDARITY

under the pressure of class exploitation, the workers are divided along the lines of national, racial, and religious differences, and the effect of the information, the idea that the national labor movement of the working-class is the new national movement, is being undermined

The problem of the Negro

A Negro is a color, not a race; a color is a quality of skin, one form of pigment. The Negro is a human being. Many Negroes have always been

What your color is

We have a system where the Negro is rated on the basis of his color. The white has the right to prejudge the Negro on the basis of his skin color. The Negro is a color, not a race, and he should not be rated on the basis of his color.

PARKER AFFIRMATIVE REPORT

In a society where the Negro is rated on the basis of his color, the white man has the wrong idea. He rates the Negro on the basis of his color and not on his qualities. His picture is one of a colored man, and not of a human being. People's education is not in national history but in what your color is.
THE SIR FRANCIS NOVEMBER 12, 1998

New Schooling Plan Puts Emphasis on Practical Training, Setting up...
The drive to raise R12 million for the construction of the Alexandra Community Education centre has been given a flying start with the pledge by Toyota SA to contribute R1.2 million towards the cost of the centre's workshops.

The ACE centre, a joint project by the people of Alexandra, The Star's TEACH fund and the Department of Education and Training, will comprise a secondary school, a technical college and a community hall.

Mr Rory Wilson, assistant general manager of The Star, said the exceptionally high rate of unemployment made it very difficult for school-leavers without marketable skills to find jobs. Nearly 50 percent of the people of Alexandra are unemployed.

"One reason many school-leavers do not find employment is that they are in the 'straight-six' trap," he added.

"With their sights on a university education, they take the so-called straight six subjects for matric but if they fail to get a place at a university or technikon they are left with few skills of value to a prospective employer."

The new centre will be geared to equip them for either tertiary education or jobs in the open market.

Johannesburg Consolidated Investments has promised R250 000 towards the cost of the centre, half of which will be made available immediately and the rest in July next year.

The Argus Printing and Publishing Company, owners of The Star, are donating R50 000 towards the cost of a classroom. Total Oils has promised to donate another classroom in its 1989 budget.

The National Orchestra has promised the profits of its two Christmas concerts to TEACH for the construction of the ACE centre. The concerts will be held in the Johannesburg City Hall on December 9 and 15 at 8 pm.

Should sufficient funds be collected by the new year, building operations will start early in 1989. Anyone wishing to contribute should send their gift to the TEACH Fund, P O Box 1014, Johannesburg 2000 or telephone Mr Wilson on 633-2334.

See Pages 12 and 13.
NEST TO OPEN NEW MULTIRACIAL SCHOOL NEXT YEAR

THE second multiracial New Era School Trust (Nest) school, headed by Prof Pati Mohono of the University of the North, will open in the Trans-vaal in January, Nest announced yesterday.

A statement gave Mohono’s qualifications as BSc and Master of Education degrees from Ottawa University and a doctorate in education from the University of the North.

He taught in Lesotho and Zimbabwe and was active in organisa-

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<td>tions such as the Educational Opportunities Council, the Northern Transvaal Council of Churches, Khanya College, HSRC and Centre for Continuing Education at Wits.</td>
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The school, called Phuthing — meaning a gathering together — will cater for 300 boys and girls in standards 6, 7 and 8 and will be situated 7km north of Fourways.

It is being built by LTA.

All Nest schools are independently funded, not government subsidised. Individuals from all racial denominations could be enrolled irrespective of parents’ ability to pay the fees. JCI funding will be relied on.

Nest schools were established to play a vital role in the creation of the future SA by bridging communication gaps and breaking down traditional barriers (such as race and language) in SA schools, Nest said.
Sowetan man is guest speaker

THE Sowetan assistant editor, Mr Sam-Mabe, is to be the guest speaker at a graduation party organised by the Johannesburg branch of the South African Committee for Higher Education at Funda Centre in Soweto on Saturday at 8pm.

The graduation party is in honour of students who studied by correspondence with the University of South Africa (Unisa) and graduated this year after they had also enrolled with the Sached bursary project for support services.

Sached is an independent educational institution that has been involved in adult education for over 29 years. Its bursary project attempts to give students a critical and independent approach to their studies.

Mr Mabe will speak on Nation Building, a campaign initiated by the Sowetan to rebuild structures that have collapsed in the community.
A GROUP of very young children, dressed in civvies and looking a tiny bit anxious, sits in the foyer of St George's Grammar School.

"Isn't that a lovely sight?" says headmaster Paul Cannon, pausing in his healthy stride. The children he is referring to are next year's Sub A's in a glorious range of colours from rose- pink, through coffee, to ebony — and of both sexes.

That is why I am here, to meet the man who is introducing co-education to St George's, the oldest private school in the country. The hallowed halls of youthful masculinity are about to be invaded by little girls for the first time in its 140-year history, and everyone thinks it's a great idea.

The change is the result of a re-evaluation of the teaching methods at the school, to make them more relevant to a changing society.

During the rethink period, Paul visited 30 independent schools in Britain, including Bryanston, Cokethorpe, Cranford, Eton, Radley and Wellington, to examine their teaching methods.

"I realised that we in South Africa were a long way behind. Here we were still emphasising two educational aims, comprehension and cultivation, neither of which is undesirable, but led to a large measure of conformity. "We were avoiding developing pupils' competence — by the practice of skills and the correct use of knowledge — and their ability to cope better with their own lives and with how to co-operate with other people."

To this end, the school has bought a neighbouring block of flats and from 1990, senior boys will be boarded there, four or five to a flat with bathroom and kitchen (and adult supervision). They will learn to cope for themselves in a domestic situation. Dormitories will be established for the girls along much the same lines. Paul has very decided ideas on education, some of them controversial — and he has sound credentials in the field.

He matriculated from Bishops here in Cape Town, and spent three years at Trinity College, Oxford, where he received an MA in modern history. He then taught for ten years at Falcon College, Bulawayo, in what was then Rhodesia.

A career change followed with two years in Salisbury in the branch of Harold Macmillan's publishing firm (Macmillan was then PM) before going back to teaching at Hilton College, Natal, where he remained for 14 years. In 1984 Paul came to St George's as headmaster.

"I believe in pupil-centered education, with the individual at the centre of the institution. "Unfortunately in some schools, the school is the most important," says Paul, himself the father of two sons.

"Another thing we will do is put the brakes on enforced sporting activities. We want the individual to thrive in his or her own way."
Double trouble for white schools in the Peninsula

HEADACHE FOR EDUCATIONISTS

by JEREMY DOWSON
Weekend Argus Reporter

WHITE education is in double trouble in the Peninsula, with some schools bursting at the seams and others in danger of closure owing to dropping numbers.

While enrolment is declining in some central and southern suburbs schools, rocketing numbers in some northern areas schools are causing prefab classrooms to sprout at a rate of knots.

This sharp contrast in intake has resulted in a great deal of head-scratching among educationists, and the issue will be high on the agenda when the Cape-based South African Teachers' Association executive meets this weekend.

Hardest hit

The concept of bussing — long employed in outlying areas such as Paarl, Stellenbosch and Somerset-West, but a rarity in urban areas — is already being mooted by some teachers as a possible, though undesirable, short-term solution.

Among the schools hardest hit by dwindling numbers are:

- Vredenhof Junior School, which has dropped from 570 pupils in 1972 to 120 this year;
- Claremont Primary School, dropping from 570 in 1969 to 209 this year;
- Camps Bay Junior School, dropping from 300 in 1968 to 250 this year. Its principal has warned that it could have to close within a few years;
- Bergvliet Primary School, currently with 575 pupils — as against 800 a decade ago — and dropping at a rate of about 25 a year.

Yet some schools on the northern side of town are battling to accommodate the children of young couples fleeing to mushrooming residential areas like Table View, estimated to be growing at the rate of 8 people a day.

They include schools in the Bellville, Table View and Dunbarville areas, among them:

- Table View Primary School, having to add three prefabs to its existing facilities this year;
- Table View High School, originally built for 750 but now having to plan for about 1,100 pupils. Last year there were 950 pupils;
- Fairmont High School, which although experiencing a slight drop in intake owing to the opening of a second high school in the area, seven years ago, is now preparing for a renewed surge when housing schemes in Wellington and Kenridge are completed.

Lack of housing

Educationists attribute the contrast in demand mainly to the lack of availability of low-cost housing in the southern suburbs, and the resultant "ageing" of the residential component.

Said one headmaster, who declined to be named: "How can you accommodate this rapid shift? You can't just pick up an under-utilised school from one side of town and plonk it down where it's needed."

"The obvious solution for those schools with dwindling numbers would be to open them to all races, but as long as the own affairs concept of governing remains in force that simply not feasible."
The Centre for the Arts and Community has announced that it will host a series of workshops and events throughout the year. These workshops are aimed at providing opportunities for community members to engage in creative and educational activities. The Centre is located in a renovated building in the heart of the city, offering a space for artists and community members to come together and share their talents and ideas.

Workshops will cover a range of topics, including painting, sculpture, photography, and writing. The Centre is committed to making these workshops accessible to everyone, regardless of age or background. Attendees can sign up for as many workshops as they wish, and all workshops will be led by experienced instructors.

The Centre is also hosting a number of special events throughout the year, including art exhibitions, film screenings, and music concerts. These events will provide opportunities for community members to come together and celebrate the arts.

Residents of the town and surrounding areas are encouraged to take advantage of the Centre's offerings. Whether you are an experienced artist or just starting out, there is something for everyone at the Centre for the Arts and Community.
Varsity staffs and De Klerk disagree.

THE newly formed Union of Democratic University Staff (Udusa) and National Education Minister FW De Klerk had fundamental differences regarding non-racial education, a Udusa delegation said yesterday after meeting De Klerk.

The meeting took place in Pretoria to advise De Klerk on Udusa’s stance on subsidy cuts, rationalisation of universities, salaries, security forces on campus and conscription.

Udusa general secretary Mike Morris of Natal University, told a Press conference although the dialogue had been useful, there had been a fundamental difference of opinion. Udusa saw a non-racial, centralised education society, while De Klerk stood by own affairs education.
English upgrade course

The Department of Linguistics at Wits University is offering a course to educators and professional people involved in language work who want a specialised training to upgrade the teaching of English in Southern Africa.

A spokesman for the department, Mrs Rosemary Letter-Ralton, said the department mounted a postgraduate degree in 1980 after it recognised the pressing needs of people of the country who do not speak English as their first language.

She said the BA (Hons) in Applied Linguistics attempted to confront the various problems and challenges in language and education.

"The course also attempted to facilitate a high level of expertise and leadership at all levels of language education in South Africa, particularly in the field of English as a Second Language (ESL), as a subject and as a medium of instruction," she said.

The major aim of the course is to give a professional qualification in ESL.

It supplies a new dimension in the knowledge and experience of graduates heading for a professional career related to ESL, including teachers already holding professional qualifications.

For further information, contact The Secretary, Department of Linguistics, University of the Witwatersrand (716-2346).
with regular reading, as pupils absorb information on an informal basis on a wide range of subjects.

The imaginative powers of the reader are also exercised by reading for enjoyment, as he has to imagine the feelings and experiences of characters in a novel.

The media centre should cultivate this habit by making available materials which should not only be for study but for regular reading and enjoyment.

At an early stage in their schooling, children are taught to decipher the written word. As is the case with all skills, reading improves with practice.

School media centres can be supplemented by the public library.

The public library's stock of books is usually more extensive than the school's, particularly in covering subjects not directly related to the school curriculum. Children should be encouraged to read books on topics other than their school subjects.

Most public libraries are members of the interlibrary loan system by means of which any book in the country becomes available.

The habit of reading should be developed in the very young. Parents should take children to the

Special projection and sound reproduction equipment is necessary for the use of much of this material. The requisite equipment is usually housed in the media centre.

Media centre rules should be prominently displayed so that all users are aware of them.

Ideally, media centres should be open before and after school as well as during breaks. Every class should be allotted at least one teaching period a week to be spent in the media centre.

Certain material may only be used in the media centre and may not, under any circumstances, be damaged easily and special care should therefore be taken with these.

If there is a possibility that some of the material may be damaged, it should not be allowed out on loan. It can be made available for use in the media centre only or elsewhere under the control of the media teacher or a responsible teacher who knows how to care for the material.

Adapted from Library Orientation by CM Vink and JH Frylinck. Available from your local bookshop.

### Competition winners

The paragraph with spelling and preposition errors seems to have caused many of you a bumper headache.

Most of you need to pay particular attention to the correct usage of prepositions.

The winner is MAROKANE RAPHAPA of Lebowakgomo, who goes to school at SI v/d Merwe in the same town. Our runner-up is Victoria Nsoane of Pietersburg.

A teacher can give only basic information, so the media centre adds to this information.
Education crisis in Winterveldt

By SOPHIE TEMA

BLACK private schools in Winterveldt are struggling to survive and hundreds of pupils are turned away each year because of overcrowding.

This is one of the many hardships faced by non-Tswanas in Bophuthatswana.

The buildings used as classrooms are either made of pieces of rusted corrugated sheets or thin plywood.

There are no proper seating facilities and pupils sit on the bare floors or bring old tins to sit on during lessons.

Most of the schools are combined – starting from Sub Standard A to Junior Certificate.

There are no fewer than 2,000 pupils in each of these schools and educationists claim there are about 15 schools in Winterveldt.

The Indeni Combined School has 2,500 pupils, with only 10 teachers and is a typical example of the problems experienced by many black pupils in the area whose parents are non-Tswanas.

At present most of the private schools are those of children whose parents are non-Tswanas – most of them Nguni-speaking.

Pupils are expected to pay in between R2 and R5 a month, to pay the salaries of the teachers.

But with the present rate of unemployment the situation in the schools has worsened, as most parents cannot afford to pay the funds. This forces teachers to take on jobs in industry.

Because the community cannot afford to build more classrooms or schools, many pupils have to be content with classes being conducted under the trees.
Open school canvass is opposed by govt policy

DIANNA GAMES

AN initiative taken by Pretoria Boys High School to canvass opinion of relevant parties on the opening of the school to all races looks likely to fail in the face of government policy on the issue.

A spokesman for Education and Culture Minister in the House of Assembly, Piet Cloete, said the minister was considering a Transvaal Teachers Association (TTA) resolution that all Transvaal government schools be permitted to open their doors to all races.

However, he was considering it in the light of the Department of Education and Culture’s policy. SA’s constitution did not allow the option of open schools, the spokesman said. There was no indication that a change in this policy was envisaged.

SAPA reports that pupils at public and state-aided schools under the Department of Education and Training (DET) will have to toe the line or face expulsion in terms of regulations gazetted by the Minister of Education and Development Aid in Pretoria on Friday.

According to the regulations, made in terms of the Education and Training Act, pupils may be suspended or expelled from school if they:

☐ Intentionally give false information to any teacher;
☐ Refuse to obey legitimate instructions;
☐ Incite pupils to contravene regulations, take part in boycotts, sit-ins and riotous action, commit acts of insubordination;
☐ Possess or use habit-forming drugs without a doctor’s prescription;
☐ Make unsatisfactory scholastic progress because of participation in activities not approved by the principal, or intentionally leave books at home.
in favour of mediocrities

Gregory's Teachers Being Lost
up to battle

Video squares

An unusual video aimed at encouraging...
Teach them to read early

CP Reporter

A VIDEO aimed at encouraging parents to prepare their children for reading was launched at the weekend.

"Read provides material to assist community-run programmes," said Cynthia Hugh, director of Read.

The colour video, made and produced by African Life Assurance, was called "Ready to Read".

It is aimed at the parents of pre-school children, who form part of African Life's commitment to uplift the quality of life of one of its target market groups - the black community.

The video highlights the vital role parents can play in preparing children for reading."Parents are concerned that their children will not succeed in expanding their educational horizons at a crucial stage in particular," said African Life Assurance's director of marketing, Jenny Hough. "The quality of education at that stage will determine the future of our young people.""The video can help children's development," she added. "This is not only important for the individual, but for society as a whole.""The video can help educators teach reading," said Read's community manager. "And it also shows parents the importance of reading.""The video will be available from community groups and libraries," she said at (011) 398-5847.
Press Learning

art for children's books should learn the ancient

Parents and teachers

Story telling educates
By BOOGIE MABOGONE

MATRIC pupils have finished their exams and we all hope they have done well. Those who will fail and are unable to repeat will unfortunately be placed among the group of school dropouts, because they will have no certificate to show what they have passed after 12 years of schooling.

I think we ought to give pupils certificates as they pass through the various levels of school — a primary school leaving certificate (Std 5), a junior secondary school leaving certificate (Std 8), and finally the matric certificate. This, at least, will enable pupils who failed Std 6 to say they passed Std 5, while those who failed matric can say they have a junior secondary school certificate.

Most English-speaking countries still retain the mid-secondary school O-level certificate, while a lower secondary school certificate is issued in Germany and other European countries. There are fine qualifications for those wishing to enter vocational schools and those wishing to take up junior commercial courses, including salesmanship and entrepreneurship.

Our single certificate — matric — forces too many kids to be classified as dropouts — and that is demotivating.

Most pupils who will pass matric and wish to further their studies will be facing the usual problem of finance for the ever-increasing cost of tertiary education. With time, this problem will become more acute because of inflation, which we are unable to drastically reduce. There is also a trend in the Western world to reduce State subsidies to universities, compelling universities to increase fees.

Based on a 15 percent a year inflation rate, my youngest son, who is in Std 3, has worked out what I will have to pay R63 000 — with a pocket-money allowance for an occasional glass of indigenous beer and mboza — for his university education, assuming he is university material and he neither fails or boycotts exams.

Another factor compounding the financial problem is that the number of African university students is increasing faster than the earning capacities of parents.

According to the 1987 report of the Committee of University Principals, there will be 543 487 African university students in four years' time and in just 12 years' time there will be 1,1-million.

The concern for financial assistance would not be so great if those who award bursaries adopted a pure business approach — all bursaries must be on a loan basis. And the loans should be repaid with interest. Figures will perhaps help to justify this.

Extrapolated conservatively over the past 10 years, DET awarded bursaries worth R35-million. Anglo American Corporation gave about R36-million over the past 10 years.

If all these bursaries had been loans, DET and AAC would have an extra R15-million each from repayments, with all bursary holders allowed one extra year for their degrees. Add all other public and private sector bursaries and estimate the large sums which could have been available for new students.

One problem with this is that where loan bursaries have been provided in the past, many students failed to repay them.

The Committee of University Principals, which also recommends loans for students, suggests that repayments for State loan bursaries could be collected through the office of the Receiver of Revenue. This could be one method but the best is through the professionals, namely the banks.

Instead of paying the monies to institutions, bursary organisations could give the monies as collateral for loans to be provided by the banks. The organisations should still do their own selections but the actual loan contract should be with the banks. The State, too, can do like-wise. From there, repayments will be in professional hands.

The banks could also ensure that a student does not get more money than he/she needs, including the little extras.
Political Power

THERE ARE MILLIONS OF PEOPLE WHO ARE "EMPLOYED" BUT NOT "EMPLOYED." THEY ARE "EMPLOYED" BY THE GOVERNMENT. BUT THEIR "EMPLOYMENT" IS NOT SATISFYING. THEY ARE NOT "EMPLOYED" IN A WAY THAT MAKES THEM FULLY REALIZE THEIR POTENTIAL. THEY WORK HARD TO MAKE A LIVING, BUT THEIR LIVING CONDITIONS ARE NOT SATISFACTORY. THEY FEEL UNFULFILLED. THEY LONG FOR SOMETHING MORE. THEY LONG FOR TRUE "EMPLOYMENT," WHERE THEIR LIVES ARE APPLIED IN MEANINGFUL WAYS.

The question is: How can we achieve true "employment"? How can we create a society where everyone feels fulfilled and satisfied with their work?

One solution is through political power. By becoming politically active, we can work towards creating a society where everyone is "employed" in meaningful ways. We can fight for better living conditions, better wages, and better working conditions. We can demand a say in decisions that affect our lives. We can work towards a society where everyone feels valued and respected.

In this sense, political power is not just about controlling others or being in power for power's sake. It is about using our power to create a society where everyone is "employed" in meaningful ways. It is about creating a society where everyone can live a fulfilling life, where everyone can reach their full potential.

The question is: Are we ready to take on this challenge? Are we ready to become politically active and work towards creating a society where everyone is "employed" in meaningful ways?
PRETORIA — Throwing the burden of supplementing funds for education on parents through tuition fees offered only limited scope for a solution, the Teachers Federal Council annual report released yesterday said.

Alternative methods of broadening the base on which funds were raised appeared to have greater potential.

They were also more justified because not only parents, but the whole community, benefited from the education system. Adequately financing education could possibly create problems for government.

However, education was a priority and the best investment the country could make.

The state of education had to be seen against an economic background of a country trapped in inflation, where sanctions and withdrawal of international credit worsened the situation.

Referring to a declining white school population, the report said in 1987 there were 77,403 school beginners — 10,371 or 11.82% less than eight years before. However, the report stressed, it would be wrong to suppose the reduction in pupil numbers implied any lightening of the financial burden.
'New education strategy needed'

Staff Reporter

SOUTH AFRICA stands on the verge of fundamental change, but it is everyone's interest to 'man the pumps and stop the ship from sinking', University of Cape Town law and science graduates were told at a graduation ceremony last night.

The words were being addressed at the ceremony, one of the first to take place in the country, by Dr. R. H. Arndt, president of the Foundation for Research Development in the Council for Scientific and Industrial Research (CSIR).

Dr. Arndt said South Africans had to free themselves from the coped pattern of education and start using their own lethargic attitude on the education system.

The statistics showed that of the 150,000 black students who matriculated last year, only 500 gained matriculation exemption in mathematics.

An educational strategy for action must be devised to change the balance between technological and non-technological educational enrolments within the primary, secondary and tertiary educational enrolments.

Citing the example of South Korea, he said a well-orchestrated educational, industrial, scientific and technological policy combined with a desire by the people to achieve wealth had converted one of the poorest countries one of the richest within a mere 20 years.

It was this desire to create 'science appreciation' that would lend the attitude of scholars and the community towards science.
Teaching: LP's actions slammed

Staff Reporters

The president of the Cape Teachers' Professional Association, Mr. Franklin Sonn, yesterday lashed out at Labour Party "meddling" in education and charged that LP supporters were being appointed to senior positions in schools.

Speaking at a CTPA representative council meeting in Bellville South, Mr. Sonn challenged the Minister of Education, Mr. Allan Hendrickx, to appoint an independent commission of inquiry to investigate "widespread allegations of LP nepotism."

"If the minister refuses then the public will know who to believe.

"These party-political appointments are undermining the integrity of the teaching profession and making it an instrument of a political party," Mr. Sonn said.

School shortage criticised

Other speakers at the meeting were prominent anti-apartheid activist and advocate Mr. Dullah Omar and Mr. Randall van den Heever, deputy president of the CTPA.

Mr. Sonn also deplored the acute shortage of schools and said that only one school had been provided for the burgeoning new coloured suburb of Blue Downs. "The school expects applications from 600 pupils in Std 7 alone and yet it has been built to only accommodate 800 pupils," he said.

Mr. Omar made a strong appeal for teachers to strive for unity in their communities and to help with local organizations so that they were run in a truly democratic fashion.
Giant strides in Natal education

Libraries in Natal secondary schools are expanding so rapidly that the Department of Education and Training has appointed seven full-time teacher-librarians in the Maritzburg area.

This year, libraries were built at Ndola in Piet Retief, Nkosibumvu in Tongaat, Gleno Secondary School and Zibakazulu Secondary School in Maritzburg.

Teacher-librarians at these schools have introduced book education programmes in Standards 6 and 7. It is hoped that by the time these children reach matric they will be avid readers and therefore obtain better results.

The READ organisation, the DET's Media Service Centre in Pretoria and the DET in Natal work closely together to raise the standard of the libraries.

Courses are also held regularly to guide the teacher-librarians.
We all learn from stories

By Norah Taylor

From the beginning of time there have been story-tellers, and the world still needs the tellers of stories.

Stories can be for the "littlest ones" and for the "oldies". Stories can be of different kinds and they can serve hundreds of different needs.

This article concerns the needs of parents, teachers and children.

Stories can be told for entertainment or to teach lessons. No matter what the purpose of a story it needs definite techniques.

It must suit the needs of the people who are going to listen to it. It must have "shape" - it must begin, develop and conclude.

It must be told with interesting vocal and facial expressions. The people listening to it must be able to hear every word that is spoken.

The child who has parents or grandparents to tell him stories is a lucky child, for he learns to listen and to enjoy listening. Listening provides a door to learning.

The child who cannot listen cannot learn. Human beings learn through "doing". They learn also through "saying" and the child who listens to stories learns words which help him to "say" what he thinks and feels.

He learns how to communicate because he has language. He can hear and say words.

Insufficient time is given in teacher training colleges to speech training. Teachers may have subject knowledge but be unable to impart that knowledge to others because their voices are dull, their speech indistinct and their delivery monotonous.

Many lessons are meaningless to children because their teachers speak with little enthusiasm and without any facial expression.

Stories must be told with enjoyment. The story told with a dull voice, lack of facial expression and at a monotonous pace can never be successful.

A good story-teller asks questions from time to time. He makes his audience listen by so doing. He makes them take part in the story he is telling.

Good listening habits provide a basis for good learning habits. The more pleasant listening situations are in the life of a child the more likely he is to want to learn and to concentrate on learning.
REGULATIONS relating to the closure of black schools and the admission, suspension and expulsion of pupils were promulgated recently out of concern for pupils and teachers, say the authorities. Every pupil and teacher has a right to safe, secure and peaceful learning conditions, says the Department of Education and Training defending the new regulations for black schools.

The regulations, adds the DET, are the direct result of "unrest, crime and disorder which have bedevilled education, particularly in places like Soweto, over the past two years," and are not promulgated out of vindictiveness. However, regulations have also been drawn up to deal with "trouble-makers" without "addressing real grievances — a case of dealing with the symptoms, but not the cause, of the disease.

Amend

The latest regulations amend or add to regulations published previously. Several of these give the Minister of Education and Development, Dr Gerrit Viljoen and officials of his department powers that they have exercised for some time.

For example, the Minister is empowered to close a school if he feels the number of pupils exceeding it, or if the number of pupils refusing to attend classes is of such an extent that the "continued existence of the school is not justified.

Effective

The Minister may also temporarily close a school if pupils refuse to attend classes — if effective teaching is not possible because pupils disbelieve Instructions by principal or circuit inspectors — if pupils contravene provisions of the Education and Training Act or because of "process or discipline behaviour.

When a school is closed, the principal may refuse admission to pupils not suspected or known to have committed any of the above offences, after considering the recommendation of the pupils.

The requirements for admission to schools have been amended to the effect that parents or guardians must accompany their children to schools when applying for admission, and must undertake in writing to see to it that they attend school regularly.

The Director-General has to approve the admission of anyone previously refused admission to any school or suspended or expelled for misconduct.

He can also make admissions conditional on the pupil receiving additional or remedial tuition, or pupils enrolling or compensating the Department for textbooks issued during the previous year — and on pupils refraining from such "out-of-school activities" considered to have a detrimental effect on their studies.

An opportunity is given to pupils and their parents to appeal against the detention of their names from the admissions register because they are failed to comply with these conditions. Pupils who have failed the same standard twice have to obtain the Director-General's permission for them to be readmitted to school.

Pupils may also be suspended or expelled from school if, after one warning, they:

- Behave in a manner or have been convicted of an offence that normally prejudices or might prejudice the maintenance of order or discipline or the effective provision of education;

- Intentionally damage, destroy, abuse or appropriate property of the school or of any person or body.

- Willfully refuse to obey a legitimate instruction of a principal or teacher or intentionally give false information — are unauthorised or pupils or take hallucinogenic drugs.

- Litter or damage facilities or property or contravene or fail to comply with regulations, school rules or examination instructions.

- Take part in or instigate a boycott of classes or functions, process marches, strikes or any similar action.

- Refuse, without good reason to attend classes or receive tuition or intentionally fail to have books and other equipment necessary for the purposes of tuition.

- Are making unsatisfactory scholastic progress as a result of participation in activities not forming part of an educational, cultural, sports or recreational programme approved by principal and DET officials.

Previous is also made for the summary suspension of pupils whose actions seriously prejudice the maintenance of order and discipline or effective education.

Pupils and their parents are afforded an opportunity to make representations against the suspension.
Govt believes in separate education says Clase

THE Government believes unshakably in separate education for South Africa's different population groups, the Minister of Education and Culture, Mr Piet Clase, said in Pretoria.

Speaking at the Pretoria Teachers Training College, Mr Clase said "own affairs" education implied separate teacher training.

"This does not mean however that we are blind to the danger of isolation. It is indeed teachers who will have to guide one day with regard to building communication in view of a better understanding between the country's multi-cultural groups, and for this we must equip student teachers."

Legislation is presently being considered which will not only bring important renewal, but will also allow colleges to preserve that which must be preserved.

Another aspect which deserves urgent attention was the reconsideration of admission criteria to education training, as well as the criteria for the employment of teachers.

Money for education was limited and Mr Clase said that education could not allow valuable resources and funds to be spent on people who were not prepared to unite themselves with the aim of the country's education system.

The economic realities of South Africa would have to be taken into consideration when it came to future education, as the lower white population growth placed great pressure on the treasury.

Mr Clase considered teachers as the people who were the most conscious of tomorrow's responsibilities, as they are the people who would work with the future of the nation.

He said that teacher's colleges would have to re-evaluate their curricula in order to determine whether it would still contribute to well equipped teachers whose task it is to train the future generation. — Sapa.
Learning Press

Storytelling is one of man's oldest skills

Tales teach kids to communicate better

By NORAH TAYLOR

A STORY must have a beginning, a development and a conclusion. It must be about a subject that will appeal to children of a certain age and of certain interests.

It must be told in an attractive way. A storyteller must speak clearly and in language suitable to the age and needs of the listeners.

Good storytelling is an art. A storyteller must speak clearly and with good expression. He must know how to use changes of voice (modulations), changes of pitch and changes of pace. He must know when and how to pause with effect and to use emphasis (stress on words) to make meanings clear. He must be able to speak very softly with perfect clarity (for example, when he is pretending to be a little mouse or an insect) or in a very large voice when he is saying the words of a giant or a lion.

Repetition can be a very effective part of storytelling but if it is not used carefully it can become boring.

However, when well used, repetition may make listeners want to join in the telling of the story and this can make it very attractive especially when it is being told to very young children.

An experienced storyteller knows when and how to ask questions and when to let the listeners express their own ideas about some particular thought or idea. He knows how to arouse curiosity and also how to involve his listeners by saying “Let us pretend to be that giant or that lion or that little bird.”

(This type of involvement in a story delighted a child and also helps him to extend his thoughts and feelings in a creative way. He can create suspense by saying “What do you think happened then?” or “What do you think is going to happen?”

Enjoyment can be created in many ways. Sometimes by curiosity, sometimes by excitement, sometimes by letting children play their favourite game of “Let’s pretend to be...”

A story can lead to the action dear to the heart of most children - namely the acting of a story. Occasionally a child will make up a story that can be dramatised but usually it is better to encourage children to act a well-tried and well-structured story such as The Three Little Pigs.

Questions can be a useful part of storytelling but questions should never be allowed to interrupt the “flow” of a story. Its structure is important. A good story must start in an interesting way then develop and conclude.

Storytelling was one of the first of mankind’s skills. It is a useful skill still.

The child who is told stories is likely to learn how to tell stories. When he tells a story he has to find words with which to express his thoughts, ideas and feelings.

In due course the knowledge he has gained from listening to stories and telling stories is likely to help him to “shape” ideas for compositions and essays and to help him to communicate in both the written and the spoken word.
Skilled labour crisis predicted

Own Correspondent

JOHANNESBURG. — There will be a shortage of 200 000 skilled workers in South Africa by the year 2000 if the annual average growth rate is 2%, according to a recent publication by the SA Institute of Race Relations.

The current recession has led industry to a wholesale cut-back on skills training, especially for blacks on whom the country will be dependent by 2000, said institute researcher Mr Monica Bot.

A sustained upturn in the economy would uncover shortages in several industries, notably the construction, agriculture and nursing, she said.

Several employers interviewed by Bot expected a shortage of skilled personnel with only a marginal improvement in the economy. Others predicted that the development of large-scale projects such as the Lesotho Highlands Water scheme would add to this skilled labour shortage.

A major reason for these expected shortages was the structure of the present educational system, said Ms Bot.

Waste of funds because of segregated institutions and poor educational standards in the African education system limited the number of students that could enter technical education institutions. The number of African students at university far exceeds the number in technical institutions, and white education is aimed at a general rather than a technical education, she said.

"Only 10% of SA's workforce is being trained in a technical field," she said. A solution could only be found if "industry substantially increased its emphasis on skills training", she said.
Teachers and students switch roles

By Shehnaaz Bulbofa

"Teaching students is all in a day's work for teachers but a new project puts teachers behind the desks and the students in front of the blackboards teaching them how to teach.

University students and lecturers are involved in this unusual project which aims to upgrade teachers' teaching skills, says founder and director of the Enrichment Course, Mrs Paulette Bethlehem.

The course, which has proved popular since its inception seven years ago, runs for 10 weeks every Saturday morning during the first school term. Classes are held at the Johannesburg College of Education.

The project, which caters for teachers from PWV area, is a private initiative even though lecturers and students from various institutions are involved in the programme.

Street law is one of the subjects offered which takes into account the demands of the community. Students and lecturers of Wits University's law school are involved in the teaching.

"Street law is one of the subjects offered which takes into account the demands of the community. Students and lecturers of Wits University's law school are involved in the teaching." says she points out, is essential because it is every person's right to know of their basic legal rights.

"Every time a person comes into contact with the law whether he/she buys something, rents a house, gets married divorced or detained - street law aims to show how the law operates and how it can protect that individual."

In the project, teachers are taught how to manage their own stress effectively and are equipped with concepts to broaden the mind.

The project, she says, is creative and flexible, a shift from the orthodox blackboard situation. Different teaching techniques are introduced such as role-play, group discussions, videos and field excursions.

The project also takes into consideration the diverse backgrounds of teachers.

"Teachers from white schools can afford to teach children in group situations because there are fewer students. In the township this method may not work because a teacher would experience difficulties in facilitating discussion amongst 69 pupils at a time."

Teachers are taught by students and experts alike. Subjects range from African literature and story telling to educational psychology and teaching the gifted child."
Backlog in black schools caused by stayaways

Staff Reporter

As partial results of black matric candidates became available to headmasters at all Peninsula schools yesterday, it was learnt that 10 of the 12 local schools had fallen behind in their syllabuses because of stayaways this year.

A senior liaison officer for the Department of Education and Training, Mr James McNiel, confirmed that school inspectors had discovered a "significant backlog" in syllabuses at 10 local secondary schools.

Additional classes had been laid on during the September holidays to help the children catch up and these had been "generally satisfactory and most encouraging", he said.

Mr McNiel said pupils had, "largely through no fault of their own", been unable to complete syllabuses in the normal way.

He declined to discuss possible reasons for the stayaways as it was "virtually impossible to identify what is a legitimate educational grievance or what is politically motivated".

Mr McNiel declined to quantify the backlog on syllabuses.

He said the number of days missed at the 12 local secondary schools this year had been "significantly less" than those missed in the first six months of 1987.
You toe the line or get out, new DET rules say

By ANDRE KOOPMAN

PUPILS at public and state-aided DET schools will have to toe the line or face expulsion in terms of regulations gazetted by the Minister of Education and Development.

According to the regulations, made in terms of the Education and Training Act, pupils may be suspended or expelled from school if they:

- Intentionally give false information to any teacher;
- Refuse to obey legitimate instructions;
- Incite other pupils to contravene regulations;
- Take part in boycotts, sit-ins and riotous action;
- Commit acts of insubordination;
- Possess or use habit-forming drugs without a doctor’s prescription;
- Make unsatisfactory scholastic progress because of participation in activities not approved by the principal, or
- Intentionally leave their books at home.

Mrs Sue Phileax, chairman of the Education Forum, an organisation concerned with effective education in DET schools, said the forum was “deeply disturbed” by the regulations since they were “open to grave abuse”.

The forum had previously expressed its alarm at the possibility of the exclusion of students from schools, maintaining that no student should be excluded from a school to which he or she has been admitted.

“As in white schools the expulsion of a student is a last resort which is decided upon in consultation with community representatives, usually in a school committee.

‘The power to exclude a student is open to abuse,’ she said.

The DET was extending its already considerable control over schools, she added.

‘Not content with using the SAPD and the SAP, it is giving vast powers to principals who they often have little support from the communities that they should be serving.

‘Confrontational course’

‘In addition the DET has stated that it will not work with representative PTAAs whose primary concern is the schooling of their children. The PTAAs are able to wield great influence on keeping schools open and students disciplined.

‘It is clear that the DET is not prepared to work with the community and chooses a course which is confrontational,’ said Mrs Phileax.

She said the DET knew its measures would be unpopular.

The regulations were gazetted at the end of the school year when results were not yet out and promotions were uncertain.

‘It was thus extremely difficult for parents and students to protest.

‘If the DET is sincerely committed to schools which function as they should, they will have to share control with the people whose deepest concern is effective education.

‘The regulations which have been gazetted would appear to throw down the gauntlet to students and parents alike. These are not disciplinary measures, they are measures for control.’"
Enrolment explosion provokes special efforts

T

HE National Manpower Commission reported an enrolment explosion at all black educational institutions and said that the demand for infrastructure was so extensive that special efforts would be necessary to achieve any success at all. But, the survey says, it is still not clear whether the Government is prepared to go ahead with plans to levy tuition fees at white government schools in order to free spending resources for black education.

The 1987/88 Survey of Race Relations is available from the publications department of the South African Institute of Race Relations, (SAIRR), PO Box 31044, 2017 Bramfontein, at R42 plus postage and packing of R2.96.

The survey reports little progress at a cost of cash for a single education department, and notes that the Minister for Education and Development, Dr Gerrit Viljoen, said this would not be possible because of the high number of African pupils in schools in South Africa, including all the homelands.

While the Government said that under-utilised white faculties would continue to be offered to other white departments before being offered to black departments, the survey notes that in many cases faculties were transferred to the Department of Education and Training, which controls African schools.

Dr Gerrit Viljoen

Parents blamed pupils' lack of discipline, but also cited determinism and the presence of security forces, the survey reports. Criticisms of school boycotts by the National Council of Trade Unions and the Black Consciousness Movement of

SPECIAL statement issued by the South African Institute of Race Relations.

ment of Education and Training (DET), were
- Lack of motivation and discipline among pupils,
- Disturbing conditions in schools,
- Demoralisation among teachers as a result of sanctions.

The survey notes that Pope John Paul II visited Zimbabwe in September that he opposed outright boycotts, and that he also rejected violence and spoke in favour of negotiations.

It also points out that the then president-elect of the Methodist Church of Southern Africa, Rev. Stanley Mogobu, has said that he could not subscribe "to a school of thought that recognised that violence was a last resort, present or in the past, was indefensible". He rejected the notion of a just war, and, in March, also called for negotiations.

CP

Among major political trends during 1987/88 was a renewal of Church/State tension following the imposition of restrictions on various organisations on February 24, 1988.

The survey records a statement by Dr Allan Boesak that it was the Church's duty to rest in the gap left by the banishments. It points to some awareness among the Church's leadership about the need to distance itself from black organisations.

Pearce

Overall, fewer school boycotts were recorded in 1987 and 1988. However, the survey notes that the death of a teacher at least 54 Soviet high schools during the year was a blow. Some of the reasons for this, according to the Depart-

An admission by a CP leader that black people could not be removed from the Johannesburg area of Hillbrow was repudiated by Dr Terreblanche, who said his party would continue to fight to make Hillbrow white.

Contradictions in Conservative Party policy might cause serious tensions within its ranks, according to research conducted by the SAIRR.

The 1987/88 survey also records major disagreements between CP members who want to reimpose classical separate development.
Education can learn from the mistakes
Compulsory school fees to be introduced in 1989?

Own Correspondent

PRETORIA. — The government, desperate to find the funds needed to raise teachers' salaries and slow down the flood of resignations, is expected to introduce compulsory fee paying by parents next year.

Responding to scathing criticism from the usually staunchly loyal Transvaal Onderwyser Vereniging, National Education Minister Mr F W De Klerk appealed for calm in the profession.

He indicated the government was financially stressed and that every 1% increase in teachers' salaries would cost R60 million. This means that even a 15% increase — less than the expectation of the organized profession — would cost around R1 billion.

Compulsory fee paying has been on the cards for the past three years and Education and Culture Minister Mr Piet Clase has been vague on the government's intentions.

But authorities said that the only option if the government hopes to satisfy teachers' demands is to make parents pay.

Meanwhile, Transvaal Teachers' Association secretary Mr Jack Ballard said that if the millions being wasted on the own affairs education system, with its duplicated bureaucracy, was eliminated, the government would be in a better position to pay competitive salaries to teachers, whose earnings at present stood at 38% less than in the private sectors.
Foundation spends R3m on education

Staff Reporter

THE Mobil Foundation has spent more than R3 million on alternative education projects in South Africa, it was disclosed yesterday.

The projects included curriculum development, early childhood development, teacher development and bursaries.

Mobil Foundation — funded by a R40-million donation from the US Mobil Oil Corporation — has already spent R8.3 million on more than 90 community projects.

Foundation chairman Mr Franklin Sonn said yesterday the foundation supported projects that would help the country develop into a non-racial, democratic society based on the principles of freedom of association.

Dr Ken Hartshorne, chairman of the foundation’s education board, said the most serious mistake in the past was to use education to divide people rather than using it to give them a common purpose.

“We should be looking at a future kind of education in a different kind of South Africa, in a different society,” he said.
PRETORIA. — The government believes unshakably in separate education for South Africa's different population groups, the Minister of Education and Culture, Mr Piet Claas, said at a university graduation ceremony yesterday.

Speaking at the Pretoria Teachers Training College, Mr Claas said "own affairs" education implied separate teacher-training.

"This does not mean however that we are blind to the danger of isolation. It is indeed teachers, who, will have to guide one day with regard to building communication in view of a better understanding between groups, and for this we must equip student teachers." — Sapa