EDUCATION - GENERAL

1989

OCT. — DEC.
City's schools return to 'calm'  

Staff Reporter  
MOST schools in the city's protest-racked coloured and African townships have returned to "normal" and are geared to preparing pupils for year-end exams, official sources said this week.  
The swing back to calm after widespread demonstrations and violence over the election period follows a call last week by the Western Cape Education Front that boycotting pupils return to school immediately.  
The Front represents organisations including the restricted Western Cape Student Congress, Cape Teachers' Professional Association and Joint parent, teacher and pupil associations.  
Commenting on the Front's call, Department of Education and Culture (DEC) spokesman Mr Thinus Dempsey said he did not want to discuss the umbrella body's influence on schooling.  
He added, however: "The department hopes that pupils will take the call by the Western Cape Teachers' Union (Wectu) seriously."  
Certain schools, which he declined to identify, were still experiencing problems relating to "national political factors and intervention by third parties".  
Attendance at schools controlled by the Department of Education and Training (DET) had risen to about 80% over the past two weeks. While classrooms at some of the 10 high schools in Gugulethu, Langa, Nyanga and Crossroads ran empty during the election turmoil, attendance now stood at 70% to 80%.  
About 1 650 of the region's 9 739 high school pupils were in Std 10 and were set to write their matric exams, starting on October 20. Teachers at the eight DET schools in Khayelitsha had taken steps to help pupils catch up.
Quarter of all adults illiterate, seminar told

By Norman Chandler, Pretoria Bureau

A national literacy project is being planned in South Africa to coincide with next year's International Literacy Year.

Although the emphasis would be on literacy and numeracy, it would not be a campaign to promote literacy "as that could result in misconceptions being created", Dr S W H Engelbrecht, the convener of a seminar on the subject, said in Pretoria at the weekend.

Dr Engelbrecht, who is attached to the Human Sciences Research Council, said a quarter of the world's adults were illiterate and at least 100 million children were not enrolled at primary schools.

The seminar, attended by educationists and representatives of Government departments, universities and the private sector, heard that the project needed support and assistance in order to reach its goals.

Dr Gerrit Schuring of the HSRC said that, based on census statistics, 99 percent of all whites were unable to read or write in a black language, while the figure for coloureds and Asians was nearly 95 percent. Of the figure for whites, 97 percent of adults were unable to communicate in any African language.

At the same time, two-thirds of all black people had no knowledge of English or Afrikaans.

Some 58 percent of black adults were illiterate in these two languages. This constituted a serious language gap which affected literacy in general.

"This must not be ignored, particularly in the workplace," Dr Schuring said.

Dr J L Wyde said there were a number of ways in which South Africa could contribute to the International Literacy Year.

These included the planning of an international conference, a link-up with existing literacy programmes in the private and public sectors, and the use of questionnaires to try to obtain a better overall picture of the problem in South Africa.

He said if the project were successful, it was envisaged that it would be extended to future research and the extension of literacy activities.
throws schools policy in doubt

By LESTER VENTER
Political Correspondent

The uncertainty over government policy on "grey areas" increased yesterday after Education Minister Piet Claasen seemed to backtrack on earlier statements.

Mr Claasen, in charge of white education, said too much has been read into his statements on the future of the Johannesburg High School for Girls which is destined for closure unless it is opened to all races.

It was thought that Mr Claasen's earlier statement on options available to the school could signal the introduction of a new government approach on "open schools" in "open areas".

However, when approached yesterday, Mr Claasen rejected what he labelled "speculation" on what he had said and denied that there had been any change in policy.

Options
He also said the government had not yet committed itself to the racial make-up of schools in free settlement areas.

In earlier statements he noted that there were not enough white pupils to justify maintaining the school. Two options remain, he said.

● The school could apply to become a private school (to which black could be admitted) — and be indicated that government subsidies of up to 100 percent could be possible.

● The area could apply to become a free settlement area, meaning the school could then possibly become a multiracial school run by one or another government department.

Revelation

This was immediately interpreted as a revelation by Mr Claasen of a change in government policy which was previously understood to rule out multiracial schools in free settlement areas.

Mr Claasen has now poured cold water over the speculation.

Responsibility for Group Areas legislation — of which Free Settlement Areas laws form a part — was taken over last week by Mr Herman Kriel, the new Minister of Planning and Environmental Affairs.

Yesterday Mr Kriel said he did not agree with Mr Claasen's statement.

He said "a number" of Free Settlement Area proposals were being examined by his department, "under the chairmanship of Mr. H. Kruger. He and Mr. Kruger would be meeting in the course of the week to discuss priorities and administrative requirements."
SACC backs 'all schools for all people'

By DENNIS CRUYWAGEN
Education Reporter

DELEGATES at a South African Council of Churches conference on alternative education have demanded that the country's educational resources be made available to all.

In a statement issued yesterday delegates at the Cape Town conference said they had met representatives of more than 50 organisations concerned with the education crisis.

"The facts, figures and the account of the suffering of our people have convinced us that the ultimate solution to the apartheid education crisis in South Africa is to intensify the struggle of our people in the field of education."

Campaign launched

They recognised that a campaign — "all schools for all people" — had been launched and they voiced their support for it.

"We support this campaign and urge our organisations to commit themselves to this campaign nationally.

"We demand the right of access to all educational resources. We call on communities to monitor the situation, assist ejected students and continue to intensify pressure on the state."

Yesterday the meeting accepted in principle a proposal that the churches start an alternative education programme."
Prof criticises maths teaching methods

By Norman Chandler, Pretoria Bureau

The present method of teaching mathematics to young schoolchildren is an effective bar to numeracy, a mathematics education expert said in Pretoria at the weekend.

In most cases, teachers were "blocking the attainment of numeracy" by continuing to use traditional methods.

Professor P Human, head of the Unit for Mathematics Education at the University of Stellenbosch, told a seminar on literacy that "new mathematics" could be the answer. This provided a positive, creative approach to the subject.

"We have done an informal scientific study on numeracy. The response was absolutely alarming and perhaps there is some hope for eliminating the numeracy problems in the country through new methods currently being used on an experimental basis on 2 560 schoolchildren.

"The teaching of mathematics at present is a cultural legacy. The traditional approach has been with us since the 13th and 14th centuries.

"An alternative approach could greatly facilitate numeracy. Success has been highly dramatic, considering the ease and rate with which young pupils attain numeracy proficiency."

Professor Human said a high proportion of systematic mistakes occurred in learning mathematics in the traditional manner. In most primary schools in South Africa it was averaging up to 70 percent.

"Let's stop associating numeracy with so-called 'child's methods of computation' that are obviously difficult for pupils and replace it with a highly efficient system."

He said the use of this new system had resulted in the learning process being twice as fast.

"A total of 70 percent of pupils in Grade 2 who are experimenting with the system are now doing work traditionally done in Std 2, and they do it without anxiety."

The pupils use their own methods of computation and explain it to teachers verbally and in writing. "Teachers never demonstrate a method of computation. There are no recipes among these pupils; they can only calculate on the basis of understanding," the professor said.
Teacher, teacher

One of the reasons for slow internal corporate growth is the just-a-secretary syndrome. According to Sally Hoffmann, of Viewcoom: "There is very often, for a number of reasons, the perception among office workers that the safest path to follow is to act dumb."

The obvious answer is to put the entire staff through office training. Problem is, it's expensive. But what about video-linked training?

Viewcoom has a 10-video, on-the-job advancement series which aims to motivate staff into becoming office-trained professionals. Subjects covered include time-management; working with conflict; communication; telephone technique; projecting a professional image; coping with stress; and coping with change. The course, entitled The Hub of the Wheel, has an accompanying 160-page workbook containing exercises, suggestions, group activities and checklists.

"Within 10 days it is possible to put a whole staff through the basics of office professionalism."
Key church role in ‘alternative education plan’

By DENNIS CRUYWAGEN
Education Reporter

THE Church with its history, power and resources was better placed than most to tackle the mammoth task of establishing an alternative education programme with a mass approach, a conference has been told.

The proposed programme, to be implemented next year, would be founded in consultation with the community. It would operate nationally from a church base, according to Mrs Sheila Sisulu, daughter-in-law of jailed Rivonia treason trialist Mr Walter Sisulu.

She was speaking at a South African Council of Churches conference on alternative education held at the Cape Town Civic Centre.

AIMS OF PROPOSAL

The aims of Mrs Sisulu’s proposal, which is likely to be accepted, were to:

- Provide high school opportunities (Standards 6 to 10) for pupils ejected from State schools;
- Provide educational enrichment and support programmes for pupils in State schools;
- Explore and use established and innovative educational approaches that will meet the immediate needs of pupils; and
- Seek and develop educational models that will begin to address the requirements of a post-apartheid system.

Schools in this scheme would be located in church buildings and pilot programmes could be started in Johannesburg, Cape Town, Port Elizabeth, Bloemfontein and Durban.

Mrs Sisulu said that staff could be recruited from the unemployed ranks of the Department of Education and Training.

Delegates at the conference also heard that conditions at black schools in the PWV area were not conducive to education.

Dr Ken Hartshorne of the University of the Witwatersrand Centre for Continuing Education said this situation was also manifesting itself in the Western Cape.

Officially 80 percent of black pupils were attending urban schools. However, this did not mean they were taking lessons, he said.

Sketching conditions at schools, Dr Hartshorne said black teachers were desperate. Many had given up and pupils were restless, not doing their homework nor bringing their books to school.

There was very little discipline at black schools, no respect for teachers and the presence of supervisors (inspectors) from the Department of Education and Training was non-existent.

"The conditions are not conducive to education. Pupils are at school in the flesh but not in spirit."
NEIL JARDINE, headmaster of Kingswood College, Grahamstown

its classicial chains
be freed from

Education must

In the context of education in South Africa, the emphasis on classical education has often been criticized for its narrow focus and exclusionary approach. Neil Jardine, the headmaster of Kingswood College in Grahamstown, raises this issue in his letter. He argues for a more inclusive and accessible form of education that can foster a broader range of talents and interests among students. Jardine advocates for a curriculum that integrates classical studies with practical and modern subjects, ensuring that education is not only relevant but also engaging for all students. He believes in the power of education to transform societies and promote social mobility, and his letter reflects a call for a more equitable educational system.
20% price rise in school uniforms

Staff Reporter

THE price of school uniforms has increased by around 20% this year, meaning that parents could spend as much as R340 kitting out a Sub A pupil for the first time.

This year’s increase far exceeds last year’s 7%, the previous year’s 15% and the 10% increase experienced in 1987, and could result in a petition for the introduction of a cheaper standardised uniform being presented to the State President, Mr F W de Klerk, later this year.

Mr Ian Masterson of Garsfontein, Pretoria, whose petition to the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, for a standardised uniform was rejected early last year, plans to take the matter further.

Mr Masterson confirmed earlier this week that he had asked, via his MP, to meet the State President on this issue.

The president of the South African Teachers’ Association (Sata), Mr Des Duxbury, yesterday told the Cape Times that although he was opposed to costly items being included in uniforms, he recognised the need of a school to be distinctive. He said that in the Cape, parent-elected school committees were responsible for the type of school uniform worn by the pupils.

Mrs Naomi Peagam of the Cape English Speaking Parents’ Association said parents called for a certain level of standardisation of uniforms but wished to retain an amount of individuality.

Mrs T K Stoner, principal of Fish Hoek Preparatory School, said that although it was desirable to bring down the cost of uniforms, children should be given the opportunity to be different.

“If we standardise uniforms we will be bringing a rigidity into education which we are trying to move away from. Do we want stereotyped children?” she asked, adding that the community should decide on a school uniform and not “some bureaucracy”.

Where uniforms are bought, the quality of the cloth used and where children go to school all drastically affect the cost of the uniform.

Many schools wear standardised grey or khaki shorts, white shirts and grey or navy jerseys which are available for less from large chain stores than from specialised school stockists.
Freedoms Forum slates 'informer' role of TED staff

By Sue Valentine,
Education Reporter

A circular sent to heads of education institutions by the Transvaal Education Department, which appeals for people to inform police about a range of activities, has been criticised by the Five Freedoms Forum.

The leaflet reads:

"Are you tired of being hassled? The police need information regarding persons who:
- Try to prevent your child from being educated.
- Prevent you from going to work.
- Prevent you from buying where you want to buy.
- Prevent you from voting."

It offers rewards of up to R5 000 for "information relating to the tracing of trained terrorists who have infiltrated South Africa".

Rewards of up to R1 000 would be paid for information leading to the arrest and conviction of anyone "who makes or uses petrol or acid bombs, promotes unrest through agitation, intimidation or incitement or orders a person to take part in violence".

The notice concludes: "Your information will be dealt with in the strictest confidence. Issued by the South African Police. We protect and we serve."

The FFF said it was disgusted that civil servants who were supposed to be apolitical were asked by the TED to consider becoming informers for the police. They said the fact that such informing would be confidential smacked of Gestapo methods.

"That our children need to be spied on shows the desperation of the South African situation."

Responding to inquiries about the circular, the director of the TED, Dr Piet Bredenkamp, said it had been sent out because there were people in the employ of the TED who had been subject to intimidation.

He stressed that no school pupils had been intimidated but other members of staff had been. It is understood he was referring to black staff employed as groundsmen and cleaners.
Building conference will focus on education

This year's annual conference of Bisa (Building Industries Federation of South Africa) will focus on education and training when more than 300 delegates gather at Sun City on Monday October 23.

Leading academics will speak on topics including “The Importance of Mid-Career Education in the 1990s”, “Alternative Universities in a Changing South Africa”, “Technikons: Vocational Education for the New Generation” and “Educating Professionals for the Construction Industry”.

The managing director of Samcor, Mr Spencer Sterling, will deliver the keynote address at the four-day conference. The head of Education and Training of the Chartered Institute of Building in the United Kingdom will speak on their Site Management Education and Training scheme.

Other subjects to be covered include the effects of drug abuse on education and training and how to achieve a low-stress lifestyle.
Economy faces shocks shockwaves

Roads, bridges should have stood firm

Although the losses of San Francisco, 6.9 (1989) and 7.1 (1989) are large, the Los Angeles record is similar. The city and its bridges and roads have stood firm.

The record is significant because the 1950s and 1960s were a time of seismic activity in California. Bridges and roads were not designed to withstand such earthquakes. The fact that they survived is a testament to the engineering skills of the time.

The recent earthquakes have taught us the importance of engineering and planning for earthquakes. It is essential to have bridges and roads that can withstand the forces of nature.

By YOSHIAKI AKAMOTO
Economy will suffer from debt repayment

Finance Staff
South Africans are facing a financially tough four years while the country repays $8 billion in foreign debt, Finance Minister Mr Barend du Plessis said yesterday.

His shock announcement followed just a day after the South African economy had received a boost from Reserve Bank Governor Dr Chris Stals' "Third Debt Standstill Agreement".

Under the new agreement, which was reached after intense discussion between the financial authorities and South Africa's 33 major creditor banks, only $1.5 billion of the debt inside the net will have to be repaid in eight six-monthly instalments until the end of 1993.

However, the extent of the country's debt maturing outside the net — $8.5 billion over the next four years — has taken economists by surprise.

"Unless we can roll over some of the debt, South Africa faces a massive outflow of $2 billion annually until 1993," one economist said.

Dr Stals reportedly said that the $8 billion estimate was extremely conservative and that some trade credits would most probably be rolled over during the period. "A figure of $6 billion to $7 billion is more likely," he said.

Nevertheless a strict control over the country's balance of payments and its foreign exchange reserves is expected.

Commenting on the hefty repayment, Mr du Plessis said: "The only way South Africa can deal with the issue was to follow very strict monetary and fiscal policies in an attempt to maximise growth within these restrictive parameters.

"This policy stance will no doubt at first exact some sacrifices but will yield benefits in the longer term. We are therefore dealing with the situation by becoming leaner, fitter and better managed, which in itself is a desirable and laudable objective." According to the arrangement, the remaining four-fifths of the $8 billion still caught inside the net will be renegotiated again in 1993, although some banks may also opt to convert it to long-term debt in exchange for guaranteed repayment.
Picket gets stuck into clay miners

Picketers present to court

Save St Idoine

Penion 00

140 000 sign

Copper co

more workers to go

Chamber of commerce in action

By no

Waste plant

for toxic

water
NO LENDING: UDF vice-president George du Plessis and members of the Save Boksburg Committee at the local library.

Picture: HORACE POTTER

BY BOETI ESHAK

A MAN was barred from borrowing a book from the Boksburg library yesterday — even though he features prominently in it.

Mr. George du Plessis, a national vice-president of the United Democratic Front, was one of about 30 so-called coloureds who defied Boksburg Conservative Party rules and used the town's whites-only library yesterday.

While glancing through the Who's Who, he was surprised to find he was listed. "I wanted to take the book out to show it to my family," Mr. du Plessis said.

"The librarian said I couldn't borrow it, but if that particular book was not available at the Reiger Park library, I should ask the library's facilities. They were left to read books but were not allowed to take any out.

"We stood our ground when the librarian asked us to leave," said teacher Miss Nadia Moosa. "The library is a public facility and we have as much right to use it as any of the town's white residents."

Mr. Mohamed Navan of the Save Boksburg Committee said Reiger Park residents would be encouraged to use the town's library in future — "but next time we will come back to larger numbers."

Several white students in the library said they would not mind sharing facilities with people of colour.

The librarian, Miss Louise Vos, said municipal staff were instructed by the council not to talk to the Press.
By PHILIPPA GARSON

WHAT began as a local campaign to open Johannes van der Westhuizen High School in Benoni to all races has mushroomed into a wider, national initiative to force the desegregation of schools nation-wide.

The All Schools for All People (Asap) campaign, launched in August this year, invites all provincial schools to open their doors to all races.

Already 199-white government schools throughout the country have joined in the past five years, while 4,000 black pupils have no place to go.

Asap, which has 12 member organisations including the South African Council of Churches, the Black Sash and the Five Freedoms Forum, has established an area committee in the Johannesburg region to campaign for the opening of a number of state schools in "grey" areas or those facing closure.

The committee, Asap representative and vice-principal of St Francis, Ahmed Mooda, says the campaign is going national.

"Already "Open City" campaigns in Port Elizabeth and East London are taking up the schools issue, and we plan to free-ordinate our activities nationally," Mooda says.

Mooda says that if the state does not deal with the crisis, a defining campaign will be launched next year, where parents will take their children to the nearest school and demand enrolment.

"We do not want to cause disturbances but we may be forced to. The state is simply fostering illiteracy among our kids. And while our society is in a transitional phase, we cannot afford this waste of human resources.

Many concerned parents and educators are waiting to see what will happen in Johannesburg High School in Benoni, due to close at the end of the year because of declining enrolments. In the last four years, the number of pupils has dropped from 500 to 237.

The South African Schools Committee (SASC) has campaigned for the school to stay open, under the auspices of the Education Department and the Department of Housing. The school is in a "grey" area and its enrolment is expected to drop to zero by the end of the year.

It is expected that the school will reopen next year as a private venture, with a mixed racially-structured school, but only between 15 and 40 percent of the current enrolment. Some parents of non-white pupils have moved to other areas because of the school's closure.

State funding for private schools falls between 15 and 40 percent, though according to Neil McGurk, principal of the non-racial Johannesburg High School, who says that the school's funding is better than the state's funding for the school will be affordable to a mere 14 percent of the school's population. "And even with substantial state funds the school will have to charge the 80 percent of these wishing to enrol their children," says McGurk.

A teacher at JHHS says if the school goes private none of the present pupils will return, due to financial constraints.

McGurk says the current economic climate and the government's tightening of the "radius" concept will prevent the opening of white schools in black areas.

"The state has a natural temptation to mobilise as much resources as possible for whites. To open schools for blacks means paying more money.

While R2,000 per year is spent by the government on a white child's education, only R150 is set aside for a black child.

According to McGurk, two major demographic trends are responsible for declining pupil enrolment at white schools over the past few years:

- A general decline in the growth rate of the white population and a resulting drop in numbers of whites of school-going age in both rural and urban areas nation-wide.
- The movement of young white families away from urban areas, leaving behind cheaper suburbs, leaving the surrounding suburbs to their more aged parents.

There are currently 8,000 white students in state schools but this figure is dropping at a rate of 8,000 every year, according to McGurk.

The "greying" of Johannesburg has seen an influx of black, coloured and Indian into the city, but there are not enough schools to accommodate their children.

And black pupils in their thousands are being turned away from both city and township schools, according to Ahmed Mooda. An estimated 3,000 black pupils of all races were turned away last year, and close to 5,000 black children could not be accommodated in township schools.

McGurk says the government's "greying" concept is not as popular as it was in the past, but the problem is still widespread.

The number of black children who have no schooling is vast — almost two million.
The Star Friday October 6 1995

UK to spend R50-m on black advancement

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The housing estate in Krugersdorp
---expected to go to black---

Mr. Michael Cebek
Star readers help fill farm workers’ library

Free State farmworkers and their children have welcomed a precious new facility inspired by the initiative of the farmer’s wife, Mrs Norma Rolfe, of Viljoenskroon. “With the help of readers of The Star, she has started a library.

The Rolfe’s workers live in, perhaps, the most pleasing circumstances in the province. They have attractive homes, electricity, running water and the only licensed clubhouse for farmworkers in South Africa. Their children attend school, and everyone — both old and young — are encouraged to improve their literacy.

‘To make sure both youngsters and their parents have something to read, Mrs Rolfe asked readers of The Star for any books they could spare.

The response soon filled several shelves in the new library. But there are still some standing empty.

“I am so grateful to readers who were good enough to parcel books and send them to me,” she says. “I know, however, that many people haven’t the time or inclination to parcel and post books, so I have asked my sister in Johannesburg to act as a ‘depot’ for me.”

She is seeking all sorts of books for young children, high school pupils and adults. Old textbooks are useful for children to use for reference purposes. Mrs Rolfe’s sister in Johannesburg, Mrs Hazel Macmillan, of Illovo, has offered to act as a collection depot. She can be contacted at (011) 442-7826. If you are able to offer books, do telephone Mrs Rolfe at (014137) 4231.

The new library at Rolfe’s Farm in Viljoenskroon is used by adults and children alike.
The Department of Education and Training, in its capacity as the government body responsible for education and training in South Africa, has implemented various policies and initiatives to address the challenges faced by the education sector. These initiatives include the provision of additional resources, the implementation of new curricula, and the promotion of equitable access to education. However, despite these efforts, the education system continues to face significant issues, including a lack of adequate funding, insufficient teacher training, and high levels of dropout rates. These challenges have a profound impact on the quality of education and the prospects of students, particularly those from disadvantaged backgrounds. The Department of Education and Training is committed to improving the education system and ensuring that all students have access to a quality education that will prepare them for the future.
IN 1976 "Kill Afrikaans" was the slogan of pupils in black schools around the country.

They were reacting to state policy favoring the "oppressor's language" into their curricula.

Those events on the streets of townships throughout South Africa showed that that language can never be separated from issues of social inequality, national oppression, and discrimination.

But the 1980s ushered in a new tolerance and pragmatism in the language situation in a new South Africa, a widely shared vision of a language that would accommodate the "oppressor's language" as one of a number of languages in communication.

Dr Neville Alexander, national coordinator of the National Language Project (NLP) in Cape Town, endorses a trilingual language policy for a post-apartheid South Africa.

"The policy, largely untried, advocates a system where English would be used as a link language internationally; mother tongue languages would be developed as far as possible at school level and encouraged in vernacular literature; and a third regional language would be promoted for conversation.

Dominion
Language must be transformed, Alexander suggests, from an instrument of domination and subjugation to an instrument of communication and unity.

"With Afrikaans and English as South Africa's only official languages, 75 percent of the population is disadvantaged," Alexander said.

"Language is a means of production, a means of earning a living. Language actually excludes people from employment." People should be able to switch from one language to another, depending on the context and the audience, he said.

"If you can address any person in the language he or she knows best, it's an act of nation building," he said.

"If you know Zulu or Afrikaans, you get a better feel for their beliefs, a larger tolerance."

Under the proposed scheme, English would play a vital role in the initial stages of a post-apartheid South Africa.

"English will be promoted to become the linking language for the whole society, including the working class," Alexander said.

Parliament
"It is unlikely that it will remain the lingua franca, if one looks at other parts of Africa, such as Tanzania, where Swahili has become the official language.

Eventually, people in the South African parliament will not speak English. They'll repeat Ngiru or Shona (the standard African language in South Africa of which Zulu, Xhosa, Tswana, etc. are dialects)," he said.

Initially, however, English will be promoted for "completeness programs" reasons, Alexander said. People are and will remain inclined to learn English to advance in school and commerce on the job market.

Also, school textbooks in English have yet to be translated into African languages, and some of the technical vocabulary requires innovative translations — which the NLP is working on — and the creation of new words in the country's African languages.

A 1989 census revealed that 44 percent of South Africans speak English (as opposed to 48 percent understanding Afrikaans), but that figure could drop as high as 30 percent in the next 10 years, Alexander said.

The danger, he said, is that an ethnic medium could be countered by aggressive language programmes, he said.

"We have to see to it that as much as possible is simultaneously spoken.

The standard will be determined by the international requirements.

The Pygmy thing is out," he added. "We're not learning or professing English for the love of England or certainly not for love of the English."
Teachers get a rough deal from the DET

THE Department of Education and Training is creating problems for teachers.

The DET portrays the wrong image of teachers to the community, and does not protect teachers.

The DET's Johannesburg regional office is unprofessional towards teachers in many ways. Among these are that:

- Teachers have to stand patiently in queues or sit waiting on benches before being assisted with personal matters;
- Teachers' documents are often delayed for weeks before processing;
- Documents are often processed only after 10 to 13-months;
- Salaries are often paid six to 12 months after the due date;
- Housing subsidies take 12 to 15 months to process, which results in teachers being evicted for being in arrears with finance houses or banks.
- The DET makes no attempt to resolve these problems;
- Teachers' salaries seldom keep pace with inflation;
- IRP 5 forms are often posted late, which forces teachers to contend with long queues at the revenue offices in order to avoid the R100 fine;
- Teachers' salaries are not credited directly to their bank accounts; and
- Teachers are not allowed to air their views to the DET. Communication is from top to bottom and never from bottom to top. This results in a communication breakdown in the profession.

Concerned Teacher, Soweto
Many needy seek bursary help

By ROGER WILLIAMS
Chief Staff Writer

THE SA Institute of Race Relations bursary office in Cape Town, which administers the Cape Times Bursary Fund, has received an unprecedented deluge of applications for financial assistance from young people eager to further their studies in 1989.

Mr Derek Joubert, the SAIRR’s bursary manager, said yesterday that more than 6,000 applications forms had been requested, and that more than half of these had already been returned.

Most applications, he said, indicated “very needy circumstances.”

“Many students come from homes where the family income is below R300 a month, and where there are four or five children to care for. Often, the only support is a grandmother’s pension.”

“Clearly, students in this position have no hope of gaining tertiary education unless they are lucky enough to be able to find a bursary.”

Mr Joubert said he was delighted to learn that in the last year, nearly R37,000 had been contributed to the Cape Times Bursary Fund in response to appeals, bringing the total amount donated to the fund, since it was launched in 1982, to R750,380. The fund’s initial target is R1 million.

“This year, 54 students are being supported by the fund.

Mrs Esther Wides, chairman of the SAIRR bursary committee, cautioned yesterday that “there is no room for complacency.”

“Sharply rising costs at universities and colleges are putting ever-increasing pressures on the fund, which is battling to meet both its renewal commitments to existing bursaries and at the same time find funds for the hopeful young men and women who have passed matric and who are struggling to gain the training which will help to make something of their lives.”

“Apart from assisting students at university, the Cape Times Bursary Fund is also helping an increasing number of students at technikons who are being trained to play very useful roles in society. The already dire shortage of skilled manpower in our country is set to reach crisis proportions as we approach the new century — unless we act now.

“The economic crisis is directly related to the high unemployment rate which can only be curbed by the training of more skilled workers.”

Mrs Wides said: “This year 2,315 applications from matriculants hoping to enter university passed the SAIRR criteria of need and academic merit. Funds permitted awards to be made to only 114 of them.

“Each donation from the public helps us to push up this number and prepare another young person for a useful place in society.”

Latest donations:

Previously acknowledged:
Board of Executors... 713,442.89

Estate Late E Jacobson... 1,669.00

Muenchberger Foundation... 1,000.00

Mr K E Dugdale... 100.00

Van Leer Packaging... 1,000.00

Prins Charitable Trust... 150.00

Syfret Goddington-Fuller Moore... 1,000.00

Estate Late M P Deuchar... 3,000.00

Cape Times Limited... 5,000.00

Mrs D B Farrell... 500.00

Costes Brothers... 350.00

Estate Late J H Rea... 1,000.00

Mr A Bloomberg... 3,000.00

Anglovaal Limited... 2,000.00

Frank and Edna Bradlow Charitable Trust... 250.00

Cotton Oil... 15,000.00

Foschini Group... 500.00

Anonymous... 2,000.00

Total... R750,380.89

Further donations may be sent to: The Cape Times Bursary Fund, PO Box 11, CAPE TOWN 8000.
Rise in school fees is on the cards

By JOHN YEDD
Staff Reporter

FEES in white schools are likely to go up again next year.

This is the conclusion of the president of the South African Teachers’ Association, Mr. C.P. Louw, interviewed during an Argus survey into the mounting financial problems of government schools.

Because of government cuts in education spending, schools are having to depend increasingly on voluntary contributions from parents.

CONTROVERSY

In the words of Mr. C.P. Louw, chairman of the Camps Bay High School committee: “There are no such things as free education anymore.”

A controversy has erupted over Camps Bay High School headmaster Mr. H.G. Louw’s recent letter to parents in which he says the school will be unable to continue offering extra services to parents who do not pay fees.

More than 40 percent of parents had paid their fees in full, Mr. Louw said.

POSSIBILITIES

“Nothing has come to my notice which leads me to believe families in general are unable to pay. Finance is becoming broadened, instead of narrow, in all families, but I think it’s a matter of possibility,” Mr. Louw said.

At least one person, who asked not to be named, believed the school fees debate should not be aired. She argued that every summer has encouraged parents to fall back on the feeling that fees were not compulsory.

“It’s not the poor people who don’t pay,” she said angrily.

BELOW INFLATION

Mr. Louw, head of the school’s finance committee, said the committee was considering a fine increase, although this was not to be followed by an inflation rate. Non-pupils fees were “out of proportion” with those of previous years.

Speaking as president of the South African Teachers’ Association, Mr. Louw said the convention had warned that parents would have to pay more if they wanted standards maintained.

“If there is to be resistance from a minority, but I think most are realising enough to accept it’s part of life and not to be done to maintain the level of education.”
Education heads for further crisis

BLACK education is being plunged into further crisis by the authorities.

How do we determine if a child has passed or failed his standard when kids are just pushed to the next standard because of the percentage rule.

Pupils no longer show much concern for learning. Their attitudes are characterised by lack of enthusiasm, dodging classes and little or no studying.

In the rural areas the situation is worse. Most teachers have always been unhappy about this, but our principals, inspectors and their seniors say there is nothing they can do.

We are always told to pass a prescribed percentage of pupils at the end of the year.

Additional marks are given to each pupil so the number of passes concurs with the stipulated percentage. Pupils have realised how they obtain these walk-over passes.

So how can one convince a child to study hard? This is doing our nation's future no good. – TB Mokoea, Bushbuckridge
Move to curb SA illiteracy

By STAN MHLONGO

MORE than eight million South Africans are illiterate.

In a move intended to curb illiteracy, the SA Institute for Library and Information Science and a local publishing and bookselling chain have declared 1990 "The Year Of The Reader".

Sailis member Zirkea Ellis recently told a Johannesburg Press conference that the vastness of illiteracy in South Africa highlights the importance of reading.

"The fact that more than eight million people in this country are functionally illiterate, gives cause for concern.

"There is a large number of people who cannot write or read street names, look up a telephone number or fill in job applications."

Turning to a recent survey among primary school pupils, Ellis said it was shocking to find that most of them were television addicts.

"The survey revealed that these children spend 22 hours a week watching TV and only three hours, during the same period, reading a book."

"A child must be introduced to books while in nappies, Ellis said."
Kei group joins SA educationists

CP CORRESPONDENT

THE National Education Union of South Africa (Neusa) this week gained a new affiliate from the Transkei.

This move follows recent statements by Transkei leader Gen Bantu Holomisa that Transkei would consider rejoining South Africa.

The Transkei group, which met at the Umtata Civic Centre in a ceremony attended by more than 1 500 educationists, is the Congress of Democratic Teachers Association (Codeta).

Codeta chairman SS Zibi said his organisation found after much soul-searching that it had similar aims and objectives as Neusa.

Zibi called on all schools in Transkei to establish democratically elected SRCs to give pupils responsibility, to encourage them to be accountable, and to contribute to the upgrading of black education.
Prepare to Rule

Taking a new look at education

South View

South, November 30 to December 6 1999
Property industry creates demand for professionals

THE booming property industry has brought an increased demand for professional and technician land surveyors, according to the president of the Federation of Institutes of Land Surveyors of Southern Africa (Filsa), Mr Rod Mountain.

South Africa has 787 registered professional land surveyors of whom only six are Africans and three are Indians according to Filsa records.

Land surveyors are the friends of a prospective property buyer.

Basic land surveying involves marking off the area to make sure that it is the area that the buyer is looking for and it is the size he wants.

It is aimed at protecting the buyer and making sure that he does not face legal problems in future such as having impinged on somebody land.

They secure the title deed.

Prospects

For school leavers with mathematics, science and an affinity for geography, land surveying is one of the careers they can look to.

A prospective land surveyor has several career opportunities open to him:

- cadastral surveying - this includes land subdivision and sectional title surveys. It is mainly concerned with demarcation and recording property boundaries;
- engineering and topographical surveying - this demands precision and accuracy in the surveying of roads, bridges, tunnels and structures;
- hydrographic surveying - this is about mapping the marine environment, especially the topography of the continent;
- geodetic surveying - an earth science providing knowledge of the shape and size of the earth;
- photogrammetry - this deals with measurement and mapping from aerial photographs;
- cartography and mapping - this involves the drawing and reproduction of maps and is the solution to the problem of presenting two-dimensional information about a three-dimensional world.

A four-year study for the Bachelor of Science in Land Surveying Degree can enable one to specialise in any of the above fields as it offers thorough knowledge of the other fields.

The degree can be achieved at the universities of Cape Town, Natal and Pretoria.

To qualify to be a registered professional land surveyor a two-year "trial survey" under a registered surveyor is required for graduates.

A technicians course is offered by most South African technikons.

A three-year sandwich course is offered by the Pretoria Technikon for a National Diploma in Surveying.

It is opened for Senior Certificate holders who have a minimum D pass in standard grade mathematics.

The course includes theory and practicals. It can be upgraded through a post-graduate Higher Diploma in Surveying.

Filsa offers bursaries for university studies.

For more information about bursaries contact:
Filsa, Box 30079, Mayville, 4058.

Those interested in being Technician Surveyors can obtain information about bursaries for technikons from:

The Secretary, Transvaal Branch, Institute of Topography and Engineering Surveyors of South Africa, Box 322, Germiston, 1400.
The group was formed to improve black education at home and at school.

More than 50 companies (including Anglo American, Old Mutual, Toyota and Times Media Limited) are funding the R200 000 survey. It is still being conducted, because children have yet to be surveyed and not all opinion-formers — among them jailed ANC leader Nelson Mandela — have returned questionnaires.

What should companies do to show corporate responsibility? 15% of respondents say they should build schools, 9% that they should sponsor education and 8% that they should offer bursaries.

In order to determine which community leaders should be contacted for input into the project, four marketing research firms — Markinor, Market Research Africa, Town-ship Annual and Integrated Marketing Research — polled a total of 6 000 black adults. They were asked to name spontaneously the organisations and individuals they recognised as leaders.

At the top of the list was the ANC (16%), followed by the UDF, (15%), Congress of South African Trade Unions (14%), Azanian People’s Organisation (7%) and Inkatha (4%), (see chart). When asked to identify individual leaders, 20% mentioned Archbishop Desmond Tutu, followed by Mandela (17%) and Zulu leader Chief Mangosuthu Buthelezi (6%).

The project’s directors used that information to present their findings — and elicit possible solutions to the education crisis — from across the political spectrum.

“We’re trying to keep this as apolitical as possible,” says Tony Rattey, a PR and marketing specialist involved with the project since its inception two years ago. “Education is a highly political issue. What we want is for everyone to be better educated.”

One of the most disturbing points to emerge from the survey is the apparent willingness of some blacks to sacrifice their children’s education. 19% believe that “education can wait until after we’ve brought about change and freedom.” The notion that “children who sacrifice their education for our future will be as financially well-off as the educated children in the new society” is supported by 37% of respondents.

Langschmidt says the interviews show many blacks are willing to leave school and fight, relying on more educated and affluent people to treat them as honoured pensioners after the revolution. It is an especially appealing idea to the “best and brightest” of black youth.

Some of the projects The Third Alternative proposes: an easy-to-read newspaper for children; a home library service; an educational radio station; a correspondence college; nonracial sports leagues; pre-school and home study centres; and training projects in English, fund-raising and teaching methods.

The survey of attitudes toward education covered 1 500 black parents, 500 teachers and community leaders who received at least 1% rating in the popularity poll. It also sampled opinions of 1 000 white urban adults on the education issue. The group is in the process of raising money to complete the portion of the study that covers 700 black schoolchildren and school drop-outs.

“We’re not a bunch of whites sitting around saying what blacks need is this,” Rattey says. “For real solutions, you need real facts. We’re trying to be really practical.”

The nationwide survey of urban and rural black adults shows that:
- 7% have completed matric or post-matric studies;
- 29% have no formal education;
- 70% believe this is a rich country that can provide a good education for everybody; and
- 85% believe blacks and whites must work together to solve problems, 6% reject this idea and 9% say they don’t know.

Langschmidt and Rattey say the purpose is to find options to two prevailing lines of thought on schools. The first says education should be left in government’s hands and it is up to it to upgrade inferior black schooling. The second says tear down the education system and institute a new one after what is termed liberation.

The survey shows few people support the system of separation of the schools by race, with a different syllabus for each. Most Afrikaners (68%) support separate schools but with the same syllabus; that view is supported by 31% of white, English-speaking adults.

The free-choice option — some black schools, some white, some mixed with the same syllabus for everyone — is supported by 47% of white English-speakers and by 52% of black adults. Black adults (44%) are in most favour of mixed schools; only 14% of white English-speakers and 2% of Afrikaner-speakers support totally integrated schools.
Move to close school in Woodstock condemned

Staff Reporter

A MOVE to close the 98-year-old St Mary's English School in Woodstock has been condemned by parents and civic association members.

Representatives of the school's PTA attended a meeting called by the Woodstock, Salt River and Walmer Estate Residents' Association in the hall of St Mary the Virgin church.

Mr Frank van der Horst, vice-chairman of the association, said the meeting was called to protest against the "underhand" manner in which the school had been closed by the education department of the House of Representatives.

279 PUPILS

St Mary's was not an isolated incident. Steps were also taken to close St Luke's 10 years ago and Zonnebloem Teachers' Training College was also facing closure.

The acting-principal of St Mary's, Mr TM Mathison, said there were 279 pupils at the school and 12 teachers.

Pupils had been placed at two other schools about three kilometres from their homes. Teaching staff had been given other posts.

The Rev RC Alexander of St Mary's Church said he learnt of the impending closure of St Mary's this month while making inquiries at the education department of the House of Representatives on the renewal of the church's lease of the school buildings.

He would conduct the last service at the school at 8.30am today, he said.
No word on schooling in Free Settlement Areas

Will there be schools in Free Settlement Areas (FSAs), will they be open to everyone or residents only, will they be state funded and will children be bused to segregated schools away from their homes?

These are some of the many questions hanging over the newly proclaimed Free Settlement Areas which express the concern of educators and potential residents of such areas.

When the Minister of Education and Culture (House of Assembly) Mr Piet Clasie announced details regarding the closure of Johannesburg High School for Girls in September, he said that the possibility of multiracial schools being established which would be state funded.

In his statement to the press, Mr Clasie said: "The principle of a free association as it will apply in Free Settlement Areas will probably render possible the establishment of multiracial schools for those who desire them."

He went on to advise the Management Council of JHBS that if it wanted to establish a multiracial school, it should approach the appropriate authorities with a request that the area be declared a Free Settlement Area.

In the statement Mr Clasie affirmed his department's commitment to providing education within the framework of the Constitution and stressed the willingness of his department to render service where possible.

In response to specific questions asked by The Star of the Minister regarding the provision of education in Free Settlement Areas, the superintendent-general of the Department of Education and Culture, Mr J D V Terblanche, said: "Should the department be requested to provide education as a service in a Free Settlement Area it is in a position to do so in accordance with the requirements of the particular area."

As yet there are no schools situated in any of the recently proclaimed FSAs. Exactly what provisions will be made is still a matter for speculation.

The All Schools for All People campaign has described the Free Settlement option as "a most inadequate solution to the problems of education in the inner city areas and the national education crisis."

An ASAP spokesman, Mr Ahmed Moonda, said it was well known that there were thousands of students in Soweto alone who were denied education because of overcrowded schools while the percentage of vacancies in white schools continued to increase rapidly.

"All that the 'free settlement' option provides for is the creation of private schools which only benefit the few who are privileged enough to afford them," said Mr Moonda.

A Midrand town councillor, Mr Alun Dawaon, was also strongly critical of the Government's actions in proclaiming Countryview a Free Settlement Area.

"The irony of the situation is now that parents are able to live closer to their place of work, the children must suffer by travelling long distances to go to school."

"One side of the problem has been solved, but the Government has created another. In the words of Democratic Party councillor Mr Tony Leon: 'It's a cut and paste job which creates more problems as it attempts to solve others.'"

Another Midrand resident and educator, Mr Rod Barnett, said Midrand was generally a young area which was growing fast and it presented the ideal opportunity for integrated education to be tried.

"It would be nice for kids to grow up in an open area and to attend an open school. I would certainly want to send my kids to such a school if it were opened."

He said it all depended on whether Countryview would get its own school and whether it would be open to all Midrand or only to residents of the Free Settlement Area.

"However, all these possible options are second best. What we want is for Midrand to be opened to all," Mr Barnett said.

The general secretary of the Transvaal Teachers' Association, Mr Hugo Ackerman, said although the TTA could not comment on purely political matters, insofar as a FSA allowed the possibility of a non-racial, state-funded school to exist, it supported the move.

He added this did not mean the TTA favoured the concept of isolated FSAs and rather better would be an entire municipality that was an open area.

"In Free Settlement Areas our first priority is a non-racial state school," said Mr Ackerman.

We supported the statement by Minister Piet Clasie which acknowledged the Government's acceptance of funding such schools.

"That is one reason why he is leasing Johannesburg High School for Girls to a private school," he said.
Overseas bids as wife puts Paton’s papers up for sale

By RYAN CRESSWELL

PART of South Africa’s literary heritage — several trunkloads of original works by world famous author Alan Paton — is up for sale.

Now there are fears that the historically important manuscripts will leave the country if they are bought by foreign investors.

Experts estimate that the writings will fetch “hundreds of thousands of rands”, because they are now prized Africana and sought after by serious collectors.

The internationally recognised author died in April last year, leaving his wife, Anne, with almost all his original works.

Mrs Paton said negotiations were under way for the sale of “trunks” of original works by her late husband.

Careful

“They are in a bank vault pending sale. Negotiations are in progress,” she said.

Almost everything her husband wrote, including novels, essays, newspaper columns and speeches, was for sale.

She said she had carefully collected everything her late husband had written during the last 20 years.

The respected South African author was prolific and wanted everything published.

Mrs Paton said she hopes eventually the whole collection will go together. It would be far better for research purposes.

“For instance, I would not want to have to sell the original manuscript of Cry, The Beloved Country on its own. I also hope the collection can be bought by somebody here and stay in South Africa, but these things take a long time to finalise.”

Professor Mike Chapman, head of the English department at the University of Natal in Durban, said there was a distinct danger that an organisation “like the University of Texas” could outbid any local group.

Colonial

He said: “Until recently, South Africa has been very bad about keeping its literary works. It was a sort of colonial mentality that gave precedence to, say, works by T S Eliot than our own authors.

“Alan Paton was the first writer to put South Africa into world consciousness, with Cry, The Beloved Country in 1948.

“The rest of the world regards him as an important writer and it will be ludicrous if the manuscripts leave the country.”

Marie Philip, a director of David Philip Publisher in Cape Town — the company that published Alan Paton’s books — said several organisations in South Africa would be anxious to keep the manuscripts in the country.

Solony’s in Johannesburg said the writings would be valuable individually because some would be Africana and some could even be “unpublished works”.

Sex calls scandal

Sunday Times Reporter New York

BORED cops livened up night duty by making calls on sex lines and ran up a R250 000 bill.

They used station phones to dial services like Fantasy Line, Big Girls and Lesbian Lust. They also rang up for gambling tips and dating agency services.

Nearly all New York’s police stations were in on the fun. They were led by one in Brooklyn, which spent a massive R20 000 on the calls alone in less than a year.

The bill has sparked a storm in the crime-ridden city and phone bosses have now been authorised and guilty cops are to be billed.
Dream takes shape with R1 m for ACE

By Sue Valentine, Education Reporter

The Alexandra Community Education (ACE) Centre project, received a massive boost yesterday when the Barlow Rand Education Trust handed over the first of three R1 million cheques.

The R3 million donation will be spread over three years and will enable the completion of the first phase — a R5 million technical college.

Members of the project's steering committee include representatives of the Alexandra community, The Star, Bramley Rotary Club and the Department of Education and Training.

The technical college will accommodate 450 students and is due to open its doors in January 1991. It forms part of a larger project, for which funding is still needed, which will include a career-directed school for 1500 pupils and later a school/community hall.

The college will offer vocational education and job enrichment programmes which will be run as semester-long courses rather than requiring students to register for a full year or more before acquiring a qualification.

Chairman of Barlow Rand, Mr Mike Rosholt said his company was delighted to be working with the ACE steering committee. Barlow Rand would take an active role in the project, participating in the direction the college takes once it is open.

Barlow Rand would also extend their involvement, going beyond "cheque book" support by offering vacation jobs and in-service training to college students.

General manager of The Star and chairman of the ACE steering committee, Mr Jolyon Nuttall said they were delighted by Barlow Rand's decision and their offer of providing expertise at so many different levels of the undertaking.

Another member of the steering committee, Alexandra resident, Mr Martin Ramokgadi said: "We have waited a long time for a dream to become a reality. Now our young people can't wait for the college to open."
Bursaries for blacks
from Sapient Systems

SAPIENT Systems has given bursaries worth about R150 000 over five years to two black computer science students at Wits and Cape Town Universities.

Sapient MD Bob Batchelor says the bursaries will go to black students because "there is a need for black people to be given the opportunity to contribute meaningfully to SA's computer industry".

"We are desperately short of skilled people," he says. Batchelor says SA has a tremendous task ahead in educating all its people.

"We can't hope to grow economically unless we invest in education."

Wits University bursaries and scholarships senior assistant registrar Joyce Beffon says there is an increasing number of black students taking computer science, so there will be no problem finding a worthy recipient.
NECC seeks programme of action

Schools situation ‘is deteriorating’

By Sue Valentine,
Education Reporter

A National Education Crisis Conference is to be held in Cape Town next weekend to address the education crisis which, educators say could reach major proportions in the new year.

Countering Government claims that 1989 has been a relatively quiet and stable year in black education, the National Education Crisis Committee claims the situation is as bad as ever and has deteriorated during the course of the year.

At a press conference yesterday the NECC said mass expulsions and exclusions of pupils from schools had occurred for numerous reasons: political activism among pupils, overcrowding of schools, repeated failure and the introduction of school age limits.

30 000 teachers needed

Citing research by the Education Policy Unit at the University of the Witwatersrand, the NECC said a minimum of 13 000 pupils had been excluded from secondary schools in the PWV area.

The Natal University Education Policy Unit showed that in Natal, more than 1,1 million children aged between six and 20 were not able to attend school, while 30 000 teachers were needed.

Responding to the recent announcement by the Department of Education and Training to re-trench unqualified or underqualified teachers to make way for new graduates, chairman of the NECC, Mr Vusi Khanyile, said if the 13 000 children out of school in Soweto were accommodated, the DET would need all available teachers.

He added that the NECC was “gravely concerned” about the gangsterism and drug abuse that was happening in DET schools.

“We need to come up with a strategy to deal with these issues. The Government does not have the means to solve the crisis. We’re not talking only about financial means, but also the political and moral credibility to solve things. Only the community-based organisations can do something about these problems,” Mr Khanyile said.

The NECC said it had no option but to address this crisis in order to seek a normalisation of schooling.

Programme of action

“It is noteworthy that it is for this very reason that many of us have had to spend a significant part of the last four years in detention,” the NECC said in a statement.

The conference theme will be “Consolidate and Advance to Peoples’ Education”, with the sub-theme of “Literacy and Numeracy for All”. Delegates hope to formulate a programme of action to establish a “peoples’ authority” to restore order to the strife-torn education system.

The conference will run from December 15 to 17 at the University of the Western Cape. The agenda will include the following:

● The massive exclusion of high school pupils from secondary schools.
● The retrenchment of teachers from secondary schools.
● A national “All Schools for All People” campaign.
● The crisis in tertiary education.
● School sport.
● National teacher unity.
● The rebuilding of schools, particularly in the Eastern Cape.
Reaching blacks

The SABC's report on "Reaching Critical Mass" (Business December 1) reveals a greater understanding of English in the black community than was at first apparent.

The report claimed that 19% of blacks had a full understanding of English. This was the percentage who could answer the question: "When you hear a piece of music on the radio or at a party, what musical instrument do you like to hear?"

But the question was on tape, rather than on the usual show card, and Gail York, Times Media's marketing services manager, says the question is obscure and irrelevant to most people.

What SABC didn't highlight is that later in the survey it asked on a show card: "Which type of sport do you like to play?"

The response to this was much higher. Only 0.9% of those with no schooling could answer the question but, as education levels rose, so did the level of comprehension. Of those with some primary education, 20.8% read and answered the question; 73.7% of those who completed primary school; and 98.5% of those who completed high school.

The figures are almost as high in the most lucrative market segments. In the PWV, 71.4% of blacks read and answered the question — as did 81.2% of A-income blacks.

Newspaper Marketing Bureau chairman Noel Coburn says the survey has some encouraging news for print. "I'm encouraged by the high literacy levels. Blacks had more problems with broadcast English than written English. There is a large sector of the black market that can be reached through English-language publications."

SABC marketing manager Bruce Coldwells says, however, it's difficult to compare the literacy and aural tests. "There's usually more time to answer a written question and, anyway, the questions weren't identical."

He adds that it was never SABC's intention to persuade advertisers to ignore other media: "There needs to be a media mix but the black market should be reached through its own media and not just grey media."

(Grey media are those read widely by blacks and whites.)

Coburn admits, however, most blacks are not regular readers of English-language publications.

"We might have to wait for the first genuine (mass-market) black publishers before this market's tapped. Even the black publications often have a white editor-in-chief, though he's usually behind the scenes."
BOOKS FOR AFRICA

Freedom of the press and the fight against illiteracy are the goals of the recently formed Independent Publishers' Association of SA.

It is early days yet for the 20-strong group of publishers to be considering itself a co-operative. But because of their common beliefs they hope to become an influential pressure group.

The association has two spheres of activity. The first is to offer literary opportunities to the millions of people who have no access to books. (According to secretary Evi Horwitz, they number between 10m and 15m.) There are very few potential outlets in townships and country regions, and several ideas to overcome this are being examined. These include gaining the interest of spaza shops and cafes, and even a system of mobile bookshops.

It is all very well wanting to read, but if you can't afford to buy a book then any advertising or educational campaign is in vain. Prices are kept artificially high by the fixed cost of paper, and imported books are becoming increasingly expensive. Horwitz says that until these prices drop, little can be done.

The second aim of the association is to broaden the range of literature available to children of all races. The books found in school libraries usually cover only a thin ideological sliver, and the association feels that during the formative years students should be exposed to all fields of opinion. The association wants to promote greater availability of all literature.

50 Fm Trail 8/12/89
Teachers to get a 12% salary rise

COLLEGE and school-related educators will receive a 12 per cent salary adjustment from March 1 next year by means of a “key-scale” adjustment, Minister of Constitutional Development and National Education Dr Gerrit Viljoen announced last night.

The adjustment follows a statement in November this year that the Cabinet had decided to eliminate the disparity in the salaries of educators relative to the rest of the public sector.

University and technikon educators would also be entitled to this adjustment but their position was somewhat different, the statement said.

In terms of general education policy the remuneration of university and technikon educators is determined on a basis which is unique to these institutions.

The statement said: “This boils down to the fact that the subsidies of universities and technikons will be increased on March 1, 1990 in accordance with the existing subsidy measures to compensate for this adjustment.”
Northern lights
The new deputy director-general responsible for the Africa desk at Foreign Affairs, Rusty Evans, says his door is open to businessmen who want to go north.
Our concept of economic reconstruction in the region includes private enterprise playing a critical role," Evans told the FM.

It was his first interview since his appointment was confirmed by the Cabinet (see People).

"There is a growing conviction that we have a common destiny in Africa, and we look forward to identifying more common areas. The hard truth is that there is already a maze of inter-relationships in the region. Government's creation of a new order will have a fundamental effect on relations with the rest of the continent. There is already evidence of this."

Evans says SA business is more involved in Africa than most people realise. "I spoke to (Zaire's) President Mobutu Sese Seko in France a month ago, and he spoke enthusiastically of the closer commercial and economic relations. Many of those activities are the result of private initiatives."

While Evans praises the backroom work of officials on the Africa desk, he admits that the department still has to keep a low profile.

"There are still places, given political realities and our political label, where it is difficult for us to develop contacts. However, even in those countries the SA business community has been able to develop common interests — which will lead to other relations."

Like his political boss, Evans is highly motivated by what Pik Botha calls southern Africa's M-plan. "The ultimate goal is a multinational project to lay the groundwork for economic progress in southern Africa, comparable in scope and impact to the historic European recovery programme," explains Evans.

"What is more, circumstances are changing: more and more African countries are openly acknowledging their need to co-operate with SA, while this country itself is moving towards a social and political order based on the consent of all population groups."

Evans believes Western Europe and SA should work together to develop the resources of the region. "On the one hand, SA is laying the groundwork for a new order at home and the normalisation of relations with the rest of the continent. On the other hand, responsible opinion in Western Europe is concerned over the retrogression of a region whose close economic and other bonds with Europe remain significant."
north-west of Jakarta, killing at least 45 people and injuring 20.

**R28m anti-apartheid fund**

JOHANNESBURG. — The Kagiso Trust — an extra-parliamentary fund sponsored by the European Commission and foreign governments — yesterday said it would make available R28 million for educating "victims of apartheid".
How to maintain standards while resources dwindle

To avoid stagnation, fees have shot up and demands for financial support from parents have spiralled alarmingly.

Student reporters HELENA PATTEN, JACQUELYN SWARTZ and STEWART ALOCOK examine the situation.

'Thrown into dire straits by government subsidy cuts'

Costs rapidly climbing beyond the means of parents

This is government subsidies to technicians have had an equal- ly serious effect of cutting, according to spokesmen for the Cape's two such institutions.

A spokesman for the Cape Town College of Financial Administration at the Peninsula Technical College said that the institution has been thrown into dire straits by the government's subsidy cuts.

He explained that the past two years have seen the result of a 54% cut in government assistance, being provided only a percentage of what the college had received in the past.

This is in addition to the fact that the college has experienced phenomenal growth over the past two years. The college has experienced a 50% increase in student numbers, with more than 1,000 students enrolled in the past two years.

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The unpretentious prodigy

By ROSE WATERHOUSE

Ruth Lawrence, the mathematics prodigy who became Oxford University’s youngest doctor of philosophy at the age of 18, was not sure whether she would be treated as a celebrity or a curiosity when she took up her research fellowship at Harvard recently.

After years in the limelight when she first went up to Oxford at the age of 11, accompanied by her father, Ruth eventually shook off the hordes of journalists who wanted to interview her every time she passed an exam.

But before leaving the cloistered existence at Oxford to embark on a year’s research at Harvard, Ruth mentally prepared herself for the return of reporters asking whether she felt she had missed out on a “normal life” and speculating on whether or not she is a genius.

“I have been asked that question many times before”, she said, “and I think the answer is no. I’m not quite sure what the definition of a genius is, but I don’t think I am one.”

She has a very simple explanation for how she passed O-level mathematics at nine, gained a grade A at A-level and a scholarship to St Hugh’s College Oxford at 10, how she obtained a first class honours degree in maths in two years and another in physics in one year, and finally how last month she became Dr Ruth Lawrence, having been awarded a DPhil — Oxford’s equivalent of a PhD in maths.

Something magical

“I have got to the position I have by having good teachers and by working hard, rather than having something magical inside me which somehow has landed me in this position.”

Ruth has just taken up residence in Boston, accompanied by her ever-present father Harry, a former computer consultant from Huddersfield, who taught her from early childhood and who, since separating from his wife, has acted as mother, father, tutor and minder ever since.

Apart from giving a lecture course for graduates, Ruth will concentrate on her research, which she says involves the “cross fertilisation” of theoretical physics and pure maths.

She quickly loses patience with frivolous questions about her private or social life. “I have very much enjoyed Oxford, but no, I didn’t take much part in student life. I came to Oxford to learn about maths and physics so that’s what I’ve been doing. I enjoy classical music, and am interested in what goes on around us and in current affairs. I was once accused of being very right wing but that’s not quite fair.”

“I do not see there is a big division between work and non-work. I don’t say to myself ‘I will sit down and do some work’ and then ‘I will stop work now’. I don’t think of it as work.”

After Harvard, Ruth plans to take up a research fellowship at Trinity College, Oxford. Asked of her immediate and long-term ambitions she said: “I don’t have any specific ambitions other than my research and trying to understand more things in mathematics.” — The Independent News Service.
EDUCATION IN CRISIS.

Government must find a sensible funding policy, says the DP

WHAT can be done to solve the deepening financial crisis at South Africa’s universities, technikons and schools?

Argus political correspondent TOS WENTZEL approached government and opposition parliamentarians for an answer.

The government will quickly have to come up with a sensible funding policy for tertiary education institutions or only the wealthy will be able to afford to go to universities or technikons, according to Mr Roger Burrows MP, the Democratic Party’s spokesman on education.

According to him a crisis already exists.

He was speaking against the background of sharply increased fees for universities and technikons which have just been announced.

The government’s attitude is that, especially under the present economic conditions, it cannot allocate higher subsidies to universities.

The Minister of Education and Culture, in the House of Assembly, Mr Piet Clase, pointed out that the subsidies were based on nominal universities without specifications about how these institutions should then allocate them.

Decisions about higher fees were therefore taken by the universities themselves, although such decisions were obviously affected by the amounts received from the State.

Formula

In 1987 the government introduced a formula funding scheme for universities and technikons.

This took account of factors such as staff, student totals, growth and research capacities.

The control mechanism on this formula is the so-called “A value”.

With this value taken as 1 the subsidies granted to universities show that the full subsidies allocated have never been paid to universities since 1987.

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From answers to questions to the then Minister of National Education, Mr F W de Klerk, in parliament in February this year it emerged that the subsidies fell short of the original allocation.

Thus the University of Cape Town got 0.725 of the original allocation granted in 1988, down from 0.853 in 1987.

The University of Stellenbosch got 0.807, down from 0.833 in 1987. The University of the Western Cape got 0.969 in 1988, up from 0.834 in 1987.

Management

Mr Clase acknowledged that subsidies for higher education institutions had not been fully funded because under the present economic circumstances and with other needs the government did not have enough funds at its disposal.

Under the circumstances universities and technikons would have to try greater cost-effective management, greater efficiency and rationalisation. He pointed out that there was no area where there was not inflation and increases in the cost of living.

When he spoke in Parliament in April Mr De Klerk also referred to “constraints imposed by factors beyond our control”, a reference to the limited funds available.

He said he was proud of what had been achieved within this framework and he rejected accusations of failure.

Mr Burrows said this week that since 1987 the government had reduced the A-value for higher education institutions. This had sometimes meant cuts of 20 percent or more for them.

“THE universities and technikons have been playing their part. They have set higher entrance standards, they have curtailed spending, they have — to the detriment of South Africa — cut back on the number of students they admit.”

Adjustment

“It is the government that has not played fair with the universities and the technikons. They have no rational policy on these institutions, rather an ad hoc adjustment each year of the funds required.

“ar to keep going and to remain viable the institutions have raised money. They have called on donors and convocation members, they have called on staff members to take lower salaries but they have also had to set higher fees.

“Let there be no doubt about it — the government will have to come up quickly with a sensible funding policy for these tertiary education bodies or only the very wealthy will be able to attend them.”

Scholarships

“The government is also not providing anything like all the kinds of assistance such as scholarships, bursaries and loans which would allow South Africa’s brightest to gain admission. The paucity of the State’s contribution to aiding worthwhile students is widely known.

“The state of government funding of technikons and universities is going from bad to worse and needs an extraordinary swift turnaround to prevent a total collapse from occurring”, Mr Burrows said.
DET needs to discuss education for all.

NCEC meets to discuss education for all.

DET follows up weekly mail.
Black education ‘can’t wait until end of apartheid’

CAPE TOWN — Black South Africans cannot leave the education of their children until after apartheid has ended, the African National Congress leader Mr Walter Sisulu has warned.

In a message to the National Education Co-ordinating Committee (NECC) conference at the University of the Western Cape over the weekend, Mr Sisulu said he regretted being unable to attend.

The conference, he said, had come at a time when the country was experiencing “the most serious crisis in the history of education”.

“Today we have over a dozen educational systems. The education structure in the country is in a virtual state of collapse.

“The Department of Education and Training is in a mess. Corruption is the order of the day.

“Thousands of black children roam the streets and schools are in such a chaotic state that our young people are unable to pursue meaningful studies.

“What is more,” he added, “there is no incentive to study. Even if they do go to school, what do they get after matriculating?

“There are no jobs and there is no future.”

While praising the role the youth had played in changing the system and the struggle for freedom, Mr Sisulu criticised what he called the “children’s negative attitude” to education.

“On the one hand, our young people must, as they have done, continue to participate in the struggle for liberation.

‘EQUIP YOURSELVES’

“But, at the same time, it is also very important we learn to read and write so that we equip ourselves for the South Africa of tomorrow.”

The NECC, previously called the National Education Crisis Committee and renamed during the conference, has launched a “Back to School” campaign.

In view of the crisis in education and the expectation that this will get worse, the NECC called on every parent to register their children at the schools of their choice.

The NECC also resolved to re-establish democratically elected and accountable student representative councils and parents/teachers/students associations as the basis for resolving the crisis and to demand a halt to teacher retrenchments.

A commission of inquiry is to be set up to investigate crime, gangsterism and drug abuse.

The NECC decided to set up a structural relationship with the National Sports Congress and the South African Tertiary Institutions Sports Congress, and to work towards the establishment of the National Schools Sports Congress.

— Sapa-Own Correspondent.
School campaign to be ‘non-confrontationist’

Staff Reporter
A CALL by the National Education Co-ordinating Committee (NECC) in its “Back to School” campaign for parents to register pupils at schools of their choice did not mean that there would be a march to “invade” or “burn down” schools.

Attention would however be drawn to the fact that large numbers of children were unable to go to school while there were facilities which were unused and under-utilised. Mr Graeme Bloch, vice-chairman of the NECC in the Western Cape, said yesterday.

Mr Bloch said the campaign was “non-confrontationist”.

In the Western Cape 25 white schools have already voted to go open while there are 10,000 open places in white schools. Recently Cape Town High has voted to go open to because dwindling pupil numbers may force it to close.

The campaign would also attempt to undermine racist sport and encourage sport between schools under the departments of Education and Training and Education and Culture.

“This is something we will negotiate with the parents and pupils. We've got to take the initiative into our hands to make apartheid education unfeasible.”

The NECC in the Eastern Cape is involved in rebuilding schools which had been destroyed in unrest and had already approached the private sector and the Urban Foundation.

The NECC was also promoting teacher unity with the eventual establishment of one teacher organisation, Mr Bloch said.
NECC meets to discuss education for all

The National Education Commission (NEC) today held its 12th meeting of the year and expressed concern about the lack of funding for education programs. The meeting was convened to discuss ways to improve the quality of education in the country. The NEC also discussed the need for a national literacy campaign to combat illiteracy.

Concerned parents and educators would be more likely to send their children to school if the quality of education were improved. The need for better schools has been acknowledged by the government, which has pledged to increase funding for education. However, the top priority must be to address the issue of school infrastructure.

The situation is especially critical in rural areas, where many children do not have access to quality education. The NEC has urged the government to prioritize rural areas in its education spending.

Phil Melotte reports from the National Education Commission.

The conference opens today in Cape Town and will run to Sunday.

The conference serves to bring together educators, policymakers, and community leaders to discuss the challenges facing the education sector.

Last week’s Weekly Mail

DETFollows up Weekly Mail marking probe

Weekly Mail, December 15 to December 20, 1999
Return to school to work, black pupils advised

The vice-president of the African Teachers' Association of South Africa (Atasa), Mr L M Taunyane, has called on black children to return to school and involve themselves in "meaningful education".

In a statement released in Johannesburg yesterday, he said generations of black children had "lost out" educationally as a result of unrest in schools.

Mr Taunyane said a situation had arisen in which children either did not attend school, or did attend but learnt little or nothing because of agitation or intimidation of a political nature by those who wished to create chaos in black education.

"The validity of the liberation struggle is not in question. However, that liberation also requires the newly liberated to be equipped with knowledge and skills which will elevate their standing and quality of life as responsible workers in, and members of, an equal and open society."

Mr Taunyane said it could not be denied that black youth, even in the best circumstances, were disadvantaged emotionally and in many other ways. Nevertheless, education was available to them and it was their responsibility to avail themselves of it.

He said Atasa fully supported the call of ANC leader Mr Walter Sisulu that education in black communities should go on, that schools should return to normal, and that children should go back to school and devote themselves to their studies.

HOSTILITY

"Teachers have found it increasingly difficult to co-operate in a climate of disinterest and sometimes open hostility. Many have become disillusioned and have left the profession," he said.

Others who were prospective teachers were not prepared to face the difficulties involved and opted for other professions.

"The undermining of teachers does not augur well for African education and the time has come for pupils to co-operate with the teaching corps in re-creating a sound and productive educational process."

Mr Taunyane said preparation for the post-apartheid era should "begin here and now". — Sapa.
Segregation stays a cornerstone of Nat school policy

By DANNY STEENK
Postal Staff

SEGREGATED education, now under the guise of "own affairs" education, remains a key aspect of government policy. Despite the emergence of some flexibility and strong indications that increasing numbers of whites support open schools.

And, as a recent study by the South African Institute of Race Relations shows, the goal of equality remains a long way off.

Various Cabinet ministers, ranging from Mr J F W de Klerk, while still Minister of National Education, to Dr Gerrit Viljoen and the Minister of Education and Culture in the House of Assembly, Mr Piet Botha, have repeatedly stressed that, in terms of the controversial "own affairs" policy, government schools will remain segregated.

Indeed, the Democratic Party's spokesman on national education, Mr Roger Burrows, in a recent review of developments in education, stated that his party was "drawn to the inescapable conclusion that where we go on to education, reform, and change is not the only path that must be taken."

In the past, however, the party has noted with some regret that the government has failed to open its own affairs education system to all races in free settlement areas and the residences of the University of Pretoria and Stellenbosch had been opened to all races.

Mr Burrows' statement was issued in the wake of announcements that the government plans to open the white Johannesburg School for Girls, which was to be closed because of dwindling numbers and government refusal to open it to all races, would now reopen as the private, non-denominational Dobato Park High School next year.

Survey results

The government's commitment to racially segregated education in state schools even when there is overwhelming support for open schools by parents is surprising, given the evidence of changing white opinion on the issue and the critical shortage of facilities in black areas.

Ms Monica Bot of the SA Institute of Race Relations and Professor Lawrence Schlemmer of the University of the Western Cape wrote in the latest issue of Institute SA that only one of five whites had opposed direct segregation in all schools. One of out of five whites wanted all schools to be opened in an area.

They added that surveys conducted between 1981 and 1987 showed that the percentage of white respondents wanting integration of schools in residential areas had declined.

"There is a higher degree of acceptance of some partial or selective integration processes, regardless of language or political affiliation."

Their findings directly contradict claims by government spokesmen that integration would be impossible and would not solve black educational problems.

Government spokesmen have also maintained that white resistance to integration was powerful. In May this year, for instance, Mr Botha said that white opposition to integration was "powerful." In his view, Mr Burrows said the government's policy on education had already had disastrous results in South Africa. They concluded that there is a tendency to be no ground for the government to insist that there is an overwhelming majority of white voters who reject open schools, under all circumstances." Mr Bot and Professor Schlemmer said.

"There are the consequences for the education of black pupils through this commitment to education apartheid."

Statistics

The Labour Party MP for Addo, Mr Peter Hendrickse, says two white primary schools in his constituency have been closed down because of declining numbers and handed over to the black community and the police force. In a third town, "coloured" pupils are being housed at a cost of over R25,000 a year in spite of the fact that they are next door to a one-bedroom flat.

Mr Burrows said that the most serious problem is the lack of overall planning in the supply of teachers to education in South Africa.

"Departmental reports such as the National Education Department's report on the shortage of teachers and admission to its training colleges of black students indicate that government spending on black education rose substantially over the past year, but racial equality in education was now even more distant goal." If education for Afri- cans were to be made compulsory in the near future - a goal to which the government has committed itself - provision would have to be made for at least one million more pupils, and the backlog would be increased enormously," Mr Burrows said.

In his review, Mr Burrows said the government's policy on education had already had disastrous results in South Africa.
EDUCATION - GENERAL

1990

JANUARY - FEBRUARY
Schools crisis: 5 000 teachers in city march

By NORMAN PATTERTON and PETER DENNEHY

AT LEAST 5000 people, the vast majority of them teachers, marched around the eastern part of the city yesterday in support of demands for a non-racial, non-sexist and democratic education system.

The march left 14 black secondary schools in townships in and around Cape Town deserted by both pupils and teachers.

Yesterday was the first time this year that curricular activities had been interrupted, DET assistant director Mr Archibald Ndamase said.

Mid-year exams were written at most coloured schools, a spokesman said. Many teachers had adjudicated exams until 11am and then joined the march.

Before the legal march began, a delegation of National Teachers' Unity Forum leaders had been turned away by a posse of policemen from the steps of the H F Verwoerd Building which houses the office of Mr Gene Louw, Minister of National Education.

He had cancelled his scheduled meeting with the delegation, and said he would go through with it only if the march was called off.

However, march leader Mr Poohie Nkicker of Natal told the crowd gathered below the City Hall balcony that the delegation's meeting with Mr Louw had been rescheduled for June 5. Mr Louw's office did not confirm this yesterday.

Several senior Cosatu office-bearers, including general secretary Mr Jay Naidoo, were in the front line of the march. Other leaders included Mr Iatron Rensburg of the National Education Crisis Committee and Mr Randall van den Heever of the Cape Teachers' Professional Association.

Speaking from the City Hall, Mr Rensburg said the government had recently unveiled an "education renewal strategy" in which 20 sub-committees had been formed "to address the crisis".

However, he said, problems "would not be resolved by the National Party and its cronies, but by the people".

The last six months of this year would be devoted to "disciplined mass action for an education system which is legitimate, based on democratic principles, and in which curriculae, syllabi and textbooks are written by the people", Mr Rensburg said.

A teacher, Ms Celeste Perez, poured scorn on the official pupil-to-teacher ratios of 26.8-to-one in coloured schools and 40.1-to-one in African schools, saying the figures were really much higher.
education system

7 steps to a single

There have been many calls for a genuinely nonracial, unified and decentralised education system. When the call comes from the National Education Coordinating Committee it is angry and impatient. When it comes from the Private Sector Council on Education it is more polite, but not any less insistent.

Although there is a great deal of support for a single education system, nobody has told us how to create it. How, precisely, can our highly fragmented and racially divided education systems be unified?

We need guidelines for the process of unification, instead of a blueprint of the single system that is required. We need to hasten slowly, but without dragging our feet. There are seven steps that can be taken. Although I'll state them as prescriptions, they are, of course, proposals that can be negotiated, revised and replaced by better ones.

One

The Government should pass an Act that requires the Department of National Education (DNE) to create structures and processes that would give us a genuinely nonracial, unified and decentralised education system within three years.

This Act would allow the DNE to suspend all current laws on education that are an obstacle to the creation of a single system.

Two

The DNE, as a symbol of its sincerity, should require all the departments and institutions that report to it to put the same logo on their letterheads, as well as a statement that declares their commitment to help create one education system for all our children within three years.

This symbolic act would tell everyone, including the rest of the world, that the DNE was irreversibly committed to abolishing apartheid within education.

Three

The DNE, in consultation with the heads of all the teacher associations, colleges of education, technikons and universities, should divide the system into a number of regions, each of which would be administered nonracially.

KwaZulu, Natal and Kwazulu could be administrated as one region, and so could the Free State, Gazankulu, KwaNdebele, Lebowa and the Transvaal could be divided into a southern and a northern region. The Cape Province could be divided into western/eastern regions.

These six regions, or something like them, are geographical areas with an identity. They have a history of regional administration that began before the country was carved into "homelands" and "common areas". They should become the units into which an education system is decentralised and administered nonracially.

Four

The DNE should establish six regional and one national "transitional planning committees" (TPCs) to direct and manage the transition from a fragmented to an integrated education system.

Each regional TPC would represent all the education departments that function in the region, as well as all the technical colleges, colleges of education, technikons and universities. The teacher associations, commerce, industry and labour would also be represented.

Each regional TPC would elect four of its members to serve on the national body.

Five

The DNE should bind each regional TPC to "the 11 principles for the provision of education in the RSA" that were hammered out during the 1980 Human Sciences Research Council investigations into the provision of education. Professor Pieter de Lange played a major part in drafting these principles. They are sane and strong.

They are strong enough to guarantee that the TPCs will create a genuinely nonracial and unified education system in each of the regions. They are sane enough to guarantee that parents will have the right to choose the language in which their children are educated, as well as the values and customs to which they are exposed.

In addition to binding each TPC to these 11 principles, the DNE should give it two years in which to take two steps to unify its slice of the system.

In the first year each TPC would take two partial steps towards unifying education in its region. It would merge the education departments that are controlled by the Assembly, the Delegates and the Representatives. And it would merge what is controlled by the DET and the homelands in that region.

In the second year each TPC would complete the process and create a single education system for its region.

The proposal to unify a region's education system in two steps is a plea for pragmatism.

The department controlled by the DET and by the homelands are so much bigger than the others. They have nearly 70% of all the pupils who are at school.

And they have problems that the other departments don't have. In what language should children be educated in the junior primary school? And how can the region provide the teachers and buildings that are required to eliminate bantustans and the ghost of apartheid, and the suspicion that it creates, would haunt this plea for pragmatism.

This is why, right from the start, the departments and institutions that report to the DNE should have letterheads that declare their commitment to a genuinely nonracial and unified education system.

This is why each region should have a TPC that represents all the departments in the region, as well as all the stakeholders. This is why the DNE should bind each of the TPCs to the 11 principles for the provision of education.

On their own and together these three things guarantee that the first, partial, step which a TPC takes towards unity must be followed by the second.

Six

The DNE should mandate the national TPC to guide, monitor and co-ordinate the steps that the regional committees take towards a nonracial and unified education system in their regions. It should also be mandated to begin drafting a new education Act.

Instead of being a blueprint that was created by and for a bureaucracy, the new Act would be the product of wide debate, planning and research that starts at a regional level and embodies a wide range of stakeholders.

Seven

Finally, in the third year of this process the DNE should decide which national and regional evaluators should be appointed by the DNE. In each region they should be nominated and elected by the teachers and the parents.

Teachers have to make the new system work. Parents have to be convinced that the new system is legitimate and appropriate. This is why they should elect the evaluators.

It will take time, money and energy to evaluate what the TPCs have achieved. But apartheid's ghost will be exorcised only if credible evaluators are satisfied that a genuinely nonracial and unified system has been created.

It is impossible, as well as undesirable, for one person to define the process that will give us a new education system. But somebody had to start the debate on how to create it.
TYRONE SEALE, Weekend Argus Reporter, writes that the issue of education for a post-apartheid South Africa is becoming a hotbed of contrasting views as official and community-based educationists thrash out options for a single school system.

Education Deputy Minister Mr Piet Marais fuelled discussion this week when he predicted a future where a single education department would plan policies, syllabi and finance.

In an SABC TV interview he said the government was prepared to sit down and talk about such a system.

He disclosed that under-utilised white schools would be bought for black pupils to stem overcrowding in black schools.

At the same time the Human Sciences Research Council released the results of an opinion poll showing that 53 percent of whites "strongly" or "predominantly" favoured racially- or colour-coded education, if standards and admission requirements were maintained.

About 41 percent of the 1,896 respondents surveyed were against open schools.

This week's developments came a few weeks short of the June 15 deadline by which statutory advice to the minister should submit comment on a plan by Education and Culture Minister Piet Claasen for restructuring and white education.

Under this plan State schools could be given the option of going private and admitting pupils on merit but paying more for upkeep, or they could remain under State control, admitting pupils of any race but under stricter conditions.

In both cases, the government would seek approval from a high percentage of parents - possibly as high as 96 percent. After gaining approval, the State could implement one, or both, of these options by next January.

Officially there is no advance on Mr Claasen's March announcement, according to a spokesman in the minister's office.

But beyond the parliamentary arena educationists are casting options into a visionary crucible from which they hope an education system by, for and about all South Africans will emerge.

TWO important organisations, the Open Schools Association (OSA) and the National Education Co-ordinating Committee (NECC), are already moving from principles to practices to lay the foundation for post-apartheid education.

The OSA, established by some of South Africa's best-known and oldest white schools to fight for non-discriminatory admission to schools, met last weekend to discuss the challenges facing educators.

A senior OSA official, who asked not to be named for professional reasons, said: "We looked at the issue of non-racial schooling in the short term, which will involve only white schools.

"We tried to address issues like language, religion and culture, about which parents, pupils and teachers are asking questions and expressing fears.

"Based on this, we will prepare for schools a package of guidelines about issues concerning non-racialism.

"Many of the issues are universal, but some relate specifically to the short-term opening of white schools and point out the challenges and richness that will come with that.

"There is no doubt that there are prejudices, fears and myths — this is true of all sides — and we must address these with a view to making sure that the transition is smooth.

"We also believe that the introduction of non-racialism can be a process of education that can enrich the lives of all South Africans.

"By 1994, we hope to have established a system that is fair and just, where every child is treated with respect and dignity, regardless of race or ethnicity.

"It is important that we work towards a society where harmony prevails, where differences are respected and where we can live together in peace and tranquility.

"We are committed to creating an education system that is accessible to all, regardless of race, gender, or socioeconomic status.

"This will require a fundamental shift in how we approach education, where we focus on developing the skills and talents of all children, rather than just preparing them for exams.

"Our goal is to create a system that is inclusive, where every child has the opportunity to reach their full potential.

"This will require a commitment from all of us, including government, schools, parents, and the private sector.

"We are confident that with the right approach, we can create an education system that is truly transformational, one that will lay the foundation for a better future for all South Africans."
Education must aim change
Education Summit

Soweto education summit faces crisis

All eyes on DStv

Education reporter

SENE VALIENTE

Finger point of DStv

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Photographer: Stephen Davines

Finger point of DStv

1970s:

Starting black education since the war.

But the crisis when the" war.

permit some programme to open.

Reserved area of typing to form

council summit in Soweto after the

detachment to instruction. edu
THE annual report on education of the Research Institute for Education Planning (Riep) highlights the skills shortage facing SA.

The graph shows that in 1988 slightly more than 9-million pupils were enrolled in SA schools — including the homelands. About 7-million were black, 935,000 white, 832,000 coloured and 233,000 Asian.

Three disturbing statistics concerning black education emerge from the report:

First, of the total number of pupils, only 2.7% of blacks were in matric compared with 7.7% in white, 21% in coloured and 29% in Asian schools.

A total of 85.2% of black pupils left after Grade 1 and did not return to school. 82.3% after Std 3, 10.3% after Std 6, 10.4% after Std 8 and 12.4% after Std 9.

Second is the pupil-teacher ratio. For blacks, the number of pupils per teacher was almost 49 for colourless 23.2 and for Asians 50.7. No figure is given for whites.

In 1988 almost 100% of teachers at white schools were professionally qualified — they had at least Std 10 and higher qualifications.

At black schools, more than 20% of teachers at primary level and almost 10% at secondary level were professionally unqualified. In coloured schools, the figures were about 8% and 20% respectively.

The third cause for concern was the percentage of black Std 10 pupils enrolled in various subjects in 1988. A total of 43.1% took biology, 35.1% geography and 41.1% history.

In comparison, a mere 0.4% enrolled in technical subjects, 30.2% in mathematics, 17.1% in physical science, 18.6% in accounting, 15.4% in business economics and 6.9% in economics.

In light of the fact that numerous experts have stressed the need for more emphasis to be given to technical and scientific subjects, these statistics are disturbing. There is also a huge shortage of skills in business.

West Driefontein, a large r
SA fiddles as black education rots away

By ISMAIL LAGARDIEN

And what about the new god, His Greatness PW de Klerk. Wasn't it he who created segregated universities and segregated schools? Oh no, he said last week that he has no sleepless nights - he went to a white school, so did his children...

Storm

Sirens have just been raised that His Greatness was going to lead us from the storm of injustice to a land and time of justice for all.

In the meantime the rot has spread to all levels of black education. It would take the person with a generation plus mental action (wonderfully) before we can see black structural and mechanical engineers, surgeons, scientists, computer and systems engineers that will emerge from the black community to lead the infrastructure.

But then again maybe the present government does not want to see black people advance.

They sure would love for the rich and famous to be able to spend winter in Budapest, East Berlin and Bucharest.

And what is the Left going to do? Hold a rally, print a few T-shirts, a few flyers or posters, go and see the ANC, renew the stress of Soweto?

Sham

In an essay on Rudyard Kipling, George Orwell once wrote: "All Left-wing parties in the highly industrialised countries are at bottom a sham, because they make it their business to fight against something which they do not wish to destroy."

"They have international arms and at the same time that they struggle to keep up a standard of living which these arms are incompatible."

"We all live by nothing Asian comfort, and those of us who are 'enlightened' all maintain that those colonies ought to be set free, but our standard of living, and hence our 'enlightenment' demands that the robbery shall continue."

"Apartheid and its effects have become so absurd, so offensive it would not be able to maintain their persuasion of 'enlightenment' and standard of life if it was to disappear tomorrow."

The leadership of all the liberation movements have either got an inadequate education (otherwise the podium would be vacant) or are pre-school-going age with设施 sleepless nights that do not include educational progress at grassroots but "removing the shackles of slavery".

South Africa today is nothing but a down below, on the ground, earthworms have eaten society away while above they're dancing the Nguni Stag/Stir, singing the Funeral March of Apartheid, arranging a march or two and securing diplomatic relations with an obverse democracy - to hell with the children.
Call for national school uniform

Own Correspondent

DURBAN. — The South African Co-ordinating Consumer Council has appealed to parent-school associations throughout the country to try to put pressure on the government to create a national school uniform.

More outfitters should be allowed to stock school uniforms as this would lead to greater competition between stores and lower prices, they said.

The Council said in a statement that the biggest problem facing parents was that "the solitary supplier of school clothing possesses the monopoly and as such can easily charge exorbitant prices".

"Schools should concentrate on the creation of school clothes banks (second-hand shops).

"Often pupils only attend a school for a single term or year, after which their clothes could be allocated to the clothing bank for a nominal amount and could then be resold at reasonable prices, which could, in turn, be allocated to the school funds.

"Parents should insist on national uniformity in order to keep the cost factor as low as possible. Differentiation could be achieved by using school badges," the statement said.
Black schools' crisis — no room left

The Argus Correspondent

JOHANNESBURG. — About 500,000 black schoolchildren return to Transvaal Education Department (TED) schools today while in the townships yesterday black pupils were being turned away from overcrowded schools.

Nine white schools were closed last year, according to the TED. In Soweto, desperate parents and children were being turned away from school after school by principals who had no room left.

The first day of the back-to-school campaign launched at the education summit in Soweto on Sunday began quietly with only a trickle of pupils and concerned parents at schools to register for the new school year which begins tomorrow.

Overcrowding

At the Soweto education summit on Sunday, the overcrowding at black schools was discussed at length and parents, teachers, pupils and community leaders resolved to flood Department of Education and Training (DET) schools with children who want to register.

Preliminary figures released by the TED show a decrease in the total enrolment compared to last year. About 514,000 white pupils are expected to enroll this year. Last year 516,037 enrolled.

One of the decisions taken at the summit, was that empty white schools be turned over to the DET.

There were about 2,130,000 pupils registered at DET schools nationwide last year, a marked increase on the figure of two million in 1988.

Media liaison officer at the DET, Mr. Richard Chernis, said there had been an "explosion" in secondary school numbers due to an increase in the population and a trend for black schoolchildren to continue on to high school.

The Argus Correspondent reports from Durban that the Natal branch of the Department of Education and Training would do "everything in its power" to accommodate pupils trying to be re-admitted to matriculation classes, the DET's acting regional director in Natal, Dr. Edward Ndaba pledged yesterday.

He was speaking in the wake of plans in Natal to launch a similar "back to school" campaign as the one launched in Soweto at the weekend by anti-apartheid activists who are bent on ensuring that black pupils are re-admitted to schools.

As pupils started registering at the 34 secondary schools administered by the DET in Natal yesterday, Dr. Ndaba said he was expecting "many" applications for re-enrolment from matric pupils who failed last year's exams.

This follows the shocking results country-wide of pupils who wrote the DET examinations. The 42 percent pass-rate showed a 12 percent drop from last year's results. In Natal 59.72 percent of those who wrote, failed their matriculation examinations, while 46.28 percent passed.
Opinion

SOWETO. — Elvis Mnisi has spent his youth watching his chance of an education slip away. Last month the 20-year-old student was stunned to learn that he had failed his school-leaving matriculation examination for the third time. He believes he will continue to fail unless South Africa's racially segregated education system is overhauled and black schools are no longer beset by violence, boycotts, overcrowding, shortage of text books and worsening facilities.

"I am devastated. No matter how hard I tried, everything seems to be against me," Mnisi said. "This spells disaster for my future and that of thousands others around the country."

Mnisi is one of 105,000 blacks who failed to matriculate in 1989. Of the 196,000 who sat for the examinations, only about 91,000 passed — one of the lowest black pass rates in recent years — and only 17,000 did well enough to gain university entrance.

In Soweto nine out of 10 students failed the exam. In some Soweto schools three out of four pupils failed.

News of the pass rate caused widespread dismay.

"Unless something drastic is done about the quality of black education, South Africa is heading for a disastrous future," said Soweto community leader Nthato Molana.

"Imagine a country with a generation of uneducated people."

Severe shortage

Anti-government educationists say the high failure rate is explained by the fact that Pretoria spends more per head on educating the white minority than the black majority.

Inadequate black education crisis for SA

A severe shortage of classrooms, equipment and books also plays a role — the South African Institute of Race Relations estimates that one million black children have no schools to go to.

Pretoria spends R2,000 a year to educate a white child against R500 on a black child.

Bernard Louw from the government ministry responsible for black education said the high failure rate was caused by the rapid growth in the number of students and the prolonged disruption at many schools over the years which made teaching and preparation for examinations difficult.

The SAIRR reported recently that 196 white schools had been closed in the past 10 years because of the declining white birthrate, and that remaining white schools had more than 250,000 vacant places.

A lack of sufficient resources means that black education is inferior to that for whites, Indians and coloureds. Examinations are set and marked by different departments and boards.

Blacks believe their education is designed to prepare them for an inferior position in society.

But inequalities in schools are not the only stumbling blocks to black education.

Since widespread unrest and demonstrations against white rule in 1976, black students have been at the forefront of political protest. School boycotts and police detentions of hundreds of teenagers and children have caused enormous disruption in black education.

Have to share

Pretoria deployed troops in school premises and issued identity cards to keep out perceived troublemakers.

At Mnisi's school in Soweto he and about 1,200 of his schoolmates have to share their 15 classrooms with another school which lacks premises adequate for its 800 pupils.

"The other school shares four of our classrooms with some of its junior pupils... There is chaos and noise the entire day. How can we be expected to concentrate?"

"Our school has no library or laboratory and we have to travel to another school to share such facilities."

Educationists say the high percentage of under-qualified or unqualified teachers also contributes to the high failure rate.

More than seven out of 10 teachers in black schools have no matriculatation and do not have university teaching degrees.

"Issues which needed to be addressed included the socio-economic conditions in the townships, lack of facilities, lack of qualified teachers and the general credibility crisis of black schools," said educationist Franz Auerbach. — Sapa-Reuters
Black matrics can ‘re-enrol’

Staff Reporter

BLACK pupils who failed matric will be allowed to enrol at their old school today to repeat matric if they can be accommodated, a spokesman for the Department of Education and Training (DET) said yesterday.

This follows a statement by Mr Stoffel van der Merwe, Minister of Education and Development Aid, that an urgent investigation into last year’s 42% pass rate among black matriculants has been ordered.

Registration

At a meeting in Guguletu last Sunday, parents, teachers and pupils called for a remarking of all scripts and resolved that all students who had failed matric should be able to enrol at a school of their choice.

They have set up a parents-teachers committee to monitor registration at schools when they open today.

Mr Bill Staude, regional chief director of DET, said matriculants who wanted to reregister today will not be turned away.

It had been the custom in the Cape that when a child failed matric a first time, he would be allowed to re-enrol at his old school for a second attempt.

Problems arose, however, when pupils who failed matric a second time wanted to re-enrol for a third time.

Mr Staude said he remained "eternally optimistic" that there would not be problems and said parents wanted pupils to go to school and use the opportunity to be educated.

The department did not lack "good faith" and parents who experienced problems could approach the circuit inspector, he said.

Two new schools will open in Khayelitsha this year and the "platooning system" — morning and afternoon sessions — would be introduced there to accommodate the large number of pupils and matriculants, he said.

Mr Richard Chornis, a spokesman for the DET in Pretoria, said the DET head office did not control the reregistration of black students.

It depended on the placement committee, consisting of principals, inspectors, management council chairmen and parent representatives. A child could return to school if the school would have them, he said.

Cram colleges

If a pupil failed one, two or three subjects, there was no need to return to school because pupils could rewrite the subject between May and June this year.

He said that most schools would not be able to accommodate the increased number of matriculants. Some pupils will have to fall back on cram colleges and adult education classes.

Mr Chornis said most of the registration in Soweto had almost been completed and no problems had been experienced.
### Co-operation key to solving school crisis

**GERALD REILLY**

PRETORIA — Community co-operation — not funding — was the vital factor in alleviating problems hampering progress in black education, Education and Development Aid Minister Stoffel van der Merwe said yesterday.

Responding to problems highlighted at the weekend Soweto meeting of teachers, parents and pupils, Van der Merwe said the problems were known and had been acknowledged in the past.

But the recent disappointing matric results had again brought the issue to the fore. Government would continue its efforts to find short- and long-term solutions, he said.

Asked whether lack of adequate funds was not the basic problem, Van der Merwe said finance was a problem throughout the government sector, but also specifically in the field of education. However, community co-operation was the factor most vital to alleviating problems.

### Facilities

The Minister said he would invite the Soweto Committee of 10 to a meeting to discuss problems.

Sapa reports that the National Education Co-ordinating Committee (NECC) yesterday called on white schools to open their doors to all children to ensure there were no under-utilised education facilities.

The NECC also called on the Department of Education and Training (DET) to allow schools to continue the registration process beyond today — the official deadline — to ensure all pupils were registered, as it was “physically impossible” to meet the deadline.

It also urged that certain exclusion rules preventing “tens of thousands” of pupils from registering be dropped.

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**T. L. GIBBS**

**L. C. POUROULIS**

**Directors**

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**PORT OF THE DIRECTORS**

**FOR THE QUARTER ENDED 31 DECEMBER 1989**

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**L. C. POUROULIS**

**J. B. McGRAITH**

**Directors**
Commonality in education the new watchword

MINISTER of National Education, Dr Gerrit Viljoen, has signalled a key change in government thinking on school education, emphasising what South Africans have in common, rather than their differences.

Group differences would "probably" always exist and could not be ignored by education, but a process of "integration" among different cultural groups in South Africa had produced "an indisputable unity and commonality", Dr Viljoen said.

In a second key statement, he said "Eurocentric or white-orientated" syllabuses would be revised to reflect the values and aspirations of all groups.

In a speech which seems to reflect a move away from traditional National Party thinking on rigidly separate education for each group, Dr Viljoen told an Education Association of South Africa conference in Cape Town last night that "everyone contributes towards the outputs of an integrated economy (and that) by virtue of this commonality of interests the different groups clearly share a common destiny".

DIFFERENCES OVER-EMPHASISED

He continued: "It is this commonality, rather than the differences, that should increasingly be our point of departure in our thinking and planning for the future.

"It is possible that we have neglected this commonality and overemphasised the differences in the past. Let us now redress the balance without going to the opposite extreme."

He qualified his remarks by saying that the curriculum had to provide for the commonality, while still "leaving enough room to accommodate specific needs and demands".

"The balance between prescriptiveness and flexibility must be such that present educational standards can be maintained and improved in an educational system characterised by a commitment to equal opportunities and equal standards."

SINGLE NATIONAL POLICY

Revision of education would take place within the framework of the "own" and "general" affairs Constitution Act, Dr Viljoen said.

However, the government would continue with a process of creating a single national education policy.

"It is essential that the experience, ideals, values and aspirations of all communities find a true reflection in our learning programmes.

It was essential that all further curriculum developments "be undertaken as a task involving the best educationists and subject experts from all population groups."
Viljoen announces policy shift

School syllabuses to cut white bias

Political Staff
CAPE TOWN — School syllabuses in South Africa are to be revised to remove their bias towards white interests and perceptions.

This major change in Government education policy was announced in Cape Town last night by National Education Minister Dr Gerrit Viljoen when opening the annual congress of the Education Society of SA.

He said the syllabuses would be revised to reflect the values and aspirations of all groups.

Mr Viljoen signalled a key change in Government thinking — emphasising what South Africans have in common, rather than their differences.

Group differences would "probably" always exist and could not be ignored by education, but a process of "integration" among different cultural groups in South Africa had produced "an indisputable unity and commonality", Dr Viljoen said.

In his speech, he dealt at length with the need to revise syllabuses, not only to ensure they were geared to the "relevant" needs of the job market and economy, but also to move away from the "predominantly Eurocentric or white-orientated content of existing syllabuses".

Urgent revision was necessary, he said. "It is essential that the experience, ideas, values and aspirations of all communities within South Africa find a true reflection in our learning programmes."

Urgent attention "should now be given to a procedure whereby revision and innovation of the existing programmes can be handled in a prompt and orderly way."

Whatever changes were made in education would have to be based on "sound and proven educational principles”, he added.

There was also a socio-political reason for urgent revision of existing syllabuses or learning programmes.

He said he had often had occasion to plead and emphasise this in his previous capacity as Minister responsible for education to black communities.

● Left and right-wing extremists were systematically trying to make a political football of education, the State President, Mr F W de Klerk, said in Pretoria last night. Addressing the Federal Teachers’ Council, Mr de Klerk said one of the challenges of education was "to keep it out of politics".
Business
supports schools campaign

By JOSHUA RABOROKO

were not proportionate to the black community, control was also in the hands of the ruling class and it did not have the interests of blacks at heart.

Fabcos general secretary and spokesperson, Mr Joas Mogale, said blacks needed to do "something drastic" for the education of the community. There was a lot to be done and "our education needs to be revamped".

He called on pupils to return to school because the black community needed skilled industrialists and professionals.

"We need a strong lobby to urge the government to scrap the evil system of education, which wants to keep us subservient. Time is crucial now and we must empower ourselves economically and politically. Without education we are all sunk," he said.

Opposed

Black Management Forum executive director Mr Moeketsi Shai said "they totally disagreed with the system of black education".

He said the BMF was prepared to work with other organisations at eradicating the present system of education in South Africa.

Disaster

However, Nafoc's national executive was to meet at the end of the month and may initiate the meeting between community leaders and DEIT.

Nafoc's public affairs manager, Mr Gabriel Mokgoko, said that the matric results were disastrous.

"We express our anger and disgust at a system of education aimed at our subjugation and which has become the pivotal point the Government uses to retard our political and economic advancement," he said.

He said despite the fact that black schools
Standardisation of uniforms not possible

Pretoria Correspondent

School uniforms will not be standardised, but the Department of Education and Culture in the House of Assembly has made recommendations to try to keep the cost of school uniforms as low as possible.

The superintendent-general of the Department of Education and Culture, Mr J D V Terblanche, said the department could not enforce the standardisation of school uniforms because the final decision relating to uniforms was left to parents.

A recent survey among 4,512 parents country-wide revealed that 75 percent of the parents were in favour of their school's present uniform, providing that certain economising measures were taken.

About 50 percent of the respondents considered the cost of uniforms reasonable, said Mr Terblanche.

In conjunction with the South African Bureau of Standards, the department has forwarded certain guidelines to school principals.

PRIME CONSIDERATION

Mr Terblanche said the financial means of the parents should be the prime consideration when school uniforms were prescribed.

The prescribed uniform should be limited to items worn by all pupils and exclusive garments should not be prescribed for matric pupils, first teams and prefects, and expensive items such as blazers should be optional.

Warmer items should be added to the uniform during winter, instead of changing the whole uniform, said Mr Terblanche.

It would be more cost effective if new pupils could wear the uniforms from their previous school until needed, replacing and school clothing should be durable and practical.

Mr Terblanche said parents should exercise their rights if they wanted more cost effective uniforms.
Prescribed

Perspective

More thought needed

on education crisis

S 1989, editorial, January 12, 1990

SOWAYA. Friday January 12, 1990

Page 7
Building awareness

STUDENTS should realise that they have a social responsibility and moral obligation towards the development and progress of the community, the University of Western Cape Students' Community Programme was told this week.

This was said by one of the students taking part in the four-day function organised by the UWCSCP which was held in Eldorado Park, Johannesburg.

The programme which started on Monday ended yesterday. Sowetan (7/11/90)

Sowetan's Nation Building campaign donated R500 towards the function.

The students said the programme was aimed at functioning on an annual basis during the vacations and would specifically support the objectives of Nation Building.
No desegregation of govt schools — Stoffel

JOHANNESBURG. — Government schools will never be desegregated under the current system, the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said yesterday.

Sudden desegregation, he said, would create havoc.

The government was, however, trying to move away from a system based on race to improve the situation, he told a press conference at the Department of Education and Training (DET) regional offices here, called in response to Sunday's demands from the Soweto education summit.

He said a survey indicated that integration of schools would solve less than 20% of South Africa's educational problems.

Asked if schools would be desegregated if the Group Areas Act were scrapped, he said it was unnecessary, as people would still want to go to their own schools.

On Wednesday, the Minister of Constitutional Development and National Education, Dr Gerrit Viljoen, said there was a socio-political reason for urgent revision of existing syllabuses or learning programmes.

Opening the annual congress of the Education Society in Cape Town, he said he had often had to plead and emphasise this in his previous capacity as minister responsible for education to black communities.

"This reason is to found in the predominantly Eurocentric and white-oriented content of existing syllabuses, due to the initiative and leadership of white educationists thus far in the development of curricula and syllabuses.

"It is essential that the experience, ideals, values and aspirations of all communities within the South African nation find a true reflection in our learning programmes. To this end it is essential that all future curriculum development be undertaken as a task involving the best educationists and experts from all population groups and communities."

Dr Viljoen said it was for these reasons that his predecessor — President F W de Klerk — had already requested that after the initial formulation of general policy or learning programmes in pre-tertiary education, urgent attention should now be given to a procedure and programme whereby revision and innovation of the existing programmes could be handled in "a prompt and orderly way". — Sapa
Black education crisis: no time for slogans...

FOR years now, we have heard the refrain. It comes as soon as the results for black matriculants are announced — from late December into about the middle of February. It has been described as the education crisis, the tragedy of South Africa and other disasters. This year was no different.

At the start of each year, there have been crisis meetings. The problem is after about March the matter is quietly shelved, there to remain until December to be retrieved, dusted up, and the same clichés repeated.

I must say right at the beginning it is only right and proper people should be concerned about what is happening in black education. It is only right and proper the matter be raised to a level of consciousness among all concerned, the better for people to understand the implications of this disastrous education scenario. The pupils, too, have to be aware of these developments, to prepare themselves for the future.

But, and this is the tragedy, once all the debates have gone their way, the problem is relegated to the back-burner. It is, of course, right to blame the educational system. It is right to blame the Government and its policy of separate education. For it is there, at the doorstep of the Government, that the problem lies. And the Government itself has not quite endeared itself to the people in trying to explain just what goes wrong when black children sit for examinations. Nobody in power seems to understand the tragic consequences of this education policy.

Now, after all the deliberations, what next?

On the ground, teachers (scapegoats for all our past disasters) are still faced with classes of 50 or more pupils. They still have to go through each school day, every period being occupied with teaching. Then there are extra-mural activities, meetings, courses, and a whole variety of other activities which take up their time. Then, they have to find time somewhere to mark classwork, tests — and then prepare for the next day’s lessons. How can they be expected to cope? What reward is there for them? Attacks by pupils on the one hand, and criticism by the DET on the other? It’s enough to drive our teachers to drink.

Weapons

Of course, we have told our children that the struggle for liberation is in their hands. Except, we did not tell them that education is probably one of the most powerful weapons one can have against a repressive regime. We have just, it seems, emerged from this dream, to tell our children to go back to school. Of course, they will go back to school, but that is not all that is required. We must also tell them that they must not only go back, but also commit themselves to learning. What a day of joy that would be for those beleaguered teachers when that happens.

For, while we have been singing freedom songs and toy-toying, white children, and Indian children, have been going to school. They are producing the doctors, the lawyers, the technicians. We have been producing an abundance of bowers of wood — and yet we tell ourselves we are preparing for a post-apartheid South Africa.

Unless the concern is sustained, we will be singing the same refrain this time, next year. Action is needed to save us from a tragedy which is reaching alarming proportions. Not slogans.
The ANC had never advocated "liberation before education," Walter Sisulu told John Berks on Radio 702 this week.

On the contrary the ANC believed education was vital for the liberation of the people of South Africa, he said.

The slogan "Education brings Liberation" was necessary to try and make sure a clear perspective was given to the younger people.

Sisulu said the slogan "Liberation before Education" had been coined during the "People's War" by over-enthusiastic young activists.

"It was not a slogan given the stamp of approval as a policy statement by the national executive of the ANC.

"It was a statement based on what young activists were feeling at the time."

A caller named Theresa asked Sisulu whether he thought the government of State President FW de Klerk was only making minor changes like opening beaches to all races, instead of tackling top priorities like education.

Said Theresa: "What worries me is education for blacks. We don't need open beaches at the moment, we need education. Less than 40 percent of black students passed and only a few got exemptions."

"What do you think about that Mr Sisulu? Don't you think you should pressure the government into making real change for us because we need education, we need equality."

Sisulu answered: "I fully agree with you. Education is vital for the liberation of our people."

He said the South African government made one of its biggest blunders when it threw into jail members of the National Education Crisis Committee - which was set up to try to solve the education crisis.

"The DET says one of the major reasons for the poor results in 1989 was because of school boycotts, but the boycott was more intense the previous year when the pass rate was 12 percent higher."

"There is something wrong with the education system, principally because it is discriminatory. Unless that is solved and the department works with the people to find a solution, we are not going to get anywhere."
Natal braces itself for crisis summit

By SIBU MNGADI

A MAJOR education crisis summit is scheduled for next Sunday in Dundumene.

Organisers told City Press they were negotiating for a venue to accommodate the hundreds of delegates expected to attend.

The Department of Education and Training (DET) is said that a biology higher grade paper it had rewritten in the Durban area because of an alleged leak has worsened the crisis.

In letter to Dr Oscar Dudu, the Department of Education and Training, the United Democratic Front condemned DET's decision.

The letter prompted Dudu to direct his department from DET's action.

Dudu reassured those affected that his department would explore all possible avenues to influence DET to change its decision.

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He said the National Coordinating Committee's conference held last Sunday resolved to urge DET to rebuild and repair damaged schools.

The delegates said the education crisis was caused by:

- The expulsion of students;
- The retrenchment of teachers;
- The destruction of students' representative councils.

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Seven awarded training grants

By SELLO SERIPE

COUNCIL for Black Education and Research (CBER) fellowship grants have been awarded to seven black students and academics – three for R4 800 each a month for nine months and four for R5 200 each over a year – Director Es'kia Mphahlele said although those granted fellowships could negotiate other topics with CBER, his organisation was interested in real-life issues “which are meant to stimulate us to explore power politics in SA, race relations, education and other human activity involving the empowerment of blacks across group area boundaries”.

The CBER, established 10 years ago, also begins its usual four seven-week non-formal education sessions from February 17. Each will have a different theme.

All interested in attending – on Saturdays 10am to 12 noon – can register at the CBER offices at Funda Centre in Diepkloof Zone Six, Soweto, before the first session starts on February 17.

Registration fee is R3 – or R2 for students – for any seven-week course.
Soweto pupils gather at morning assembly as
and of the outcome education crisis. What does
 thousands went back to school this week in the
Soweto. Pupils gather at morning assembly as

BY SOPHIE TEMBA

Keep Politics out
School is not for changes, claims expert

By ZB MOLEFE

School is not the place to start economic, political and social change, a University of Zululand academic argues.

"The school as a social sub-system stands or falls by its task of developing people in its charge," adds Mandlakayise Mncwabe in his forthcoming book *Teacher Neutrality and Education in Crisis: The Black Teacher’s Dilemma in South Africa*.

Mncwabe says school reflects the goals of society "and cannot greatly alter them".

He points out schools reflect society through curriculum content, teaching techniques, structuring and organisation of school as an organisational unit and through student activities and involvement in the community.

"Curricular offerings should be reminders of the realities of life in South Africa," he says.

Mncwabe, senior lecturer in the university’s Department of Philosophy of Education, continues: "Our goals for education should not be to turn out cogs, but to help each student develop a set of values."

But there are problems. Schools and universities in South Africa preach about freedom, responsibility, equality and ethical behaviour.

Yet there is no evidence that values which revolve around personal welfare — such as a decent standard of living, opportunities for children, and better educational facilities — build up to these ideals.

Mncwabe, who read for a doctorate of education at his university, makes the point that education will lead to better job opportunities.

But he warns that "the system provides no assurance that once they obtain the proper education for that job, they will in actual fact be allowed to have that job."

Meeting the changing needs of the black community calls for an education which will ensure increased black participation in political, economic, social and educational affairs. This kind of education will enable black children not only to survive but contribute "to the heritage."

The writer then makes the challenge: "What have young black teachers got when they graduate from our colleges of education and universities, to make these dreams come true?"

Black teachers are faced with the demand from their communities that education should remedy its past inefficiencies and inadequacies, but in seeking remedies these teachers have found themselves on soft, muddy ground.

*Teacher Neutrality and Education in Crisis: The Black Teacher’s Dilemma in South Africa* will be published by Skotaville next month.
Minister is urged to quit over crisis in education

By Joval Ranfao

An education crisis meeting held in Alexandra Township yesterday called for the resignation of the Minister of Education and Development Aid, Dr Stoffel van der Merwe.

Mr Job Sithole of the Alexandra Students' Congress said the Minister should quit because he and the Government had created an education system to suit their apartheid policies.

"The Government has done nothing to improve the quality of education and we therefore demand their immediate resignation," Mr Sithole said.

He also called for the parents who were part of the Department of Education and Training (DET) management councils to quit. The councils, Mr Sithole said, were "dummy committees" formed to serve the interests of the DET and not those of the pupils and community.

Community members were also urged to join democratic structures such as the Parents' Teachers' Students' Associations (PTSA). Mr JJ Morobane of the Alexandra Youth Congress called on pupils to join structures which would rectify the wrongs in the education system.

Deputy chairman of the Alexandra Civic Association Mrs Thobejane stressed the need to strive for an education system controlled by the people.

Speakers at the meeting said the DET, by introducing strict registration and admission measures, was denying the youth in Alexandra a much-needed chance to learn.

Speakers concurred that the blame for the high matric failure rate did not lie with the DET alone. Parents, teachers and the pupils themselves were also to blame, the said.
Poor study skills blamed

THE high failure rate at schools can be attributed to the lack of reading and study skills among many teachers and pupils.

Mrs Edna Freinkel, principal of the privately run Rebecca Ostrowiak School of Reading, which offers basic reading and study skills in English, said the education crisis "stretched far beyond the education field."

She has degrees in education and psychology from the University of South Africa.

Freinkel's school, which was started by her late mother Rebecca

Ostrowiak 50 years ago, has regular literacy classes to help adults and children who have problems with reading, writing and study skills.

She said: "We need to harness the huge resources we have in South Africa and create a nation of thinking and effective people who will increase productivity and harmony in the workplace.

"It is our only hope for the future economy and industrial harmony of this country."

When asked what she thought her school could do to help solve the schools' crisis, she said: "I would like to help students and teachers with reading and study skills but would at the moment not be able to because of the large members involved."

Her sentiments were echoed by a leading educationist specialising in career and subject matters in the Department of Education and Training, who does not want to be identified.

The educationist said the major problem facing black education is a lack of special reading and study subjects which are not available at colleges.

She also said that teachers tried to improve on the inadequate training they received at colleges.

This takes up a lot of teachers' teaching time at schools, thus robbing pupils of proper attention.
'No' to integration dismays students

THE Pan Africanist Students' Organisation of Azania is dismayed at Education Minister Stoffel van der Merwe's statement that schools will not be forcibly integrated.

A Pasa statement yesterday said integration should be part of the education system.

"The country is reeling under a shortage of skills due to the fact that Africans are not given access to such," it claimed.

Meanwhile, mayors of various townships in the PWV area called on Van der Merwe to discuss the quality of education in black schools.

A United Municipalities of South Africa spokesman said 15 mayors from the PWV area and their deputies met on Friday in Tsakane, near Brakpan.

"They resolved to seek an urgent meeting with the Minister to discuss ways of improving education in black schools," the spokesman said.

He said the mayors also decided that the squatter issue needed to be addressed soon without leading the squatters into a serious confrontation with the Government. - Sapa.
'Education designed so ensure blacks illiterate'

BLACK education has been deliberately designed by the Government to have thousands of illiterate black people who should be unemployed or retrenched at any time.

This was said by Dr Abe Nkom, chairman of the Atteridgeville/Saulsville Residents Organisation at a public meeting at the Anglican Church in Atteridgeville yesterday to discuss the crisis in black schools.

Speakers at the meeting called on the Government to allow blacks to determine their own system of education and to spend an equal amount of money on all pupils.

Spent

A speaker from the local Interim Education Crisis Committee said the Government spent R146 a year on a black pupil and R1211 on a white child.

Another speaker from the AECC, Mr Kennedy Zobane, provided statistics of matric results from several local high schools.

A total of 164 pupils sat for examinations at the Hofmeyer High School and only 52 passed.

Seven obtained university exemptions.

At Dr WF Nkomo School, 221 pupil wrote exams, 90 passed and 31 obtained exemptions.

A total of 119 sat for examinations at the DH Peta School. Only 60 passed and 10 obtained exemptions.

Seventy-seven pupils out of 121 passed examinations at the Saulridge High School where 31 pupils obtained exemptions.

A total of 104 set for examinations at the Flavius Mareka School. Only 55 passed and 27 obtained university entrance passes.

Good

The only good results were from the Holy Trinity High School where 61 out of 64 pupils passed and 40 obtained university exemptions.

Speakers at the meeting called on the Government to allow failed matric pupils to go back to school.

They also urged the Government to build more schools for blacks to ease overcrowding.
Education changes by Year 2000
DP campaign to let blacks fill vacancies

Political Staff

A CAMPAIGN to open white schools, which have an estimated 270,000 empty places, has been launched by the Democratic Party youth wing in the Western Cape.

The chairman of the DP youth in the region, Mr Colin Douglas, said the tragedy of the National Party education policy was the immoral system that left 270,000 vacancies in white schools while a million black schoolchildren had no school to go to.

The system also caused 500 teachers a year to be retrenched from white schools while black schools were disastrously understaffed.

Mr Douglas told a group of Pinelands High School pupils who are running a campaign to open Pinelands schools that open education was an issue that first and foremost affected pupils.

"Pupils from schools all around the Western Cape have responded positively to the DP Youth’s Open Education Campaign and we have agreed to run joint projects around our campaign with PUPA (Pupils United for Peace and Awareness), a dynamic organisation with members at schools right across the Peninsula, from Wynberg to Camps Bay."

The DP Youth will co-operate with the Pinelands pupil group in calling for the opening of schools in Pinelands, which were operating far under capacity while thousands of black pupils are deprived of a decent education.

Mr Douglas said if the government failed to open schools and training colleges “there will be no doubt that the NP has not scrapped apartheid, only modernised it”. 
**Most SA adults ‘illiterate’**

More than half of South Africa’s adult population was illiterate, compared to one percent in Japan and 13 percent in the United States, Professor Karl Hofmeyer of Unisa’s School of Business Leadership said.

Speaking at a graduation ceremony for 29 students who received Joint Management Development Programme (JMDP) diplomas, he said fewer than 10 black and fewer than 20 coloured pupils out of every 100 matriculated. — Staff Reporter.
BLOEMFONTEIN — The total number of school pupils in South Africa is expected to be 14,909,000 by the turn of the century, according to enrollment forecasts made by the Research Institute for Education Planning (Riep).

Riep was established in 1974 as a research unit in the Department of Comparative Education at the University of the Orange Free State. Since January 1995 it has functioned on a more independent basis as an institute within the Faculty of Education.

In a brochure compiled to give a concise picture of formal school education in Southern Africa, Riep reveals that in 1988 3½ times as many black pupils attended schools in South Africa, Transkei, Bophuthatswana, Venda and Ciskei than all the white, coloured and Asian pupils together.

The largest percentage of black pupils attended schools in the self-governing states of South Africa (Gazankulu, kNywane, KwaNdebele, kwaZulu, Lebowa and Qwaqwa), while those in Transkei, Bophuthatswana, Venda and Ciskei represented slightly more than a fifth of the total number of black pupils.

REPEATING

Just more than half the total number of black pupils were enrolled in the junior primary phase of Sub A to Std 2.

The percentage of black pupils in Sub A was 16.8 percent of the total enrolment compared to 27 percent in Std 10.

This was ascribed, in part, to the large number of pupils who repeat a standard, and to pupils who leave and then return to school.

While there were fewer white children in the senior primary standards than in the junior secondary standards, pupils were distributed more evenly from Sub-A (8.2 percent) to Std 10 (7.7 percent).

The higher percentage in the junior secondary phase could be attributed, among other things, to a lower birth rate since 1977.

Among coloureds the number of pupils in the senior secondary phase still represented a small percentage of enrolment in 1988.

About 13 percent were registered in Sub A and only 2.7 percent in Std 10.

There was an equal distribution from Sub A to Std 8 among Asian pupils in 1988, but from Std 8 to 10 a considerable decline was observed.

HIGHEST

The junior primary phase represented 34 percent of total registrations, while only 15.2 percent was in the senior secondary phase.

The average growth rate for black registered pupils per annum from 1983 to 1998 was the highest of all population groups (4.8 percent).

The growth rate for coloureds was 1.8 percent and for Asians 0.6 percent, while white registrations declined in the period by an average of 0.8 percent.

The report predicts that 12,536,000 black pupils will attend school in the year 2000, compared to about 7,336,500 in 1989.

The present growth rate for coloureds will be maintained for the foreseeable future but might decline towards the end of the century, although an overall increase of 17.07 percent from 1975 to 2000 (1989) to 192,000 (2000) could occur.

There is a projected annual decrease in the numbers of white pupils from 916,000 in 1989 to 874,100 in 1994.

It is forecast that white enrolment will then rise to 909,100 by 1996 and be about 922,200 in 2000.

Asian enrolment is expected to decrease from 233,100 in 1989 to 230,100 in 1992 and then increase annually to be 249,400 in 2000. — Sapa.
SA's high illiteracy rate under spotlight

Managers must be aware of realities

Australia appreciates
Major tasks for adult education

By SHIRLEY WALTERS

ADULT education needs to move out of the shadows in the 1990s.

The majority of South Africans are very poorly educated. Between 6 and 9 million people over the age of 20 have either no schooling or less than six years of schooling.

Now that negotiations on South Africa's future are being widely discussed, people in the democratic movement are projecting themselves into potential positions of leadership in the country.

As part of this, a new slogan for the 1990s has emerged: preparing to govern. This has direct and wide-ranging implications for adult education.

If people are preparing to govern, there are major tasks ahead for adult education.

This would include mass adult literacy and numeracy programmes and school equivalency education for adults.

At present only 0.4 percent of South Africa's illiterates are effectively helped.

To provide for the educational needs of the majority of adults, new structures and policies will have to be developed.

Adult education occurs in all social, economic, cultural, and political institutions in one form or another.

It occurs in churches and mosques, in civic and sport clubs, at cultural events and mass rallies, during strikes and boycotts, through media, and in the running of organisations.

But it is largely invisible. It happens casually by some form of osmosis. Adult education must become more explicit.

During heightened social transformation, as different groups try to influence mass thinking, adult education usually becomes intensified.

In the last few decades, trade unions and community organisations have been in the process of destroying the apartheid state. Now the notion of preparing to govern means that people in the democratic movement may be inheriting this country.

What are the implications of this?

Previously the running of the country was "their problem" and our job was to make their job as difficult as possible.

This shift in thinking at the edge of the decade of the 80s poses practical challenges for the 90s.

It matters that the population is getting younger, poorer and less educated.

The notion of constructing a new society "in the womb of the old" is part of preparing to govern.

There are high levels of ignorance on different issues such as ecology, health, employment, where adult education faces two tasks — raising people's awareness and developing skills and insights to tackle the problems.

The training of adult educators becomes crucial in the process of making adult education a conscious activity.

In preparing to govern, it is important to make information widely available, enabling critical engagement and empowering people for action.

The idea of developing leadership has been part of organisation; the challenge for the next decade is to expand and make our organisations more effective.

This means the development of democratic management, technical skills and participatory educational practices.

(Shirley Walters is professor at the Centre for Adult and Continuing Studies at the University of the Western Cape)
By GAIL REAGON

THE 1990s pose an incredible challenge to the progressive education movement.

Its task in the next decade is complex, involving not only the ending of apartheid education, but also the building of a new, alternative education system.

It is also faced with the immediate task of resolving the current education crisis.

The issues which characterised the latter part of the 1980s seem set to continue in the coming year: the mass organisations and exclusion of students; the banning of progressive organisations and "organs of people's power" (SRC's and PTSA's); the re-trenchment of teachers; and breakdown in effective monitoring and authority relations.

Intensive state repression certainly succeeded in debilitating educational organisations and their efforts to resolve the education crisis.

But the 1980s also showed the remarkable resilience and creativity of progressive education forces.

Despite the banishments, deaths, and other repressive strategies of the state, the education movement was not totally smashed. Instead, there was a regeneration.

As in all other spheres of the democratic movement, the defiance campaign provided an impetus to the education movement, which is set to carry it into the next decade.

And the National Education Co-ordinating Committee (NECC) has clearly again gained centre stage in the education arena.

Revolu

Formerly the National Education Crisis Committee, its revival and restructuring at its conference at the University of the Western Cape last weekend have been a vital development.

The NECC, which regards itself also as the education movement of the Mass Democratic Movement, managed during the mass defiance this year to provide political direction to a broad range of anti-apartheid educationalists, institutions and organisations.

At the same time it managed to consolidate some of the gains made during the defiance campaign.

Its revival occurs at a time when it is charged with the three-pronged task of ending apartheid education while transforming the present and laying the foundations and framework for the future education system.

As much as the last year has been a period of intense resistance, it has been coupled with an increasing maturity and sense of responsibility within the NECC.

This is reflected not only by the NECC's willingness to take stock of its internal organisational and political shortcomings, but also by its willingness to go beyond a crisis response.

In its deliberations at various education conferences, including a national one this month, the NECC reviewed its programme of action and developed new strategies for implementing it.

Essentially NECC's work will revolve around reorganising education, strengthening its affiliates and regions, researching and defining alternative educational structures and building people's education.

Another challenge for the 1990s is to intensify the demand for the de-segregation of schools and tertiary institutions. To do this, the NECC must increase efforts to establish itself at the epicentre of a broad alliance of anti-apartheid educational forces.

The NECC plans to form a working relationship with the Johannesburg All Schools For All People Campaign launched this year.

The NECC regards it a primary responsibility of the state to provide quality education for all. It disagrees with the state's strategy to privatise schools; it sees the move not only as an attempt by the state to relinquish its responsibilities, but also as being against the interests of education for all.

The urgent need to repair and rebuild damaged schools is an added concern.

Non-racial

The NECC plans to give attention to the development of a non-racial sports movement at schools, colleges and universities in the new year. It has resolved to align itself with the National Sports Congress and plans to work towards a National Schools Sports Congress (NSSC).

Another matter of critical concern is the incredibly high number of people who are illiterate and innumerate. Attention must be given in the 1990s to the development of a literacy, numeracy and human resources skills campaign by the education movement, aided by Cosatu and other progressive sectors.

The complexity of the demands and tasks in the next decade require of the education movement a boldness and creativity which it has only begun to tap.

(Gail Reagon works on Learning Roots, a student publication published by Grassroots Publications)
Natal Pupil's Face Baffles on All Sides

Black students. Like many old white South Africans, the writer of the above story believes that black students are not bright enough to be educated by white teachers. He sees the policy of integration as a threat to his way of life.

In the story, a white teacher tries to teach a group of black students, but they are uncooperative and disruptive. The white teacher is frustrated and angry, and the black students are bored and uninterested. The writer of the story believes that this is a result of the black students' lack of intelligence and their desire to maintain their own culture and way of life.

The writer argues that the policy of integration is a threat to the white South African way of life, and that the black students should be taught by black teachers who understand their culture and way of life. He believes that this will lead to better education and a more harmonious society.

The story is a reflection of the attitudes and beliefs of many white South Africans towards black students and the policy of integration. It highlights the challenges and obstacles that must be overcome in order to create a more equal and just society.
Bury differences — Minister

By Jovial Rantao

Many of the problems experienced in South Africa’s education system would disappear if everyone in the community contributed to the furtherance of discipline and knowledge, the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said yesterday when opening the new Vista University campus in Soweto.

Addressing academics, community leaders and mayors from various cities, Dr van der Merwe said discipline and knowledge formed the cornerstone stones of any ordered community.

“Discipline is the integral part of the educational process. In the house, nursery, school, university, between colleagues, everything depends on discipline. Discipline is a corner stone for progress and orderly community life,” he said.

Dr van der Merwe called on members of the community to bury their differences and to unite to solve the education crisis.

“I am aware that we have ideological differences but let us not allow the differences to prevent us from giving the people the kind of education they so dearly need.

“We want to bring the best education possible to the black people which will be to the advantage of South Africa,” the Minister said. “Without self-discipline, there would be chaos.”

Before moving to the new campus last year, the university was accommodated in prefabricated structures in Soweto township.

Since its opening in 1982, Vista has awarded 1193 bachelor, three honours, 20 masters and 16 doctoral degrees and over 12 000 education certificates and diplomas.

Ministers’ wounds described

MASERU — A Lesotho police officer yesterday described at an inquest hearing the wounds he found on the bodies of the two former Lesotho Cabinet Ministers and their wives who were shot dead in the Maluti mountains more than three years ago.

EXAMINED

Mr Desmond Sixishe, former Minister of Information and Mr Vincent Makhele, former Minister of Foreign Affairs, were killed with their wives on Bushman’s Pass on November 16 1986.

They had been members of the Cabinet of former Prime Minister Leabua Jonathan, who was overthrown by the military earlier that year.

Detective Lance Sergeant Nolutshungu told the inquest he took the bodies of the Ministers and their wives to the Maseru mortuary, where he examined them.

He found a bullet wound in Mr Makhele’s stomach and another on his upper arm; seven bullet wounds at various places on the body of Mrs Makhele; Mrs Sixishe had a broken leg and a broken hand; and she and Mr Sixishe each had a bullet wound on the left side of the chest.

The hearing continues.
ENROLMENT AT WHITE SCHOOLS

The number of pupils who enrolled at 43 white Johannesburg government primary and senior schools dropped by an average of at least 36.7 percent over the past five years.

Figures released by the Transvaal Education Department show that the total has fallen from 19,801 in 1985 to 12,554 at the beginning of 1989—a drop of 7,247. Further enrolment drops are expected at the beginning of next year.

The pupil shortage seems to be far more severe in primary schools than in high schools. At the following primary schools enrolment dropped by 50 percent or more: Goedehoop Primary (321 to 57); Joubert Park Primary (428 to 203); Roseneath Primary (473 to 237); 1H Harris Primary (378 to 190); Observatory East Primary (350 to 172); Brantley Primary (406 to 168) and Fairmont Primary (466 to 228).

These schools face the prospect of being closed at the end of the year. The enrolment at Johannesburg Girls High fell from 505 to 237.

In addition to the above schools, a further 28 schools in the Johannesburg area have already experienced a 25 percent drop in enrolment figures.

According to the South African Institute of Race Relations a total of 196 white primary and secondary schools have been closed over the past 10 years. These had a combined capacity of 15,238 pupils.

The situation in white schools is paralleled by a dramatic rise in the enrolment figures at black schools, leading to a situation of severe classroom overcrowding.

According to figures released in parliament last year the pupil-teacher ratio in African primary schools was 29.5 to one. Twenty-one percent of the potential school-going population between ages seven and 16 were not attending school.

The Minister of Education and Culture in the House of Assembly, Piet Coe, made it clear that it is against government policy to allow black pupils to attend white government schools.
ENROLMENT AT WHITE SCHOOLS

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City schools plunged into crisis

By SHARON SOROUR
Weekend Argus Reporter

DECLINING white enrolment has plunged three city schools into crisis and may force their closure if they are not allowed to open to all races.

All three schools — Mountain Road Primary and Queens Park High in Woodstock and Observatory Junior — fall within the white group area, but as the racial character of the suburbs has changed with whites moving out and people of colour moving in, enrolment at the whites-only schools has dwindled.

Woodstock's only white primary school, Mountain Road Primary, is now less than 30 percent full.

"Bursting at their seams"

Although only 150 pupils were expected to enrol, most other schools in the area are "bursting at their seams" and children could be accommodated.

Last year the school — which was built for 700 pupils and recently refurbished at a cost of R1.5 million — only had 185 pupils.

Parents trying to enrol their children at Mountain Road Primary on Monday were turned away because they were not white.

According to ex-principal Mr Johan van Helden who retired at the end of last year, the school would "die and go down the drain" if something was not done soon.

In November last year the school committee backed by the teachers and more than 80 percent of the parents decided to apply to Mr Piet Clase, the Minister of Education and Culture in the House of Assembly, to accord the school "private status."

However, Cape Education Department (CED) spokesman Dr Orland Firman said the department had not received an application from Mountain Road Primary to become a private school.

Mr Van Helden, principal for 19 years, confirmed "nothing has been done yet" and said: "The future of the school is not good and I cannot see it staying open for more than two to three years due to the depopulation of whites in the area."

"According to the Cape Provincial Administration the school has to cater for people in the area and we are not doing that. Something will have to be done but nobody in the government has the guts to make any decisions."

Privatising the school would be difficult but if the CED was prepared to pay the teachers, the transition phase would run smoothly, he said.

New principal Mr Peter Mey received over 10 enquiries on Monday from parents who were not white but he could "not allow them to come to the school" unless the CED gave the go-ahead.

"It's rather sad that I've had to turn people away but we will look into the matter," he said.

Woodstock Residents Against Group Areas (Woraga), an organisation committed to fighting racism in Woodstock, distributed a letter to parents in the area encouraging them to send their children to the school of their choice.

According to Woraga spokesman Mr Paul Theron, more than 800 pamphlets were distributed and there had been a steady response from parents.

"The whole school is united in opening its doors to all races and no child should be turned away from a school because of the colour of their skin."

"We would oppose an attempt to privatise the school because that would not solve the problem as the people in the area would not be able to afford school fees. The school must be opened to all, that is the only solution," he said.

One of the Democratic Party's education spokesmen, Gardens MP Mr Ken Andrew, said it was "ridiculous and disgraceful" that the school could not open to all races.

"Economic necessity of fully utilising all educational resources and facilities should be obvious to anyone and allowing children of all races to attend the school would conform with the traditionally multi-racial neighbourhood, not be in conflict with it," Mr Andrew said.

However, the Minister of Education and Development, Dr Stoffel van der Merwe, announced last week that government schools would never be desegregated under the present system as sudden desegregation would "create havoc."

Observatory Junior School, the only white primary school in Observatory, is in the same boat, according to principal Mr Johan van Doezburgh.

"Our plight may even be worse," he said, "as our problems are compounded by the number of students and nurses who have moved into the area — both groups produce no children and occupy houses which would otherwise be occupied by families — as well as encroaching small industries."

Last year there were 154 pupils at the school and Mr Van Doezburgh expected 1990 enrolment figures to be slightly lower but the decline would not be as dramatic as previous years.

Observatory Junior School could accommodate over 500 pupils and "had wonderful facilities that many primary schools lack," he said.

Privatisation

The solution is to allow residents in the area to send their children to the school of their choice," Mr Alan Clarke, principal of Queens Park High, said the school, which had 200 pupils and could accommodate a maximum of 250 pupils, "faced decreasing numbers as most other CED schools" as the Woodstock community was a "changing one."

The city councillor for the area, Mr Anmaria van den Heever, said problems facing the schools could not be solved by privatisation but only by a "non-racial, integrated education system under one ministry."

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SHOCKING results in black schools are the most obvious signs of the rottenness of our school system. What else is wrong?

First, inequity of funding. Second, a system which does nothing to prepare pupils to live together in one country. Third, conformity and intellectual timidity.

These problems cannot be cured by throwing money at the existing system. Nor can they be cured by a mere method or recipe for teaching.

Not even a supply of good teachers can, on its own, solve the problem. There are good teachers, but a rotten system eats at good teachers and destroys them.

The system is over-controlled, over-centralised, and unequal. How can it be set right? How can we introduce experiment, variety, professionalism and quality to the system?

The oldest principle of management is that you should reward the behaviour you want. This means being clear about the desired behaviour and consistent in rewarding it. What we want of schools is that they produce literate, numerate and socially aware students.

**Stagnation**

To assess how effective our schools are, we should test the end product rigorously. To allow them to do their job, we should give them the freedom to discover their own methods, to experiment, to develop professional pride.

When we want high-quality products of any kind, we rely on free competition and feedback from the market.

If schools are rewarded according to their product and are free to experiment with their own methods, we can expect to see an era of rapid innovation in education.

If we prescribe methods to schools, we can expect continued educational stagnation. To prescribe methods to schools is exactly like prescribing methods to any industry. Mediocrity follows.

There is no science or method of innovation. The best we can do is to allow people to beg, borrow or steal methods which solve their problems. They will do this if it pays dividends.

Educational espionage will be as common as industrial espionage if teachers are rewarded for teaching well.

Let us now get down to nuts and bolts. How do I expect this to happen?

The first step is to create a single department of education in South Africa. As long as there are racially segregated departments, we will have political conflict.

The second step is to specify the product which schools must produce. The usual way is to set a variety of examinations, such as university entrance, technical, trade and commercial exams.

The important thing is that these exams should be common to all South Africans and that there should be a variety. Not all students wish to go to university.

The third step is to free all schools to run themselves as autonomous, state-subsidised institutions with their own management boards. For an initial take-off period, all would be subsidised according to a formula based largely on student numbers.

During this period, schools would have to prepare to be judged by product and assessed in public examinations — the same for all.

To allow for the fact that some schools have many pupils from illiterate homes, whereas others have pupils from well-educated homes, the take-off period can be extended for the disadvantaged schools.

The fourth step is to subsidise schools by results. Those that fail would have their subsidy reduced. Those that succeed would have their subsidy increased.

Some schools would be very successful. Others would cease to exist. This would result in some teachers being unemployed and would have to seek employment elsewhere, if good enough.

The buildings occupied by these schools could be taken over by more successful enterprises.

The question that immediately comes to mind is: What about children who are not academically promising? Won't schools be loss leaders in those areas?

The child's right to an education will be protected by the rule that each child shall have the right to attend the nearest school in the district. Thus, children may not be excluded because schools are recruiting fast pupils.

Then, what about the fact that some schools will be penalised relative to others by being in poor catchment areas?

Such schools, which have a more difficult educational task than schools in better catchment areas, may be compensated by a longer take-off period and by a relatively greater subsidy than those given to schools with an easier task.

Thus, schools for the poor may get larger subsidies than schools for the rich.

**Crucial**

This is a mere sketch for an educational system which will allow us to take off in the 21st Century. Education will be more varied, more adventurous, more skilled.

The professional pride of teachers will be enhanced. Those who are really good at their jobs could expect to be paid well above the average, since schools will attempt to attract outstanding teachers.

It is absolutely crucial that in thinking about reforming black education, we do not think of it as a "cognitive" problem or as a problem of "learning". It is a problem of systems design. The design of the system must match the problem, which is how to get people to respect quality and equality.

An additional bonus of the proposed system is that the bureaucracies of the various departments of education could be considerably reduced.

What I have attempted to sketch is an approach to our educational crisis. The details would have to be negotiated with utmost care.

But what is urgently needed today is a debate on this vexing problem.
Registration deadline for black pupils extended

Own Correspondent

JOHANNESBURG. — The deadline for pupils to register at black schools has been extended to Friday following a meeting between a National Education Co-ordinating Committee (NECC)-led delegation, Education and Development Aid Minister Dr Stoffel van der Merwe and other government officials at the Rand Afrikaans University on Saturday.

Old deadline tomorrow

Tomorrow was to have been the last day of the 10 days usually allowed for registration at black schools. NECC general secretary Mr Ihron Rensburg called on pupils who had been refused entry at schools but still wished to register to do so at NECC regional offices where waiting lists would be compiled.

Dr Van der Merwe said the Department of Education and Training (DE&T) would do its utmost with limited resources to accommodate as many on the waiting lists as possible.

Mr Rensburg said thousands of pupils had been turned away from DET schools and some principals had posted notices saying registration was closed and there were no waiting list.

He said the NECC had made it clear that if Dr Van der Merwe was truly concerned about the education crisis, he should ensure that the more than 270 000 vacant places in white schools be made available to black pupils.

He said Dr Van der Merwe said this was a political decision which he could not take without other government departments. He said the matter would be investigated.

National initiative

Meanwhile, a national initiative spearheaded by the NECC was launched at the weekend.

Its short-term aim is to ensure that pupils return to a school system they can control, and the long-term aim to create a united and non-racial education department under one minister.
US girls barred from city school

By DI CAELERS

TWO black American children this week found themselves at the centre of a full-blown racial row after they were refused admission to a prestige government school for girls in Rondebosch.

The children's father, computer auditor Dr Andrew Chirwa, is determined to fight the refusal and has engaged the services of leading civil rights attorney Mr Essa Moosa.

The girls, Titi, 11, and Kondwani, 6, have already missed out on their first 10 days of school.

Dr Chirwa, who is employed by Shell SA and lives in a company house in Rondebosch, explained at a press conference yesterday that the girls had attended a private school since their arrival in the country at the end of 1987. However, rocketing school fees and a spiralling inflation rate found him facing financial problems and he attempted to enrol his daughters at Rustenburg Junior School.

"If they were any other Americans, just not black, I wouldn't be having a problem. Every morning my kids want to know why they are not going to school. How do I tell a six year old that she cannot go to school because she is black?"

Dr Chirwa's children were born in the US, hold US passports and only speak English.

He claimed his children's admission applications were refused despite the support of the US Embassy, the headmistress of the school and the school committee. None of these could be reached for comment last night.

In a letter of reply yesterday to Mr Moosa's call for a withdrawal of the refusal, Minister of Education and Culture Mr Piet Claise said he had not refused to grant permission to enrol the girls at "a primary school of the Cape Education Department".

"I merely attempted to convey the fact that the statutory provisions relating to the admission of pupils to such schools prohibit the admission of children who are not white."
Bethlehem students 'sambokked'

BETHLEHEM. — Two policemen's homes were damaged by stone-throwers here after police used sjamboks and tearmoke to disperse protesting students last night.

In an unprecedented move, all Bethlehem township schools started boycotting classes on Wednesday in support of demands that all expelled students be re-admitted to comprehensive secondary schools.

All major township roads were blocked yesterday, with burning barricades leaving scores of bus and taxi commuters stranded.

In a petition sent to the principal of the Comprehensive Secondary School, Mr P de Villiers, the students demanded readmission of all failed pupils, removal of police from the school's premises and recognition of their SRC. — Sapa
The sixty seconds that turned peace into mayhem

GAYE DAVIS on the shocking protests that turned into a bloody mob

FIRST, they were merely of minor crime; their inactivity being noted by the passers-by. Suddenly, and without warning, more than 500 people joined the around Air Gambia's Colours. In fact, a police water cannon showed up.

The mobbils managed to occupy the by the nearby bank. Throughout the protest, the police were on high alert, but unsuccessful in controlling the situation. In the end, the police had no choice but to use tear gas and water cannon to disperse the crowd.

"Group gathered at the police station, we saw the protest was illegal," said Nana, who was part of the protest. "They were demanding the resignation of the Prime Minister, and the dismissal of the Cabinet."

Before those 50 seconds were up, the police force had attempted to quell the protest by the use of tear gas and water cannon. The police force was outnumbered and outgunned.

In the meantime, a woman was seen carrying a child on her back, as she walked through the protest. The child was later seen to be crying, with tears streaming down its face.

The police force attempted to disperse the crowd with tear gas and water cannon. The crowd continued to chant and march, despite the police efforts.

"This is a peaceful protest," said a man in the crowd. "We are not going to let the police force us to leave.

In the end, the police force was unable to disperse the crowd. The protest continued for several hours, with the police force attempting to contain the situation.

... and another education march

BY VUSI GUINEE

with the Principals and Deputy Principals of the Secondary Schools, who were protesting against the Education Ministry, the Ministry of Education, and the Ministry of Finance.

The students and the Principals were demanding better funding for the schools, as well as an end to the corruption within the education system.

The protests continued for several days, with the students and Principals barricading themselves into the schools, refusing to leave until their demands were met.

The protests eventually forced the government to listen to the demands of the students and Principals. The government agreed to the demand for better funding, and an investigation into the corruption within the education system was launched.

The students and Principals were pleased with the outcome of the protests, and continued to work with the government to improve the education system.
Get going, Stoffel!

The problem isn't insurmountable: it needs bold and creative management.

It was in 1953 that Hendrik Verwoerd set out to reform black education — so that "the natives will be taught from childhood to realise that equality with Europeans is not for them." More than three decades later leftwing revolutionaries seduced or intimidated black children into classroom boycotts with variations of the slogan: No education before liberation.

Both crusades were futile and are now discredited. Never mind who should be blamed. The education crisis that we face in consequence is serious, it is patently going to get worse and unless it is managed, the economy will decay steadily until we reach permanent Third-World status.

Anglo American guru Clem Sunter puts it succinctly: "As night follows day, the most educated countries grow the fastest. In Japan 95% of high school children actually finish at the age of 18." From Italy and West Germany to Taiwan and Korea, economically successful countries have invested heavily in education. Almost without exception, failed economies coincide with poor education systems.

No one has the answer to our education crisis — hardly surprising, when you consider some of the facts (research by University of the Orange Free State):

- Of all pupils in SA (including homelands and the TBVC countries) in 1988, 78% were black and 10% white. More than half the blacks were in Standard Two or below;
- Black pupil registrations grew by nearly 5% every year between 1983 and 1988. White pupil numbers declined by about 1% each year in that period;
- There are now just over 9m pupils at school. In less than a decade that will increase by an estimated 5.5m — nearly all of them black;
- There are more children at school in Bophuthatswana than there are white pupils in Transvaal State schools;
- According to the Department of Education & Training, black pupils are increasing by 250 000 every year, demanding 300 new schools and 8 000 new teachers every year. In the next decade the white pupil total is expected to rise by only 16 000;
- The average teacher-pupil ratio in black schools is over 1:40, and there are primary schools where the ratio is 1:80;

- 16% of black pupils enrolled for the first time drop out annually from Grade One (Sub A).— 190 000 last year; and
- White, Indian and coloured pupil numbers will be almost stable for the next decade: already those groups cannot provide enough skilled manpower for the economy.

If you think those figures seem nightmarish, there is worse to come. Most children (of all races) who do matriculate or get reasonably far still cannot provide what the country needs — technical skills. In 1988, according to Eskom's John Maree, there were 38 000 unemployed matriculants — in an era of desperate skills shortage.

In 1987, the number of students of all races at universities was more than double the number at technical colleges and technikons put together; three-quarters of white graduates were trained in non-technical fields, and the same was true of 95% of black graduates. Less than 1% of black school pupils are studying technical subjects and only 30% are doing mathematics at any level.

There are powerful historical reasons for the resistance to technical training. Whites have been brought up to believe that manual labour is for other races and that they will be guaranteed jobs as clerks, bureaucrats and supervisors. Blacks are determined to be "professionals" rather than "workers," and their role models — clerics and lawyers, for instance — reinforce this. Trade union leaders tend to be bureaucrats and ideologues. Some role models are in prison.

Verwoerd justified his downgrading of black education by asking: "What is the use of teaching a Bantu child mathematics when he cannot use it in practice?" Now that the country badly needs black children who can do maths, they are not interested in it or there are not enough teachers who even understand it.

The point is not that we want thousands of mathematicians. It has been found that maths is an excellent indication of potential ability and a trained mind. Research by the Wits University medical faculty has revealed that students who have passed in maths and science at school are unlikely to fail later on. In addition, the one factor that strongly favours whites, Indians and coloureds over blacks in getting accepted for medicine at Wits is a good matric pass in maths.

This is what makes that 42% black matric pass rate so terrifying: they may have a piece of paper, but what's it worth? About 12 000 white students pass higher grade maths each year; in 1987, 464 blacks did so and in 1988, 734.

But there is some comfort in the Wits research. The medical faculty also discovered, in studying the correlation between matric results and first-year results, that the students best qualified to do medicine were those who had written matric under the JMB, the Cape Education Department and the black DET. The numbers may seem overwhelming — but perhaps there is something on which to build.

So what is to be done, apart from building thousands of classrooms (which is possible) and forcing children to take maths (not so easy)?

Separate is not equal and never can be. This is not to say that schools must all be forcibly integrated but an immediate start can be made by opening white teacher training colleges to all — many of them standing half-empty or facing closure. More than 16% of black teachers at all levels are simply not qualified to do the job (the comparable figure for whites is less than 1%).

Reducing the colour bar in education would also streamline the bureaucracy. Obviously, systems serving 9m children need clerks — but consider the number of largely autonomous education departments: four white provincial, four in the TBVC states, six in other homelands, each for Indians and coloureds, and the DET itself. A grand total of 17 — with no fewer than 15 ministers of education responsible for them!
San Antonio-based United Services' Gold Fund concentrates on SA gold shares and has achieved some spectacular gains since the October 13 1989 mini-Crash. Portfolio manager Edmund Serfaty — interviewed by the New York-based magazine Asset International — was bullish on prospects for the price. Serfaty, who joined United Services while at the University of Texas nine years ago, has managed the fund since 1987.

What were the major factors behind the recent rise in gold prices?

Serfaty: You can almost pinpoint the start of the big move to the first Monday after the mini-Crash of October 13. A lot of things took place then that prompted a change. One was the inability of UAL to get new junk bond financing and another was the Compeau crisis, which is still with us. These precipitated a junk bond crisis.

Then there was the uncertainty in eastern Europe and the positive news coming out of SA. And the news that Russia wants to be accepted into the international financial community — which might have big consequences if it were to tie its currency to gold.

Another is the weaker dollar. We felt that the Federal Reserve Board would have to ease monetary policy, and that would cause selling of the dollar by foreign investors. Also, I'm not a technician, but most gold bear markets tend to go for 24-month cycles. The last one started in October 1987. With few exceptions, the stocks that propelled and have benefited from this gold rally are all South African. Why such a heavy slant?

In a rising market the South Africans tend to lead the pack and eventually the others tend to catch up. But I think it's proven that people know what they're getting in South African gold mining shares. That's because they have a discount associated with them. When you're coming on a bear market, they were always the ones that came down the hardest, so there was always that added appreciation potential. They come up faster and go back down faster.

Also, they were coming off some pretty low levels last year, which made them look good even at the beginning. There was just a lot of room for appreciation in those shares.

But the political situation is a huge factor in why these shares have outperformed the gold mining companies of other countries. The new president is taking a lot of steps to reform the political system, to try to liberalise the laws down there.

Nelson Mandela's release may finally happen next month. And the laws of apartheid are relaxing. It's just a whole different attitude down there. Instead of 'this is how it's going to be,' and shut out the rest of the world, it's 'let's talk and see how we do.'

The genie's already out as far as political reform goes. They're going to have to continue changing their ways. And that's being perceived positively by the global investment community.

Who are the big performers?

In my opinion, most of the move in the last six months has come from what we call the marginal, higher-cost shares, because of the leverage. But I feel that the blue-chip companies, which we concentrate in, also have plenty of appreciation potential. We're up 65% on the year, but you have some stocks that literally doubled in that year.

Driefontein Consolidated Mines, which is a blue-chip and is in the middle of the pack, is up 70% for the year. Another one is Hartebestfontein Gold Mining Co, and this is the low range, up 55%. At the high end there's Beatrix Mines. That one's up 176% on the year. And Doelkraal Mining Co is up 109%.

So there's quite a range of appreciation.

You maintain about 14% of your portfolio in SA platinum shares. How have these performed?

These have done very well. Recently, the price of platinum has had very volatile swings up and down. In December 1988, Ford Motor Co came out with a catalytic converter that did not require platinum.

That sent the price of platinum tumbling after toying with US$500 — it came down $100 in a single week.

We took that as an opportunity to buy platinum shares. In our opinion, this catalytic converter was not a proven technology, and it would be many years before it went into production. The European Community, meanwhile, is requiring US-style catalytic converters in all new European cars now.

That's a brand new market that wasn't there before. And Japanese car sales are still going strong.

Since then, the platinum price has recovered (to $494 an ounce). The shares have doubled their price of one year ago and are at all-time highs. And if you want to invest in platinum mining shares the only place to do it is in SA mining shares. There's no place else with any significant platinum mining.

The real blue-chip platinum company is Rustenburg Platinum Holdings. Another is Impala Platinum Holdings. And another platinum play — it's an investment company really, but it holds shares in platinum issues — is Lydenburg Platinum Mining. Impala and Rustenburg are at all-time highs and Lydenburg is at a (52-week) high.

Getting back to gold, another much-noted aspect of the current surge is that the buyers have tended to be European rather than American. Why the comparative lack of interest over here?

There has also been some buying out of the Far East. But we have seen a lot of buying recently out of Europe and traditionally Europeans have always held gold in their portfolios, or some form of gold holdings. And I think in the Eighties they might have reached lower levels than they were comfortable with. So it was time to buy.

I think investors in the US have a strategy that they buy when it's time to buy and sell when it's time to sell. They're not big hoarders of the metal. We're looking for a weaker dollar scenario in 1990, though, and that'll be positive for the price of gold. So if that takes place, we may see some hoarding in the States.

Some analysts predict that gold may go much higher, this time around, before the cycle ends. Has a fundamental change of some kind taken place?

With the political uncertainty that's taken hold in eastern Europe, people tend to want to have gold. I think in the Nineties gold is going to take back its traditional role of being a currency rather than a commodity, as it was in the Eighties. Gold is a currency without borders, and if you don't like what's happening in your currency, you want to have gold to take the risk out.

There also may be something to be said for the psychology of the change of the decades, that we're coming off a very prosperous decade of paper profits, in the stock markets and in the bond markets. Now it's going to be more of a hard asset story.

Along with all the positive signs, are there any danger signs investors should keep in mind?

As you know, the shares have come up quite a bit faster than price and volume, so I guess the biggest concern on everybody's mind is that gold had better keep on going up. If that rate doesn't come, then the shares will have to come back down. Something's going to have to give.

The biggest concern is that there wouldn't be a follow-through with the price of gold. But I can't believe that will happen. I can't believe that we won't see price and volume follow through this year. I see too many positive factors in the Nineties.

We're forecasting $500 an ounce by year's end and that might prove to be a low estimate.
It is a mistake to think — as the radicals seem to — that all problems will disappear if apartheid is abolished. But none of them will be solved if it is not.

However, the minister responsible, Stoffel van der Merwe, says schooling will not be desegregated — "it's not the same as beaching." He has also defended the decentralisation of education, citing the 26 education departments in Switzerland and the 3,000 school boards in the U.S. Which sounds like the doublespeak we expected from John Vorster: of course decentralisation is acceptable but, if it is based on race, it offers no solution.

One stumbling block is the powerful conservative interests in state education, the Transvaal Education Department, for instance, is said by insiders to be a hotbed of CP support. To look to it for a solution would be to backtrack itinerantly.

Van der Merwe may have left the door slightly open. He remarked recently that there would be no "forced integration." As he well knows, several leading government schools wish to go nonracial. They should be encouraged to do so. The private schools have achieved much in a few years and their experience can be drawn on.

There should be no more cynical hiding behind the absurdity of "own affairs" when the next white school is due to be closed because numbers are dropping. More than 200,000 places are vacant at white schools — it is clear that something can be done right now to help.

Everyone agrees that black communities should be more involved with the schools which are supposed to serve them. But "involvement" should mean more than occasional meetings with speeches and exhortations: government needs to make the schools accountable to their communities, not Pretoria.

There is certainly little accountability at present. From the headmaster down, everything is blamed on the "system" (often wrongly); corruption and inefficiency flourish. What is needed is an extension of the system that applies at present to white government schools: the State provides the buildings and textbooks and pays the teachers' salaries. Everything else, from swimming pools and cricket kit to choir gowns, is up to the parents to provide. In most schools, the key figure is the principal, and that is where far more responsibility should be devolved.

There is no doubt that the country needs talented and dedicated teachers whose position in the community is respected. If their salaries are paid by local communities — and not dictated to government by reaction-ary trade unions — parents will get the skills they believe are needed for their children's well being. If, for instance, a maths teacher is needed, a premium will be forthcoming.

Even the better white schools are feeling the pinch of the brain drain — especially in the vital maths and science departments. As Wits' professor of education Peter Randall points out: "Look at the way a society treats its teachers and you will see how it views its future."

What of privatisation? Only the most prosperous communities could afford to support a privatised white State school at its present level of affluence, especially in sporting facilities. Barnato Park, Johannesburg, has been effectively rescued by JCI but there are limits to what private-sector white knights can do. Besides, a core role of government is to provide the basic investment for the future of the country. And that means every bit of value needs to be squeezed out of every public cent spent.

And what of technology and TV, often hailed as the solution to the numbers crisis? Research at Wits' Education Policy Unit indicates that educational TV can aid only good teachers: it cannot buttress weak ones. More importantly, massive financial, technical and logistical resources are needed. In any case, 80% of black schools are without electricity.

However, hi-tech equipment could be put to good use in training teachers at central venues.

If the crisis is to be managed, let alone solved, the following measures are both essential and realistic:
- Open all colleges of education to all races;
- Establish one education ministry and one national matric examination;
- Allow white schools to go nonracial if they wish, particularly those with declining numbers — but do not force any school to become nonracial;
- Devolve more responsibility to schools, reducing bureaucracy and making communities more accountable, exploring a privatisation option where it is practicable;
- Pay teachers according to the demand for their skills and spend less on unnecessary technology;
- Devote special attention to primary school pupil-teacher ratios; and
- Begin modifying the syllabus to be more technical.

What is encouraging now is the realism among black community leaders. But there must be a clear undertaking not to allow political issues to interfere with teaching and to restore discipline and respect property. It would also help if absurdly unrealistic demands were dropped. It was a silly diversion, for example, to demand that all 1989 matric exam papers be remarked and that any pupil who applies for a place in school must be admitted — even those with a record of political intimidation and those who are 20 and older.

A common reaction to the crisis among whites — and not least hard-headed businessmen — is impatience and resentment at the burning of schools and facilities and general opposition to discipline. But sorting out the education crisis is not a matter of bleeding heart charity; it is a question of economic survival.

If education is inadequate, there will be no skills; without skills the economy cannot grow adequately and, as a result, the provision of the basic necessities of life will become increasingly more difficult for growing numbers of people.

There are many sensible ways to tackle the problem, and many talented people available. Money may be short; but what is there can be used more efficiently.

What appears to be lacking is not so much the absence of resources, but of energetic and creative leadership and clear evidence of the political will to eschew the warped ideologies of both Verwoerd and the intimidating comrades.

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**OUR ANGLOVAAL SLIP**

Hersov
Menell

The two capable executives on the FM's cover last week, the partners in Anglovaal, are among the best-known businessmen in the country. Unfortunately, on page 32 of that edition, because of the intricacies of colour printing, our works department mixed them up: Clive Menell's picture appeared as Basil Hersov and vice versa. We apologise to our readers and to the businessmen concerned for this error and regret any embarrassment it might have caused. This is how the pictures should have appeared.
Pupils' protests warranted.
White schools open to all after hours?

PRETORIA. — Government was looking at the possibility of opening white schools to black pupils — if only after hours, the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said in Pretoria yesterday.

Following a meeting with the Council of Education and Training (CET), Mr Van der Merwe said the move could help alleviate the problems in black education.

He added that opening the schools may not be economically viable.

The Department of Education and Training (DET) was considering an offer by the House of Representatives to make available coloured schools to black pupils.

He said he discussed a wide range of issues yesterday with the CET, ranging from "immediate" problems such as poor examination results and school attendance figures to such long-range issues as "credibility" questions. — Sapa
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Use papers, magazines in self-education

My heart goes out to those students who live in rural or semi-rural areas where there are no newspapers being sold, still less libraries. I would suggest that they confront their principals with a request that, even where there is no library, their schools subscribe for weeklies and monthlies. He or she could keep the papers in his or her office.

Every day one classroom can be used as a reading room, after which the papers are returned to the principal.

It's rough, I know. But again, through a community leader and/or a teacher who shows interest you can ask for free unsold copies of dailies, weekly and monthly periodicals from editors; no matter how old such reading material is.

Reading is the big thing. I think too few teachers and students exploit the value of the press as education media. I seldom see newspaper and magazine articles pasted or pinned on the walls in the classroom.

Those of you in the rural areas whose parents work in urban centres may ask them to collect any used books their employers wish to discard.

Whatever they are, as long as they are not mere picture books, eat them up, so to speak.

In time you will be able to tell enriching texts from trash. Let me return to that matter of HD and AD. HD may often find itself in trouble with AD. Because basically they make very bad roommates. Each wants to from your sense of decency and self-respect. For those who love to be dominated, to be commanded, to be punished by authority for their failures and errors, who are helpless without authority hovering over them, cannot love themselves. They hate and despise themselves.

Self-respect or self-esteem is at zero level. The very manner in which HD confronts AD will either increase or smother the other, for different reasons.

AD cannot tolerate HD because the latter condemns actions that arise from arrogant authority, accompanied by use of fear and intimidation. The constructive use of self-discipline and the sense of order it creates in you is proof that you love yourself. Not a selfish love that exaggerates your own importance, but self-love that comes from your sense of decency and self-respect.

That I have to cover in a hunger strike, try to calculate the odds, the response of the power I am challenging, and so on.

You don't just embark on a line of action in order to pump more air into your own ego, in short, to indulge yourself.

Again, if I'm highly disciplined from within, I shall be constantly mindful of examples that history offers of the kind of action I am planning.

If it is authority outside the State that I must pit myself against, self-discipline will also help me survive, for example in business, industry, organisations and community institutions.

HD lies in the very act of calculating and estimating the reach of authority and the possible consequences of my action.

Political activists have to make decisions concerned with the extent to which their family — and other next-of-kin are likely to suffer as a result of long-term detention, prison sentence, even possible death.

This is for me one of the most terrifying decisions.

There are no straight answers to such questions, no rules of conduct.

All we know is that the moment of decision is the most exhausting test of one's humanistic conscience or discipline in response to the AD.
Probe into provision of education

PROBLEMS experienced in the provision of education in South Africa are being investigated and this could result in policy adjustments, according to the Minister of Education and Culture in the House of Assembly, Mr Piet Clase.

The investigation, which was instituted at the end of last year, was progressing satisfactorily, he said.

"As one of the state departments responsible for the provision of education in South Africa, my department and I are thoroughly aware of the problems experienced in this regard."

He had directed the investigation into the provision of education by his department "to make a further relevant contribution."

This investigation "could lead to a policy adjustment regarding the provision of education" by his department, Mr Clase said.
on education
CALLS for a single department of education for all South African students were made on Sunday at a meeting attended by over 200 people at Japo Furse in the far northern Transvaal.

Dr Aaron Motsoaledi, chairman of the Sekhukhune Interim Committee on the Education Crisis, appealed to all 22 regions of Sekhukhuneland to heed the go-back-to-school call made by recently released ANC leaders.

"History tells us that Bantu education has been wrong since its inception in 1964 and this led to the ANC forming alternative educational structures which were later banned by the Government," he said.

Mr K. P. Masha (69), a former Robben Island prisoner for PAC activities, said students should stop gambling at shops during school hours - in so doing, they were delaying liberation.

It was resolved that issues such as poor matric results, overcrowding at schools and lack of adequately qualified teachers would be discussed at a mass rally next Sunday.

Teachers, students and parents also pointed to the need for democratic associations to deal with educational matters in the area. - Sapa.
Schools’ ally posts first class results

FROM humble beginnings the Do It With Diepkloof Association has had remarkable achievements since it was formed four years ago.

The association was initiated by a group of principals in the area in conjunction with three private companies, as well as the READ (Read, Educate and Develop) organisation.

Today the association has assisted, in one way or another, all the 35 schools (primary and secondary) in the area, despite the ongoing crisis in black education.

Mr Peter Mokele, the treasurer of the association said the objective of the organisation was to provide schools with those needs that the Department of Education and Training as well as parents could not automatically contribute or make available.

He said the association’s dream, at inception, was to see all schools in Diepkloof being equipped with educational needs in subjects such as mathematics and science in order to make the learning of these subjects easy. They also wanted to see that teachers are kept abreast on the latest teaching methods through courses.

Science kits

Mokele listed the following as some of this association’s achievements: providing all primaries with maths and science kits worth about R5 000 and R10 000 respectively; providing high schools with teaching aids for science subjects (R10 000); had maths teachers undergo training course to use kits effectively; providing primaries with logo kits which are used for basic identification of colours, shapes and other things; managed to re-install school’s telephones that were disconnected because of lack of funds; granting R20 subsidy to each school towards payment of telephones.

Acquiring a typewriter which is used by all schools for preparing examination stencils and writing official letters; acquiring a photo-copier plus a duplicating machine for exam papers; and paying the costs for servicing and repairing office machines owned by individual schools.

Reading

In addition, the association has also assisted some of the schools to acquire Read box libraries to improve the reading skills of pupils.

As the first project for 1990, the association last weekend took 150 pupils (50 from each primary in the area), plus 15 teachers to a Speak English Course at Wits University. The course will run for five Saturdays. Those who attend have to share what they learned with their colleagues.

"I believe everybody can see that we are doing a starting job. For these kind of projects we need a lot of money or equipment. We invite those who would like to sponsor some of our programmes to come to our meetings," Mokele said.

Mr Mokele can be contacted at 985-1041 (office hours) or 938-3497 (home). Alternatively, contact Mr John Thompson (chairman) at 462-2103 (office hours).

PETER MOKELE
Dear Student
You're probably thinking this is "jive talk." I'm giving you about self-discipline, about its role in a variety of circumstances outside your career as a student. What has it to do with me as a student? You may well ask.
I'm confident, though, that you know deep inside what I mean by disciplining yourself in your studies, whether or not the desired final reward is a certificate. For you do not live a student's career 24 hours a day.
You are a social animal and must interact with people. What I'm trying to do is counsel you in a way that should make you see yourself in this light.
You have to put aside a day in the week when you can engage in some form of community development.

Demands
Several times some form of political activity will make demands on your time which you cannot ignore.
We are not all inclined to platform or activist politics. Some of us are mainly doers, others mainly thinkers, others again combine in our natures the two persons in adequate proportions. The nature of our lives dictates our decision to go with the majority flow at certain times.
Always, however, you have to return to that private little corner of yourself. Here you talk to yourself, experience your inner self, study, meditate.
There is time to pray, time to meditate. The two experiences of the soul are not one and the same thing.
In other words you actively share your fellow humans' anxieties, the joys, sufferings, courage, failures, victories.
You communicate yourself to them as they do to you. Then you draw into yourself and feel the silence of your soul, listen to it.
Studies pull you into this silence where you enrich you intellect by putting it to work through reading and making notes and thinking.
Your spirit flows into the community, which in turn flows into yours.
All this is the function of self-discipline (HD), so that you can maintain sanity even in the midst of turmoil and turmoil.
Sanity is mental balance. You appreciate it best in a state of mental tranquility. Tranquility is a state of calm that goes deeper than mere silence, or absence of noise.
Your HD must stay in control, to help you space out your activities in self-development, allocate the proper time for each, the proper emphasis.
Your self-discipline expresses you and not the wishes of an outside authority.
I have said that you have to be committed to learning to be able to cultivate humanistic discipline (HD) or self-discipline.
Likewise, you have to be committed to

Sincerely

Es'kia Mphahlele

Educationist Professor Es'kia Mphahlele continues with his letters to students in response to our series on the crisis in black education. Today he focuses on self-discipline outside your studies. There is more to life than studying. You have to set aside some time to get involved in community development.
Pretoria Correspondent

A new council which could change the face of education in South Africa will be constituted soon.

Funding, curricula standards, examinations, teacher training and co-operation between South Africa's myriad education authorities are among the aspects which will receive the attention of the new South African Council for Education.

The council will be chaired by Professor P. "Flip" Smit, vice-rector of the University of Pretoria, a former vice-president of the HSRC, and a member of the De Lange commission of inquiry into education in the early 1960s. Professor Smit said he was "very excited" by the enormous challenge facing the council, and would not waste time in tackling the job once the other members had been named.

At the same time, Professor J.P. de Lange, former rector of RAU and the chairman of the commission, has been named chairman of the council's new sister body, the Council for Universities and Technikons.

Representatives of education authorities and experts in various fields of education are expected to be drawn into the two councils which will report directly to the Minister of National Education, Dr Gerrit Viljoen.

A similar committee was proposed by the De Lange commission, but nothing materialised. It is believed one of the major tasks of the new Education Council will be to "standardise" education and create equal quality school education for all children in South Africa, and in this it could refer back to other recommendations of the De Lange commission.

This comes against the backdrop of a speech earlier this year in which Dr Viljoen said while group differences could not be ignored by education, everyone contributed towards the economy and therefore different groups shared a common destiny.

One of the questions still to be answered is how much power the Education Council will have.
Argus donates R1-m to education

Argus Newspapers is about to give R1 million to young people of all races who will help build a new South Africa.

Instead of splurging on a nation-wide “bash” to celebrate the corporation’s 100 years in newspapers, Argus Newspapers intends to mark its recent centenary by donating R1 million to private-initiative education.

The money will be used to capitalise on the efforts of The Star and our readers — and of all Argus newspapers — who have invested in TEACH. TEACH built classrooms when there was no place, in school for many new pupils and, over a decade of shortages, it provided accommodation for about a quarter of a million children.

Today, in a new era, and to mark the beginning of its second century of commitment to South Africa, Argus Newspapers announces that it is to create a R1-million educational trust.

The money is for all young South Africans, irrespective of race, colour or creed. It will promote education across the whole spectrum of the community served by Argus newspapers.

These newspapers include The Star, Saturday Star and Sunday Star; the Argus and Weekend Argus; The Daily News, Sunday Tribune, Natal Mercury and Post Natal; Sowetan, Pretoria News; and the Diamond Fields Advertiser.

Trustees will allocate money according to the greatest need of any particular community.

The newspaper education trust may give bursaries or build schools; buy needed equipment and books or make an outright donation to a school, technikon or university.

The only test will be: Is that the best way to help the cause of education? Announcing the creation of the trust, Argus chairman Mr Hal Miller said:

“Our newspapers have thrived over the past 100 years because of the role of the printed word in informing and entertaining our readers. In the process, I like to think, we have contributed to the enlightenment and enrichment of the communities we have served.

PRINTED WORD

“Through the Argus Educational Trust I hope we can repay some of the dues we owe society for the support it has given our newspapers and, at the same time, foster education — the one essential dimension that will protect the printed word in future.”

The trust will be formally established in the near future.
Conference on language

A ONE-DAY public conference entitled Planning for the Future: Language in SA will be held tomorrow at Wits University.

The university's linguistics department and the Institute for the Study of Man in Africa are joint sponsors of the event.

The conference forms part of the International Symposium on Sociolinguistics in Africa.

It will feature formal presentations by noted linguistics experts, including Carol Eastman of the University of Washington, Neville Alexander of the National Language Project, Douglas Young of the University of Cape Town, Keith Clark of the University of Natal, Kumbirai Mkanganwi of the University of Zimbabwe, and David Brown of the University of Natal.

The presentations include such subjects as language and social history in SA and the role of English in post-apartheid SA. Following the addresses will be two panel discussions.

Organisers said one reason for the conference was that "language barriers must be broken down".

A statement said: "In a complex multilingual country such as SA, research on language use and behaviour has a direct relevance to planning for the future."
Announcing the creation of the Argus Education Trust yesterday, Mr Hal Miller, chairman of the company, said Trustees would allocate the money according to the greatest need of any particular community.

He said the Trust may give bursaries or build new schools, buy equipment or books or make an outright donation to a school, technical or university.

Miller said: “Our newspapers have thrived over the past 100 years because of the role of the printed word in informing and entertaining our readers.

“In the process, I would like to think, we have contributed to the enlightenment and enrichment of the communities we have served.

“Through the Argus Education Trust I hope we can repay some of the dues we owe society for the support it has given our newspapers and, at the same time, foster education - the one essential dimension that will protect the printed word in future,” Miller said.

The money will also be used to capitalise on the efforts of Sowetan and The Star.

The Star’s TEACH programme built classrooms to help alleviate overcrowding in many black schools.

The BP-Sowetan Rewrite School at Wits University is a special school that caters for matric pupils who have to rewrite their exams.

It was started as part of the Nation Building concept.
Stecc talks at Wits

By NKOPANE MAKOBANE

ANOTHER major conference on the ongoing crisis in black education will take place at the University of the Witwatersrand on Saturday.

The conference is organised by the Southern Transvaal Education Coordinating Committee (Stecc), an affiliate of the National Education Coordinating Committee.

Addressing a media conference in Johannesburg yesterday, Mr Amon Msane, convener of Stecc, said the decision to call this conference was taken at a regional educational consultation by various local education coordinating committees in Johannesburg last Friday.

He said the NECC and local committees have since last December addressed problems related to the education crisis in black schools and made representations to the Department of Education and Training as a result.

Some of the problems, he said, included: the provision of adequate educational facilities; halting the retrenchment of teachers; stopping the exclusion of pupils on the basis of their political involvement; dropping of age restrictions to admissions; and creation of the right climate for quality teaching and learning.

The conference is open to all education coordinating committees, teachers, parents, students, academics, service organisations, workers and people concerned with education. It will be held at Wits Great Hall and starts at 9am. For further information contact Mr Msane at (011) 339-7371.
Educationists to decide on school-crisis

By CASSANDRA MOODLEY

A REGIONAL education conference will be held in response to the government’s failure to heed calls made by the National Education Crisis Committee at its national conference in December.

The conference, to be held tomorrow at Wits University, will be attended by education co-ordinating committees, teachers and service organisations from around the Transvaal.

The NECC conference held in Cape Town last year noted the deepening education crisis and planned to launch a “back to school campaign”. It called on the Department of Education and Training to provide adequate educational facilities, to stop the retrenchments of teachers, to drop all age restrictions to admission and create the right climate for quality teaching and learning.

Representatives of the various education co-ordinating committees formed to implement the back to school campaign said at a press conference this week that the government was not responding to the challenge and was addressing the crisis only in areas like Soweto where people were actively challenging them on the issues.

Resolutions taken at the conference tomorrow “will be submitted to the DET to highlight awareness of their delaying tactics”. The NECC is determined to expose the government’s “negligence”, especially if admission of all students is not met.

Representative Curtis Nkondo said that while 42 white schools in Johannesburg had been closed because of an insufficient number of pupils, the “doors of learning were completely closed to black children”.

Black children, he said, are excluded from schools because of overcrowding and “political involvement”.

He added that many black teachers who have degrees and diplomas are retrenched because they are “not qualified” and then white teachers are brought in to replace them. “Black teachers are also dismissed because they allegedly motivate students to form student representative councils.”

While the government refused to address problems like overcrowding and exclusion of students in black schools, many idle, frustrated black children have resorted to mugging and hanging around shebeens.

The content of education — what is to be taught — is also an issue that will be given much consideration at the education conference tomorrow.
'Speak English' puts fun into school

NOMSIKALELA ("mother of blessings") is totally committed to improving the lagging standards in black education.

She is Jennifer Shames, the principal of the "Speak English" school, an innovative educational venture held on Saturdays at the University of the Witwatersrand.

Opened in 1988 in conjunction with the South African Guild of Speech and Drama Teachers, "Speak English" uses drama — and incorporates public speaking, communication, poetry writing and appreciation, movement, and story telling — to teach black children how to speak English correctly and confidently.

About 40 teachers, all members of the Guild, are involved. And the project has been expanded to include the services of a Wits lecturer who addresses black primary school teachers on communicative teaching methods.

"The need is for a start from the grassroots level and because so many black teachers are underqualified, we thought it would be helpful to introduce classes for them as well," Mrs. Shames said.

The teacher programme, conducted by Mrs. Helen de Wet, a methodology lecturer in Wits University's Department of Curriculum Studies, consists of nine lectures.

She conducts the "core" lectures which are then expanded upon by communications teachers attached to the "Speak English" school. The lectures will provide about 200 black primary school teachers with 42 lesson plans which encourage student creativity.

"This an extremely exciting way of teaching," Mrs. Shames said. "It takes the teacher away from behind her desk, and her classes become vital and interesting as she becomes more involved."

While the teacher programme was initially geared towards black primary school teachers only, Mrs. Shames said it generated a great deal of interest among white primary school teachers who are now allowed to attend the programme.

Mrs. Shames said official recognition of the work being done at "Speak English" classes has come from the Department of Education and Training (DET) and the Johannesburg College of Education (JCE).
Language ‘an issue’ in new SA

THE ANC had identified language as one of the issues in a post-apartheid SA. University of Washington Prof Carol Eastman told an international conference on sociolinguistics in Johannesburg on Friday.

Titled “Planning for the Future: Language in South Africa”, the conference was the highlight of a four-day symposium on sociolinguistics in Africa, sponsored by the Wits Linguistics Department and the Institute for the Study of Man in Africa.

Eastman proposed that since “English appears to have become the language with the most status and prestige in SA, I echo the plea of K B Hartshorne for the state to give urgent and immediate attention to an English-medium education system for all children”.

She said in a future SA there could be a policy in which everyone would be educated to be literate and learned in English while being encouraged to maintain their home language.

The symposium focused on the fact that in a complex, multilingual country such as SA, sociolinguistics would play a critical role in planning for the future.

A media release recalled the “ostensible cause of the 1976 Soweto riots was a language issue” and noted that attitudes towards language should be accommodated in development and planning models.

Several speakers concentrated on how a post-apartheid government could promote national unity without suppressing individual and group identities.

In contrast to Eastman’s views, Neville Alexander of the National Language Project suggested all languages should be encouraged, promoted, and allowed to flourish.

University of Cape Town’s Douglas Young noted a Human Sciences Research Council survey of 1 200 blacks which found that 64% favored English as the medium of instruction, opposed to 24% that favored the current existing policy, 18% who wanted their mother tongue taught, and only 6% who wanted Afrikaans.

Wits Linguistics Prof Robert Herbert, the main organizer of the conference, said he was satisfied with the results.
Education for blacks a priority

Stoffel

CAPE-TOWN — Black education was one of the highest priorities of the Government and would receive extra money as it became available, the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said yesterday.

Addressing a press briefing at Parliament, Dr van der Merwe pointed out that the budget for black education had risen from R143.9 million in 1978 to R193 million in 1989.

In 1978 there were 10 000 black pupils in matric, while in 1988 there were 32 000.

In the same years the number of Std 1 pupils had increased from 460 000 to 580 000.

In 1976 the number of school-leaving certificates issued were: whites 33 000, blacks 2 000, coloureds 1 000 and Indians 2 300.

In 1988 the figures were whites 67 000, blacks 86 000, coloureds 14 000 and Indians 13 000.

SHIFT IN EMPHASIS

The budget increase for black education over the past few years "was not as dramatic as one would have liked to see, because the economy could not afford it." Dr van der Merwe pointed out that the Government had shifted its emphasis from defence spending to social spending, but this would take a little time to be reflected.

Dr Wim de Villiers, Minister of Administration and Privatisation, said South Africa had to create employment opportunities for the rapidly expanding population in industry, agriculture, mining and construction.

Announcements about this would be made in the Budget.

EQUAL OPPORTUNITIES

At the same time, equal economic opportunity for all had to be created.

Dr de Villiers said sanctions had the effect of not allowing the country to create employment opportunities.

If sanctions were removed, the growth rate would be three to four times the average 1.4 percent growth since 1981.

Dr de Villiers saw privatisation as a way of allowing free market forces to operate and create employment opportunities.

He said 68.7 percent of the fixed investment in the past 15 years had come from the Government.

The first step in privatising parastatals was commercialising them, Dr de Villiers said, meaning that they had to become used to working on a return-on-capital, profit-and-loss basis.
Dismal picture painted of tertiary engineering training

Tertiary engineering education has reached a crisis in South Africa and if allowed to continue will lead to deteriorating standards and an inability to meet the growing challenges in a world of high-technology manufacture, says Professor Roy Marcus, vice-president, SA Engineering Association (Savi).

Professor Marcus spoke at a function to award plaques to seven top companies which helped launch the association and are financially supporting it.

They are Gencor Development Trust, Eskom, Volkswagen SA, Iscor, AECL, Malbank and Mercedes-Benz.

He said: "The recent report from the engineering education and training committee paints a dismal picture. Not only are we behind in terms of the supply of suitably qualified manpower but the situation in terms of the quality of students wishing to take up engineering as a career is depressing."

"We have no real hope of being able to man the new manufacturing facilities. The staffing crisis is serious with universities and technikons having a number of vacancies and being forced to fill posts with inadequately qualified people.

"The situation in maths and science teaching in secondary schools is even more alarming."

"There is no national engineering education strategy and, while engineering education falls under the Department of National Education, there is little hope of rectifying the problems."

Again, he says there is no national industrial strategy on which industry can base any medium-term planning. On top of that, there are strong indications of declining capital investment, while factories were getting older and less competitive.

All was not gloom and doom. The engineering profession had a vital role to play in the future and Savi had activated a major thrust in addressing some of the real issues.

"Gone are the days when South Africa could afford a fragmented engineering industry; gone are the days when we only talked about professional engineers instead of the whole engineering team; and gone are the days when the role of the engineer was ignored."

Savi is the umbrella body of the South African engineering profession and embraces all the engineering disciplines, representing 13 institutes and associations.
GO's R280-m Mossgas project nears completion

The roll-up at the end of last month of the final frame on the Mossgas FA' jacket, or support structure, which is being erected by Genrec Offshore at Saldanha Bay, has brought major assembly work close to completion.

With only four pile guides and the flotation tanks still to be welded to the structure, work is ahead of schedule and almost 90 percent complete.

The jacket will be loaded on to a barge in September and moved to the oil field off Mossel Bay on October 1.

The R280 million project to build the 14 600-ton structure is one of the largest single contracts undertaken in South Africa.

Components were made using special property Iscor steel in the PWV area, Durban, Port Elizabeth and Britain.

Before the first components arrived on site the workforce, which was 600 at its peak, was engaged in fabricating and erecting more than 5 000 tons of temporary steelwork for the assembly and load-out of the structure.

Genrec Offshore (GO) established its own welding upgrading school on site to qualify experienced welders to the 6GR and other standards necessary for the jacket work.

GO worked closely with the East and West Cape training centres in order to provide maximum opportunity to all available locally qualified workers.

"But it was still necessary to import qualified artisans as the requirements for the total project countrywide exceeded the specific skills which could be provided by local resources," says Mr Ian Coltpeper, chief executive, Genrec.
Black schools crisis: DET action urged

By JOHN YELD
Education Reporter

URGENT attempts are being made in Cape Town this week to resolve the crisis in black education in the Western Cape.

A series of meetings will be held in townships to discuss action aimed at forcing the Department of Education and Training (DET) to respond to the education demands of the community. This was stated at a Press conference called by the Western Cape Education Co-ordinating Committee.

One of the causes of the crisis was the quota system imposed at DET schools, the committee said. This meant a large number of students could not be accommodated, especially those who had failed matric last year.

However, there were schools which had empty classrooms — such as Guguletu Comprehensive with 16 empty classrooms and Sebenza Secondary in Crossroads with 20.

There was also "endless conflict" which sometimes resulted in physical confrontation between black pupils and white teachers — "and in particular the white principals who do not want to accommodate the needs of the community as portrayed by the students", said committee spokesman Dr Mzobi Mboya.

The committee said that on January 23 — the day of the ill-fated march through the streets of Cape Town — a list of demands, formulated in consultation with different community organisations, student groups and school principals, had been delivered to the DET, with a request for a response by January 26. No answer had been received.

Dr Mboya said other problems contributing to the black schools crisis included:

- The lack of proper educational facilities, such as poorly equipped laboratories.
- Teachers on study leave not being replaced as the DET had no funds.
- Teachers being retrenched with the DET "unwilling" to employ new teachers to fill vacant positions.
- Ill-timed renovations of buildings creating an unstable learning environment.
- The introduction of a "platoon" or double-shift system which caused children to be on the streets during school hours.
- An inadequate supply of teaching-learning resources, such as stationery and teaching equipment.
- The high teacher-student ratio of about 1:45.
- The "appalling" matric results of 1989.
Black schooling: for parity, read R21 bn.

An estimated R21 billion is required in order to attain parity between white and black education, according to a paper compiled by the EPU.

It would require an increase of between two and three times the present total education budget, which, in 1968/9, was R9 billion for primary, secondary and tertiary education (black and white). This showed a nominal increase of 15.5 percent from the previous year.

During 1968/9, more than R4,096 million was spent on black, R3,727 million on white, R1,103 million on coloured and R404 million on Indian education.

These figures show an increase in total expenditure on black education over the years. In 1968, R46,9 million was spent on black education, compared to R314 million on white education.

The per capita expenditure for blacks of R12 in 1960/1 compared to R505 in 1967/8, and for whites R150 and R2,796 respectively.

The increase in per capita expenditure for black education in the Eighties signals a certain intent on the part of the State to boost expenditure on black education, the study says. Nevertheless, the disparity between black and white spending is decreasing minimally: from 5.8 times as much for whites in 1960/1 to 4.7 times as much in 1967/8.

The pupil teacher ratios for black children in 1968 was 1:40, compared to whites, which had 1:16. In homeland primary schools in 1968, the ratio was 1:49.

Comparatively, in 1980, there were 49 pupils per teacher at black schools, and in white schools there were 25.

The authors point out that the white pupil-teacher ratio was decreasing because of decreasing white enrolments.

The authors warned that if the declining trend of white pupil enrolment continued, about a quarter of all white Johannesburg schools would be at risk of closure within five years.

Since 1979, at least 203 white schools closed due to low white enrolment, and in 1988 there were 270,000 vacancies in white schools across the country.

In Johannesburg last year, there were 13,150 vacancies in white schools. This figure was growing by about 1,600 vacancies each year, says the report.

Although steps have been taken to improve the level of education for black students in the past decade, a paper compiled by the Education Policy Unit (EPU) at the University of the Witwatersrand reveals the Government has not gone far enough. Education reporter JANET HEARD reports.
WELKOM. — Pupils broke windows at four schools in Thabong near Welkom yesterday morning, and at one school staff vehicles were also badly damaged.

A spokesman for the Department of Education and Training (DET) said in Welkom the violence followed the department's refusal of a request by the pupils that their own Pupils' Council Constitution be recognised by the DET.

He said the demand was made by the pupils of Leseding Technical School at a meeting on Wednesday.

The pupils met at the school for a second time yesterday morning and afterwards marched through the town. — Sapa
markets

The Education Key to Unlocking

By Guest Contrib.

Spotlight on Literacy

The U.S. Pan-Ethnicity Committee of the University of Southern California's School of Education

Professor Tannen of the University of Southern California's School of Education is calling for a radical change in the way we think about education. He argues that the current fragmented approach to education is not only ineffective but also perpetuates the cycle of poverty and inequality.

According to Tannen, the current system is failing to prepare students for the demands of the modern workforce. He cites studies that show that students who receive a quality education have higher earning potential and are more likely to succeed in life.

Tannen advocates for a more integrated and holistic approach to education, one that focuses on developing the whole child. He believes that education should be a tool for social and economic mobility, not just a means to an end.

Tannen's recommendations include the following:

1. Increase funding for schools and teachers
2. Provide more resources for students
3. Emphasize the development of critical thinking skills
4. Implement more rigorous assessments
5. Focus on early childhood education

Tannen's call to action is timely, as the United States faces a talent shortage and a skills gap that threatens its economic competitiveness.

It is clear that education is the key to unlocking the potential of America's youth. By investing in education, we can ensure that our children are prepared to succeed in a rapidly changing world.
Schools in Soweto close

Soweto schools will be unofficially closed for the second day today as pupils and members of staff celebrate the return of ANC leader Mr Nelson Mandela.

Principals and teachers said yesterday it was unlikely that anybody would be at school.

Schools in Soweto and Alexandra were deserted yesterday, said the regional director of the DET, Mr Peet Struwig.

In Soshanguve, Pretoria, thousands of pupils marched through the streets yesterday. Several vehicles were hijacked.
No text available.
Clase explains why blacks attend white school

It was in the interests of education that the Department of Education and Culture had granted permission for three black American children to be admitted to white schools, Mr Piet Clase, said in the House of Assembly yesterday.

Replying in an interpellation debate on a question from Mr Andrew Gerber (CP Brits), Mr Clase said it was the first time an exception to the rule had been made. He had used his discretion on the merits of the case.

GROUP RIGHTS

Mr Brits, referring to the admission of the children who were not members of the diplomatic corps, said it was a flagrant violation of the National Party's election promises of group rights being protected.

"Is the Minister guilty of political dishonesty?"

"What moral right does he have now to prohibit children of South African colours or blacks from admission to white schools?"

"It is comical, but also tragic, how the Minister has been wrestled, shocked and beaten into drinking the water of the so-called new South Africa."

"Now that his head is under water, he still refuses to drink."

Mr Gerber asked whether Mr Clase was aware of the consequences of the new South Africa.

He said if the Population Registration Act was to be repealed, it would not be possible to distinguish the race of applicants to white schools.

"The admission of a few blacks to white schools will not be sufficient. Once this act goes, there will be only one education department which means the department will disappear, as will the Minister's job."

"I predict the handing over of Afrikaner whites to the masses, and that will be looking for serious problems."

Mr Clase said his department wanted to handle education in the light of specific circumstances.

"According to the five-point plan set out before the election, it is clear that the Government's standpoint is still on the basis of own education, and is still convinced this is the best basis from which to work.

"We are, however, not deaf or blind and are working in the direction of parental choice."

"This was the first time an exception had been made and I used my discretion on the merits of the application. I did so in the interests of education and of the children." — Sapa.
Try a Career Change
Mandela and Molefe differ on black school attendance

By Esmaré van der Merwe and Peter Fabricius

Conflicting calls have been made by African National Congress leader Mr. Nelson Mandela and United Democratic Front general secretary Mr. Popo Molefe on black attendance at schools.

Mr. Molefe told all teachers at black schools to join a march in Johannesburg today against inferior black education.

Mr. Molefe told the Soweto rally shortly after Mr. Mandela's speech: "No teacher must go to school tomorrow."

He told a cheering crowd that teachers were to meet in front of the main library in Johannesburg for a march to the offices of the Department of Education and Training.

Shortly before the announcement, Mr. Mandela delivered an impassioned return-to-school plea to black students.

Noting that the education crisis in black schools was a political crisis, he said: "All students must return to school and learn."

Education needed the united attention of all students, parents, teachers and community organisations, he said.

The Government has welcomed Mr. Mandela's call on black children to go back to school.

Dr. Stoffel van der Merwe, Minister of Education and Development Aid, was responding today to the call made by Mr. Mandela at the giant rally at the FNB stadium.

Dr. van der Merwe also criticised Mr. Molefe's call for teachers and pupils to stay away from school today to take part in a protest march in Johannesburg against inferior education.

Dr. van der Merwe said black matric results this year had shown the detrimental effect of boycotts and protests.

**Full text of Mr. Mandela's speech on Page 15.**
Government spending on white education is four times higher than on black education, according to the Democratic Party spokesman on black education, Gardens MP Mr Ken Andrew.

This "massive and growing gap" emerged from the latest figures, he said in a statement.

He said an average of R3,082 was spent on every white child, while only R764.73 was spent on every black child.

"Per capita expenditure on every white child grew by R360, while that of every black child by only R169."
Funding gap in education

11140 50

GOVERNMENT spending on white education is four times higher than on black education, according to Democratic Party spokesman on black education, Gardens MP Mr Ken Andrew.

This "massive and growing gap" emerged from the latest figures, he said.

"Black education is in a crisis. The Government needs to recognise this and provide crisis funding as well as to improve matters."

He said an average of R3 082 was spent on every white child, while only R746.73 was spent on a black child.

"What is equally disturbing is that in monetary terms the gap is growing bigger. "Per capita expenditure on every white child grew this year by R360 and that of every black child by only R169. In other words, the gap grew by an additional R191 in one year."
Conference
Education
ਬੇਲ੍ਹੰਦ੍ਰ
BY NKPANE

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classes at bara

Eduaction File

Barnabas

Free State

 advertisment by sachin patel

A Conference on "Development of Inclusive Education in India"

attended By the local population is to be held at the

Future of Vision - Years 2019-2020

Suman Patel February 16, 1990
The education department is the persistent cry
5 000 angry teachers take to the streets

ABOUT 5 000 teachers took to the streets of Johannesburg this week in protest against the current crisis in black education.

Teachers presented a memorandum to the Department of Education and Training, detailing the problems facing educational institutions in Soweto and Alexandra.

A meeting was held between teachers, represented by the National Education Union of South Africa (Neusa), and the DET, but it was inconclusive. They did, however, agree to meet regularly to resolve problems.

The protest reflected a new and confident mood towards mass protest since the release of Nelson Mandela and the unbanning of the African National Congress.

In his address at the Soccer City rally this week, Mandela echoed the views of teachers, saying the crisis in education that exists in South Africa demands special attention.

He said the education crisis is a political crisis in black schools arose from the fact that black people have no vote and thus cannot make the government of the day responsive to their needs.

Mandela said: "It has been the policy of the ANC that though the school and the entire education system is a site of struggle, the actual process of learning must take place in the schools."

Mandela continued: "I want to add my voice therefore to the call made at the beginning of the year that all students must return to school and learn. We must continue our struggle for people's education within the school system and use its resources to achieve our goals."

Teachers demanded that the Department of Education collapse all its 14 departments into one and give equal pay to all teachers. They also demanded an end to separate education and the opening of all schools, particularly empty white schools, to all children.

Asked whether the Department of Education and Training would consider this, Piet Truwig, head of the DET's Witwatersrand division, unwittingly confirmed Mandela's statements and said opening schools to all was a political matter. He also said he did not wish to express opinions on political issues.

There are indications that the crisis in education is going to receive concentrated attention from the resistance movement. Teachers, anti-apartheid educationalists and students will continue to wage their struggle against separate education.

There have been repeated demands that students should return to the classrooms. "If I could I would drive anything in Soweto that barely looks like a child right into the classroom," said Curtis Ndondo, national president of Neusa.
Mistrust a setback

DISCUSSIONS with organisations active in black education, like the National Education Co-ordinating Committee, should be intensified to reach a political understanding between the community and the government, Education Minister Dr Stoffel van der Merwe said yesterday.
Pupil population

82 pc black by 2000

By Janet Heard

In 10 years' time, 82 percent of the total school-going population will be black, while the number of white school-going children will not have changed in 15 years, according to a leading researcher in education.

Dr Schalk Engelbrecht, the head of the Human Sciences Research Council's Institute of Education Research, emphasised the need to rectify the disparity in spending between black and white children.

He said approximately five times as much is spent on white pupils as on their black counterparts.

Addressing a conference of the Transvaal English-Medium Parents' Association (Tempa) recently, Dr Engelbrecht said one of the solutions was to open schools.
Nine white Government schools were closed in the Transvaal last year due to declining pupil enrolment.

They were the Johannesburg High School for Girls, in Berea and the Westgate Primary School, on the West Rand; Laerskool Lehau, north-western Transvaal; Doornbult, western Transvaal; Laerskool Denneoord, Brakpan; Mayfair Goedehoop, Mayfair; Peacehaven, in Vereeniging; Perdekop, near Volksrust, and Pienaarsrivier, north of Pretoria.

Two new schools opened this year: Rooihuiskraal south-west of Pretoria, and Hoerskool Kriel, eastern Transvaal.
Repair of schools defended

CAPE TOWN - Black pupils who wanted to study could not be made to suffer because of the actions of other people who damaged their schools, Education Minister Stoffel van der Merwe said yesterday. (Page 247)

He was replying to the Additional Appropriation Bill debate to Schalk Pienaar (CP Potgietershoop) who asked if it was government policy to use surplus funds at the end of each year to repair black schools damaged by revolutionaries.

Van der Merwe said this type of last-minute spending did happen in departments, although government tried to combat it.

He said it did not matter who damaged a school; it had to be repaired and government had tried to involve the community in repairs. (Page 247)

Damage was probably done by small groups of people who had no connection with the schools, he said. - Sapa.
Education crisis mounts as pupils return to school

The effects of years of boycotts, disruption, vandalism and violence are evident as black children go back to school in response to calls by ANC leaders.

Not all pupils are back or schools functioning but, where they are, the crush has highlighted the inadequacies with which government and political and education organisations are trying to deal.

The problems are enormous. Last year 120,000 students failed matric. The annual black matric population is increasing by about 20%. There are eight million schoolchildren and 150,000 teachers, of whom 70% are underqualified. Government says there is a shortage of 6,000 classrooms and that it plans to eradicate backlogs in black education.

The National Education Co-Ordinating Committee (NECC) estimates that at least 80,000 more black teachers are needed to meet the present crisis. But there are insufficient teacher training colleges for black students and white colleges which are closing down or below capacity will not admit blacks.

A University of Natal Education Policy Unit report two years ago said 40% or 1.1 million black children of school-going age (between six and 20-years-old) were not in school.

Those who attend school sit in overcrowded classrooms, with an average pupil-teacher ratio of 1:30 and as high as 1:20. Discipline is all but impossible. Textbooks are often shared and libraries and science laboratories are poorly equipped or non-existent.

Teachers

One primary school in Thokoza near Alberton, for example, has 12 classrooms that hold 2,000 children. There are 20 teachers, no playing grounds and a single water tap.

Alexandra, a township of more than 45,000 people, has three high schools. The newest has a pupil to teacher ratio of around 1:65; a visit found classrooms with no doorknobs while some had locked doors. A water pipe had burst, toilets were devoid of seats and the recreation area was a small courtyard.

There are exceptions to the dismal failure rate. Huhudi, a strongly politicised township near Vryburg, achieved a 77% pass rate, the highest in the country. It defied the conventional logic that the excessive politicisation of the young had led to the chaos in black schools.

A member of the Huhudi Civic Association, Khosko Cutsie, said two factors could have contributed to their success: career guidance and greater community cohesion between adults and youth.

"Years ago when we began addressing the problems of poor education, we asked the youth what their problems were. One was that the only career guidance they were given at school was about careers in the SADF or SAP. We contacted the SA Council for Higher Education, which gave career guidance workshops to our youth.

"We also involved the community in education. The young were in turn expected to fulfil their community obligation by returning after university or technical training to work for a time in the community."

Resistance

The lack of effective career guidance is a concern of the NECC and community groups.

NECC secretary general, Ron Rensburg, points out that in the next 10 years, SA will have a serious skills problem. The Lusaka-based head of the ANC youth department and a national executive committee member, Jackie Solida, said the ANC was concerned about the resistance to skills training.

"It relates back to Bantu Education, where the youth felt that if they did not get a university degree, they would slot into the roles that Bantu Education demanded of them."

"We have to change those concepts and make the youth realise that it is important for the technical progress of the country that they receive skills training."

The lack of discipline is another major complaint voiced by teachers, who say that in large classrooms, it is difficult to control pupils.

Rensburg also noted that white education, which had a 95% matric pass rate, was allocated R2.756 for each child last year, while R576 was allocated for each black child.

"As long as that situation exists, it will be impossible to begin to rectify the crisis," he said.
The Minister of Education is calling for a review of the curriculum to ensure that it is relevant and up-to-date. The current curriculum is seen as outdated and not meeting the needs of modern society. The Minister believes that a new curriculum should be developed that includes more practical skills and knowledge, such as digital literacy and environmental awareness. The review process is expected to take several months and will involve input from educators, students, and employers. The Minister also announced plans to increase funding for education and invest in technology to support digital learning. This is seen as a step towards improving the quality of education and ensuring that all students have access to the best possible education.
Social services in line for a boost in Budget

By Sven Lünsche
Spending outlays in the 1990/91 Budget will shift significantly to social services, like education and health services, Finance Minister Barend du Plessis said yesterday.

Delivering the key-note address at the Francel Kruger Vindersine 1990 Investment Conference, Mr du Plessis said that substantial savings would be achieved in this year's Budget, which will be tabled in Parliament next month.

Apart from the reduction in defence spending, Mr du Plessis also indicated that expenditure on public works would be significantly curtailed.

"Even in sectors like education and health services, there will be a shift in spending to areas where it is more urgently required," he said in response to a question.

"For example, we will not build new hospitals for the white community, as on average only 51 percent of the beds are occupied.

"The education Budget will focus mainly on black education, where there is a desperate shortage of classrooms and qualified teachers, while white schools already have a more than adequate supply of staff and facilities," Mr du Plessis said.

"The pattern of government spending will in future reflect greater preference for developing our human resources in the form of education and training and the provision of essential socio-economic services."

The Government has already displayed its commitment to financial discipline and "our intention is to re-establish the Budget as a tool of economic management and to reduce the rate of increase in government spending and the deficit before borrowing," Mr du Plessis said.

"It is our aim . . . to reduce the overall incidence of taxation of individuals, and in this way to promote saving, investment and economic growth.

"We are also according high priority at present to the question of tax reform. The tax changes we have in mind are being phased in over time and good progress has already been made in this direction."

Turning to monetary policy, Mr du Plessis said there was at present no need to consider any further tightening of the government's economic policy at this juncture.

"Growth of the various components of total gross domestic expenditure (GDE), with the exception of private consumer spending, are moving in a downward direction."

"The authorities are keenly aware of the danger of overkill, but there are no indications that such a point has already been reached or is in the offing."

Providing a detailed breakdown of the level of domestic spending, Mr du Plessis said that GDE increased in real terms by 5 percent during 1988 and 3.5 percent in 1989.

"This indicates that economic activity has remained at a very high level.

"Investment in inventories — which declined sharply in the fourth quarter last year and was the main reason behind the sharp decline in total domestic expenditure during the quarter — can fluctuate widely and a rebuilding of inventories at this stage could consequently give rise to a resurgence in the level of spending."

Mr du Plessis added that the restrictive monetary and fiscal policies had allowed the authorities to no longer rely extensively on the exchange rate to realise a surplus on the current account.
Political Staff

THE government was considering allowing blacks to teach African languages at white schools, the Minister of Education and Culture, Mr Piet Clase, said yesterday.

Mr Clase said he agreed with Mr Ken Andrew (DP Gardens) that it was important that as many children as possible learnt an African language.

The teaching of an African language should be made compulsory at all white schools, Mr Andrew said.

Mr Errol Moorcroft (DP Albany) said that to disallow blacks from teaching African languages at white schools was "racism of the most blatant kind". The ban was based on an outdated principle that "the black man cannot teach the white man anything".

Mr Andrew said the need for effective communication between people in South Africa was "greater than ever" and it could be facilitated if people were able to understand each other's languages.

It was also essential that people understood each other's cultures, "so that mutual respect could be fostered".

White schoolchildren received a "Rolls Royce education while black education was in a state of chaos," Mr Jan van Eck (DP Claremont) said.

"For a government to refuse to open white schools to all races, can only be described as white greed and an act of provocation to every person who is not white and who is denied the education whites receive," he said.

"Why should one section of the population just accept the lack of everything at their schools while another way from them whites sit with an over-supply?"
Hain sparks debate on sneak entries

The Government would try to prevent people from illegally entering South Africa as apartheid activist, Mr Peter Hain, had done recently, the Minister of Home Affairs, Mr Gene Louw, said in the House of Assembly yesterday.

Speaking in an interpellation debate during question time, he said the entry of Mr Hain represented 0.0001 percent of all entries into South Africa.

A new computerised system, which should be operational by April this year, could be used to help prevent illegal entries.

Mr Hain, who was prevented from entering South Africa in 1969, recently slipped into the country under the name of Peter Gerald Weston-Hain.

Mr Tian van der Merwe (DP, Green Point) said if there was a way not to get South Africa back into international sport, it was to vilify people like Mr Hain. One had to be "bold and honest enough" to ask who had caused South Africa's isolation.

Dr Verwoerd and Mr Vorster and the rest of the NP and CP had to take the blame.

Mr Louw said a protest had been lodged with the British embassy, but Mr Frank le Roux (CP, Brakpan) said no result had yet been forthcoming. — Sapa.

‘Marshall plan needed’

Black education crisis debated

Education was paramount to the future of South Africa and the Government had to accept that there was a crisis in black education, Mr Ken Andrew (DP, Gardens) said in the House of Assembly yesterday.

Speaking in an interpellation debate, he said that not only was crisis funding required, it was also necessary to remove the alienation of the community from education.

The Minister of Education and Development, Dr Stoffel van der Merwe, said the department had planned within its means to provide the necessary facilities.

The number of black pupils had grown over the past 40 years by an average of 6 percent a year.

Mr Jan van Eck (DP, Claremont) said that if the same chaos had existed in white schools, white parents would long ago have been on the warpath.

A Marshall plan was needed for black education, he said.

In the first reading debate on the Own Affairs Part Appropriation Mr Harry Schwarz (DP, Yeoville) said that whites had to ask themselves if they could continue to accept the disparities between black and white education.

He said that schools administered by the white own affairs education department had a "very attractive" pupil-teacher ratio of 17.2 to one.

In DET schools, however, the ratio was 37.6 to 1.

"The question we must ask ourselves is if we can continue on the basis of this disparity." Mr Schwarz also said he hoped the funding formula for own affairs education departments would now finally be revealed.

It was almost a year since it had been finalised and five years since the opposition had begun asking about it. — Sapa.
Black education not geared to computers

South Africa is doing little to access the vast reservoir of blacks who could be trained to narrow the skills shortage, says Mr Norman Arcus, managing director, SA Computer Faire.

The critical computer staff shortage is aggravated by socio-economic attitudes and policies and a lack of vision to address the problem.

He doubts whether the necessary building blocks are being placed in the school education of blacks to make it possible for an overlay of information processing skills.

While the industry does not necessarily emphasise mathematics as strongly as it did in the past, it was still something to consider very seriously. This is despite the fact that there are very few blacks who gain university entrance with maths as a subject.

"We must get the industry to talk to the formal education system so that what the system is producing in terms of skills is more closely linked to what the marketplace requires."

"The present schooling system is unable to cope. Before we can address the problem in the supply of information systems staff in any meaningful way, we must change the education system."

SA Computer Faire's Career Centre, which was launched last year, is expected to become a major recruiting medium for computer professionals. Training and recruiting companies, as well as large corporations can, at the same time, project their company image, publicise the opportunities available in their company, obtain referrals and attract people to the industry.
Pupils 'expel' more school principals

Own Correspondent

CAPE TOWN — Two more township secondary school principals and a deputy head have been "expelled" by pupils as the crisis in black education in Cape Town grows.

A Department of Education and Training (Dett) spokesman has confirmed the "expulsion" of Guguletu Comprehensive head Mr T Slabbert and his deputy, Mr Veers.

He said they were ordered to leave last Thursday by angry pupils who accused them of racism.

He said the third, Ms VC January, a black principal of Malizo Secondary School in Site B, Khayelitsha, was "expelled" on Monday.

A pupil and a member of the Students' Representative Council at Malizo, who wished to remain anonymous, said the principal was expelled because of "her close association with vigilantes.

The Dett spokesman said a meeting to address the crisis would be held with the National Education Co-ordinating Committee today.

It is reported from Grahamstown that the SA National Students' Congress (Sansec) is to embark on mass action next week to demand the immediate re-admission of students excluded and expelled on academic and political grounds from various colleges, technikons and universities around the country.

Sapa reports that the Department of Education and Training has suspended classes for 10 days at 17 schools in the Free State following week-long boycotts by about 20,000 black pupils in two townships.

Demands

Confirming the decision, the regional chief director for the Dett in the Free State, Mr Nic Botha, said yesterday that the institutions were shut down in Thabong, near Welkom, and Meloding, near Virginia.

He said he could not agree to some of the demands behind the boycott.

He had repeatedly asked for firm accusations from pupils against teachers and principals, but these had not been forthcoming.

However, the general secretary of the Pan-Africanist Student Organisation (Paso), Mr Lawrence Ntquandela, who is mobilising support for pupils in the area, said attempts to meet Dett officials had been met with silence.

About 72,000 pupils at Department of Education and Training secondary schools were involved almost every day in stayaways between January 24 and February 13, Deputy Minister of Education and Training and Development Aid, Mr Piet Marais, said in Pretoria yesterday.

This meant that about 15 percent of pupils had had no teaching for three weeks or more.

At many schools there was a complete lack of discipline, he said.

Indications were that there were about 60,000 more secondary pupils this year than in 1989 — an increase of 14 percent.

There was currently a backlog of 6,000 classrooms.
NECC says cost of equal education ‘R30bn annually’

The Government will have to triple its annual education budget to at least R30bn to equalise black and white education, says NECC general secretary Ithon Renzburg.

Renzburg said in an interview this week an extra R21bn would be needed annually to bring resources and pupil-teacher ratios at black schools to parity with those at white schools.

The NECC estimates there are 14 million blacks of school-going age (ages 6 to 20) in SA. Of these about 7.2 million attend schools while the remaining 6.7 million have either dropped out or have never attended a school at all.

Renzburg said the “state” had not made education compulsory because it realised the economic implications of accommodating the 40% of SA’s black youngsters who were not attending school at present.

In addition about 60% of SA’s black adult population could be classified illiterate and this would have to be addressed as a separate problem.

Last year about R580m was budgeted for each black pupil compared with more than R29 000 per white child.

 Authorities believe education spending has reached a ceiling.

Allocated

A National Education and Training Department spokesman said education’s slice of the budget is not expected to increase significantly this year.

The education budget already accounts for about 10% of SA’s total Budget — a large shareage in comparison with education allocations in many other countries.

The 1989/90 Budget allocated R11.8bn to education, including tertiary institutions.

Short-term strategies were being developed to address education inequal
Students to take part in mass protests

By Shehnaaz Bulbulia

Tertiary students throughout the country plan to take mass action next week to protest against the crisis in black education.

This was announced jointly in Johannesburg yesterday by Mr James Maseko, general secretary of the South African National Students' Congress (Sanco), and Ms Erica Elk, president of the National Union of South African Students (Nusas).

Mr Maseko said rallies by black and white students would take place countrywide to highlight the black education crisis.

Rallies would be held countrywide on February 27 and students had been called upon to march to the Department of Education and Training offices on February 28 to demand the readmission of all students, in line with the National Education Co-ordinating Committee's "back to school" campaign.

Mr Maseko said demands included:

- The establishment of democratic student bodies.
- An end to Government subsidy cuts in education.
- Free political activity on campuses.
- A single non-racial education department for all students.
R100 000 fund set up for scholars

BY PHUMLA ROYI

A R100 000 scholarship endowment has been established at the St Barnabas College in memory of the late Ted Smale, previous managing director of African Explosive and Chemical Industries Limited and past member of the College Council.

The scholarship will enable deserving candidates from disadvantaged communities to obtain an education at St Barnabas. The fund is sponsored by the AECI Quality of Life budget and the cheque was presented to the headmaster, Mr Michael Corke, by Mrs Margaret Smale at the college's end-of-the-year ceremony recently.

AECI chairman Mr Gavin Relly said that the scholarship was one of the company's current 240 education and community development projects aimed at improving the quality of life in South Africa.

Mr Smale, was described by Relly as "a man who was widely respected for his integrity and business acumen".
QUESTIONS

1. Mr D J DALLING asked the Minister of Transport: [Hansard 26/2/90]

   (1) What, on average, is the number of aircraft (a) taking off from and (b) landing at Lanseria Airport on Saturdays and Sundays, respectively;
   (2) what, on average, is the number of air traffic controllers on duty at this airport on Saturdays and Sundays, respectively;
   (3) in respect of what period are these averages furnished?

   The MINISTER OF TRANSPORT:
   (1) (a) and (b) Saturdays: 197; and Sundays: 143
   (2) Saturdays: 4
   Sundays: 4
   (3) 1 June 1989 to 31 August 1989.

2. The Margo Commission recommended that this concession be extended to donations to primary schools, subject, however, to tightening up control to eliminate abuse.

   The Government’s response is set out in paragraph 9.1.3 of the White Paper on the Report and reads as follows:

   “The government is aware of the many abuses involving this concession, but it supports the principle that the private sector should make a larger contribution to the growing financial needs of educational institutions. The Government therefore accepts the Commission’s recommendation, but as far as donations to schools are concerned the administration of the scheme will have to be improved before it will be extended to include primary schools.”

   The Department of National Education has recently held discussions with interested parties and that Department is now considering the proposals it received.

3. Mr J VAN ECK asked the Minister of Finance: [Hansard 26/2/90]

   (1) At what categories of educational institutions at (a) primary, (b) secondary and (c) tertiary level are financial contributions by parents to the development of like funds of these institutions (i) tax deductible and (ii) not tax deductible;
   (2) whether he envisages any changes in these two groupings, if so, (a) what changes and (b) when?

   The MINISTER OF FINANCE:
   (1) In terms of section 18A of the Income Tax Act donations to any university or college

   (i.e. tertiary institution) of educational fund established for schools providing secondary education beyond the sixth standard are deductible for tax purposes up to an amount of the greater of R500 or 2 per cent of taxable income in the case of individuals and 5 per cent in the case of companies.

   (2) No.

4. Mr J VAN ECK asked the Minister of Education: [Hansard 26/2/90]

   (1) Whether the salaries of any teachers employed by the Department of Education and Training have been outstanding for more than one month; if so, (a) how many teachers are involved and (b) for what reasons are these salaries outstanding;
   (2) whether he will make a statement on the matter?

   The MINISTER OF EDUCATION:
   (1) Yes.
   (a) 317 teachers as at 13/2/90.
THE MINISTER OF HOUSING AND URBAN DEVELOPMENT

The Housing Minister has announced a new policy regarding the provision of affordable housing. The policy aims to provide affordable housing to low-income families and to encourage private sector participation in the housing market.

The policy will include the following measures:

1. Increased funding for public housing projects
2. Tax incentives for developers who build affordable housing
3. Establishment of a housing development fund
4. Provision of low-interest loans to符合条件的 developers

The policy will be implemented in phases, with the first phase focusing on the provision of 500,000 affordable homes over the next five years. The government has also set aside 10% of the budget for social housing projects.

The Housing Minister has emphasized the importance of this policy in addressing the housing crisis and ensuring that all citizens have access to affordable housing.

In conclusion, the new policy is a重大 step forward in providing affordable housing to all citizens. The government is committed to implementing this policy and ensuring its success.
Schools crisis: Del. NECC LookHorns

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Schools Crisis: DET, NECC Lack Response

The crisis in block education has brought the government and other interests.

Groops close to a solution to the problem report of HELEN CHANGE

The crisis in block education has brought the government and other interests.

While the number of hours of block class time"
Majority of SA’s teachers are ‘under-qualified’

By JOHN YEILD, Education Reporter

By far the majority of South Africa’s 276,000 teachers are under-qualified and the system of paying teachers based on their years of post-matric study is “cheating”, according to Mr Clive Roos, executive director of the South African Teachers’ Association.

Addressing a recent meeting of the Cape English-Speaking Parents’ Association at Rondebosch Boys’ High School, Mr Roos said that although most of these teachers performed “an incredibly good job” on a day-to-day basis, they were technically under-qualified.

“What does this in fact mean? Because of the way in which we pay teachers in this country at the moment, where their remuneration is linked to their numbers of years of post-matric study, the majority of our system in South Africa is currently being run on the cheat. I can’t put it more bluntly than that.”

As teachers were properly qualified, they would cost “a great deal more money”, he warned.

There would also be a “dramatic” increase in the number of people making use of secondary education, which cost approximately twice as much as primary education.

“If you think that education at the moment is stretching our financial resources, we haven’t touched sides in terms of the flow through the system into the secondary school situation.”

Although the provision of education in South Africa was “unbelievably complex”, Mr Roos believed the question of open or closed schools was a “non-debate”.

“If people are realistic, the debate about whether education has to be non-racially provided in this country is, in my opinion, a non-debate. That reality I believe very sincerely is going to be with us a lot sooner than many people realise and a lot sooner than some people would like to acknowledge.

“What I am concerned about is that particular aspect is, when it comes — because I refuse to talk in terms of ‘if’ — are we ready?”

The real debate would be about “equality” as opposed to “equality” — equality was concerned with individuals and not groups, and with quality as opposed to quantity, he argued.

“And perhaps most important of all, it is the result of applying to education provision the sense of justice that a society has.

‘Equity’

“Nowhere in the world is equal expenditure on education an indication of equal education. Equity is the thing we are going to be involved with.”

He also raised the question of the present centralised control of schools.

“I believe that our black communities have taught us a thing or two in this country about the whole question of who does and should control schools... We are going to have to debate over the next few years this whole question.”

A third debate would be that of the relevance of education in South Africa.

“One of the greatest problems facing the total education provision in this country is that education has lost credibility as a social force in this country. It certainly has lost credibility for our black communities and I think increasingly for the communities that are represented here by and large this evening.

“As an organised group of parents you are going to have to address this whole question of relevance and credibility of what goes on in our schools.”

This would include relevance in relation to society, to political change in South Africa, and relevance to ‘employability and the needs of employers out there’, Mr Roos said.

While he would support any reduction in the number of education departments in the country on both moral and educational grounds, such a move would not lead to big monetary savings as administration was not a major cost factor in education, he pointed out.

He would also support any plea for increased expenditure on education.

“But we mustn’t fool ourselves that in South Africa, in terms of total budget, that we underseat on education. That figure of 20 percent (R9.2-billion) — it’s actually closer to 21 percent of the effective budget — is high in terms of world standards.”

Mr Roos said a revision of staff-pupil ratios was “inescapable”, despite political denials to the contrary.

“I think we are being unbelievably naive if we think that we are going to avoid that.” he warned.
Private, non-racial schools ‘the answer’

By PHANGISILE MTSHALI

THE Southern African Association of Independent Schools strives to prove that non-racial private schools are an answer to the educational crisis in South Africa.

Formed two years ago by independent schools in Southern Africa, this non-profit-making organisation is aimed at “promoting non-racial education and opportunities for the poor and the oppressed in both independent and public schools in the region”.

In its prospectus, compiled by the chairman Mr Michael Corke and Mrs Alison Papenfus, the executive director, SAAIS vowed to fight “the South African state education which categorises and isolates children racially and perpetuates racist indoctrination through a curricula laced with bias and Government separatist thinking.”

“We cannot adopt a messianic stance in the face of a whole society contorted by apartheid. We can, however, use every opportunity that might occur to teach the white community that apartheid is the root cause of inflation, high birth rates, violence, civil unrest and the growing alienation between workers and those in control of the means of production and Government instruments.”

“Beyond this we propose to lend our help to any programme having broad community support that addresses the immediate needs of teachers or pupils and to alternative education ventures.”

The 36 members of SAAIS has reacted to the Joint Matriculation Board’s decision to abandon JMB by 1993 by planning for an alternate examination body, the Independent Schools Examination Board (IEB), rather than “write the Government ethnic examinations”.

“Education must be transformative and dynamic,” Corke said.

“The curricula should reflect the needs and aspirations of the majority of South Africa’s people and not the racial perceptions of Government nor the needs of commerce and industry for different categories of skilled workers.

“Vocational education on a broad scale is vital to the future economic growth of the southern African region, but such education should not be based on assumptions which match specific racial or ethnic categories to appropriate opportunities.”
Clase announces ‘new model’ strategy

Major shift in education possible (90)

Political Staff

A major shift in white education might be on the cards with Minister of Education and Culture Mr Piet Clase announcing a policy review which could lead to white State schools being opened to all races, if parents approve of the move.

Developing a “new model” — which would encompass this aspect and many others to do with State education for whites — was being regarded as an “important priority”, Mr Clase said in a statement last week.

He said it would be submitted to advisory bodies for comment “with a view to the earliest possible implementation”.

His statement highlights, as one of the “problem areas” in white education, the “lesser recognition of parental choice regarding the policy of admissions to schools”.

The latest move has been welcomed, with qualification, by the Democratic Party.

Parents and teachers at several top Cape Town schools — as well as others elsewhere around the country — have urged the Government to allow them to open their doors to all races, but so far Mr Clase and his Department of Education and Culture have stuck rigidly to the “own affairs” ruling, claiming there was no other choice under the present racially based constitution.

Mr Clase said: “New and fresh thinking must also be applied in the area of education and the provision of education.

“Our eyes are not closed, nor are our ears deaf to the problems which are currently being experienced. We are sensitive to the suggestions which are being made in this connection by the teaching fraternity, members of the parent body, political circles and society in general.”

Any new model, he said, had to meet the requirements of “educational and teaching principles” and be “grounded in the constitution”.

Observers say that while the constitutional aspect has always in the past been used as the reason for restrictions, it is possible that the Government might be able to get around it technically, one of the clauses of the constitution allows for facilities that are provided for one group to be used by another.

DP education spokesman Mr Roger Burrows welcomed what he interpreted as a sign of impending change.

He said: “I am pleased that the Minister is at last reviewing his present restrictive admissions policy for white Government schools.

Normal criteria

“The DP obviously is committed to open schooling in a non-racial South Africa, but believes that under the present constitution — until it is changed — white schools where parents have exercised the choice should be allowed to admit pupils according to normal academic criteria with no reference to race.

“The DP will be making a further submission to the Minister on this matter.”

Mr Burrows added: “We are hopeful that this will be expedited and that, by the next quarter, (non-racial) admissions might be allowed.”
Parents may decide on open schools

Political Staff

THE government is investigating the possibility of allowing parents to decide whether schools should be open to children of all races, Minister of Education and Culture Mr Piet Clase said yesterday.

Replying to a question from Gardens MP Mr Ken Andrew, he said the investigation was in the hands of an internal task group.

Replying to Pinetown MP Mr Roger Buprows, the minister said the department had no plans to make school fees compulsory.

Regarding the levying of compulsory tuition fees, Mr Clase said other alternatives for the generation of funds were being investigated at present.

Asked whether his department had taken any action in considering the implications of a single education department, Mr Clase said it had not.

He said the “management model for education” was linked to a specific constitutional dispensation. This fell outside the ambit of the Department of National Education.

There was a shortage of 159 049 classroom places in black government schools in South Africa in March last year, Minister of Education Dr Stoffel van der Merwe said yesterday.

In reply to a question tabled by Mr Andrew, he said there was a shortage of 60 343 classroom places at primary schools and 99 908 at secondary schools.

Dr Van der Merwe’s figures do not include schools in the 10 homelands.

He said these statistics applied to permanent classrooms in schools administered by the DET.
New education council formed

A NEW council which could change the face of education in South Africa will be constituted soon.

Financing, curricula standards, examinations, teacher training and cooperation between South Africa's myriad of education authorities are among the aspects which will receive the attention of the new South African Council for Education.

The council will be chaired by Professor P "Flip" Smit, vice-rector of the University of Pretoria, who was a former vice-president of the HSRC, and a member of the De Lange commission of enquiry into education in the early 1980s.

Smit said he was very excited by the enormous challenge facing the council, and would not waste time in tackling the task once the other members had been named.

At the same time Professor J P de Lange, former rector of RAU and the chairman of the commission, has been named chairman of the council's new sister body - the Council for Universities and Technicians.

Representatives of education authorities and experts in various fields of education are expected to be drawn into the two councils which will report directly to the Minister of National Education, Dr Gerrit Viljoen.

A similar committee was proposed by the De Lange commission but nothing materialised.

It is believed one of the major tasks of the new Education Council will be "standardise" education and create equal quality school education for all children in South Africa, and in this it could refer back to other recommendations of the De Lange commission.

One of the questions still to be answered is how much power the Education Council will have, and whether or not it would be able to dismantle the separate education authorities and create a single education body for all races.
All-race education 'will create chaos'

By ANTHONY JOHNSON
Political Correspondent

THROWING South Africa's education system open to all races would create "tremendous chaos", the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said yesterday.

Speaking at a media briefing for local and foreign journalists, Dr Van der Merwe said such a move would have a negative effect on political stability and the country's economic system.

However, once the country's different educational systems had reached a point approaching equality, the separation of the various departments could be re-examined.

Dr Van der Merwe said the basic philosophy behind organising education on separate lines was that cultural needs differed.

Consequently integrated education should not be forced on to a particular community.

However, the differentiation in per capita expenditure for pupils of different races was not acceptable.

Dr Van der Merwe said funds likely to become available as a result of a possible relaxation of sanctions were likely to directly benefit black education.

As soon as the budgetary money saved by the curbs on Defence Force spending became available — and this process could "take some time" — black education would receive "one of the highest priorities".

Dr Van der Merwe said the whole approach to black education had changed dramatically over the years since Dr Verwoerd.

Recently there had also been a change in the attitude of the black community in favour of children going back to school, as opposed to "liberation before education", he said.
Postcards urge FW: Open our schools to all

By MICHAEL MORRIS, Political Correspondent

NEARLY 1,500 postcards urging the government to open all schools to all races are on their way to President de Klerk in the first wave of the Democratic Party Youth's Open Education campaign.

The campaign was launched at the weekend at a street table in Claremont where more than 750 cards were signed in four hours. Cards were also sent from other areas.

TEACHERS, PUPILS SIGN

DP youth chairman for the Western Cape, Mr Colin Douglas, said: “The enthusiasm among the 12 Western Cape branches is great, and from next weekend they will be getting postcards signed at shopping centres and school routes from Fish Hoek to Durbanville to Milnerton to Sea Point to Pinelands, where action teams will be promoting the campaign.

“We are particularly encouraged by the large number of pupils and teachers who are signing the petition and supporting the Open Education campaign. These decent South Africans realise that every day the waste and immorality of apartheid education continues, the chances of a shared and prosperous future become bleaker.

“The inherent racism of our education system is a dark stain on our nation and must be scrapped.”
arms leaks

Govt: No plan to open all schools

Political Correspondent

THE government was prepared to allow the voluntary integration of private schools, the Minister of Education and Training, Dr Stoffel van der Merwe, said yesterday.

He dismissed reports that the government had already accepted in principle the integration of schools in general.

Dr Van der Merwe emphasized that the government would oppose any moves towards forced integration of schools.

He would not be drawn on speculation that the government might be prepared to consider easing the crisis in black education by allowing black pupils and teacher trainees to fill the vacancies at white schools and training colleges.

In the past, the government has opposed moves to integrate government-funded schools, even where the majority of parents and pupils have favoured such a move.

V 'pirates'

That the extended period of TV owners the opportunity without having to pay arrears. Viewers may face the outstanding licence fees, not r; and the state of unlicensed TV equipment like video cas-
Discipline those who disrupt schools – Education Minister

By SELLO SERIPE

STUDENTS who wished to continue their studies had to discipline those who disrupted their classes, Education and Development Aid Minister Stoffel van der Merwe said this week.

Van der Merwe made this unexpected call during an interview with City Press on Thursday after the official opening of Soweto’s Vista University.

His call was a reaction to a series of class disruptions in Mamelodi and the East Rand, where several high schools were raided by bands of students, apparently disgruntled by principals’ refusal to re-admit colleagues who failed matric.

Van der Merwe said it was the responsibility of both students and the community to discipline troublemakers so that effective teaching could continue in black schools.

However, he agreed it was counterproductive to call the police to quell "unrest situations" at schools. This had in the past resulted in an unfavourable atmosphere in schools, he added.

When told that some students take weapons to school, he said the department could not afford to buy machines to detect weaponry in students' possession.

“It is against the law to carry firearms and knives to school. The culprits must be disarmed and disciplined,” he said, but did not specify what he meant by "discipline".

“What is needed is co-operation between the teachers, students and the department,” he said.

He said he was still prepared to meet community representatives, including former ANC secretary general Walter Sisulu, to discuss the present and the future of black education.

“I also appeal to the media to help normalise the situation by concentrating on stories that will get students back to classes, while the department searches for a solution to problems in black education, including grievances by matric students who failed last year,” Van der Merwe said.

On the question of unqualified teachers who had been made redundant by his department, he said: “A long time ago the DET advised them to improve their qualifications, but some disregarded the call.”

He said the DET had made great efforts to improve the academic standards of student teachers, and now they should be available in sufficient numbers.

However, should the DET experience an unbalanced student-teacher ratio with students outnumbering teachers, some unqualified teachers might be utilised, he said.
Racial divisions 'a stumbling block'

Syllabus revision faces problems

By Janet Heard and
Esmare van der Merwe

Leading educationists have warned that the Government's proposal to revise educational syllabuses to reflect the value systems of all communities would be problematic under the present racially divided system.

National Education Minister Dr Gerrit Viljoen on Wednesday emphasised the urgent need to revise existing learning programmes in a bid to move away from the predominantly white-oriented content of existing syllabuses.

Mr Roger Burrows, Democratic Party spokesman for national education, welcomed the move.

He said the Government had clearly altered its position and realised a common South Africanism was one of the most important aspects in the schooling system.

"The Minister ignores, however, the staggering differentiation between the racial departments brought about specifically by totally unequal funding formulae. The sooner this reality is faced, the better for our education," he said.

Mr Curtis Nkondo, president of the restricted National Education Union of SA, said that simply revising syllabuses was "tinkering with the system" which would not solve educational problems.

Something fresh

"The question one must ask is, 'Is the Government moving towards one department?' Until this is done, all utterances are to no avail. The Government must scrap the whole system once and for all, and come up with something fresh. We should begin to address ourselves to the issue of one education system for all South Africans."

Mr Nkondo said relevant black leadership should be consulted if any changes were made and the Government should stop its "arrogance" by "simply springing a solution on people".

A leading educationist, Dr Franz Auerbach, welcomed any change in the direction of content in syllabuses.

He stressed that black people needed to be brought into the process of reshaping syllabuses.

He predicted that certain groupings in South Africa could object to cultural mixing. Attempts in Britain to embark on multi-cultural education caused an outcry from people opposed to cultural integration.

The Conservative Party's spokesman on black education, Mr Schalk Pienaar, said the rights and obligations of black education should be transferred to the various black nations.

In a country with multiple cultural groups, self-determination was the only solution.

"It is a typically paternalistic attitude of the liberal National Party to make suggestions on black education, Black education should be a black affair administered fully by blacks," he said.
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A Change to Mixed Schools
Barend’s Budget allocation has fallen short

Financial crisis in education remains

**FOCUS**

By NKOPANE MAKOBANE

ALTHOUGH educationists have generally welcomed the announcement that more money has been allocated to education in the next fiscal year, early indications are that the Minister of Finance has fallen far short of addressing the financial crisis in black education.

In his recent Budget speech, Mr Barend du Plessis said education, which was to receive R15,346 billion, excluding the recently announced increases to teachers, enjoyed the largest allocation in this year’s Budget.

Black education, he said, must inevitably be given an important role in the process of economic development and upliftment.

**Largest**

“Almost 19 percent of the Budget, excluding the recent improvement in conditions of service, is allocated to education, which is indeed the function enjoying the largest allocation.”

He said the Government wished to catch up on the backlogs with regard to education wherever and as fast as possible.

“It is proposed, therefore, that an additional non-recurrent amount of R150m be voted, mainly for capital expenditure in black education and training in areas where the backlogs are the most severe.”

While the funds have been a major component of the crisis, other numerous factors have been a chronic problem in black schools.

For years now, there have been calls for the Government to create a single Ministry of Education, as opposed to the present 14 departments, which are regarded as duplication of administrative work.

There have also been arguments that pouring money into black education will not solve the crisis. What was expected of the Government, was a sustained commitment to address the underlying grievances and demands of both teachers and pupils.

**Portion**

In addition to this, it is felt the State should have set up a certain substantial portion of the Budget to specifically ensure the stepping up of intent for proper and conducive learning for the black child.

The current education Budget is seen mainly as going to meet the annual financial needs of the DET for purposes of administration and not going beyond the required needs.

Another point raised is that the ongoing education crisis, particularly the protest actions by teachers, should have driven a point home to the authorities that more, and not just promises or defensive answers, has to be done to resolve the continuing impasse.

While the Minister sees education enjoying the largest allocation of his Budget this year, the National Education Co-ordinating Committee (NECC), says it should be seen against the backdrop of the crisis facing black education.

The NECC said the R150m set aside to deal with the backlog should be seen against the R2.2 billion one-off payment required to bring formal parity in education as a whole.

“The expenditure in education is significant. The annual increase is in the region of 26 percent and if inflation is discounted, it’s a 13 percent increase. Also, it’s a R50 million increase over the previous year.”

**Enrolment**

He pointed out that the average enrolment increase in black schools is between five and six percent a year.

“So, even though the increase looks like a lot of money, it is really only keeping up with natural growth,” he said.

According to a briefing paper prepared for the NECC by the Wits EPU, there has clearly been an accelerating increase in total expenditure on black education over the years (1969-1989). However, between 1987 and 1988, this increase has been a nominal 20 percent.

The paper says most of the increase goes to the homelands/rural areas and not to the DET and urban education (which is where matric results are the worst).

**Increase**

The nominal percentage increase in the Budget between 1988/89 and 1989/90 for the DET was 19 percent, clearly also an increase on the 10 percent of the previous year. However, in real terms, this 19 percent represented an increase of only 6.2 percent.

“The latter did not even match the natural growth in pupil numbers between 1988 and 1989, which was eight percent. This meant that the DET Budget was not keeping up with natural growth, let alone addressing the disparity between black and white education.”

However, according to Kane-Berman, Government spending has tended, in recent years, to be channelled into urban townships like Soweto, rather than into rural areas.

For example, he says, the State spends nine times as much on a white child as it does on a child in KwaZulu.

**Spending**

Kane-Berman also agrees that spending on black education has been steadily increasing since about 1970. He says the notorious racial gap peaked up in 1979/72 at 18.3 - that is, in that year the Government spent 18 times as much on a white school child as on a black.

“In the last 20 years or so, this ratio has narrowed to about 4.5:1 - in the white-designated areas. However, in the homelands, the gap is much wider.”

According to the EPU paper, the increase in per capita expenditure for black education in the 80’s signalled a certain intent on the part of the State to boost expenditure on black education.

However, it says, while the nominal spending on black education may well have increased dramatically, the disparity with spending on white education was not decreasing commensurately.

Another argument raised by the paper is that if there were to be parity in South African schooling, the Government would require an increase of between two and three times the present total education budget. This meant that R2.2 billion was needed to redress the present education crisis.

The following are estimates of annual expenditure required to attain formal parity in South African schools (at 1989 values):

* R1.2b required for the construction of new schools at R8 000 an additional pupil;
* R1.25b for the training of 24 000 teachers at R5 300 a teacher; and
* R19.7b for operating costs of schools at R2 000 a pupil (average for 1990-2000)."
Black schools

The existing structure included school management committees, regional committees for the Council for Education and Training, as well as the council itself. He said when these structures were set up, many organisations did not wish to participate in them. A campaign was being conducted to replace these structures with parent-teacher-student associations.

"Since I am anxious to effect a much greater measure of parent involvement in education, I am inviting bodies to submit to me their ideas for a structure for community co-operation in the provision of education. I am willing to negotiate with groups in the black community with regard to their proposals, and I am willing to eventually introduce a new structure if consensus can be reached."

However, he said that while keeping an open mind on the subject, he would reserve his stand on the possible involvement of students in decision-making on the management of schools.

Van der Merwe said he could not immediately address teachers' demands for increased salaries as this fell under Louw's ambit. However he was prepared to support in discussions with Louw, demands that teachers with few or no qualifications be given special attention.

He was also prepared to consider demands for official recognition from organisations such as Neusa. It was up to Neusa to submit its constitution, but he would consider any application sympathetically.

Van der Merwe said that he had no intention of withdrawing support from the education authorities as these were his basic concerns. He wanted to focus on the main issues at hand.

The Minister said his department had been told that the main problems were that the educational system was being undermined by drugs and that the black community was divided by the crisis in the schools. He hoped the black leaders who had led the crises in the schools would take up these demands in order to prevent the crises from escalating.

The education authorities could not take the demands related to the crisis in the schools, and they could not take them up themselves. The authorities must take the demands up and try to prevent the crises from escalating.

He said the biggest stumbling block was the return of teachers and pupils "to resume the process of tuition".

Government was committed to addressing grievances, but wanted agreement that while negotiations continued the tuition process would be resumed.

He said the government had taken concrete steps to prove its willingness to address problems in black education in a meaningful way.

Daniel Feldman reports that Neusa general secretary Ilon Rensburg said an emergency meeting would be held tonight to formulate a national response to Van der Merwe's statement.

Rensburg said representatives of Neusa, the Congress of SA Students (Cosas), SA National Students' Congress (Sanesco), Teachers' Unity Forum, National Union of SA Students ( Rhodes University, and WECC would attend the meeting.
Govt ‘failed’ in SA education

Own Correspondent

JOHANNESBURG.—The government had failed to start moving towards equal spending on education for blacks and whites, education specialists said yesterday.

However, they welcomed the R150 million budgeted for making up backlogs in black education in addition to the R510m increase to R2,463bn allocated to the Department of Education and Training (DE&T), responsible for black education.

Finance Minister Mr Barend du Plessis yesterday announced that R13,346bn had been allocated for education, a 9.8% increase on last year's R12,198bn revised estimate.

Professor James Moulder of Natal University said it was encouraging — particularly in times of austerity — to see the government keeping to its commitment to increase education spending.

However, the basic structure of education funding remained unchanged. There had been no fundamental change from the 1940 policy, which categorically stated that black education would never be funded at the same level as white education, he said.

He said the government had failed to give whites a clear signal that less money would have to be spent on their education to solve the crisis in black education. The government should have started slowly making cuts in white education expenditure.

In future whites would have to accept less and blacks would have to stop believing it was possible to fund their education at the present levels of white education. The only equal expenditure attainable in South Africa would be at a level similar to the present level of coloured education — half the level of white education but 60% better than black education, Professor Moulder said.

Wits University education policy unit director Mr Johan Muller said separate education would always be unequal education and the government should have started to phase in parity under one system for all pupils in South Africa.

He said that while the R150m for backlogs was welcomed it did not "begin to touch sides". Thirteen times more than this amount would be needed to wipe out the shortage of 6200 classrooms estimated by the SA Institute of Race Relations.

National Education Co-ordinating Committee general secretary Mr Ithron Rensburg said it would be interesting to see how the R150m would be applied to the crisis situation. Spending money on building new schools would be taking the wrong line when R1.7m worth of assets could be activated by opening closed white schools.

Reacting to Mr Du Plessis's statement that education expenditure in the Republic was high compared with that in other countries, Mr Rensburg said SA's education spending represented 3.8% of GNP, compared with the US's 9.8%, Zimbabwe's 8.4%, Israel's 8.5% and Kenya's 6.75%.
New Education Act puts schooling under national management

The Argus Correspondent 30 April 31
PRETORIA. — The new Education Affairs Act which came into effect this week centralises white education and opens the way for teachers and school facilities to be used more efficiently.

The act replaces the old education ordinances. However, it does not mean the end of the four provincial education departments, nor does it undermine the substantial powers of the directors of education.

For the Department of Education and Culture (House of Assembly), which is responsible for the education of whites in South Africa, the greatest advantage of the Education Affairs Act lies in the fact that for the first time education can be managed and administered on a national basis.

This could lead to more effective use being made of manpower and facilities, a spokesman for the department said.

The spokesman said that in certain cases — to bring uniformity — greater authority and responsibility had been assigned to parents concerning the financing of schools.
Education increase: a drop in the ocean

By Shehnaaz Bulbulia and Montshiwa Moroke

Leading educational organisations said yesterday that while they welcomed the national-education expenditure increase, it fell short of addressing the crisis facing black education.

Minister of Finance Barend du Plessis announced that R13.46 billion would be allocated for education and a further R150 million one-off payment would be used to help overcome the backlog in black education.

National Education Co-ordinating Committee (NECC) spokesman Mr Hiron van Rensburg said the expenditure rise was significant but should be seen against the backdrop of the crisis facing black education.

The R150 million set aside to deal with the black education backlog should be seen against the R21.2 billion one-off payment required to bring formal parity in education as a whole.

The expenditure in education is significant. The actual increase is in the region of 26 percent and if inflation is discounted, it's a 13 percent increase. Also, it's a R510 million increase over the previous year."

Dr Mike Morris said that as long as the Government did not make a sustained commitment to solving the black education crisis, one-off payments, while significant, would not solve the education crisis.

"A long-term programme is required to shift State resources towards black education. Further, the Government should have a policy to raise the education and skill levels of the total population," he said.

A centralised, unified educational system was required, otherwise, "increasing the Budget allocation without cutting down the number of education departments did not necessarily mean a significant increase. Too much of the increase was swallowed up by the duplication of administrative work."

Quoting EPU figures, Mr van Rensburg said the public expenditure on education in SA was 3.8 percent of the gross national product against 6.8 percent in the US, Zimbabwe's 8.1 percent, Kenya's 6.7 percent, Israel's 8.5 percent, Zambia's 5.4 percent and Botswana's 8.4 percent. Union of Democratic University Staff Associations general secretary Dr Mike Morris said that as long as the Government did not make a sustained commitment to solving the black education crisis, one-off payments, while significant, would not solve the education crisis.

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Government does about an education system that is on the verge of crisis next year.

De-stabilising V Ervoer
‘Teaching skills level higher at black schools’

By MICHAEL MORRIS
Political Correspondent

MORE than a third of teachers at black schools in South Africa do not have matric — but this is a vast improvement on the position only six years ago when more than 70 percent had not reached this basic level of education.

This emerges from the annual report of the Department of Education and Training tabled in parliament.

The reduction, the report says, is the result of a concentrated effort by the department to lift the skills level of its 54,000 teachers through after-hours training programmes.

Last year, 18,500 teachers were still without matric.

By contrast, 30,000 of the 40,800 teachers — 73 percent of the teaching corps — did not have matric in 1983.

Three years before that, the figure was 82 percent.

The annual report says the department intends intensifying the in-service training programme from this year on.

Last year’s “shocking” 42 percent black matric pass rate was partly the result of a change in national education policy.

The report says the department’s freedom to adjust marks was “restricted” by the policy determined by the Department of National Education last year.

A “penetrating” investigation into other reasons for the low pass rate is still under way.
Steyn gets down to planning R2-b project

From MICHAEL CHESTER
The Argus Correspondent
JOHANNESBURG. — Mr Jan Steyn has confirmed he has resigned as honorary president of the Urban Foundation to devote his full attention to his role as supremo of the special R2-billion fund created by the government to spearhead a bold new black advancement programme.

Mr Steyn will be succeeded at the Urban Foundation by Mr Mike Rosholt, chairman of the vast Barlow Rand industrial empire and long an active member of the foundation's board of governors.

While Mr Steyn presses ahead with the launch of the R12-billion fund aimed at new socio-economic initiatives, Mr Rosholt will take the reins of a new programme by the Urban Foundation to set out sweeping new proposals for a radical new look at the destruction of apartheid in all forms of urban planning.

The foundation has released the first section of a series of nine special reports and urged the total removal of the Group Areas Act and a block to Free Settlement Areas as a first target.

Mr Steyn had already started a round of talks aimed at bringing in the African National Congress, the Mass Democratic Movement, the private sector and trade unions to discussions to plan the programme.

Task force

The R2-billion is earmarked for sweeping moves to improve the socio-economic status of black society with emphasis on new housing schemes for low-income families and better education facilities.

The fund was created with state funds by President F W de Klerk on March 16 to be run by an independent task force and ploughed into black advancement.

It was widely welcomed as a surprise bonanza from the government to press ahead with reform, running in parallel with a separate R1-billion programme to be launched by the State.

The only shock opposition he has encountered has come from Dr Nthato Motsana, chairman of the Soweto Civic Association, who told an anti-apartheid audience in Washington that black civic organisations would not touch the R3-billion because it was "insultingly too little".

Dr Motsana was reported as telling the Carnegie Endowment for International Peace in the American capital that he intended telling President De Klerk: "Go to hell, man. This is a question of principle. We are not going to touch that money."

Mr Steyn says he has held discussions with black political leaders and has been assured "at the highest level" that participation in management of the fund is under consideration.
Experts say education big factor in containing AIDS
Motlana denies spurning R3-bn upliftment fund

The Argus Correspondent  
JOHANNESBURG. — Soweto community leader Dr Nthato Motlana has vehemently denied telling an American audience last week that blacks would not touch the government's R3-billion fund for socio-economic upliftment.

Dr Motlana was quoted as saying: "We are going to say (to President De Klerk) 'Go to hell, man'. This is a question of principle. We are not going to touch that money."

This caused an outcry among blacks and even drew criticism from the United Democratic Front and the Azanian People's Organisation.

The Argus correspondent in Washington, David Braun, insisted that he had accurately reported Dr Motlana's speech to the Carnegie Endowment for International Peace in Washington. Two tape-recordings had been made of the meeting.

Dr Motlana, a former chairman of the Soweto Civic Association, said yesterday he had said that anti-apartheid groups were reluctant to touch money from governments friendly to South Africa.

"I never said 'go to hell' to the State President. I would never use such language. But I certainly said the money was too little," he said.
End of school strike in sight as term ends

By Janet Heard, Education Reporter

Black schools close tomorrow for the Easter holidays — but in many areas in the country there has been little schooling at all this term.

In Soweto, Alexandra and the East Rand, teachers may resume duties today after more than a month-long strike against working conditions and overcrowding, but face the daunting task next term of catching up on work not covered.

Teachers held meetings at branch level yesterday, and sources said the strike had been suspended and they would return.

Mr Curtis Nkondo, president of the National Education Union of South Africa, said there was a delay in suspending the strike because the Minister of Education and Development Aid, Dr Stoffel van der Merwe, had “dragged his feet” and taken three weeks to reply to teachers’ demands.

Apart from the strike, registration in February was extended for a few weeks, and most high schools have not functioned normally since opening because of the delay in trying to accommodate the flow of pupils wanting to return to learning.

He even if there had been no strike, there would not have been effective learning.

“There has been a national crisis in education for a long time. Many weeks were spent on registration, and teachers found themselves in the predicament of having 70 to 80 pupils in a class.

He said teachers were worried that they would be returning to the same conditions where effective learning was impossible, and stressed that when lessons resumed it did not mean an end to their demands.

Mr Nkondo said that while the Minister had committed himself to addressing the crisis in education, he had not laid out concrete plans for a crisis which needed an “SOS” response.

At the very least, the short-term demands, such as providing classrooms and improving pay and working hours, could be solved without delay.

Powerful pressure

Mr Piet Struwig, the Department of Education and Training (DET) regional director, said 50 of 200 teaching days had been lost this year, and teachers had to take full responsibility for their actions if results at the end of the year were bad.

The Teachers’ Association of South Africa (Tasa) has come out in support of demands for the shortcomings in black education to be addressed urgently by the Government.

Tasa president Mr P Nalcker said: “Tasa supports the call for the resumption of schooling, particularly through the NECC’s (National Education Co-ordinating Committee) back-to-school campaign, but without in the least relaxing the already powerful pressure being brought to bear on the authorities.”
Status of Afrikaans in schools ‘in balance’

Political Staff

CAPE TOWN — The status of Afrikaans in black schools is “on a knife edge” and there should be a change in the way it is taught, a Human Sciences Research Council (HSRC) study has found.

And it says the way Afrikaans is taught in future will have a major impact on the way the language is regarded by the black community.

This is the essence of a special project by the HSRC commissioned by the Department of Education and Training.

Details of the project findings and recommendations are still confidential, but a reference to it in the department’s annual report, now tabled in Parliament, says HSRC researchers conclude that while, in general, black people view Afrikaans positively, the status of the language is “on the knife edge”.

The department’s report says the HSRC findings and recommendations are of “cardinal” importance for the future of Afrikaans at schools. They are being studied and could be implemented.

The report notes: “Future action by the department regarding the teaching of Afrikaans will have a marked influence on the extent to which a change in the position of Afrikaans among the largest population group in SA will be manifested.”
HOUSE OF DEPUTIES

2. Order of Business

The Chairman of the Education Committee, Mr. John Smith, moved that the House proceed to consider the Education Bill, 1985.

2.1 Consideration of the Bill

Mr. Smith introduced the Bill, explaining its provisions and objectives. The Bill aimed to improve the quality of education in the country by providing additional resources and support to schools.

2.2 Committee Stage

The Committee of the Whole House discussed the Bill in detail, with members providing their insights and suggestions for improvement.

2.3 Report Stage

The report of the Committee was tabled, and the House subsequently voted on the amendments proposed by the Committee.

2.4 Third Reading

The Bill was read a third time, and the House proceeded to pass the Bill with unanimous consent.

2.5 Signature

The Bill was signed by the Speaker of the House, indicating its official approval and readiness for implementation.

2.6 Presentation

The Bill was presented to the President for his assent, marking the completion of the legislative process.

3. Questions

Members of the House, Mr. Robert Brown and Ms. Jane Doe, raised questions related to the implementation of the Bill, and the Minister of Education, Mr. Michael Jones, provided responses.

4. Adjournment

The House adjourned for the day, setting the next meeting for tomorrow.
Launch of Year of Literacy

South Africa's literary and publishing fraternity launched the International Year of Literacy in Johannesburg last night.

The function was hosted by READ, a professional organisation funded by the private sector which supplies books, materials and training in their use to schools countrywide.

Speaking at the launch, Mrs Irene Menell, chairman of READ, said 1990 was designated The Year of Literacy by the United Nations Educational, Scientific and Cultural Organisation (Unesco).

"Unesco intends making literacy its number one priority for the decade and hopes to have wiped out illiteracy worldwide by the year 2000," she said.

READ is planning a series of programmes to celebrate the International Year of Literacy and to raise the public's awareness of the seriousness of illiteracy in southern Africa.

Plans are already under way for numerous functions, including a national television launch, a festival of books, a festival of stories and a celebrity book auction.
A performance of dignity

THIS is good fun, actually. Like playing games. The 30 to 40 young adults, all black, learning communication skills at Durban's Upstairs Theatre Workshop find plenty to laugh about, until the game turns real.

Then there is real anguish as the participants sweat through real-life situations that sometimes make beads of perspiration pop out of their foreheads. "You are a worker. You are the boss. You came late for work. He's going to fire you. What do you say?"

The Upstairs Theatre is a fascinating collection of dusty rooms over some shops at possibly the noisiest and most cosmopolitan intersection in Durban. Men hurry past in white robes on their way to the mosque. There are hundreds of blacks buying and selling and a tumult of conversation. Are these few tightly-drawn white faces without smiles, clutching their parcels, really the swaggering representatives of the oppressed minority?

The local representatives of the oppressed majority smile much more and laugh a lot. Is it because things are changing?

Saira Essa, director and playwright, runs the Upstairs Theatre with the sweeping authority of a very slender, very elegant Benazir Bhutto. It's amazing how people hop when she gives instructions. Hers is probably the biggest drama school in the country, with branches all over Natal. Essa says she started the communication classes and literacy classes — in addition to her regular drama classes for browns and blacks and whites — because she just had to, "There were all these people coming up the stairs all day, asking to join." Most of the people don't have any money so the classes are free. "The Government should be paying, but it doesn't."

Vimia Naidoo and Anita Maganabali take the literacy classes. "We do simple things like opposites. You know, bull, cow. Cat..."

I ask what's the opposite of a cat. "Well, actually I don't know."

The class is asked to make a sentence with the word 'sense'. The word is written up on a big sheet of white paper. A young man puts up his hand. "Since I have been in kwaMashu there has been fighting and many people have died."

"No. Not 'since'. The word is 'sense'. Listen to how I say it. Look at the spelling. There is 'sense' in what we are learning."

Some more hands. 'Sense is something good.' 'Sense is something you can talk about.'

Imraan Vagar, who intends to be a fashion designer some day, is in charge of the communications class. He gestures and claps to keep order. There is some dancing and singing to relax the group. Then one young man is sent out. The others get into a huddle. Vagar tells them: "You are on a desert island. There are no trees. It is very hot. You are very, very thirsty." He whispers some more and there is some laughter and he calls in the person who was sent outside.

The group greets him and roughs him up with much laughter, making huge slurping noises. Vagar says stop. He asks the young man who has just walked into this tumult: "Do you know what was happening?"

The bewildered young man shakes his head as he tucks back his ruffled shirt. "Well, these people were on a very hot desert island without anything to drink and you were a huge bottle of ice-cold coke." There is much laughter.

But enough of playing. The students — during the day they are workers in city stores, maybe cleaners; some of them are packers from the OK Bazaars — are paired off. "Now you are a worker and he is your boss..."

It is tragic how much of the 'workers' so quickly lose their dignity and fawn. "Please, my boss. I have a family, my boss. There is a Saara Essa... Conscientising programme

fighting in my home, my baas. I need more money, my baas."

But even more disturbing are the students' perceptions of the white boss. He is arrogant, unfeeling, brutal and a bastard. "If you don't like the job, get out. There are many more people who are hungry." Uniformly the participants who are the 'boss' clearly expect to be feared and to have no need of arguments from the 'workers'. The situation is rapidly becoming a course in industrial relations. There is real sweat.

Essa says: "We are trying to help people work through real-life situations. This is not ordinary drama. This is not 'how now brown cow'. This is a conscientising programme. It's self awareness. We are trying to help them find their human dignity."

In the room next door, Anita is running another literacy class. "How many letters are there in the alphabet?" — "26."

"That's right. Twenty-six letters but just one alphabet."

"Just one country, and I wonder where we are going," says Essa.
Politcal agenda feared in secret school programme

POLITICAL parties to the Left and Right of the Government have expressed deep suspicion about what seems to be a highly secret government proposal to expand the present school military cadet system into a citizen education programme.

The programme, aimed at developing "political awareness" and "a healthy and sound patriotism and love for South Africa and its people", appears to be so secret that most schools and teaching bodies do not know about it.

The Government this week steadfastly refused to divulge details to the Saturday Star. It also refused to name the 55 schools where the programme is presently being "bench-tested".

Reform and development

Available information indicates that the programme will be for girls as well as boys, and its topics will include relations in a multiracial society, civil obedience and civil disobedience, and the concepts of reform and development.

This seems to imply a direct link with National Party politics. But the Department of Education and Culture denies this.

Asked by the Saturday Star how it would ensure that political indoctrination played no part in the programme, the department took over a week to offer this bland response: "In terms of section 7(2)(b) of the Education Affairs Act (House of Assembly), 1968 (Act 70 of 1968), a person employed at a departmental institution may not use his position to promote or prejudice private or sectional political objectives."

SUE OLSWANG

"A teacher may therefore not do anything in the classroom to promote the objectives of a particular political party."

It appears that the programme will also cover areas such as security awareness, contingency planning, fire fighting, first aid and how to act in emergency situations.

Male pupils in Std 9 and 10 will be informed about all aspects of national service and the structure and functioning of the South African Defence Force.

School pupils will also be involved in community projects such as adopting a centre for the disabled, and it is hoped this involvement will go beyond simple raising funds.

Time will also be devoted to giving pupils an insight into the country's legal processes. While the boys do cadets, the girls will be given lessons on dealing with fire emergencies and an extended first aid course.

"Mr Piet Clase, Minister of Education and Culture, told Parliament recently that the programme formed part of the department's normal, on-going research into a school curriculum aimed at ensuring the syllabus remained relevant to the needs of the children and the country."

He said that a draft programme, devised after in-depth research by educators and other experts, was being tested at 55 schools. Mr Clase said that after wide-ranging consultations on the total education programme. The citizenship programme, however, is not part of an extension of the veld school programme."

A spokesman for the Department of Education and Culture refused a request for a copy of the programme proposal.

Political parties of the left and the right fear that there could be a real danger of the programme being used to indoctrinate school pupils with National Party propaganda.

The Democratic Party's parliamentary spokesman on education, Mr Roger Burrows, said his party was pleased that changes were to be made to the cadet system.

But he said that until there had been full consultation with parent and teacher bodies, the possible political content of the programme must be regarded as "questionable".

Conservative Party education spokesman Mr Andrew Gerber voiced the fear that the Government would misuse the programme to persuade pupils of the merits of integration.

Schools

FROM PAGE 1.

feedback, his department would adapt, refine and finalise the programme and would gradually phase it in, probably from next year.

 Asked to name the 55 schools, the department said: "For the sake of the success of the project, which has reached a final stage in the research process, the department does not wish to divulge the names of the schools concerned."

And, in response to a question regarding the effect of the system on "open" schools, the department said: "The citizenship programme is still in an experimental phase. The department is therefore not in a position at this stage to express an opinion with regard to the final implementation of the programme in schools."

Asked if the new programme was linked to the controversial "veld schools", the department said: "The citizenship programme and "veld schools" are two different aspects of the
Another matric disaster looms as deadlock cripples education

By DESMOND BLowe

As the first school term of 1990 ended this week, the black education system was crippled, with many teachers on strike, pupils boycotting classes and another matric disaster looming for the end of the year.

Pupils at 820 schools nationwide boycotted classes and at the remaining 1,249 schools there was only 80 percent attendance, while 20 percent of teachers – 13,640 – suspended their month-long strike in favour of a 'defiance campaign' against the Department of Education and Training.

Almost half of all secondary schools, 227 out of 482, are affected and the figures for primary schools are 503 of 1,587.

The number of schools affected by the month-long teachers' strike disrupted education at 63 secondary and 290 primary schools in Soweto and Alexandra.

Major unrest in Natal has disrupted schools in Durban and Maritzburg and there have been stayaways in the Edendale, Imbali, Chesterville, IsandZoom and Vryheid areas.

In the DPF's Highveld region, Tembisa, Thokoza, Soweto, Vosloorus, Kriel and Rautens have been badly hit.

In the Northern region, nine secondary schools in Atteridgeville have been closed and 12 secondary schools and 36 primary schools in Mamelodi and two secondary schools in Pretoria have been affected.

Education came to a standstill at 13 secondary schools in Ikageng and Potchefstroom and at two at Joubert in the DUNDU area.

In the Cape region teachers in Queenstown have attended protest meetings during school hours and at Schools in the Orange-Vaal region 16 secondary and 61 primary schools have been boycotted.

Few pupils attended classes at 32 schools in the Free State.

The education crisis continues despite government assurances that everything possible is being done to improve matters, that this year's budget will do a lot to eliminate the backlog in black education and appeals by leaders like Nelson Mandela and Walter Sisulu for pupils to go back to school.

The year started with vigour. Pupils, including failed matric pupils, enrolled in droves. There were meetings by various education organisations with Minister of Education and Training Stoffel van der Merwe, who gave assurance that every effort would be made to accommodate all the pupils, including failed matriculants, and that alternative arrangements would be made to make this the most successful year ever.

On the opposite side, the local Education Crisis Committees and other organisations made statements that they would see to it that students went back to school.

Despite all the assurances and the optimism the situation seems so grave there seems little chance that matriculation passes this year will be better than last year.

Despite Van der Merwe's hopeful predictions, black education did not receive any great boost in funds in Finance Minister Berend du Plessis's budget, which was expected to narrow the gap between white and black education.

The full budget for black education in South Africa and the homelands amounts to nearly R6.9 billion of which more than R4.6 billion is earmarked for primary and secondary schools.

However, according to last year's statistics, there were only 977,411 white pupils at public schools compared with 8,143,987 pupils in black schools in South Africa and the homelands. The figure for black schools is expected to have risen by 6 percent this year.

Although there are more than two million more black pupils in South Africa than the homelands, the homelands were given a budget of more than R2.3 billion for their three million pupils. It is R76 million more than the money budgeted for the nearly 5.5 million black pupils in the rest of South Africa.

An analysis of the budget shows at least R16 billion spent on a black school child compared to a white school child.

As the budget for South Africa, the homelands is compared with the figure is even worse – only about 4.41 cents.

This means that, overall, nearly 8 percent be sent on each white child this black child, and if the homelands are figure rises to nearly 10 times as much.

This does not include an extra R13 billion spent on a black school child compared to a white school child.

Nor does it include the proposed R10 billion for black education in the homelands.

Even with these extra funds the education in South Africa is still compared with the education in the homelands. It would require a budget of R16 billion for black students to receive anparable to that of whites.

Another factor is that the R16 million will be used for capital for extra classrooms and buy land for the administration of black education.

This has to be paid from the budget which is only 16 percent above that of last year and so barely allows for the infrastructural budget.

Apart from the budget, teachers feel this month as part of a cross for civil servants but they clearly are not satisfied with this.

More schools and classrooms will be constructed if there is no money to staff them.

According to last year's statistics, 70 percent of pupils in the homelands are being taught by teachers who have not been trained or who have not been trained in the past.

In meetings with Van der Merwe and others, the National Education Union of South Africa (Nengsoa) have made many demands that relate to government policies that do not effect the ambit of education and will for negotiations for a new constitution.

Among such demands are the Group Areas Act and the Internal Displacement of black persons in the state.

It has been pointed out that the education is being disrupted by the policies and if teachers are not being paid to turn to school until those demands are met will be no further teaching this year.

Other demands included a pension system, which Van der Merwe has gone to negotiate with the new constitution.

Further demands were the permanent housing for teachers, partly government spending on education, replacement of school management councils, replacement of the current teacher-staffing (PTAs).

Protesting pupils: 820 schools were boycotted nationwide. Attendance was down everywhere.
Another matric disaster looms as deadlock cripples education

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Although there are more than two million more black pupils in South Africa than the homelands, the homelands were given a budget of more than R3.3 billion for their three million pupils. It is R76 million more than the money budgeted for the nearly 5.5 million black pupils in the rest of South Africa.

An analysis of the budget shows that R537 is spent on an black school child compared to R4100 on a white school child.

If the budget for South Africa, excluding the homelands, is compared with the white budget, the figure is even worse — only about R418 per black child.

This means that, overall, nearly eight times more will be spent on each white child this year than on a black child, and if the homelands are excluded the figure rises to nearly 10 times as much.

This does not include an extra R150 million allowed in Du Plessis's budget to alleviate the "immediate problem in black education".

Nor does it include the proposed R800 million of a billion budgeted for social services earmarked for black education, announced later by State President FW de Klerk.

Even with these extra funds the budget for black education is small compared with the needs of black schooling. It would require a budget of about R1.32 billion for black students to receive an education comparable to that of whites.

Another factor is that the R150 million and R800 million will be used for building schools — to build extra classrooms and buy funds for schools — and not for the administration of black education.

This has to be paid from the education budget which is only 16 percent above that of the previous year and so barely allows for the inflation rate.

At between 70 percent and 80 percent of the normal education budget goes toward salaries, teachers who have been on strike for better conditions cannot look forward to being better off than last year. Nor will there be funds to alleviate their arduous working conditions by the employment of more teachers.

Apart from the budget, teachers will receive a 10 percent increase this month as part of the overall increase for civil servants but they have already indicated that they are not satisfied with this.

More schools and classrooms will not help solve the problem if there is no money to employ teachers to staff them.

According to last year's statistics 54,270 black teachers were being trained but it is no good having trained teachers if they remain unemployed.

In meetings with Van der Merwe the NECC and the National Education Union of South Africa (Neusa) have made many demands. Some of them relate to government policies that do not fall within the ambit of education and will form part of the negotiations for a new constitution for South Africa.

Among such demands are the scrapping of the Group Areas Act and the Internal Security Act; the unconditional and immediate release of all political prisoners; and the lifting of the state of emergency.

It has been pointed out that the DET has no control over these policies and if teachers refused to return to school until these demands were met there would be no further schooling this year.

Other demands included a single, non-racial education system, which Van der Merwe said would be open to negotiation in the new constitution.

Further demands were the provision of a minimum living wage for teachers; parity in the per capita government spending on education; and the abolition of school management councils (SMCs) and their replacement with parent-teacher-student bodies (PTAs).

In reply to a demand for better teachers' salaries Van der Merwe says during the past 18 months they have been increased by 52 percent.

He admits the increase in government spending on education which in his view is "substantial" is "unfortunately" insufficient.

One of the main demands by pupils and teachers is that the school management councils, which they accuse of being government puppets, be replaced by parent-teacher-student committees — but the Minister is adamant they must be retained.

The situation at present is a stalemate.

One term has already been lost and concerned people are calling on pupils to return to school and teachers to end their strike while attempts are made to thrash out their grievances with the government.

It is expected teachers will return to work next term while still vigorously pursuing talks with the government to solve their grievances.

Nelson Mandela has also called on all to return to school.

When addressing teachers last week he said: "Your grievances are valid and long standing but perhaps new tactics must be used to persuade the authorities to address your demands.

"If Minister Van der Merwe cannot solve the crisis in black education then I will intervene to facilitate talks with President De Klerk."

"I am deeply concerned about the teachers' strike for students cannot afford to miss school and I appeal to the teachers not to allow their grievances to aggravate the students' lack of schooling."

Mandela called the youth to go back to school and prepare themselves for their future role as leaders in the community.

A high school principal who heard Mandela's address said the majority of the teachers saw this as a sign of hope.

"The teachers want to teach, they do not want to abandon their pupils but perhaps they have got bogged down in tactics that are leading nowhere," he said.
Pupils must follow teachers - Stoffel

Education: Education of pupils who had lost a school run by a teacher was not a solution. The school needed more teachers and better facilities. The school was underfunded and the teachers were overworked. The pupils had to walk long distances to get to school. The situation had to be improved.
UWC trio hold language policy talks with ANC

By JOHN YIELD
Education Reporter

THREE University of the Western Cape academics were among a delegation which discussed a language policy for South Africa with the African National Congress at a workshop in Harare.

They are senior Afrikaans lecturer Dr Ikey van de Rhee, representing the Union of Democratic University Staff Associations; national co-ordinator of the Centre for Development Studies (CDS) and senior history lecturer Dr Randi Erentzen, and education lecturer and National Education Co-ordinating Committee Western Cape representative Ms Zubaida Desai.

BILINGUALISM

The workshop's general recommendations for a language policy for all levels of education included:

- Bilingualism in languages of the individual's choice;
- Initial literacy in mother tongue;
- Languages already fully developed as mediums of instruction — such as English and Afrikaans — should be retained;
- Indigenous languages should be developed and actively promoted for instruction;
- Multilingualism should be encouraged at secondary and tertiary levels;
- Compulsory trilingualism at primary school level should be dropped;
- Every South African to learn an indigenous African language by the end of high school;
- Private schools to be subject to government language policy, and
- The language policy to be re-assessed periodically.

"The basic premise of a new language policy is to enable people to participate fully in the political, social and economic life of the country," Ms Desai explained.

"No sudden shift was advocated, unlike Swapo who, from next year, will implement English as a medium of instruction.

"TRANSITIONAL PHASE"

"Introducing a new language policy would be a transitional phase. English would retain its position as a medium of instruction and indigenous African languages will be systematically developed."

There would need to be a reassessment of mediums of instruction at dual-medium schools "as the student population changes", she added.

The CDS will co-ordinate further research on a future language policy on a national basis.
Some schools overcrowded, others half-empty

Political Staff 4/4/70

SOME Cape schools are half-empty while others are filled beyond capacity, according to figures given by the Minister Of Education and Culture in the Assembly, Mr Piet Clase.

In written answers to questions by Mr Ken Andrew (DP Gardens), Mr Clase said schools in the Cape school board area had a capacity of 47,000 but had only 32,979 pupils.

Claremont Primary had only 193 pupils while it had a capacity of 400. But Westerford High had a capacity of 750 and an enrolment of 766.

-Groote-Schuur High, Cape Town High, Norman Henshilwood High, Good Hope Seminary Girls' High, Rhodes High and a number of primary schools were not even half-full, he said.

HIGHER THAN CAPACITY

Schools with an enrolment higher than their capacity were Camps Bay with 552 pupils and a capacity of 420, Rustenburg Girls' High 639 (520), SACS High 653 (600) and Table View High 770 (650).

Schools that were more than half-empty were Cape Town High (650 places but 305 pupils), Good Hope Seminary Girls' High 365 (650), Groote Schuur High 197 (400), Maitland Primary 103 (300), Mountain Road Primary 141 (600), Norman Henshilwood 276 (650), Observatory Junior 119 (400), Oranje Laer 80 (500), Rhodes High 254 (550), Sun Valley Primary 174 (450), Thornton High 225 (450), Vredheuvel Primary 75 (400), Weltevreden Primary 17 (50), Windsor Preparatory 105 (400), Windsor Primary 150 (400), Zonnekus Primary 322 (650) and Zwaanswyk Primary 330 (500).

There were empty places at a large number of other schools in the Cape Town area, but a number were overcrowded.

In answer to other questions, Mr Clase said the government had launched a programme to phase in computers at all government primary and high schools.
LEARNING: The face of ALP chairperson, Ndimiso Mabliwana, shows the pride he has in his ability to write

'I did not even know how to hold a pen properly'

WHEN he started school at the Adult Learning Project (ALP), Pumakanile Bokolo did not even know how to hold a pen properly.

Bokolo is one of ALP learners at the Daliyelile "school" who study three times a week to learn to read and write English and Xhosa. The group is also learning simple mathematics.

ALP's chairperson, Ndimiso Mabliwana, is also a learner there.

"We were an strike at Daliyelile in 1984 and it was difficult to speak English to the bosses," said Mabliwana.

"Then one of the union organizers told us of an organization which could help us speak English."

Mabliwana said he left school in Std One to find a job, but could not read and write properly.

Mathematics

At ALP's classes, he discovered he could not tell what he wanted — the history of South Africa and how trade unions worked.

His mathematics lesson, he said, helped him to understand his wage slip for the first time.

"Because we don't understand English, we are a problem for the bosses," Mabliwana explained.

"If you don't understand what they are saying, they don't listen when you talk, they don't hear what you say.

"There is a big difference now. If I say something, they listen to me."

"Because of my school, my life has changed."

Mabliwana said ALP taught workers not to be afraid of the bosses.

"I serve on the controlling committee of ALP because I want to encourage other workers to join," he said.

Headman Mdali, 24, left school after passing Std Three because his parents could no longer afford the fees.

MdaliBatman on speaking in his halting English, proud of his ability to do so since he started "school" at ALP in 1988.

"I started ALP school in 1988 and I learn English, Xhosa and Mathematics."

"I like the way I was taught at school. Today I count Mathematics. I do the same. It will help me in my work."

"I also like to learn about politics, about Mandela and all other politics. I read about politics in my school. I am learning a lot of English now."

Struggled

Headman Mdali over a course package on the history of the ANC, Pumakanile Bokolo struggled to read the caption under a picture.

Bokolo left school in Std B and was barely literate when he joined ALP's school at Daliyelile.

"There is a lot of knowledge I want. I want to learn to read and write and I want to learn about the oppression of my people," Bokolo said.

"When I was reading about the history of the ANC, I could not see how many things had happened that I was ignorant about."

"I can now see how much I can get out of going to school, it is very helpful to the people."

"When I started at the school, I did not even know how to hold a pen properly," Bokolo said.

WITH an estimated nine million illiterate people in South Africa, the work of the Adult Learning Project (ALP), based in Mowbray, can be likened to emptying the sea with a teaspoon.

But in its 10-year history, ALP has taught more than two thousand people to read and write at least one language.

Closely tied to the history of the project is Alphonse Ndada, one of the first organizers employed.

Ndada began his involvement into literacy work in 1978 when he worked part-time in an organization which ran classes at hospitals, teaching patients to read and write.

During the 1970s he and his co-worker, Judy Partition, were detained. Pambuda five years later after his release led to the collapse of the project.

In 1980, a friend introduced me to Carl van Hout, who had started ALP that year," Ndada said.

"I was interviewed and employed as an organizer of the project."

Stevedores

There were only three people employed by ALP and only two classes — in Old Crossroads and at the stevedores hostel in Gugulethu in 1980.

ALP recruited hundreds of workers into their literacy groups through trade unions in the early 1980s. That tradition still exists today — 10 years later.

ALP found a captive audience in trade unions and community organizations.

Shop stewards who needed assistance with tackling management and workers who wanted to learn more about trade unionism flooded the classes to learn to read and write English and Xhosa.

One of ALP's many success stories features one of their learners who today is a national organizer of the National Union of Metal Workers of South Africa.

ALP's classes spread throughout the Peninsula, from Hout Bay to the northern suburb. Women especially, who in their childhood had been told an education was not necessary, asked ALP to establish classes for them.

"We had to train organizers to keep up with the demand for classes in 1982. Most of them were volunteers, recruited from UCT," Ndada said.

ALP was also instrumental in setting up literacy groups in ethnic parts of the country. They assisted with the establishment of EACELP in the Eastern Cape. In 1987, they helped train organizers in Transkei.

LEARNERS at ALP develop an almost indescribable pride in being able to read and write.

ALP recently published a book of stories which the learners had written to encourage others to read.

Sofyaeh writes, radically politicized: "I am here in Cape Town now. I am not happy because my wife and children are not here yet and you and you and you brother and my family."?

Mphoza, 38, now a writer with a certain confidence: "When I was nine years old I looked after my father's goats. He sold me a dozen because I was old man."

"I got 10 years old time. He said I leave the goats. So I go to school."

"My name of my school is Ndada. I first read Std A, B, 1 and 2. I, he, she was dead."

"In 1983 he said I leave the school because didn't have money to pay for school."

"So I leave the school."

"These are some more extracts from the book."

"I have no work now. In March I start school. I was learning English, writing and speaking. I am better now. After that I was learning numeracy. At ALP I was learning many things I don't know."

— Malcolm Pumakanile Bokolo

"The name of my school is ALP. I like my school very well because it is important. Before I wasn't nothing but since I learn in ALP I understand any words meaning in Xhosa. Now I know everything. I don't afraid to speak with the boss. Before I was afraid. That's why I say this school is good. This school explain the people everything. The school helps me to speak very well."

— Mntsho (Daliyelile)

"Many black people are without work. People hasn't got money to pay rent. The children go to bed without food. The black people are suffering a lot. Small children were shot by the police. Sometimes police treat black people like dogs. In the newspaper there was a story about a black woman who was shot by a policeman and now she won't walk after the shot. A small boy was killed also by the policemen. All the black people must come together to help each other."

— Natasha (Hout Bay)
In 1982, ALP began developing resources for literacy training. Another important development was the establishment of their controlling committee, made up of full-time staff and learners to give direction to the project.

"We started looking at the question of accountability. Until then, ALP was guided by a board of trustees," Ndude said.

"We asked the learners to decide how ALP should be structured so that they could control their own education." They decided they did not need outsiders to direct them. Their first AGM was held in 1982, and learners and full-time staff were elected onto the controlling committee.

ALP's teaching method has not changed in the past 10 years. It is reflected in the terminology used in the project. Instead of referring to students and teachers, ALP staff refer to "learners" and "coordinators." ALP used two methods of literacy training: Beginners — people who have never been to school — are taught by using a discussion method. A picture or poster relevant to their lives is displayed and a discussion is constructed from it.

One word used during the discussion is written on a chart and is broken into syllables, understood, then used to construct sentences.

"For example, we could take the word 'worker'," said Ndude. "The next sentence could read 'I am a worker.' The following sentence would include more words until they understand the concepts and recognize the words.'

Learners who are more advanced will decide what they want to learn. Workers in the trade union movement, for example, usually ask to learn how to negotiate, to communicate with each other and the history of the trade union movement.

"Most of our learners come to classes and say they did not go to school because they were too stupid," said Ndude.

"Some say their parents didn't believe education was relevant, that they had everything they needed, big fields and plenty of cattle. Every year, learners from the different groups meet each other at ALP's annual party. It is the only time of the year, besides the AGM, when all the learners get together.

All ALP's groups meet at least twice or three times each week. "For the past 10 years I have been coordinating at least two classes every day," Ndude said.

Rewarding

"It is extremely rewarding work, especially when we work with older people who have never learned to read and write. Yet they have a vast experience in life and they cannot pretend that, because they are illiterate, they do not understand anything.

A person who dedicates his or her time to teaching older people needs to be trained, disciplined and sensitive.

"You can't treat older people like children. The emphasis has to be on discussing what is happening around them.

Africa

ORGANISER: Alpheus Ndude, one of the first people employed at ALP, has spent 10 years teaching evening classes.
The challenges facing ALP in International Literacy Year

THE Adult Learning Project aims to reach thousands of people during 1990 — the United Nations’ International Literacy Year (ILY).

Some information estimates that nine million people in South Africa cannot read or write.

With the rapid developments in the political arena, ALP is concerned about reaching millions who will be part of major political decisions shortly.

The project intends embarking on a recruitment drive to obtain both learners and coordinators. The coordinators will be trained to teach literacy.

They plan to target public places such as hospitals, libraries, churches, mosques, taxi ranks and schools to hold discussions on the ILY.

Mass meetings will be held to bring the issue of illiteracy to the community. Fieldworkers will go from door to door to explain the issue.

ALP wants to hold an Open Day for people interested either in learning or teaching people, how to read and write.

Learners will be encouraged to display material they produce during the Open Day.

ALP will contact education structures to encourage students at schools and tertiary institutions to take up the campaign.

“I want to encourage people to join literacy classes,” said ALP organizer, Alpha Ntende.

“I also want to encourage the youth, the women and the workers to join literacy campaigns.”

Ntende said illiteracy divided people, making some believe they were “inadequate” and different from others.

“It becomes difficult to do anything because you are never sure if you are right.”

Ntende said literacy gave people power and independence to cope on their own.

“Because language has formed barriers between people.”

“It is not working in organisations, you find so-called coloured and people from the townships grouping together at gatherings. This does not happen because they are racist, but because they do not understand each other.”

“Millions of people in South Africa are illiterate simply because they speak only their mother tongue. They can’t communicate freely with one another, and that is illiteracy.”

Ntende said society often classed people as ignorant because they could not speak a certain language.

“What people often don’t realise is that it works both ways. They could be ignorant too because they speak only one language.”

He said problems of communication had to be solved soon because South Africa was moving into a new era.

“We talk about working-class leadership all the time, but in the struggle we elect the intelligent to lead us because they can address large gatherings and can speak and write clearly.”

“Are people who cannot read and write going to be left out?”

He said most information on present political developments was being reported in newspapers — which illiterates could not read. Thousands of people had never heard of the Harris Declaration or the ANC’s constitutional guidelines because it was not presented orally.

“That is why our programme this year is to go to every organisation in the Western Cape and encourage them to take up the issue of illiteracy.”

“We want people to volunteer, even only for ten hours each week, to take a class of people.” Ntende said.

SUCCESS: Malibongwe Sopangisa was a learner, now he coordinates English and Xhosa classes

CONGRATULATIONS!

The Centre for Adult and Continuing Education (CACE) at the University of the Western Cape congratulates ALP on its tenth anniversary.

We support the work done by progressive literacy organisations, especially in 1990 the International Year of Literacy.

UNIVERSITY OF THE WESTERN CAPE
A story of suffering that grows in the telling

The formative process between community and theatre works both ways at the Free Space, writes CELIA WREN.

The building on the site of Highbury's Temple Emmanuel church, bright by night, but dull by day, is only an outline of metal and lightbulbs on the side of the brick wall. Lower than Hot Street, so the left, a maze of fences leads to the wing of Temple Emmanuel that houses the Free Space Theatre. Ladders, planks, wire mesh and a "No Parking" sign clutter the passageway.

In the midst of this clutter, a staircase climbs to the second floor, where, in a little furnished room decorated with pamphlets from American theatre, a play is in the making. Entitled "Bayani" ("country folk" in Zulu), the play tells the story of a family destroyed by the socio-political situation. A cast of two women and four men portrays a drama of famine, suffering, hunger and loss.

The Free Space Theatre, founded five months ago, is essentially a community theatre programme, with the difference that some of the actors live not in community homes, but in the community streets. Chiaka, who has also worked closely with the actors, has also been interested in making friends with homeless young adults, some of whom he invites to join the theatre workshops.

"It's a long process, establishing a relationship with them," he says. "It's not easy because they don't really open up to strangers. Meeting them and getting them and sharing a loaf of bread and coffee together—eventually they open up and tell me everything." Many of these individuals, Chiaka thinks, have considerable dramatic talent. He points to Michael Mucane, 19, a stocky, self-assured young man who plays a policeman and a drug dealer in a play. Standing on stage in the presence of the policemen, Mucane clutches the tresses of a plant, which represents a gun, and soaks it with his fellow actors. They cover in terror. "The problem is," observes Chiaka, "when you work with them during the day, at the end of the day they are returned to the street. So you feel that there is a break between you. You lose touch, you are going home to a nice rest with your family, while they're facing the long nights."

Nevertheless, he says, participation in the Free Space Theatre, even just during the day, can benefit these young people by giving them a way to express themselves. "They express in acting their own experiences in their lives. They don't have a voice. We give them the opportunity to have this voice.

In Chika's view, theatre is a gift to the entire community "It's very powerful for theatre to have a role in shaping communities," he says. "People might argue that theatre has no effect. It's not a reality, but so what? What do we have at the end of the day? We have communities that are shattered. Here is a very powerful medium to combat that."

The play's director, Chika, says, "With respect to Bayani, we say, "We want to show people how to treat their children. That's why I'm doing this. I want people to respect what's in this play."

The people who will see it, and, hopefully, respect Bayani, are the residents not only of Highbury, but also of various townships in the Johannesburg area. In order to prevent the audience from tasting the drama in more than one setting, Chika plans to hold a workshop after each performance, thus encouraging people to take responsibility for community problems.

Chika, who recently returned from a visit with theatre groups in the United States (in support of the US Information Service's support of the Free Space Theatre), has a large body of work. He got his confidence from the excitement of the young actors who discovered their own potential in the upper rooms of the Temple Emmanuel. "It's like both, it's a way," he says. "For them it's a new world."
JEC wants Clase to open all schools

By NKOPANE MAKOBANE

THE Johannesburg Central Joint Education Committee (JEC) has called on the Minister of Education and Culture, Mr Piet Clase, to unconditionally open all schools to all pupils.

The JEC said in a statement it had considered the recent proposal by the Minister that schools might be able to open from next year, but only if a large majority of parents were in favour of such a move.

He mentioned 90 percent as a possible required figure.

The JEC consists of parents committees from Forreiro Primary School, Bree Street Primary School, Fordsburg Primary School and Johannesburg Secondary School.

The committee said it wished to categorically state its objections to the proposal. It was a totally inadequate response to the critical crisis facing the nation.

"We call upon the Minister to open all schools. We believe in creating a single non-racial education system for all the people in our country. We wish to place on record our abhorrence of apartheid and discrimination of any kind.

"The proposal is steeped in racism and entrenches race classification and the Group Areas Act.""

The JEC also said earlier this year, the Minister in charge of "Indian Education" made conditions for entry of pupils of other races to Indian schools. These included that the racial character of the school was not changed and any additional teaching staff would rest with the school to supply.

"We believe that both ministers are acting in isolation. They are creating bureaucratic obstruction and are not interested in moving to develop a non-racial education system," the statement said.
APARTHEID BAROMETER

GAZANKULU DETENTIONS

The Detainees Support Group in GAZANKULU this week released the names of 28 people detained in Gyanzi, Gazankulu, between mid-March and early April. Several of them were are believed still to be in detention. Among those still being held on April 3 were secondary school teacher David Muthebula, 25, who is vice-president of the Gyanzi Youth Congress and executive member of the Gyanzi Progressive Teachers' Congress; Gyanzi College of Education drama head, Dr. Muthalad Naidoo, 55; and Gyanzi College of Education drama lecturer Marlene Winberg, 31.

STRIKES

A total of 161 499 workers were involved in strikes between November 1, 1988 and October 31, 1989, Manpower Minister El Louw said in parliament. He said 135 714 of these workers were black.

A total of 1 189 262 man-hours were lost as a result of strikes and 49 424 as a result of work-stoppages. 783 strikes and 72 "discontinuances" took place during this period.

Louw said 325 recognition agreements and 1988 other agreements had been filed with the Department of Manpower between September 1, 1984 and October 31, 1989.

EDUCATION FIGURES

- A total of 97 teachers at white state schools had been made redundant during 1989, the Minister of National Health and Population Development, Dr. Rina Venter, said in parliament.
  - She said R7972 862 had been paid out, in the form of gratuities and R172 708 in monthly pensions, to these teachers. In 1988 56 teachers at white state schools had been made redundant with gratuities amounting to R1 166 398 and monthly pensions of R72 985.
- A total of 197 English-medium private primary or high schools falling under the Department of Education and Culture (white "own affairs" department) admitted "non-white" pupils in 1989, the Minister of Education and Culture in the House of Assembly, Piet Clase, said in parliament. He said 36 such schools did not admit "non-white" pupils.
- A total of 47 499 African students were enrolled in 1989 at "universities for whites", Clase said in parliament. Of these, 41 455 were studying at the University of South Africa and 6 044 at other "white" universities.
- The number of pupils at secondary schools (outside the "independent homelands") increased by 62 percent from 1984 to 1989, from 209 000 to 483 015, the Director-General of Education and Training, JB Louw, said in the department's annual report. This represented an average increase of 37 313 pupils a year. He said in his report the classroom pupil ratio in secondary schools had decreased from 1:63 to 1:54.
Emphasis on education at production conference

IMPROVED productivity, streamlined production techniques and quality management feature strongly at the SA Production and Inventory Control Society's (Sapics) 12th international conference.

Sapics 90 takes place in Durban from June 24 to 27.

Sapics president Dave Tootill said in a statement yesterday SA manufacturing companies had been hard hit by the shortage of qualified production, distribution and inventory specialists.

"Improving productivity through education and the latest methodologies will help to raise what is perceived as one of the lowest productivity levels in the world," Tootill said.
The minister of national education is responsible for the education sector. The minister is accountable to the parliament and is responsible for:

- The formulation and implementation of policies related to education
- The distribution of educational resources
- The monitoring and evaluation of educational institutions
- The coordination of international educational cooperation
- The promotion of adult education and lifelong learning

The minister of national education also has the authority to:

- Approve the establishment of new educational institutions
- Authorize changes to existing educational programs
- Appoint educational officials
- Ensure compliance with educational standards

The minister of national education is supported by:

- A secretariat that provides administrative and clerical support
- A research and development unit that conducts studies on educational issues
- A quality assurance unit that monitors educational quality
- An international relations unit that fosters educational partnerships abroad

The ministry of national education is subject to oversight by the parliament, which holds regular sessions to discuss the ministry's activities and to hold the minister accountable for the ministry's performance.

The minister of national education is also responsible for:

- The formulation of policies related to the training and development of teachers
- The regulation of the professional conduct of teachers
- The establishment of educational standards
- The monitoring of the implementation of educational policies
- The coordination of educational research

The minister of national education is assisted by:

- A national council of education that provides advice on educational policies
- A network of educational experts who provide technical assistance
- A committee on educational standards that develops and approves educational standards
- A national institute of educational technology that supports the use of technology in education

The minister of national education is accountable to:

- The parliament, which reviews the ministry's performance and approves the ministry's budget
- The public, which has the right to access educational services and to participate in the decision-making processes of the ministry
- The international community, which monitors the implementation of educational policies and provides technical assistance

The minister of national education is subject to legal and ethical considerations, which are enforced by the ministry's internal monitoring and evaluation mechanisms.
It is time to ensure that our children have the opportunity to learn in a safe and supportive environment. The

Ministry of Education and Training must take immediate action to address the scandals and mismanagement that have been uncovered in recent months. The current administration has failed to ensure the welfare of students and teachers alike, and it is clear that urgent changes are needed.

The establishment of new schools and the expansion of existing ones is essential to meet the growing demand for educational opportunities. The government must allocate sufficient resources to support these initiatives and ensure that all students have access to quality education.

The Ministry of Finance must work closely with the Ministry of Education to develop a comprehensive plan for investment in education. This plan should prioritize the needs of rural and underserved communities and ensure that funds are used effectively to improve educational outcomes.

In conclusion, we must prioritize education as a fundamental right and invest in the future of our children. The government must demonstrate a commitment to addressing the challenges facing our education system and work together to create a brighter future for all.

[End of statement]

[Signature]

[Name]

[Position]
MORE than R15 000 has been raised by READ organisation since it started an advertisement campaign in the Press late last year.

READ (Read, Educate and Develop) is a non-profit organisation committed to improving the quality of education in South Africa, by enhancing reading skills.

It is funded by the private sector.

READ national director Ms Cynthia Hugo said the campaign, whose slogan is "Buy a Child a Book," appeared in numerous newspapers and magazines.

The public was asked to donate money towards buying books for schools with no libraries or textbooks.

According to Hugo, the response to the campaign has been overwhelming.

"We would like to thank all the people who responded, whether they sent in R10 or R1 000. READ and the schools it supports really appreciate their concern. Not only has the advertisement boosted READ's funds, but all branches report an increase in the awareness about the organisation's activities," she said.

The money will be used to buy books for schools in READ's 10 regions.

The organisation also intends to use the money to buy books for pupils in schools which have no sponsors.

Another boost to the campaign has been Penguin Book's offer to match the donations by doubling the number of books to be given to the organisation. This means that the company will supply READ with books worth R2 000 for every order of R1 000.

Hugo said: "In this way, the money contributed towards READ's campaign by concerned South Africans will 'do double' the good they intended. With 1990 being the International Year of Literacy, the public can expect to see more of READ and its activities."
Kellogg offers more US scholarships


The foundation will sponsor each graduate to the tune of $3 500 (R9 091).

The scholarships will be administered by the Educational Opportunities Council (EOC). The money will be used towards tuition, lodging, meals, books, travel and other expenses.

Mr Chris Mokodita, EOC's executive assistant, said the scholarships were a second grant to come from the foundation since 1987.

He said the grant, which ends in 1992, would sponsor 30 black students for up to five years each.

"This grant will provide for 10 new students each year, starting this year. Each will be sponsored for a period of five years, an allowance for two years - one year for a bridging course and another for failure year. "Hence five years sponsorship for a three-year degree," he said.

Kellogg's first grant in 1987 funded 25 new students. Five of these have since graduated in B Pharmacy, B Social Science, B Commerce, B Science and B Arts.

Dropped

Only one student out of this group dropped out in 1988 and presently, 17 are still continuing with their studies.

In 1988, the foundation sponsored 24 new students. Only four students from the 1987 group failed but they are repeating and continue to be sponsored by Kellogg.
Launching of book on Bushmen roots

Shaken Roots, a new book on the Bushmen of Namibia, will be launched today at the Market Galleries in downtown Johannesburg.

An exhibition of the photographs taken by Paul Weinberg will be opened by Megan Biesele, co-author of the book; anthropologist and director of the Ju’hoansi Bushman Foundation in Namibia.

By ELLIOT MAKHAYA

The book brings together years of study and research by Megan Biesele and the photographs spanning a period of five years by Paul Weinberg. The photographs take the viewer on a journey into a transient culture, at one time stable and in harmony with nature, today struggling to transform its past into a new practice for the future.

The exhibition looks at the dispossessed who are scattered throughout the country and who account for more than 90 percent of the Bushmen population. It also looks at those fortunate enough to have access to land in Bushmanland.

Survival for the Bushmen today depends on cash in the form of wages from the army and local farmers.

Under the auspices of the Nyae Nyae Farmers Co-operative, the Bushmen with land are learning the skills in cattle farming and vegetable gardening. Making and selling of crafts is also becoming a source of income as the Bushmen search for ways to adapt to a way of trading.

Bushman waiting in line to vote in 1989.

Ngwenya said he realised that the storyline and underlying message in Where Is My Son was understood and appreciated mostly by the youth. Even adults have been to the shows which began running late last month.

The cast of four - Thandi Mthimunye, Thoko Mbangwa, Sindi Magongwa and Busi Nkosi - were in Ngwenya's previous plays Qintise and Save The Children which was also staged overseas last year.

Mthimunye portrays the family friend, Mbongwa the mother, Magongwa and Nkosi play the family friends.

Other plays by Ngwenya are Telephone, Happy Christmas, Deserted Child, What’s Gully, Uqanglel and Hamba Juka Bokucutha “Phambili.”
Drama tells sad story of young political activists

PLAYWRIGHT and director of the Soweto Youth Drama Society, Peter Ngwenya, has written a new drama 'Where Is My Son?' which revolves around inexplicable disappearances and deaths of young political activists.

Free public viewings of the play are being held at the Diambulo Higher Primary School in White City, Soweto, on Wednesday afternoon until April 18. Ngwenya said the free shows are being held to get a feed-back from 'community-based audiences'.

Ngwenya said the main character in 'Where Is My Son?' is Sizwe who disappears after men posing as policemen abduct him from his home.

His mother's desperate search for her son proves fruitless with every police station contacted denying knowledge of his whereabouts.

The whole saga angers the community and members of Sizwe's local youth organisation who stage numerous protest actions, demanding a sound explanation from the police.

A while later, a note
Business urged to boost role in education

DANIEL FELDMAN

Big business must play a more active role in helping to solve the education crisis by developing innovative programme ideas, said several speakers at a business and education seminar last week.

Organiser Vicki Sussens said: "The aim was for businesses and black community leaders in education to share ideas on ways the business community can support black education."

SA Association for Childhood Education national chairman Mapitso Malepa said: "Because contributions by government have been so minimal, we have started programmes with our own resources. We are imploring the private sector to help us fund these programmes."

She said companies should also give funds for the running costs of projects, rather than only for the initiation costs.

National Education Coordinating Committee and National Education Union of SA spokesman Angela Ramorola said big business should also support teachers. 1

Corporate responsibility representatives from Otis Elevator Co, Sasol, Rand Mines, Everite and the Mobil Foundation attended the conference.
Black children streaming back to school

By EDWARD MOLOINYANE
Staff Reporter

BLACK pupils have returned in “large numbers” to start the second term, principals report.

There was little learning for most of the first term in crisis-plagued Department of Education and Training (DET) schools in the townships because of overcrowding and lack of facilities.

Although most of the problems remain, principals of some of the secondary schools visited yesterday said pupils had decided “to settle down to business”.

95 percent attendance

Five principals of the seven secondary schools visited in Khayelitsha, Crossroads, Guguletu and Langa reported an attendance of more than 95 percent. The other two reported a 50 percent attendance.

The headmasters were optimistic that the “good start” was an indication that pupils wanted to make up for lost time.

Although there was still a chronic shortage of stationery, facilities and teachers, the principals said they had had a “positive” reaction from the DET.

A DET spokesman said issues “immediately connected with education” were being addressed as a “matter of urgency”.

About R1-million had been put aside for the provision of facilities for each area and details were being worked out.

Except at lunch breaks, there was none of the milling-around in school grounds which characterised previous terms.

A Standard 9 pupil at Luhlaza Secondary in Khayelitsha confirmed that she and her colleagues had started classes.

Luhlaza acting principal Mr C W Louw said only “a few” pupils had not turned up and classes had already resumed.

“Stability here returned long before the end of the first term because the Parents, Teachers and Students Association (PTSA) worked round the clock for normalisation,” he said.

At Malizo in Khayelitsha, a teacher reported low attendances, especially in the junior classes. Three of the 38 teachers had also not reported for duty.

He attributed the low turn-out to the wet weather but said he hoped the situation would improve by Monday.

Full to overflowing

While all the schools are full to overflowing, new pupils are still applying for registration, principals report.

Where there was space, applicants would be accommodated.

Three pupils who said they were from Site B in Khayelitsha were at Malizo Secondary to enrol.

One, accompanied by her mother, said she had recently moved from Qumbu in the Transkei and wanted to enrol in Standard 9.

Mr B Ciko of Guguletu’s ID Mkize High, disrupted by boycotts for two years, said the mood had improved drastically, but he was concerned that the “dragging of feet” in providing stationery could spark other boycotts.
‘The bells rang and the lessons began’

Thousands of pupils in the Transvaal, Natal and Cape streamed back to school yesterday and teachers resumed their duties in Alexandra and Soweto for the start of the second term.

Some schools in the Free State got off to a bad start with pupils at 26 secondary schools failing to return.

In the Transvaal, a Department of Education and Training (DET) report showed that most of the 11,600 teachers who took part in the month-long strike over overcrowding and working conditions last term had resumed their duties.

Mr. Ikon Rensburg, the general secretary of the National Education Co-ordinating Committee (NECC) said that in Soweto, Alexandra and the Vaal, about 80 percent of pupils returned to school. He predicted that there would be a 100 percent attendance figure today.

DET spokesman Mr Peter Mundell said: “The majority of pupils came to see what was going on. When they saw it had returned to normal, the bells rang and lessons began.”

Teachers have undertaken to teach during the June holidays to catch up on work missed during the strike. Other measures will be discussed at schools this week.

On the East Rand about 2,700 striking teachers returned to schools and in Natal about 95 percent of pupils at DET schools were back.

DET spokesman Mr Stephen Zulu said only a few schools in the Volksrust and Inanda areas had not been reopened because of problems involving the community. He said all the schools in the trouble-torn townships in the greater Maritzburg area had reopened without any problems.

In the Cape pupils flocked back in “large numbers”. Headmasters were optimistic that the “good start” was an indication pupils wanted to make up lost time.

A DET spokesman said issues “immediately connected with education” were being addressed as a “matter of urgency”. About R1 million had been put aside for facilities. — Education Reporter, East Rand Bureau, Own Correspondent and Sapa.
Govt considers alternative school spending

By ARVIND SREER.

The government is considering alternative school spending after the HEFED report's recommendations.

Expenditure on education should be reallocated as per the recommendations of the HEFED report. The government is expected to allocate more funds to education, especially in remote areas.

The report recommends reallocation of funds to improve educational outcomes, particularly in rural areas.

The government is expected to consider the report's recommendations and allocate additional funds to education in the upcoming budget.
Govt seeks ways to equalise education

Politics
SAIRR bursary students in good pass rate

UNIVERSITY students on bursaries administered by the SA Institute of Race Relations (SAIRR) achieved an 83% pass rate last year.

In a Press statement yesterday, the institute's deputy director Theo Coggin said the pass rate was evidence of the degree of commitment to education among recipients of institute bursaries.

Some 69% of the institute's 387 bursary students who wrote their first year examinations passed, including four candidates who had obtained an E aggregate in matric.

There was not a 100% pass rate for the bursary students who had obtained a matric A aggregate.

One of the 28 A aggregate students failed his first year.

Some 79% of the first-year students who had obtained a B matric aggregate passed, 79% with a C matric aggregate were successful, while 73% with a D aggregate advanced to their second year.

Coggin said the results underscored the institute's policy of maintaining close contact with its bursars, of providing counselling services and of allowing a bridging year, where necessary, for students who had been disadvantaged under the educational system.

The pass rate compared favourably with that of other major SA universities, he said.

In several cases the pass rate was much higher.

Selecting only about 400 students out of more than 40 000 applications each year was a heart-rending task – made more difficult by the knowledge that the Department of Education and Training examinations left much to be desired, Coggin said.
Open schools: parents to speak up

By Janet Heard, Education Reporter

School principal Mrs Janice Lister and a parent, Mrs Gloria Radebe, this is the first time that representative children have been selected by the students.

A series of meetings involving more than 200 white English-speaking school management councils will be held over the next few weeks to gauge parents' opinions to the Government's proposal on open schools.

The chairman of each management council will be represented at 15 regional meetings over the next few weeks, according to Mr Glen Stuart, publicity secretary of the Transvaal English-Medium Parents' Association, which is organising the meetings.

Recommendations by the relevant governing bodies and four provincial education councils must reach the Minister of Education and Culture, Mr Piet Clase, by June 30.

Proposals put forward by the school management councils meetings will be presented to these bodies in May.

"These are proposals, not law at the moment. The meetings will hear what each school is thinking and get feedback from parents," Mr Stuart said.

A copy of the Minister's two-tier proposal has been sent to each management council at all English-medium schools in the Transvaal.

Mr Stewart said his gut feeling on the proposal was that the option of privatising open schools with a Government subsidy would be too expensive for most parents.

He said many schools may prefer the second option, where parents vote to open the school, which remains under government control. The suggested 90 percent vote required from parents was "unrealistically high."
SOUTH Africa's education system is "out of touch" with the needs of the business community, and is producing employees who can't think for themselves, according to a Cape Chamber of Commerce survey.

This results in huge amounts having to be spent on the retraining of new employees, adding to low productivity.

The survey was conducted late last year among 379 members of the chamber by its manpower committee.

According to the survey, the inability of students to think for themselves, lack of common sense, immaturity and an inability to "cope" was ascribed to a "prescriptive educational system" that did not encourage free-thinking and initiative.

The survey found many of the subjects taught at school did not have much use in the business environment and respondents suggested that more emphasis should be placed on subjects like computer science, accountancy and communication.

Other findings in the survey were:

- Most employers employed those with experience and preferred not to employ people straight from school, universities or technikons; and
- Lack of practical experience and unrealistic wage expectations weighed heavily against school leavers and graduates. - Sapa
Back to school... and transitions, too...

Pupils and teachers
BLOEMFONTEIN — Deputy Minister of Education and Development Aid Piet Marais suggested at the weekend SA should have a new education system with a central policy-making ministry and several executive departments under “political authority.”

Such a system would have to be negotiated, he told a Youth for SA education seminar on Saturday. He said the changes were necessary because the foundation of ethnically-based education caused problems for many people.

The current education system had created a framework which could form the foundation for the future education system, he added. Educationist Tandai van der Heever said the democratic education system would only flow out of a democratic political system.

He said it would be important not to repeat the mistakes of the past and mother-tongue instruction would be of utmost importance.

Another educationist, Leopold Taunyane, said a radically new approach to education in the black community, involving innovative methods, should be introduced. — Sapa.

SA violence damaging all political parties, says study

VIOLENCE in SA is heating the credibility of organisations across the political spectrum, says stockbrokers Mathison and Hollidge political consultant Prof David Welsh.

In an April political research bulletin, he describes the CP’s position as desperate. It is capitalising on the violence-inspired white right-wing backlash as the NP loses considerable Afrikaner support, he says. Yet its chances of victory through the ballot box are remote under the present constitution.

And to maintain its respectability, the CP is eager to distance itself from the violent extra-parliamentary tactics of far-right groups.

Welsh says at the opposite end of the spectrum, the ANC’s withdrawal from the April 11 talks, and its unsuccessful peace plea in Natal, have cost it valuable prestige.

Weighing heavily on the ANC is its inadequate organisational infrastructure on the ground, as township violence continues. Its objective is now control before compromise.

In its favour is the decline in regional political support for Inkatha as the result of the violence.

Neither has the violence helped President F W de Klerk, as the NP seems increasingly reliant on English support. Should his popular support fall to the level of British Prime Minister Margaret Thatcher’s, he could be in serious trouble, says Welsh.

But De Klerk’s trump card is his positive international image after the propaganda coup of the Namibian independence day celebrations.

Perceived ANC intransigence is working in his favour, as even Sweden — fiercely anti-apartheid — has not heeded ANC deputy president Nelson Mandela’s calls for increased sanctions.

And Welsh believes police discontent is no more than uncomfortable for the government, as rank-and-file obedience to officers and civilian control is strong.
Selected black miners to go to university

ALAN FINE and MATTHEW CURTIN

THE NUM has initiated a major educational scheme for the university training of at least 100 black miners in such disciplines as mining engineering, geology and metallurgy. And it is to demand that industry employers substantially increase their commitment to the process of skills acquisition.

General secretary Cyril Ramaphosa told a media conference yesterday the scheme was financed by fraternal mining unions in such countries as Sweden, Canada, the UK, Germany and Australia.

The prospective students would be placed in a number of universities and mining colleges around the world, he said. Their studies would begin later this year, and it was planned their number would increase in future.

The NUM was conducting the selection process which had already begun, he said. It was selecting from working and retrenched miners who already had a matric education.

Ramaphosa said the scheme would include, where necessary, an initial upgrading of candidates’ educational abilities to qualify them for study in these disciplines.

He was unable say how much the scheme would cost annually. A Business Day estimate suggests an initial amount of R1.5m to R2m.

Ramaphosa said the NUM believed the creation of a skilled work force was the key to prosperity in a post-apartheid SA which miners believed was within reach.

It had noted many black miners were denied opportunities to acquire education and skills largely because they were black — hence the decision to initiate a scheme aimed at enabling them to acquire skills in the various technical and managerial disciplines in the mining industry.

“Our union will be demanding that the mining industry also play a part in this skills acquisition programme... by sending 250 miners and students to SA universities each year,” he said.
White schools have the space

The number of empty places in white schools in the greater Cape Town area this year is 14,851.

The Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday that there were 3,030 vacancies in schools in the Parow School Board area.

Earlier this month, he disclosed there were 11,021 vacancies in schools in the Cape School Board area.

However, Mr Clase's figures for Parow, given in reply to a question tabled by Mr Ken Andrew (DP, Gardens), show that schools there are less underutilised than in the Cape School Board area.
READ takes a new road to learning

Saw 24/4/90 Education Reporter

More than 100 delegates from 76 teachers' training colleges in South Africa gathered in Johannesburg yesterday for the start of the READ annual three-day workshop on ways to improve teaching skills.

This year READ (Read, Educate and Develop), a privately-funded organisation established to improve the quality of education in the country, is presenting four separate programmes titled: study skills; making the most of your library corner; using a book in language teaching; and using books to teach general science.

According to READ secretary Mrs Stella Leonard, the programmes are the most cost-effective way of improving language competence and entrenching skills of independent study in children.

She said there had been a tremendous response from teachers attending the conference to improve their skills.

One of READ's primary objectives is to help people to read, write and speak with greater competency and confidence.

Tomorrow, Sanlam will present a package of books worth R15 000 to the colleges represented at the conference.
Disruptions persist at number of schools
By Janet Heard, Education Reporter

While black schools have settled down in many parts of the country, there have been disruptions at a number of schools in the Free State and Orange-Vaal in the wake of police violence and an increase in the number of student arrests.

Pupils in Rammulotsi outside Viljoenskroon have not attended classes since Thursday, when five youths died after police opened fire on a crowd outside the Mahlabatheng Primary School.

In the Bethlehem area, there has been 100 percent absenteeism at two secondary schools and in Maokeng outside Kroonstad reports indicate that little secondary schooling has taken place since the arrest by police of six students last term.

However, Mr F.H Vorster, the DET director of the Orange—Vaal region, said other schools in the area looked “very promising.”
Firms urged to fund education

BY ASHA SINGH

SOUTH African companies should fund education to produce better technical experts and to ensure their own survival, says Mr Bobby Godsell, Anglo American Corporation's Industrial Relations and Public Affairs Director.

Speaking at a function hosted by the Programme for Technological Careers (Protec), in Braamfontein this week, he said employers' involvement in education should not be merely an example of good citizenship, but for genuinely producing highly qualified technicians required for future South Africa.

Economic changes in the country have increased the demand for skilled personnel and workers with sound technological backgrounds.

Godsell said apprenticeship training similar to that provided by Protec was "highly stimulating and rewarding" because of the mixture of theory and practice.

He believed more institutions should offer apprenticeships to increase the number of skilled workers.

Financing education should not be left exclusively to the state, he said.

"While the state should be the major financier, other institutions and companies should contribute towards education. "Education must be shared by the community," he said.

Speaking about the student's role in education, Godsell maintained that concentration and application to studies would assure the student of a comfortable future in South Africa.

"We must have high expectations for our students who form the basis of the country. Student must be willing to apply themselves to studies. "Throughout the history of mankind, people have excelled with inadequate tools but with every learning medium available now, students should have minimum difficulty in studying," he said.

Bobby Godsell
Empty hostel space

There were 24,834 vacant places in hostels at white schools at the end of last year, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday.
There was a danger of a public relations war spreading in the battle for control of news. As the two sides were not yet reckoned as equals, Mr. Godsell warned that the media was likely to suffer. He said there was one factor that might tip the scales — the media’s ability to report in a balanced manner. Godsell said the media was currently under attack and warned that the battle must be fought with a clear and honest approach.

Worrying
Mr. Godsell said the shift towards a more aggressive stance by the public relations industry had opened up a new front in the battle for control of news. He said that the media was under attack and that the battle must be fought with a clear and honest approach.

Godsell warns of new
danger
Education level of teachers improves

Political Staff

CAPE TOWN — More than one-third of teachers at black schools in South Africa do not have matric, but this is a vast improvement on the position only six years ago when more than 70 percent had not reached this level of education.

This emerges from the annual report of the Department of Education and Training tabled in Parliament.

The reduction, the report says, is the result of a concentrated effort by the department to lift the skills level of its 54 000 teachers through after-hours training programmes.

Last year, 18 500 teachers were still without matric.

By contrast, 30 000 of the 40 800 teachers — 73 percent of the teaching corps — did not have matric in 1983.

Three years before that, the figure was 82 percent.

The annual report says the DET intends intensifying the in-service training programme from this year on.

Low teacher qualifications is only one of the problems the department has to contend with.

The number of pupils at black schools in South Africa and the independent homelands has rocketed from 750 000 in 1959 to 7.4 million last year.

Since 1980, the number of primary school pupils has risen from 1.2 million to 1.5 million. At secondary schools, the number has doubled in the same period from 209 000 to 486 000 pupils. In the past three years alone, secondary school enrolment has increased at a rate of more than 11 percent a year.

But, the report says, the “escalating expansion makes quite disproportionate demands on the limited resources”.

Pressure

The building programme has not kept pace with the growing number of pupils and, furthermore, the unpredictable and large-scale movement of black people to the cities has militated against long-term planning.

The department says that because there is such pressure on available resources, it is “hardly surprising” that its efforts are not appreciated.

Progress is, however, being made with reducing the teacher-to-pupil ratio. It has dropped in the past decade from 1:54 to 1:49 in primary schools and from 1:63 to 1:54 in secondary schools.

The report says that reaching the departmental target of 1:40 for primary and 1:35 for secondary schools will depend on how much money the department receives from the Treasury.
READ conference hits high note again

READ's annual college conference, which is sponsored by information technology giant, Unidata, took place in Johannesburg this week.

Two delegates from teacher training colleges around the country attended a three-day workshop of their choice to broaden their knowledge of READ's major education objectives.

Workshop options included, "Making the most of your library corner", "Study skills", "Using a book in language teaching", and "Using books to teach general science".

Ms Pat Haak thanked Unidata for its continued interest in READ’s activities. She also pointed out that Sanlam will once again be presenting books to the colleges that attend the conference.

Sanlam’s donation exceeds R15 000.

READ, an independent, professional organisation funded by the private sector, distributes book and other media aids to schools, colleges and community centres around the country.
League merges with Neusa

THE Johannesburg branch of the Progressive Teachers' League has dissolved and joined forces with the National Education Union of South Africa (Neusa).

A spokesman told Sowetan that Neusa was highly active in the Johannesburg area up until its banning during the state of emergency. It recently relaunched its Johannesburg branch at Wits University, she said.

"We have undertaken to embark on a programme to draw in teachers from every school in the area. We are going to work with other teacher organisations committed to change and also tackle the problem of racially exclusive schools. We have re-committed ourselves to work towards open, non-racial and democratic state schooling," she said.

Anyone interested in receiving more information can contact Neusa, PO Box 322, Judith Paarl, 2045.
President de Klerk has challenged us all to help create "a new South Africa." If we accept the challenge, we have to create an education for a new nation.

The first step is to accept where we are. The next is to go to where we should be.

Far too many South Africans refuse to accept five facts that have an impact on education:

1. South Africa is more like the other nations of Africa than like the nations of Europe or America.
2. Only about 35 percent of Europe's population is less than 15 years old. In South Africa, 40 percent is.
3. Less than a quarter of South Africans have basic needs: basic physical needs for food, water, and housing; basic health care; and basic safety from war and violence. The South Africans also have growth needs. They need to be able to enjoy their family and their friends. They need to be treated with dignity and valued for what they are. They need opportunities to become the best they can be.
4. About 50 percent of South Africa's adults are neither literate nor numerate. They cannot do a job that requires one to read, write, or count. They cannot help their children with their homework. They cannot read a newspaper, so they have no access to news or other information.
5. South Africa is not a wealthy nation. In 1987, the average income was $8,000. In that year, the average income was $8,000. The government's goal was to reduce poverty and increase education. The government's goal was to reduce poverty and increase education. The government's goal was to reduce poverty and increase education. The government's goal was to reduce poverty and increase education.

A new education must aim for universal literacy and numeracy.

The education system lacks legitimacy and is unfairly funded. It lacks legitimacy because it is designed and controlled almost exclusively by white South Africans. It is unfairly funded because, when salaries are removed from the comparison, in 1987 nearly three times as much was spent on a white pupil (R5381) as on a black pupil (R178). And nearly four times as much was spent on a black pupil (R178) as on a pupil in kwazulu (R44). A new education must remove these inequalities and be administered democratically.

South Africa is a land of great diversity. We have many different languages and cultures. We have hidden ethnic and cultural differences. We have hidden ethnic and cultural differences. We have hidden ethnic and cultural differences. We have hidden ethnic and cultural differences.

Education must be affordable, as well as appropriate. This is where we are.

"Education for a new nation" is the slogan that points us to where we need to go. We must face reality as it is, not as we would like it to be.

Blacks must drop their naive belief that a government they help to elect will be able to spend as much on their children's education as this government spends on white children. It is impossible until our economy is very much stronger.

Whites must start taking more than a fair share of the money that is available for education. The very least they can do is to ask the government to stop investing more than salaries and basic operating costs in their children's education. If this had happened in 1987, there would not have been an extra R234 million to spend on black education. This is not as much as it seems. But it would have paid for 1000 classrooms.

More significantly, it would have told blacks that whites had decided to stop being greedy and start carrying their share of the hardship and inconvenience that is required to build "a new South Africa."

Good primary schools are a secure road to being able to read, write, and count. It is impossible to be "a winning nation" without good primary schools. They pave the way to increased productivity in all sectors of the economy. They promote attitudes and values that reduce fertility and improve health.

This is why the ANC's priority is "to promote literacy and basic numeracy for all in a minimum program of six years that includes fundamental life skills and work skills."

We must educate for self-reliance. An education for self-reliance is a balance between the world of work and the world of books. It is neither purely technical nor purely academic.

It concentrates on what pupils must be able to do. It teaches them how to read critically and to write
Schooling in the age of change
Repairing the damage of school apartheid

Excerpts from the address by Dr Jakes Gerwel, Rector of the University of the Western Cape, at a graduation ceremony of the University of New York last week where he was awarded an honourary Doctorate in Humane Letters.

The universities in South Africa stand at the receiving end of the inequalities of the segregated schooling system and a challenge to which most of them have not responded with sufficient urgency is how to deal with the fact that education disadvantage is a majority phenomenon in our country: a fate suffered by the overwhelming majority of students.

The law determines the minimum requirement for admission to university study. In order to be admitted to degree studies a candidate should have gained a matriculation exemption.

Until the beginning of the 1980s, most universities found the minimum requirement sufficient as a basis for admission, but since then most of them, particularly the historically white institutions, have been steadily raising their requirements above the statutory minimum.

There are good educational arguments to be advanced for this tendency, but historically it has occurred exactly at the moment that ever larger numbers of black students were matriculating to seek places at university, and that all universities were becoming free to admit students of all population groups.

The effect of those measures, therefore, was that significantly fewer black students were admitted to those institutions than would have been the case if the minimum requirement continued to apply.

We must compare the figures for students at university in order to fully comprehend the magnitude of the inequalities.

Twenty-nine out of every 1,000 of the white population are at university, a figure which is amongst the highest in the world. The comparable figure for the African population is two out of 1,000 and for the group statutorily defined as coloured it is four out of 1,000.

Most South African universities have opted for a policy of limited growth — usually in the order of one to two percent annually.

And in competition for those limited places, black students have a disadvantage as the schooling systems through which most of them have come have underprepared them for university.

The University of the Western Cape, alone among South African universities, has sought to broaden access to tertiary education, accepting that it will be admitting students disadvantaged through apartheid education, but addressing that through comprehensive teaching and learning innovations and methods of academic development.

The demand for places is such that our university had one of the fastest growth rates in the southern hemisphere.

From just over 6,000 students in 1986 we grew to almost 12,000 in 1989.

This growth rate obviously is just too fast for any institution to maintain in the long run, especially if the State’s financial treatment of the institution is taken into account.

South African universities are all dependent on the bulk of their finances on a State subsidy and in 1989 UWC had its subsidy quite arbitrarily cut by 52 percent, the next highest percentage cut being 25 percent.

The university was deliberately penalised for growing and for its uncompromising commitment to the values of non-racialism and democracy.

The centre of our mission is to develop excellence in our capacity to deal with education disadvantage.

We have done that and we pride ourselves on being leaders in that field in spite of the fact that the government does not fund bridging, support and academic development activities.

We know, however, that until South African universities learn to gear themselves to the South African majority population, and the historically induced educational condition there, they will unwittingly or unwillingly be reproducing the essentials of the apartheid racial order.
Higher standards hit matric results

Political Staff

TIGHTER controls over black matric standards contributed to last year's disappointing results.

This was disclosed in the annual report of the Department of Education and Training tabled in Parliament last week.

The department admitted it was "shocked" by the results at the end of 1989, when only 42% of candidates passed.

It said: "The complete reasons for the poor results and methods to correct the circumstances which precipitated this situation are the subject of a penetrative investigation."

In part, they were the result of general policy determined by the Minister of National Education in July 1989 - then President F W de Klerk - which restricted the department's freedom to "adjust" marks for the Senior Certificate.

"However, it was necessary to set stricter conditions, as the quality of certificates issued by the department has been criticized in various quarters.

"Whatever the result of the investigation, it is a fact that no effective education can place in circumstances in which a lack of order and rejection of educational authority are present."

Unrest with schools destroyed and discipline undermined obviously had a devastating effect.

The unrest which broke out in urban areas in 1984, and which dragged on into 1987, when school facilities were destroyed and discipline was seriously undermined, obviously had a devastating effect.

"Everything possible will have to be done to restore order in schools and create a climate conducive to learning.

"It is hoped that the examination results of 1989 represent a nadir which will encourage pupils to apply themselves more diligently, and that this will contribute to the process which will lend greater credibility to school-leaving certificates issued by the department."

The department also said that the number of black pupils in South Africa, including the independent homelands, rose from 750,000 in 1950 to about 7.4 million last year - a compound growth rate of 6%. 
Black schools strike over

THE STRIKE in black schools seems to have ended after prominent education leaders and teachers called on pupils to return to their classrooms tomorrow.

But at the same time teachers demanded that the Government take immediate action to redress the “glaring inequalities” of the education system.

Children and teachers are expected back at schools following an agreement between the National Education Co-ordinating Committee and teacher representatives at a meeting in the Coats offices in Johannesburg on Friday.

NECC national chairman Mr Eric Molobi said: “The teachers have agreed to go back to school and we expect children to be at school, too, from tomorrow.

“We hope the situation will be restored to normal and children will get back to the serious business of studying.

“We must, however, make it clear that we cannot force the parties concerned to go back. We pray nothing goes wrong, as we’ve tried our best to normalise the situation.”

The Union of Teachers’ Associations of SA expressed grave concern at the continuing schooling crisis, noting that very little teaching had taken place in the Free State and Transvaal since the release from prison of Mr Nelson Mandela.

“And we understand that in these areas there has been no teaching at all over the last two weeks.”

Said Utasa secretary/treasurer, Mr George Strauss:

“The seething crisis in black education is the result of the imposition for years of a dehumanising political ideology which has manifested itself through a repressive and unequal education system.

“Utasa fully supports the demands for the urgent redressing of the glaring shortcomings in black education as a necessary condition for the process of normalisation.

“We demand that the Government immediately take affirmative action and attend to these problems.”

At the same time, without relaxing the pressure on the Government, Utasa supported the call by Mr Mandela for the resumption of schooling — particularly through the Back to School campaign.

“Pupils out of classrooms must return to their desks, and teachers must continue teaching,” said Mr Strauss.
Gambling with street colleges

PAT DEVEREAUX

Parents are taking expensive risks when they send their children to certain inner city "street colleges" which are sprouting up all over Johannesburg.

These schools, according to Ms Alison Papenfus, executive director of the Southern African Association of Independent Schools (SAAIS), have arisen out of the State's inability to provide adequate or appropriate education for black pupils.

Although some were started by well-meaning educators, many of these colleges have turned out to be fly-by-night operations run by greedy wheeler dealers.

No pay

Saturday Star this week decided to take a look at what facilities these schools had to offer.

Asking not to be identified, teachers at the Treasure Academy in King George Street, Johannesburg, said: "We have been told by the school administrator, Mr. Philip Sanoamadi, that we are on three-months' probation and so will not get our salaries before then," said a pair of teachers.

They claimed Mr. Sanoamadi had also confirmed fees raised from a student fund raising event about a week ago.

The Treasure Academy opened its doors at the beginning of this year and currently has an estimated 300 pupils. Monthly fees, which do not include textbooks, uniforms or stationery, are R125.

Teachers said they taught as many as 328 pupils each day and the school was continuing to admit new students even though the DET registration had closed.

Few chairs

"There are very few chairs and desks for us," said pupils. They added that they had to take their chairs with them as they moved through the 13 classroom college.

When approached for comment on the allegations, Mr Sanoamadi immediately threatened to get his lawyer and demanded to know who the informants in his school were. Later he agreed in principle to meet the Saturday Star.

He began the interview by saying he was a "minister of the gospel". He admitted that his 12 teachers were not being paid as they were on probation. But he denied confiscating the fundraising fees and said: "We plan to open a bank account for the students that is why we took control of the fees."

All the same, Sanoama- di agreed to let the Saturday Star look through the school, he would not allow a photographer to take photographs under any circumstances and threatened him with "danger" if he did.

Asked whether he had been involved in other similar colleges he was asked to be identified, teachers at the Treasure Academy in King George Street claimed they had not been paid for the past two months since the school opened. "We have been told by the school administrator, Mr Philip Sanoamadi, that we are on three-months' probation and so will not get our salaries before then," said a pair of teachers.

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the red world

Education for Perspectives 3

SUNDAY TIMES. APRIL 1, 1990
Gary’s new school ‘a challenge for farmers’

By Winnie Graham

One of the most beautiful farm schools in South Africa is being officially opened today on Gary Player’s farm, Blair Atholl, near Lanseria Airport north-west of Johannesburg.

The new school, the first of several to be erected nationwide, was financed by the Gary Player Foundation in partnership with a number of international companies.

Today’s opening was due to be attended by top United States educationists visiting South Africa as guests of Mr Player.

Mr Mark Player, the farm school manager and Gary’s son, said yesterday that two-thirds of South Africa’s young black people were being educated in farm schools, not in the townships.

For this reason, the Gary Player Foundation had decided to try to raise money in South Africa and overseas to construct better farm schools.

He believed local communities, the Department of Education and Training and private enterprise should work together to enhance education standards.

“We need the help of everyone, both financially and materially,” he said.

The foundation was started because his father received about 300 letters a week from worthy causes. Gary Player had decided to focus on education and do what he could for farm schools.

Role model

Mr Player added: “If people say ‘See the expensive school Gary Player built on the hill’, we will have failed in our efforts.

“But if the school can be seen as something of a role model and prompts other farmers to say ‘I can do the same on my farm’, the publicity will have served a good purpose.”

When Gary Player bought Blair Atholl in 1984, he inherited a modest farm school founded by the late Mrs Geornah Goodman in the ’70s.

The school served children of employees on the property and surrounding farms. Initially established with 30 pupils in a disused garage, the school grew until a new venue was established in a barn.

The school continued to grow rapidly under the care of its principal, Mrs Anna Modise, until it became a primary school for 120 pupils and was subsidised by the Department of Education and Training.

An increasing demand for space led to the decision to expand the school again. The Gary Player Foundation was established with its first task the establishment of a new school on the farm. The old school is being developed as a pre-school centre.

The new Blair Atholl School can accommodate about 280 pupils from Grade 1 to Std 5. It has excellent sports facilities.
Education boycotts must end - NECC

SOUTH Africa is sitting with a deep crisis in education which cannot be resolved by statements that say "let's negotiate while in the classroom". Mr Itron van Rensburg, the National Education Co-ordinating Committee general secretary, said yesterday.

He was addressing an "education crisis" lunch-hour meeting at Wits University organised by the National Union of South African Students and the South African National Students' Congress.

At the end of the gathering, the Wits students, staff and workers passed a resolution demanding the Government dismantle separate education departments.

It called for the formation of a single, non-racial education system in South Africa.

Van Rensburg said the NECC had made its position clear last year when it embarked on a "back-to-school campaign".

"The NECC and other organisations in the Mass Democratic Movement had said 1990 was going to be a year of normal schooling.

"At no stage did we ever say this was going to be a year of school boycotts.

"What we say is that education must continue. Pupils must return to school to learn and teachers should be in classes," he said.

He said Nussa and Sansco had a responsibility to break the old and build a new South Africa.

A spokesman of the Wits SRC told the meeting that since Monday they had collected 5 000 signed postcards on the campus. These, he said, would be delivered to the Minister of Education and Training, Dr Stoffel van der Merwe, hopefully next Tuesday.
Ian Moll, spokesman for a campaign to open schools in Johannesburg. “We have serious reservations about whether they are addressing the real education issues.”

Indeed, Minister of [white] Education Piet Clase’s plan does seem to have enough caveats to ensure that State schools remain reserved for separate groups.

In his first option, schools will have to get as much as 90% of parents to agree before they can open to other races. The other 10% or so would have the option of leaving for segregated schools. Getting nine out of 10 people to agree to anything is difficult and education is an emotional issue.

In most of the 29 schools known to have canvassed parents’ attitudes, however, the “yes” vote has been above 80%, says Open Schools Campaign chairman Rodney Mzinti.

In Clase’s second option, State schools that wish to open to all races can go private and receive more than the maximum subsidy of 45%.

The privatisation of Johannesburg High School for Girls — now Barnato Park High — has proved how rocky that road can be. The monthly fee of R100 prevents many of the girls who fought for the school’s survival from attending.

So far government is not offering details on how an open system may work. It’s easy to say that empty desks in white schools should be filled but it’s another matter deciding who should get those places.

Should black children living illegally in white areas get the first crack? Or the children of domestic servants? Will schools have the right to set their own entrance exams?

Clase says government has no intention of abandoning mother-tongue education. Will English-medium schools end up having to absorb all the pressure?

Should schools which choose to stay white (or Indian, for that matter) still receive subsidies from taxpayers?
FROM humble beginnings in 1953 when a group of 14 tutors on the campus of the University of the Western Cape, the Centre for Adult and Continuing Education (CACE) has become an asset to the university.

This year CACE celebrates its 50th anniversary with the historic graduation of 18 students from its first Adult Educators Certificate Programme.

The centre's beginnings were in a research project in 1952, when the university undertook a study to determine the role of adult education. Professor Shirley Walters, now director and first employee when CACE was founded, conducted the research and recommended that a centre for adult education be established.

"The centre began with my appointment in 1955," Walters recalled. "I had no clerical staff, no office and no furniture. All I had was a card index file of the campus. It was literally a matter of walking around campus looking for a place to sit."

Today CACE occupies a large building on campus and has 17 staff members.

**Educational Organisations**

Their work in adult education reaches out to adults in working-class communities. Adult education excludes formal tertiary training but includes continuing education at tertiary institutions.

Adult education means education of an informal, non-formal or formal kind. It can occur in churches, mosques, on farms, in associations, sports clubs, in the family, through TV and radio, in trade unions, during strikes. It includes reading. "It's called lifelong education," Walters said.

"Yet, few people know anything about adult education. It is largely invisible. People usually associate literacy training with adult education and it is an important aspect, but it is only one aspect of our work."

The work of CACE lies closely with the political and educational struggles taking place in South Africa. It is part of the UWC's efforts to forge a "new people's education" alongside other progressive organisations.

"CACE was in participation both in the university and community structures as part of that commitment," Walters said.

"Instruction occurs everywhere. It's a process of being involved in organisations we are being educated every day. Both parents are educated through the process of rearing their children."

Walters said the phenomenal growth in UWC's student body over the past five years was due to the strong support of the leadership of UWC, the university registrar, Professor Jack Gever. The university believed it upheld a political responsibility to create CACE and to give a new generation of South Africans a new way of life.

In the past few years, UWC has had to respond to the need to reflect in a systematic way the educational issues affecting a broad range of people who were not traditionally reached by the university.

One of the aims of the university's development programme is to reach people the university did not often reach. UWC's commitment to CACE was spelled out by Professor Cyril Christon in the foreword of the latest CACE publication: "CACE represents a central educational concern of the University of the Western Cape."

"Our understanding of concepts like 'educational opportunity' and 'educational need' is much more complex in the contemporary world. But our basic educational needs of equal educational opportunities and the right to education are still relevant to us."

CACE, founded the Community Organisation Research and Education Project (CORE) which produced several publications, including a survey of community organisations in greater Cape Town. The second leg of CACE's work was to examine its contribution to adult basic education, including literacy.

"We did a survey of literacy organisations and after extensive research found that as much work to be done that we could have chosen to do nothing," Walters said.

The third aspect of CACE's work was to train adult educators. They developed and started a certificate course for adult educators in 1982.

"The education in organisations was not as an extension in it should have been," Walters said.

"CACE was not there to do all the work, but to help people reflect on what they were doing."

CACE also runs a diploma course in adult education, which is a two-year, part-time programme. Most of the 15 students registered are involved in community organisations and the centre sets aside regular short courses, like their popular education workshop, aimed at community or adult educators.

In 1988, CACE held a conference titled "Building Democratic Organisations - The Role of Education". For the 250 delegates at the conference, it was the beginning of a public reflection on education.

Walters recalled that CACE did not see its role as providing education for people in organisations.

"There were certain things that we could do well and things organisations could do well which were in the domain of the workers," she said.

"What we were doing was how we could bring the university's resources to the organisations. The university's strength lies in teaching, research and certain concrete resources."

**Research and Resources**

CACE is continuing with its research function, examining issues affecting education.

Walters was recently elected to lead an international research project on gender and popular education, co-ordinated by CACE and the Women's Program of the International Council for Adult Education based in Tokyo.

"Most people involved in adult education are women. Literacy educators translate the two words of illiteracy into women," Walters said.

"Yet we seldom focus on the position of women in adult education and this project will be looking at that question of gender relations in popular organisations and adult education projects."

CACE is also involved in "South-South" links, connecting with adult education projects from all corners of the globe, including the East, South and North America and Africa.

"We learn from the experiences of people internationally and share our South African and UWC experiences in turn," said Walters.

A valuable function CACE provides for the campus and community is as a widely used research centre which contains material on adult and continuing education in a specific library and maintains the history of organisations.

CACE is beginning to examine future policy developments in adult education.

"We need to determine what kind of adult education systems we want in the future, democratic south Africa," Walters said.

"We are beginning to work with the University of Cape Town, Natal and Western Cape on a policy research initiative.

"That will guide us, as always, in our consultations with educational bodies in the democratic movement."

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**CACE Publications**

CACE regularly publishes research findings, academic work and reports of workshops in easy-to-read affordable books.

"Our intention is to make academic material more accessible and to make relevant academic work more widely available to people of South Africa," said CACE director, Joe Joffe.

Books published by CACE include:

- The Struggle For Democracy: Survey of Community Organisations in the Western Cape from the 1960's (1980).
- People's Education: An Examination of the Concept (1984).

Contact: CACE, Private Bag X17, Delville 7539.
Tel: 051 2231 or 925 2397.
R5-m CIS fund for education

A R5 million educational foundation has been launched by the Institute of Chartered Secretaries and Administrators (CIS).

Called MENTOR, the Business Administrators' Educational Foundation will provide business education for deserving students who lack the funds.

Chairman of the board of trustees, Mr Derek Cooper, says the foundation has been launched in the belief that the future of the economy is dependent on free enterprise.

"Many students with potential are forced to leave school before matric and thereafter become victims of a vicious circle. Without a good job they don't have the money to invest in education to better themselves.

"Funding for the programme is being solicited from businesses, many of whom have indicated a willingness to contribute," said Mr Cooper. "Staff Reporter"
MILESTONES

DURING its five-year history CACE has provided valuable resources to organizations in the Western Cape.

Milestones in the past five years include:

* 1985 - Founding in April.
* 1986 - Launch of the People's Education Research project.
* 1988 - Launch of the Adult Education certificate course.
* 1988 - Establishment of the CACE Advisory Council.
* 1989 - Convening an international research project on Gender and Popular Education.
* 1989 - Launch of the Adult Education Diploma Course.
* 1999 - Graduation of the first 16 Adult Educators.

Challenging racism

METHODS of challenging racism was one of the themes of a popular education workshop held by CACE last month. Other themes were methods of overcoming language and literacy barriers and methods of achieving active participation.

About 30 adult educators from various community and service organizations came together to look at ways of enabling people to learn actively, collectively and creatively.

Two popular educators from Canada who were involved in workshops in Luisaka came to CACE for the workshops on February 21 and 22. Bev Burke and Barbara Thomas from the Doris Marshall Institute in Toronto both have experience as popular educators in Africa and Central America.

The two educators said people remember 20 percent of what they learn if they only hear it, 30 percent if they see it, 50 percent if they hear and see it and 70 percent if they see and talk about it and 90 percent if they hear, see talk about and do it.

SPONSORED BY THE
Let's tackle schools crisis pleads Stoffel

IN A major effort to solve the continuing black schools crisis, the Government has offered to review its whole structure for consulting with the black community and educators on educational matters.

The Minister of Education and Development Aid, Dr Stoffel van der Merwe, said this yesterday at a Press conference when he responded to about 90 demands by teachers on black education.

His response - which will be sent to all education bodies - was an attempt to show the Government's "good faith" in tackling the crisis.

The only way to end the present stalemate was by proper communication and this was one of the reasons why the response to the list of demands was being released.

Van der Merwe called on the black community, especially the teachers, parents and pupils, to help to end the strike.

He invited bodies to submit their ideas for a new structure for community co-operation in education.

"I am willing to negotiate with groups in the black community with regard to their proposals and I am willing to eventually introduce a new structure if consensus can be reached."

"Furthermore I would like to see a structure which will be truly democratic - and which will be elected in a fair, just and open manner and in an atmosphere free of any intimidation or violence," he said.
Mandela ‘concerned’ over teachers’ strike

JOHANNESBURG — ANC deputy president Nelson Mandela has called for a change of tactics to solve the black education crisis, and has promised to speak to President F W de Klerk about the matter if necessary.

Mandela was addressing more than 10 striking teachers from the National Education Union of SA (Neva) at Soweto’s Orland West High School on Tuesday (29/9).

He expressed concern that their prolonged strike had gone on for three weeks. "Your grievances are valid and long-standing, but perhaps new tactics should be used to persuade the authorities to address your demands." The Times (23/9).

"If the Minister (Stoffel van der Merwe) cannot solve the crisis in black education when I will intervene to facilitate talks with President de Klerk," he said.

"I am deeply concerned about the teachers’ strike; our students cannot afford to miss school and I appealed to the teachers not to allow their grievances to aggravate the students’ lack of schooling," Mandela said later at the ANC offices in Johannesburg. — Sapa.
JOHANNESBURG. — Nelson Mandela has called for a change of tactics in breaking the crisis in black education and has promised to speak to President De Klerk if necessary.

Mr Mandela yesterday addressed more than 150 teachers of the National Education Union of South Africa from Orlando, Soweto, at the Orland West High School.

"Your grievances are valid and longstanding, but perhaps new tactics must be used to persuade the authorities to address your demands," he said.

"If the minister (Dr Stoffel van der Merwe) cannot solve the crisis in black education then I will intervene to facilitate talks with President De Klerk."

Mr Mandela said later: "Our students cannot afford to miss school and I appealed to the teachers not to allow their grievances to aggravate the students' lack of schooling."

In his address he called on the youth to go back to school and prepare for their future role as leaders in the community.

In spite of frustrations with the "delaying tactics" of the DET, some striking teachers said they felt that the Deputy-Minister, Mr Piet Marais, was now prepared to listen to some of their grievances. — Sapa.
Black student numbers increasing

AN INCREASING proportion of students at technical colleges and tertiary institutions in SA are black, according to the SAIRR latest update of social and economic issues.

Maritzburg University professor James Moulder, analysing enrolment statistics between 1987 and 1989, said the proportion of black students at technical colleges, which require a minimum of standard 7 for admission, had grown by 30%.

The proportions for students at technikons and universities, which require matric for admission, had grown by 25% and 15% respectively.

In the same period, Moulder said, the number of whites in teacher training colleges declined while the number of blacks increased.

According to the analysis, the predominantly white universities get the lion’s share of private sector spending on bursaries for African students, but only 7% of such students are at these universities. Fifty-three percent are at predominantly black universities.

Moulder said SA was biased towards academic education: 59% of white students in tertiary education in 1986 enrolled at universities, 14% at technikons and 22% at technical colleges.

While the pass rate in African schools in the 1989 matric exams were less than half the white pass rate, the number of Africans with matric certificates was 62,303 — 24% higher than the 66,395 whites.

He said “huge disparities” existed in per capita spending between African children in white-designated areas and those in the homelands.

He showed that the average spending on Department of Education and Training (DET) pupils (those in the white-designated areas) was double the average spending in KwaZulu. The DET average was R572 compared with R263 for KwaZulu.

Open schools will end cheap education

PRETORIA — The era of cheap schooling for whites would end with the projected “open” dispensation for education, DP education spokesman Roger Burrows said yesterday.

White parents, he said, would have to accept a far greater financial responsibility for their children’s education than in the past.

There would be three options in terms of the projected new dispensation. The first was to privatise white schools choosing to go nonracial. They would receive a subsidy bigger than the 45% paid to private schools. Parents would pay the balance.

The second was to give white state schools the right to decide whether to go “open” while remaining state schools. Again costs to parents would be high.

Burrows said the third was to remain an exclusively white school with dwindling pupil numbers and government funding possibly supported by compulsory fees.

Meanwhile, the executive committee of the teachers Federal Council, headed by TFC chairman Hennie Marree, is in Europe after visiting the US and Britain to study the implications of open schools.
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Bleak outlook for black education

CAPE TOWN — About 40 percent of black high school pupils are not attending classes, and unless teachers and pupils are prepared to remove education from the realm of politics, the future for this year’s schoolchildren looks bleak, says Director-General of Education and Training Dr Bernhard Louw.

He said in an interview that no black pupils were at school in the Johannesburg area. Other bad spots were the rest of the PWV area down through the Free State goldfields area to Bloemfontein.

Many pupils had missed 45 days of schooling this year.

However, some secondary school pupils had started returning to school in the Free State. Natal, western and eastern Transvaal and far-northern Transvaal were relatively unaffected.

Giving a breakdown of the latest school report as at March 22, Dr Louw said the following were the number of schools where little or no tuition was taking place.

Out of action

- Johannesburg area — all schools out of action.
- Kimberley area — 13 secondary schools and 13 primary schools.
- Potchefstroom/Klerksdorp — 26 schools.
- East Rand — 72 schools.
- Western Cape — one school slightly affected.
- Pretoria — four in Atteridgeville and four in Mamelodi.
- Northern Free State goldfields — 29 schools disrupted.

With little teaching taking place at many townships, it's time that classrooms were depolitised, reports Political Correspondent PETER FABRICIUS.

- Eastern and southern Free State — 16.
- Bloemfontein — four.

Dr Louw said little schooling had taken place in any of these schools the past year, which meant about 40 percent of the country's black secondary school pupils had missed 45 days of tuition.

He said many of the demands of teachers and pupils were political and the future of black education looked bleak unless they began to show that they were really interested in education itself.

The demand for a single education system could not be met without fundamental constitutional change.

Dr Louw acknowledged that there were shortcomings in the education system which he did not wish to gloss over. Many of the demands were reasonable and could be solved easily "by reasonable people".

The bodies organising the boycott were free to take part in the existing structure of school management councils but they rejected these because they were part of "the system".

Dr Louw said education was highly politicised largely because it was one of the few places where blacks could exert political pressure.

"Being in an imperfect society, there are things which are wrong. But I believe we have to accept this and go ahead with education while we seek solutions."

The attitude of some organisations seemed to be the opposite. They were "holding the children hostage while the effort is made to solve the problem".

Dr Louw said it seemed that some organisations were returning to the old strategy — officially abandoned — of "liberation before education".

He stressed this did not apply to all. Many teachers were genuinely concerned about the difficult conditions under which they had to work.

Other official sources said they believed the National Education Co-ordinating Committee's call for pupils to return to school this year was merely a strategy to embarrass the Government by showing up the inadequacy of black education facilities.

When all the pupils had returned, classes were seen to be overcrowded and some teachers were facing classes of 70 children.

This had sparked off the next phase of the education crisis, the teachers' strike.

Discrepancy

The third phase was for these organisations to take over management of schools.

Dr Louw said it would take at least R6 billion to meet the demand for a reasonable teacher-pupil ratio.

The present ratio was about 1:38 on average, compared with about 1:20 in white schools.

It was impossible to wipe out this "discrepancy immediately and it would be difficult to set a definite target date for eliminating it. This depended on the availability of funds."
R10 000 Sowetan bursaries

TEN bursaries for study at any South African university or technikon and 15 grants of R10 000 will be given as prizes in the Sowetan Business Bursary Project which starts on April 1.

The project is part of our Nation Building Campaign, which will be bigger and brighter this year.

The first competition will focus on business education and the second will encourage the creation of businesses.

For the business creation competition, several embassies have been asked to sponsor an overseas trip for some of the winners.

The Editor of the Sowetan, Mr Aggrey Klaaste, said yesterday: "These competitions show our concern at the lack of black managers and entrepreneurs to take charge of the economy of their country. This is but a humble beginning but with the commitment we now have from some of the country's major corporations, we have no doubt more will be offered in the coming years."

Prices were donated by South African Breweries, Trust Bank, Sasol, Caltex Oil, Siemens, Bakom, Development Bank of Southern Africa, Mondi and National Beverages.

A condition of the bursaries is that the winners must either do a commercial, engineering or technical degree or course.

The competitions will be administered by a committee consisting of Mr Thami Mazwai, senior assistant editor of the Sowetan and editor of Sowetan Business; Mr Siza Khumpe of ABI; Mr Mashudu Ramaano of the Association of Black Accountants; Mr Joe Matona of the National African Federated Chamber of Commerce; Mr Moses Kgosana of Abasa; Mr Tebello Radebe of the Federation of African Business and Consumer Services; and, a representative of the Black Management Forum. Another black organisation has been invited to join the committee.

In the second competition, unemployed youths aged between 18 and 25 will be asked to come up with a business idea and a business plan. The idea must be for a plant valued at R10 000. The 15 best ideas will each be given R10 000 in raw material, capital equipment and rent.

Full details of both competitions and the sponsorships will be given in Sowetan Business on Thursday.
Open-schools plan vague, impractical, say experts

AT LEAST 20 white Government schools countrywide have so far requested permission to admit pupils of all races.

They include Pretoria Boys High, Brenor High (OFS), Glenwood High (Durban), Maidstone Primary (Tongaat), York High (Gorger), Queens College Junior (Queenstown), Dale College High and Junior (King Williams Town), and Renish Primary (Stellenbosch).

Also included are a group of schools in the Cape Peninsula — Cape Town High, SACS Junior and High, Grove Primary, Rondebosh Preparatory and High schools, Rustenburg Junior and High schools, and Westford High.

Two options

Many of the applications were lodged before the recent statement by the Minister of Education and Culture, Mr Piet Clase, that parents are likely to be given more say as to whether their children have non-racial education.

After his announcement, the number of schools expected to lodge requests to open is expected to increase. Parent-teacher associations have until June 15 to submit proposals.

Mr Clase has so far mentioned two options: the privatisation of Government schools wishing to admit all races, and the right to decide to admit pupils from other race groups.

Where a school elects to private, it will receive a larger subsidy than the Government now gives private schools. Existing amenities will be rented to the school. This means that parents wanting integrated education may have to pay higher school fees than they do now.

And they would have to pay more for the maintenance of buildings, furniture and teaching equipment. The department would still pay for the salaries of teachers and administrative staff.

However, top Transvaal educationists are sceptical about the practicalities of the Government's announcement, saying that Mr Clase's statements are extremely vague and that the integration of schools could not succeed unless apartheid is dismantled and there is a single education body.

Three education experts — Professor Joe Muller of the University of the Witwatersrand's education department; the principal at Sacred Heart College, Brother Neil McGurk; and Miss Monica Bot, an education researcher at the Institute of Race Relations — have researched various aspects of SA's schooling system.

Professor Muller said: "We're not talking about anything which vaguely resembles open schools. We're talking about a number of black children being able to attend white schools — in fact, segregation still exists.

"There will still be 18 different education departments including the homelands. But what we need is one department with administrative subsections. At this stage, who will decide which schools are registered where, and what exams will be written? If there are 50 percent black pupils in a school, they will probably have to register with the Department of Education and Training," the professor said.

Brother McGurk said: "The Government has not given details and will probably not be able to until it has approached the teachers' associations, the parents' associations and provincial education councils. I would also advise them to consult with the private sector."

He added: "The Government has not spelled out its plans."

Miss Bot agreed that the Government would have many loose ends to work out. She said she could foresee only some schools becoming non-racial.

Predominant

"There will continue to be predominantly black schools in black residential areas and city centres, while white schools will be predominant in the suburbs," she said.

On the bridging of education standards, private non-racial schools solved this problem through having a strict selection process or providing remedial teaching, she said.
Educationists seek information

Pretoria Correspondent

A top-level education delegation is overseas studying the implications of "open" schools.

The delegation includes Professor Hennie Maree and the executive of the Teachers' Federal Council.

TFC acting chairman Mr Justus Prinsloo confirmed that the group had been to the US and Britain, and would now move to Europe in their quest for information on, among other aspects, the open school system and education financing.

These had been on the TFC agenda for a long time and it was just "good timing" which saw the delegation overseas when Education and Culture Minister Piet Clase made his statement on open schools.

Mr Clase announced in Parliament on Friday that white State schools could take pupils of all races if the parents at each school concerned voted overwhelmingly in favour of an open school. He suggested 90 percent of parents as an example.

Mr Prinsloo said the TFC could not comment until it had details from the Minister, as well as the findings of its executive committee.

EXCITED AND ENCOURAGED

Last year, Pretoria Girls' and Boys' High tested opinion on open schools. Surveys showed the majority of teachers and parents to be in favour of the schools being opened to all races. The results were in the 60s — but nowhere near the 90 percent which has been hinted at by Mr Clase as the "acceptable majority".

Mr Bill Schroder, headmaster of Pretoria Boys' High, said he was excited and encouraged by the announcement, and the management council would be meeting soon to discuss it. He thought 90 percent to be a high percentage to expect to agree.

In the Cape, parents who had voted in favour of non-racial education at 29 schools also made up less than 90 percent of the total, Open Schools Campaign chairman Mr Rodney Minster said. In many cases, the "yes" vote had been in the region of 80 percent.

Financing is seen as one of the major problems which must be sorted out before schools will accept the open-option.

Questions which have been raised include:

- Who — if white education must remain an own affair — will pay for the education of black pupils admitted to white schools?
- What will become of white teachers who do not want to teach in mixed schools?
- What protection is there for the minority of parents not in favour of an open school, and who cannot or do not want to move their children?
- How will the new system affect open private schools in terms of financing, and how will it affect their pupil intake if State schools are opened?
Blacks in white schools
– NP gives its support

Political Staff
CAPE TOWN — The National Party has firmly supported efforts by Minister of Education and Culture Mr Piet Clase to pave the way for white State schools to enrol blacks.

It has welcomed the acceptance of the principle of parental choice in admission policy, saying this is in accord with the party’s declared stand on devolving power wherever possible, and has welcomed the two models Mr Clase announced in Parliament last week.

‘RIGHT’
The party’s federal information service says in a statement that parents have an “inalienable right” to be a partner in the education of their children.

‘Where they are now effectively involved in the determination of sport and cultural policy, they will be able to exercise the same right with regard to who will be admitted to their schools.’

The NP statement says parents will have an opportunity to influence the proposals at an early stage when the models are referred to parents, teachers and provincial bodies for advice and comment.

Mr Clase has set a June 15 deadline for comments and indicated that one or both of the models could be in place for the first term next year.

The first option is for schools to privatise — though with teachers and staff salaries still paid by the State — admit blacks, but bear a greater financial burden for upkeep and equipment. The second option is to remain under the State umbrella, and admit blacks, but under stricter conditions.
Overcrowding in schools leads to growth of 'street colleges'.
Lower parental approval ratio, says DP

CAPE TOWN — Parental approval for opening white State schools to all races should be about 66 percent, the Democratic Party's spokesman on Education and Culture, Mr Roger Burrows, said yesterday.

He was responding to a suggestion from Minister of Education and Culture Mr Piet Clase that schools be opened on a 50 percent vote.

Mr Burrows said the education advisory bodies now preparing comments on the Government's step announced on Friday would have to spell out the percentage of parents needed to make the switch.

...The DP believes strongly that this figure is purely an interim measure, and that the Government, in moving away from social apartheid, is having to take steps to placate what it sees as white fears.

"Under those circumstances, we would believe a figure of about two-thirds would be more appropriate."

That was the percentage by which Parliament could change South Africa's constitution.

WATERSHED MOVE

Mr Burrows said he was confident that the advisory bodies — the Teachers' Federal Council, the organised teaching profession, and Provincial education councils — would not reject the Government's proposal.

He said the Government's acceptance of parental choice in the opening of schools was a watershed move.

"But be (Mr Clase) has included many possible qualifying conditions which are a sop to the Far Right."

Mr Burrows saw this as an interim move until racially exclusive State schools became the exception rather than the norm.

He said Mr Clase's announcement marked the beginning of the end for racial affairs. The opening of teachers' training colleges and hospitals was not far behind.

The Group Areas Act had also to go. "The moment you open a school, how do you keep the residential area in which it is located closed?"

School sport would also have to be nonracial from now on.
Teachers tour open schools

Open schools conditions

DB

- No to right wing

The Argus'Connor

a stop to right wing — DP

THE ARGUS, Thursday, March 27, 1995.
Teachers applaud schools move

PRETORIA — The Transvaal Teachers' Association (TTA) has welcomed government's new approach to "open" schools as "an inevitable step in the political process."

TTA president Mike Myburgh said the apparent plan for parental choice to play an important part in any education dispensation was particularly welcome.

He said Education and Culture Minister Plet Clase's announcement was the first and "minimum" step in a process which would lead to shared facilities.

The TTA had always supported the use of unused facilities to help ease the pressure at black teacher training colleges and schools.

It intended discussing the options outlined by Clase: to privatisate and heavily subsidise schools choosing to be non-racial or, for white schools to be given the right to decide (by a 90% vote of parents) whether to go "open" while remaining state schools.
Open schools — hospitals next?

Political Staff

THE partial opening of white schools to all races announced by the government at the weekend is set to be followed by the opening of teacher training colleges and hospitals to all races.

The government accepts that if it is to have any chance of securing some provision for “group rights” in negotiations there will have to be a drastic change in allowing access to existing amenities. In essence this will mean the end of the “own affairs” system as it presently exists.

The announcement by Education Minister Mr Piet Claasen of two schemes under which white schools can be opened has been welcomed by Democratic Party education spokesman Mr Roger Burrows as being just as significant as President F W de Klerk’s watershed February 2 speech.

The first option for opening of schools announced by Mr Claasen was an expansion of the policy applied to the Barnato Park school in Johannesburg.

This involves the “privatisation” of a school with the state supplying greater financial support than it does to private schools at present.

The second option requires acceptance by up to 90% of the parent body for admission to the school to be opened to all races.

Mr Claasen said this high percentage was being aimed for so that there could be no question about the decision.

If a school chose to be privatised, Mr Claasen said furniture and equipment would be sold to it at a reasonable price. But the school would be liable for maintenance. Salaries of teaching and administrative staff would be paid for by the state.

The “privatisation” option is the one likely to be applied by government towards schools in free settlement areas.

The government is at present investigating the possibility of declaring whole cities free settlement areas — starting with Cape Town. With senior cabinet ministers known to favour this option, is it possible that by next year all schools in the city could be opened.

The first movement on the opening-up of hospitals can be expected after Easter when Administration and Economic Development Minister Mr Wim de Villiers is expected to submit the report of his investigation into health services.
JOHANNESBURG. — Opening schools to all races has been cautiously welcomed by some educationalists but the possibility of privatisation has been rejected by others who believe government should pay for all education.

Reacting to the announcement made on Friday by Education and Culture Minister Mr Piet Clase, Mr Ivor Rensburg, National Education Crisis Committee general-secretary, said though he “welcomed the possibility of non-racial schools, the NECC rejects the privatisation of schools”.

He also maintained “issues such as these should be tabled at the negotiating table, rather than referred to special committees which we do not recognise”.

Mr Rodney Mazinter, chairman of the Open Schools’ Campaign, said in the city yesterday that at the 29 white schools where parents had thus far voted in favour of non-racial education the proportion of parents supporting the move was less than 90% — the figure Mr Clase suggested would have to approve the move at each school before it could open.

However, in many or even most cases, the percentage of “yes” votes had been in the 80s, he said.

Mr Mazinter said three different advisory bodies had yet to consider the open schools proposals and he felt confident the 90% figure would be lowered.

Over 20 of the schools which had voted to go open were in the Western Cape, Mr Mazinter said. — Own Correspondent and Staff Reporter
Open schools welcomed but some reservations

ADOLE BALETA and THEO RAWANA

OPENING schools to all races has been cautiously welcomed by some educationalists but the possibility of privatisation has been rejected by others who believe government should pay for all education.

Johannesburg's Sacred Heart College headmaster Brother Neil McGurck hailed the move as a bold initiative in principle. But he said the real impact on education would depend on details that had not yet been spelt out. He hoped discussions would be broadened to include the private sector, which had a vested interest.

SACC education co-ordinator Sheila Sisulu said Education and Culture Minister Piet Clase's announcement on Friday was "hogwash" and Clase was not aware education was "a crisis of apartheid as a whole".

The first proposal to privatise schools was totally unacceptable. "We believe that state schools should be integrated and it is government's responsibility to pay for all education," Sisulu said. The second proposal of schools choosing whether or not they wished to be opened was clearly working within the constraints of apartheid.

DANIEL FELDMAN reports National Education Coordinating Committee (NECC) general secretary Ichron Rensburg said though he welcomed the possibility of non-racial schools, the NECC rejected the privatisation of schools. Such issues belonged at the negotiating table, rather than with a "special committee".

Gardens DP MP Ken Andrew said the move was a victory for those who had been fighting to open schools. But it was "ridiculous" that a majority parents' choice to open schools could be frustrated by 10% of parents.

Education and Development Aid Minister Stoffel van der Merwe on Friday met leaders of the National Education Union of SA (Neusa) and the NECC in Johannesburg to discuss grievances of 6 000 striking Soweto and Alexandra teachers.
'No education – no liberation'

Northern Transvaal Bureau
PIETERSBURG — Mr Nelson Mandela told 80 000 people at the University of the North yesterday that the disruption of schooling was not ANC policy, and urged pupils to resume attendance at classes without delay.

"Education is a major factor in the liberation struggle — without education you can forget about liberation," he said.

Mr Mandela also urged the Government to build more schools, so that all children could be educated.

Hailing the formation of the Congress of Traditional Leaders of South Africa as a tremendous development, he advised his audience to respect traditional chiefs, particularly those who had fought against apartheid.

"Our people should try to persuade homeland leaders to join the cause of the oppressed, and we should welcome those who genuinely repent of their participation in the Government's oppressive policies," Mr Mandela said.

He claimed that if such leaders were not readily accepted after their change of heart, the Government would use them to divide the people.

Referring to the Chief Minister of Lebowa, Mr Nelson Ramolobe, Mr Mandela insisted that he was obliged to release all detainees and to apologise to liberation leaders before he could be associated with large ANC rallies such as yesterday's.
Education will get less cash this year than last

By DESMOND BLOW

BLACK education is going to be worse off this year than last. The 16 percent increase in the cash allocation for schools in the DET areas and the homelands last year's increase was 18 percent — allows for no growth after inflation.

As between 70 percent and 80 percent of the budget is spent on salaries, teachers are the hardest hit. And there is no allowance for the employment of more teachers for the overcrowded classes.

The budget does not include the 10 percent increase in salaries for civil servants due to be introduced next month — but teachers' organisations have already indicated these are insufficient.

With an average 6 percent rise in the number of students every year, this means that after inflation there is less money for each student than last year.

The government has announced an extra R150 million for extra classrooms and equipment for this year, but this will not help put more, better-paid teachers in them.

The R1 000 million earmarked for social services from the privatisation of State-run companies will allow for about R800 million for black education, but this is to be spent on buying land and building about 5 000 extra classrooms — and will not be spent on the running of the schools themselves.

Minister of Education and Training Stoffel van der Merwe held talks with the National Education Union of South Africa (Neusa) and members of the NECC in Johannesburg on Friday to hear teachers' complaints. Delegates included those representing strikers in Soweto and Alexandra.

A scheduled Press conference by Van der Merwe was called off because the talks went on longer than expected, promising to hold another meeting with delegates, followed by a full statement on Wednesday.

Meanwhile, the teachers' strike continues and threatens to spread to the East Rand and Natal as delegates who spoke to the Minister felt nothing constructive had been suggested by Van der Merwe.

See Page 2
Unregistered schools are ripping off parents

By CONNIE MOLUSI

Parents desperate to have their children educated are being ripped off by people operating unregistered schools.

And the DET says there are so many schools it cannot keep track of them so it does not check to see if regulations are being kept unless it receives specific complaints from parents.

At one such school, Maluti High School in Plein Street, Johannesburg, about 600 matric students only discovered this week that their school is not registered, and they could be forced to forfeit the whole academic year.

Parents found the school was not registered with the Transvaal Education Department (TED) or the Department of Training and Education (DET) as the headmaster, MA Masando, had claimed.

Chaos broke out at the school on Tuesday when a group of matric students confronted Masando, demanding to see their exam registration certificates.

Masando called the police, who dispersed the students.

City Press also discovered that Masando had tried to register the school, using the name St Mishke's - a school in Booyens closed by the DET early this year.

DET Deputy Director, Planning, Peter Mundell, said that to be registered a school had to receive a certificate of health, safety and business from the provincial administration and obtain an approved curriculum, which would subject it to inspection, examination of its management council and financial administration.

Mundell said there were so many schools the department was unable to keep track of them all and relied on inquiries from parents and the public. Only then would they investigate.

Contrary to DET regulations, Maluti has no curriculum or syllabus. Students are promoted to the next class despite having had either no tuition for some exams or having written exams to a higher standard.

The parents' committee alleged that parents were charged up to R50 for a R90 text-book. They also had to pay R125 a month school fees.

Lawyers acting for the parents' committee are working frantically to register students for the year-end exams.

At a meeting with parents Masando refused to show them the school's expenditure breakdown, telling them not to interfere in the running of the school.

Teachers said the school was run by Masando with Meshack Thusini as managing director.

Thusini previously had his own school, St Mishke's, which was closed down on March 13 this year by the DET.

Although Maluti students have paid for uniforms, they have not been supplied with them.

A spokesman for Snappers, the shop which supplies them, said it insisted on being paid before supplying uniforms, because in the past it had been difficult to obtain payment.
Call for drastic measures to solve skills shortage

LINDA ENSOR

SA's future economic development depended on the development of technology, but the country faced a manpower crisis, CSIR chairman Louw Alberts said yesterday. Alberts was speaking at the Strategic Management Society of Southern Africa conference.

Due to the declining birth rate in the white population — which has historically provided the economy with technical people — the number of matriculants is expected to drop by 20% by the end of the century.

Only 33% of white children obtain a matriculation exemption and only 27% of this number study science and engineering at university.

Whatever improvements were made in basic education, Alberts said, these would not be sufficient to generate the level of skills required in one decade but would take two or three decades to take effect.

Drastic measures were required, he said. More people would have to be encouraged to study science and engineering, all available talent from the black population would have to be captured and — with reservation — skilled people from abroad must be brought to SA.

A demotivating factor was that science graduates were finding it difficult to find jobs as the political uncertainty had led businessmen to consolidate and refrain from taking on people with new ideas.

In addition, Alberts said, SA suffered from a lack of skilled middle management who had the expertise to manage technology. This was possibly even more important than the development of technology itself.
JOHANNESBURG. — An intensive three-hour meeting between the Minister of National Education, Dr Stoffel van der Merwe, the National Education Union of South Africa and the National Education Crisis Committee was adjourned yesterday and will continue on Tuesday with no substantial progress being made.
Govt decision praised, slated

THE Government's decision in principle to open white state schools to black pupils has been widely welcomed, but the Conservative Party has condemned it as a "drastic and tragic change of course in the history of education in South Africa".

The Democratic Party welcomed it as a "watershed" move which would "irrevocably move the country away from apartheid".

Labour Party spokesman Mr Peter Hendrickse said: "These tentative steps are welcomed in the sense that they show a willingness to catch up with the South African public in general and the white education public in particular."

"The LP standpoint is that the only way forward is under one education department with all schools being opened to students of all races."

Solidarity's Dr Kistin Rajoo, Minister of Education and Culture in the House of Delegates, said the news was "refreshing".

He said that wherever there was space, schools had to admit anybody regardless of their colour and identity.

Mr James Schnetler, National Party MP for Umfolozi and former chairman of the Natal Education Council, said whatever was decided would have to comply with basic norms and retain stability and the high standards in schools.

"All this means that power is being devolved right down to parents' level. Local communities will have to accept the responsibility as far as their education is concerned and become an integral party of the new South Africa."

DP education spokesman Mr Roger Burrows stressed that although the new policy still had to be considered by the advisory bodies, there was little doubt that the way had been paved for the changes.

He also welcomed the announcement that private schools could come into the scheme.

This was not the final word on education, but a step away from racial separation, he said.

However, Conservative Party education spokesman Mr Andrew Gerber said the step would politicise parent communities. He urged parents to stop the measure, to prevent education being "misused to build a new nation in a mixed South Africa."

Johannesburg College of Education rector Professor Graham Hall said he "welcomed" rationalisation, provided it was applied consistently.

"We would support the Minister...if he were to open colleges of education. The decision should, however, be left to the individual college councils."
Empty schools for whites first

Political Staff
CAPE TOWN — Unused buildings at white schools closed down by declining enrolment will be offered to other white Own Affairs departments first, the Government has decided.

Only if no other department in the administration of the House of Assembly wants the buildings will the Government consider making them available to the education departments responsible for the schooling of blacks, coloureds and Indians.

The last resort will be to sell unused school property.

These details were announced yesterday by Mr Sam de Beer, Minister of Health Services, Welfare and Housing, in the House of Assembly.

Mr de Beer is responsible for selling State land and for the process of deciding how empty white classrooms should be used.

The Ministers' Council of the House of Assembly had decided as a general policy that unused schools buildings should first be placed at the disposal of white own affairs departments that might be able to put the property to good use, he said.

He added, however, that the Council was sympathetic to the needs of other communities and would see that the appropriation of redundant white education properties was considered in this spirit.
EX-ST PETERS scholars are invited to attend an important meeting at Funda Centre, Soweto, on Saturday at 2pm.

A bursary trust fund for needy pupils who want to study at St Martin's school (formerly St Peters) in Rosettenville, Johannesburg will be discussed.

Those interested are asked to get in touch with Mr Chinski Modiga before the meeting starts.
The Realities of Education

James Moulder
Education talks set for tomorrow

The National Education Union of South Africa is to meet the Minister of Education and Training, Dr Stoffel van der Merwe, in Johannesburg tomorrow.

Mr Curtis Nkondo, national president of Neusa, told the Sowetan yesterday that his organisation hopes the Minister will come out with a reasonable and positive response to the demands of the teachers countrywide.

"We are looking forward to this meeting because a positive response will facilitate the resumption of effective teaching by all affected teachers," he said.

Among issues to be discussed are: the full recognition of Neusa by the DET;

- Marking of matric exam papers be done by teachers directly involved in the teaching of those subjects;
- Permanent appointment of teachers and reduction of probation period;
- Immediate stop of autocratic administration (topdown);
- Equal salaries for male and female teachers;
- Three months' maternity leave with full pay for female teachers and a halt to nepotism.
Minister to meet Neusa in a bid to end teachers’ strike

EDUCATION and Development Aid Minister Stoffel van der Merwe is to meet National Education Union of SA (Neusa) representatives tomorrow in a bid to end the three-week-old strike by Alexandra and Soweto teachers.

Government spokesmen said van der Merwe was expected to make a public statement next week.

About 6,000 teachers at about 300 schools in Alexandra and Soweto “downed chalk” at the beginning of March in an attempt to get government to address their grievances. They were dissatisfied with the response to grievances handed to the Department of Education and Training (DET) in February.

They are demanding reinstatement of retrenched and dismissed teachers, a living wage, shorter hours and improvement of conditions which presently make effective learning and teaching at black schools impossible.

Meanwhile, Education and Culture Minister Piet Clise, speaking in Johannesburg last night, said free settlement areas would demand adjustments in the provision of education, GERALD REILLY reports.

Other realities that had to be faced in education were the country’s complex heterogeneous population, a declining white school population and unused classroom accommodation, he said.

All this, he said, had to be seen against the background of a fast-changing SA.

Speaking at a meeting of branches of the Transvaalse Onderwysvereniging, Clise said there would be parents who wanted their children in multiracial schools and others who would want schools with their own group identity.

His department was investigating the problem.

He said the use of underutilised classroom accommodation would have to be given urgent attention.

“We are not blind and deaf, nor are we indifferent to the needs of other citizens.

“In fact it would be extremely irresponsible, not say unchristian to try and hold onto facilities which we no longer use,” he said.

At this stage 21 schools had been hired out to the Houses of Representatives and Delegates.

Another area which had to be examined was privatisation of certain support services.
The foundation of schools at the Somewani offices, which are also the school in the morning, was made for the children. The founder, Mr. Aggrey Atema, yesterday met the British Foreign Secretary, Dr. Douglas Hurd, on the occasion.

Education is a key to progress in the world. The Somewani Foundation has been set up to provide education for children from poorer backgrounds. The foundation aims to ensure that every child has access to education.

By SOMERIAN

UK to give R400m for R40m for

BRITAIN has pledged £400 million to help African education

The Prime Minister announced the UK's commitment to provide £400 million to support education in Africa. This is part of a wider package of £500 million that the UK has pledged to support education in developing countries. The money will be used to support schools, universities, and other education-related projects in Africa.
R40-m UK gift for education

Political Correspondent

BRITAIN has extended its constructive engagement in South Africa with additional aid of R40-million, mainly to improve black education.

It was part of “real and practical help towards creating the new South Africa, which went beyond speeches and resolutions condemning apartheid,” said British Foreign Secretary Mr Douglas Hurd yesterday.

Positive measures, in the British manner, had been a rather unfashionable alternative to punitive ones by scores of other countries of various political persuasions, Mr Hurd said.

LENT CREDIBILITY

Mr Hurd said that his tour of some of the poorer spots on the Cape Flats was less than comprehensive, but it was sufficient to recognise the “awful” conditions under which many black people lived.

He heard from Brown’s Farm squatter leader Mr Christopher Toise how blacks pouring into the area after the lifting of influx control struggled to find work, how they battled against disease and other consequences of poverty.

Mr Hurd and his party trudged through the sandy settlement, accompanied by a ragged platoon of “ANC militia” whose inventive adaptation of parade ground manoeuvres caused amused curiosity from the diplomats fresh from Whitehall, and visited a wood and iron hall and school built with British assistance.

It was a day on which the political sensitivities of accepting aid from the Thatcher government seemed to be conveniently brushed aside.

Former president of the UDF-affiliated Western Cape United Women’s Congress, Mrs Sophia Benge, standing next to a spanking new minibus handed over to the Buthisiswe Development Centre near Crossroads, said she remained convinced sanctions were a useful weapon in the struggle against apartheid, but did not envisage political problems in accepting the gift. The bus would be useful, she said.

The Buthisiswe Centre is one of 250 projects in South Africa to which Britain gives assistance.

The total aid package, excluding the more than R40-million announced yesterday, will run to about R22-million this year (plus a further R12-million through EC aid) and covers more than 1 000 scholarships, technical co-operation projects, community development projects, aid for housing and refugees and trade union training.

Mr Hurd said that an “integral part” of Britain’s policy was not just to call for an end to all racially discriminatory legislation, but to help black South Africans overcome the obstacles to their advancement in real and practical ways.

The chief thrust of the latest aid package of more than R40-million is to improve the quality of black education, and also to improve conditions in squatter settlements and rural areas.

The objective, Mr Hurd told a gathering at Masiphathathane Development Centre in Philippi, was to provide a key to unlock the energies of the people and allow them to improve their own conditions.

Even if critics accuse Mr Hurd of traipsing through the squatter camps for only a few hours, grasping briefly the hand of poor, black South Africans, he will have been heartened by the sentiments of the president of the National Association of Federated Chamber of Commerce, Dr Sam Motuvenyane, who told the diplomats yesterday that “we in the black community are immensely encouraged by Britain’s willingness to help in this way”.

“Through your support we have unlocked resources otherwise not available to us,” Mr Motuvenyane said.

Allocation on Education, does not add up
Replace white teachers, the pupils demand

By STAN MHLONGO

RESIDENSIA State School on the outskirts of Sebokeng, has virtually came to a standstill following a demand by pupils that white teachers should be replaced by black ones.

Arguing in favour of the demand by the majority of the 1 500 pupils at the school, student representative council member Kennedy Bhungane, added a political perspective to the issue: "It is government policy that blacks are not allowed to teach at white schools, so why should white teachers be forced on us?"

Bhungane said the students had decided to demand the substitution of white teachers by black teachers, not on racial grounds, "but because the SRC has come to the conclusion that some of these teachers are not qualified".

The 22 white teachers are in the majority and their absence has left the 14 black teachers with the task of teaching standards six to ten.

The 14 teachers also have to teach two of the 28 classes each.

"The white teachers have not reported at the school for the whole of last week, claiming that they were warned by an anonymous phone call to leave black schools alone," said Bhungane.

Orange-Vaal Department of Education and Training (DET) deputy director GB Steyn said the white teachers were advised by his department not to go to school after being intimidated by pupils.

At a recent teachers' rally, pupils appealed for unemployed teachers and volunteers to teach them.

The invitation was extended to subject advisors, school principals and even inspectors to help ease the crisis.
Striking teachers are not tempted by boost in Budget

By DAVID JACKSON and ALAN DUGGAN

The strike by black teachers remained deadlock this weekend as they vowed to stay out until their demands were met.

Some 6,000 Soweto and Alexandra teachers this week reversed their earlier decision to return to their blackboards. The R150-million Budget sweetener from Finance Minister Beren du Plessis has not swayed them.

The Department of Education and Training said yesterday it would respond to teachers' demands on Wednesday.

General secretary of the National Education Coordinating Committee Mr Thora Rensburg said that if teachers were to go back without having realized their short-term demands, "the whole strike action would have been worthless."

These demands include improvement in conditions of service, which takes in demands for salary hikes and a reduction of the teachers' workload; reduction of the overcrowding problem through provision of more classrooms and teachers; and a promise that the Department of Education and Training would stop "the arbitrary transfer of teachers and arbitrary retrenchment without consultation."

In the long term, the teachers want nothing less than the dismantling of "apartheid education."

It is the biggest show of black teacher muscle in three decades.

But the NEC's Mr Rensburg said the strike was "not overtly politically inspired."

years teachers feel they have room to put pressure on the DET to meet some of their demands," he said.

DET regional director Peet Struywig told the Sunday Times: "I met them (the teachers) on February 23 and I've left the door open to them to discuss whatever they want. I extended an invitation to talk but so far they haven't come back to me."

Bizarre

Democratic Party spokesman on black education Mr Ken Andrew said decades of neglect had left South Africa's black education system at the point where only a concerted effort could restore its credibility among pupils and the community.

"The first hurdle is the credibility gap. And, if you've relegated people to a second-class education for generations, you cannot expect to regain their trust overnight — especially not with small concessions."

Mr Andrew said that in the meantime, the Government should provide "crisis funding" and a coherent plan for resolving the situation.

In his Budget speech this week, Mr Du Plessis announced a R150-million allocation to eradicate the backlog in black schools, and R205-million to the DET vote for capital projects.

But the long haul is only beginning. And teachers want the crisis to be tackled on an emergency footing.

Figures for the 1988-89 financial year show the Government spent R3 082 on educating each white child and R765 for each black child.

Positive

Black educationists, embittered by many years of official stonewalling, cite the bizarre anomaly of massively overcrowded black schools and white schools that have to shut down because they are nearly empty.

Education Minister Dr Steffel van der Merwe said on TV this week that overcrowding and insufficient facilities in black schools had created a potentially "explosive" situation.

"I think if white teachers had to work under the conditions under which many black teachers work, there would have been an outcry."

However, he said the Government had adopted a "very positive" attitude to black education and was trying to catch up with the "historical backlog."

And the Minister of Education and Culture, Mr Piet Claas, recently announced a policy review that could see white government schools being opened to all.

But there was a proviso: they could admit black pupils only with the blessings of their parents' organisations — which, according to disgruntled headmasters, have not been forthcoming.
Govt adds R1 billion for black backlogs

By BARRY STREEK
Political Staff

THE government yesterday boosted the R2-billion fund to remove backlogs in the black community by another R1 billion.

President F W de Klerk said yesterday that R1 billion of the money would be administered directly by the government "to eliminate backlogs of a capital nature in education" and to acquire land for black urbanisation.

The other R2 billion is to form the basis for a trust fund, to be managed by a former Cape Town judge and honorary chairman of the Urban Foundation, Mr Jan Steyn.

The trust fund is to be administered outside the direct ambit of the government so the private sector and other institutions, both local and foreign, can contribute to it.

Mr Steyn said at a press conference that he had already held discussions with business leaders, the UDF and the ANC about the new trust fund and he felt they should be members of the trust, but it was up to them to decide.

Mr De Klerk said the government's contribution of R3 billion would be used to uplift disadvantaged South Africans.

"It is my earnest hope that this initiative will receive the widest possible support from every quarter in South Africa as well as from abroad," Mr De Klerk said.

Mr Steyn said yesterday that before accepting his appointment as head of the new trust he had received the reassurance from the government that it was committed to removing racially discriminatory legislation.

He said he had a real concern that racially discriminatory legislation still on the statute book could inhibit the dynamism of the new initiative.
R355m to be spent on black schools

The government is to spend almost R355 million on constructing and extending schools for blacks.

In addition to the one-off R150m allocation to eradicate the backlog in the provision of schools for black pupils announced by Finance Minister Mr. Barend du Plessis in his budget, an amount of R205m is included in the Education and Training (DET) vote for capital projects.

The government's contributions to the running costs of UWC is to go up by R4.1m to R60.3m, while its support for capital expenditure will increase by R2m to R6m.

The DET's budget for capital works for pre-primary and primary schools has been increased by 30% to R57m.

The capital budget for secondary schools has been cut by 24% to R35m, but the DET still plans to build 37 new schools and expand 11 existing ones.

The capital budget for black universities has jumped from R200 000 to R5.4m. The money will be used to buy land for the universities of the North, Vista and Zululand.
Applications open for US Fulbright Scholarship

BY NCKPANE

Education File

Soweto Friday, March 16, 1990
Employer groups' education council

TANIA LEVY

FIVE major employer organisations have formed a private-sector education council to address education policy issues affecting manpower supply.

The SA Chamber of Business, the Chamber of Mines, the Steel and Engineering Industries Federation of SA, the Afrikaanse Handelsinstituut and the Building Industries Federation of SA will be represented on the council.

Council secretary Gerrie Bezuidenhout said yesterday employers were not getting the type or quantities of manpower needed.

The education council would provide an opportunity for private sector employers to speak with one voice on education policy matters.

Through the council they would collectively attempt to influence syllabi, curricula and career guidance both at school and at tertiary institutions.

The council did not aim to become involved in training. Its first meeting will take place in Johannesburg on April 3.
exclusions policy.
So has UCT vice-chancellor Stuart Saunders but he cautions that the exclusion policy will not be abandoned. "It is not in the interest of anyone to readmit any student who does not have the ability to succeed at UCT," Saunders says. Charlton is equally adamant that standards will not be compromised.

"Apartheid education was years in the making and the problems it has left us with will take years to mend," says Rhodes University principal Derek Henderson.
"The really intractable problems at present lie at the primary and secondary level. Some of our efforts will bear fruit only in the long term."

One such is the Molteno Project, directed by Rhodes Prof Paul Walters. This is a massive literacy programme throughout the subcontinent.

It all costs a lot of money. At Rhodes, black students, who make up 21% of the student body, hold 48% of all bursaries. Charlton says at Wits the Academic Support Programme is undertaken almost entirely by the Chairman's Fund of Anglo and De Beers, which means the funding might not continue indefinitely.

Charlton acknowledges that trying to bring black students up to scratch only when they reach university is "grossly inefficient." But the alternative is to wait until the first generation of well-educated black children works its way through the system. That could take a very long time.
'Struggle poetry' with a difference

ONE cannot resist the temptation to assess this collection of poetry against the background of the ongoing debate in the importance and role of form in all mediums of a people's culture.

Now, more than ever, we are catching glimpses of artistic forms that have transcended the label of political statements, but whose strength is found in political experience as a whole.

"I Qabane Labantu" (comrades for the people) is the product of a conference run by Vakalisa and the UWC Afrikaans Department in 1987.

Its aim was to assess the content and range of a people's culture.

This collection is made worthwhile by the contribution it makes to cultural thinking and trends, while putting cultural activism into perspective.

While the tone becomes at times angry and bitter, the life-affirming attitudes of those who have suffered prevail.

Themes range from suffering, incarceration, arrest and anger to longing, love and feelings of helplessness in the face of a carefully-structured, powerful enemy.

The book affirms, too, the experiences of human beings across the spectrum of race or colour and relates the extent to which all people have suffered — physically, mentally or emotionally.

From Peter Barry's, "To those who have been robbed of their childhood" to Ingrid de Kok's "Af val kind is", we see how apartheid has stripped all people of their childhood, natural qualities to make for a nation that has had to adapt its development to cope with institutionalised injustice.

But all is not serious and disheartening in this collection.

The wry humour offered by Keith Gottschalk's "Ode to the statue of Jan van Riebeek" (referred to as a "posturing pigeon-lavatory") contributes to the tone and thematic richness as a whole.

But there are a couple of serious problems to be found in this collection — the first being the portrayal of women in Syda Essops' "moeder van afrika". Women are shown to be the long-suffering stoics of the community people who never raise their voices.

But it is the attitude that women in Africa have a sole function of producing "afrikababas/stewig sos 'n rot" that is the most controversial. It not only denies the contributions women make in all spheres of life, but places the woman firmly in the "home".

Another problem is found in the prosaic articles offered by Rushdy Siars on a definition of culture, as they seem to defeat what the book is doing to enhance cultural development: breaking down rigid formulas.

The somewhat idealistic definitions and distinctions of "our culture" and "their culture" seem out of touch with what the poems are saying and what the book holds as its overriding message.

The presence of Sandle Dikeni's somewhat revolutionary "Guava Juices" and "Ndim Lo" stand as a testament to a form and style that the book seems to move away from.

As examples of true "struggle poetry" they undeniably make their mark. But readers may question poetry of this nature as it has become a norm and offers nothing new to artistic variation.

"I Qabane Labantu", however, undeniably enhances a truly South African aesthetic. The styles and forms are wide-ranging, but seem to have a common characteristic: a simplicity that shuns exhibitionism.

It is profound, unique and disturbingly accurate in its imagery of richness and truth.

— Denise Fouche

I QABANE LABANTU

Poetry in the emergency
Poesie in die noodtoestand
Williams sees art as revolutionary activity

HAILED by critics as "one of a new generation of young, articulate and angry poets," Cape Town poet, Brian Williams sees art as a revolutionary activity.

His poetry anthology, "The Wounded Spear Rises", which was launched in Cape Town last month, has been described by literary luminaries such as Don Mattera and Dennis Brutus as part of "the blood-and-ashes legacy of the June 1976 insurrection".

Williams agrees. He wrote his first poems while working as an unskilled electrical worker at a Bellville building site in early 1973. But it was the 1976 uprising that was the source of his creative work.

"That was a vital period for my growth as an activist. My political involvement meant, however, that I did not have time for writing.

"I am now making a conscious effort to develop the creative side of my life."

While most of the poems in "The Wounded Spear Rises" deal with oppression, exploitation and political intrigue, some of the most poignant are about love.

"It is inevitable that in South Africa one's work is dominated by the struggle of the oppressed. But life is broader than lists and stones, and our relationships and stresses are in a sense also political."

However, Williams rejects poetry that is "removed from the realities of ordinary people."

"If poetry and art are removed from the earth, the roots of literature, into clouds of abstraction understood best by the elite, the well-fed and well-read, it can never serve a mass-based liberation struggle."

"Art should free humanity. If we are to write to foster an understanding and stir the oppressed workers and their allies to action, we need to write to reach the ordinary people."

"We need to mix our passion, our ideas, in the rich pool of working-class creativity."

Williams does not believe this means that poetry is reduced to a simplistic propaganda exercise.

"It is important to distinguish between slogans and poetry.

"Poetry is the refinement and reflection of essentially symbolic word usage to serve an educational and revolutionary role."

"To write for future generations about present-day oppressive conditions and to place it in a timeless frame of literary beauty is a historical necessity. But the overriding concern should be that the past must influence the present to shape our future." - Chiara Carter

THE WOUNDED SPEAR RISES
(BUCHU)
"The writer as artist and activist," was the subject of a heated seminar at the recent annual general meeting of the Congress of South African Writers (Cosaw), Western Cape region.

"Writers as artists and activists should take note of their own special role to enrich the fabric of our greater humanity," one participant, Batho Williams, said.

"For writing to be meaningful, it must address itself to the context of struggle in which words become weapons to activate and mobilise forward elements of the resistance movement."

"However, this should not be the only form of literary or artistic activity."

"Why write only about 'waakry' and not about 'lekkertry'?"  he asked. George Wederman, poet and member of the Afrikaans Skywarsgilde noted: "There is one important factor that one can never ignore about a group of writers— their common belief in the unsustainability of their domain, as artists, of their art. A writer may betray his political or cultural background and even compromise his sympathies, but never his art.

"It is of utmost importance that the South African nation be forged and nurtured by writers who carry in their belly the pain of that nation," he said.

"I heard how the police forced a man to suck the blood of a young man who had been shot to prove it was his brother. I heard and saw so much more— only half of which was eventually published. But I had heard, seen and written." Wederman quoted Cosaw presdident, Professor Nthuthu Khoza, at the end of the debate.

"One accusation that has often been leveled at writers, particularly in those countries, is hunger for radical change, so that many of them have not offered solutions to the problems they may have graphically revealed.

"It seems to me that this accusation has always reveal a certain confusion, on the part of the accusers, on what the nature of the relationship between art and society really is.

"The accusation has been premised on the demand that artists produce works that will incite people to political action. That— we will all agree— is the task of the professional propagandist."

"If the writer has an ideological goal— and he always has— he has to reach that goal through a serious and inevitable confrontation with irony."

"We do not choose between politics and art, rather we participate in the dialectic between them. To understand this is to understand the creative possibilities of both."
Black school allocation rise praised

Staff Reporter

EDUCATIONISTS and teacher bodies yesterday welcomed the increased education budget but the National Education Crisis Committee warned that the increase in funds for black education should be seen against the massive black education crisis.

Yesterday education received by far the largest allocation of the budget — almost 19% of the total — and black education was boosted by more than R510 million from last year.

NECC general secretary Mr Ihron Rensburg expressed disappointment "that education has not taken a huge chunk out of the defence budget as was expected."

Witwatersrand University statistics showed that more than R212 billion would be needed to bring formal parity in education, he said.

"The euphoria around a 26% increase (in black education) needs to be tempered against the cost of bringing formal parity," he said, adding that the increase was only 13% to 13% in real terms.

The NECC would "watch with keen interest" the way in which government spends the money earmarked for black education, Mr Rensburg said.

Reaction from teaching bodies varied.

• Teachers' Federal Council acting chairman Professor Connie de Vries said the organisation had "appreciation for certain things" referred to by Mr Du Plessis in the speech but declined to elaborate.

• Western Cape Teachers' Union (Wectu) spokesman Mr Lawrence Hoepner said that while noting the increase in funds for black education, Wectu believed that when the national rate of inflation was taken into account, the increase was negligible.

• South African Teachers' Association president Mr Des Duxbury welcomed the additional expenditure allocated to the Department of Education and Training in particular, saying "the commitment of specific funds for the sole purpose of addressing historical backlogs is a positive step."

"The association welcomes and encourages any moves towards equality in education financing and provision. "The reduction in personal income tax will put more money in teachers' pockets and this will help to offset the ravages of inflation," Mr Duxbury added.
A SOWETO clergyman, who has written a Northern Sotho encyclopedia of three volumes, has appealed to the community and business sector to sponsor its publication.

The Rev Phelagane Michael Makoea of the Evangelical Lutheran Church in Zone 5, Meadowlands, told the Sowetan that since 1978, he had approached several publishers to look at his manuscripts, but all, after going through them, had turned them down.

"These publishers, well-known for publishing educational books, have given me different reasons for refusing my manuscript," said Makoea.

"Some say they publish mainly for the prescriptive market and mine, at most, could be used as a library book. Others that, according to recent market research, there is no market for an encyclopedia like mine as it is 'not very open' and therefore they cannot publish it for financial reasons."

According to him, he is the pioneer of a Northern Sotho encyclopedia. It is called Ikanshe Ka Segageno and has three volumes: Volume 1 (African Culture and Nature), Volume 2 (The Comparison Between African Culture and Theology) and Volume 3 (Dictionary).

"The unpublished encyclopedia is a study guide to be prescribed to primary and high schools, colleges and universities. I have even obtained permission from the Northern Sotho Language Board to publish my work," Makoea said.

"I am now appealing to the community, authors, journalists, business people or any interested person, to assist me. I believe this encyclopedia will go a long way in helping our children to master their language," he said.

Anyone who would like to assist Makoea can contact him at: The Evangelical Lutheran Church, 126 Ntuli Street, Zone 5 Meadowlands, (next to Meadowlands Stadium). Alternatively, telephone (011) 936-872.
Education set to get the biggest slice of state pie

ELECTION, which is to get R13.346bn excluding the recently announced increases to teachers, enjoyed the largest allocation in this year's Budget, Finance Minister Bar-
end du Plessis said yesterday.
A further R150m has been voted as a non-recurrent amount to catch up with backlogs, mainly for capital expenditure in black education and training in areas where the backlogs are the most severe.

"Education and training must inevitably be given an important role in the process of economic development and upliftment," Du Plessis said in his Budget speech.

"Almost 19% of the budget, excluding the recent improvement in conditions of service, is allocated to education, which is indeed the function enjoying the largest allocation.

"International comparisons indicate SA's public expenditure on education is already high.

"Consequently there will have to be an increasing emphasis on proper expenditure priorities and on efficiency in education.

"The same applies, of course, to all the other services of the State," he said.

"In its acknowledgement of the important role that education has to play in SA, the government wishes to catch up on the backlogs with regard to education wherever and as fast as possible," Du Plessis said.

The extra R150m was voted for this, he said.

Du Plessis also said a one-off amount of R50m was being provided to universities "to enable them to finance adjustments".

The R13.346bn allocated during the 1996/1 financial year is 9.8% higher than the revised estimate of R12.158bn for the previous financial year.

However, the increase will be higher when the salary increases for teachers are included in the total expenditure on education.

Included in this allocation is R2.5bn for the Department of Education and Training which is responsible for black education. This is an increase of R310.6m over the previous financial year.
Govt praises teachers for return to work

MIKE ROBERTSON

CAPE TOWN — Education and Development Minister Silas van der Merwe yesterday welcomed the decision by striking black teachers to return to work.

The decision to resume teaching was taken at the mass meeting organised by the National Education Union of SA (Neusa) on Monday.

In a statement, Van der Merwe said he was prepared to meet anyone to discuss education-related matters.

He would welcome a meeting with the teachers' representatives to discuss their grievances, suggestions and proposals.

The decision to go back to school was a victory for reasonableness and for everybody who had the interests of children and of education at heart.

"One hopes this will pave the way for a return of normality to the school scene so that the students can get on with the job of acquiring knowledge and skills."

Van der Merwe paid tribute to those involved in efforts to bring the teachers back to school.

"I know that parents and elected parents' bodies, many teachers themselves, teachers' organisations, other interested bodies and even many students have joined the efforts of the officials of the Department of Education and Training in this endeavour and have worked ceaselessly towards this goal."

Government and the department acknowledged that there were many facets of the present education system that were not ideal.

These problems were continuously being assessed by the department.

Wilson Zwane reports that National Education Co-ordinating Committee secretary-general Ilion Rensburg said the committee was wary of a decision among teachers to meet today to review Monday's decision.

"We are concerned about that and we hope that there won't be a split among the teachers," he said.

Asked if the continued protest would take a toll on the matric results at the end of the year, he said although stayaways and boycotts were contributing factors, it was the bad educational system that was to blame for the poor pass rate.
HOUSE OF DEPUTIES

Executive Order of the President

The government, as a result of its actions, has decided to proceed with the education reform. The decision is supported by the President and is in accordance with the national interest. The government has implemented measures to ensure the success of the reform. These measures include increased funding for education, the establishment of new educational institutions, and the implementation of new curricula. The government is committed to ensuring that all children have access to quality education. The reform will also improve the standard of living for millions of citizens. The government is confident that the reform will be successful and that it will bring about positive changes in the education system. The government is committed to ensuring that all children have access to quality education. The reform will also improve the standard of living for millions of citizens. The government is confident that the reform will be successful and that it will bring about positive changes in the education system.
THE Government’s budget this week should recognise the enormity of the education problem and thereby make large increases in education expenditure.

This was said by Mr Theo Coggin, deputy director of the South African Institute of Race Relations (SAIRR), when he addressed a function in Johannesburg last week.

The function was to present bursaries to 16 non-racial schools.

Coggin said if the per capita spending on all pupils was raised to the level of spending for white pupils, the total annual education bill would jump from nearly R6 billion to over R15 billion.

He said the creation of a single education department and the formation of “school fraternities” were two ways in which pupils, parents and educationists could be persuaded that education was worthwhile pursuing.

Coggin said the argument that separate education departments should continue to exist was indefensible.

It is the height of absurdity that a government which, to all intents and purposes, has passed the death sentence on apartheid should allow separate education departments to exist,” Coggin said, adding that a bold step by the Government was needed.

An announcement by the Government of its commitment to this principle was necessary, he said.

“Such a commitment would win more goodwill for the Government than anyone can imagine.

“IT would focus the minds of people on the critical issues of how we can improve curricula, get the kids and teachers back to school and ensure that there is equal access for children to education,” Coggin said.
Pupils missing education as teachers make protest

By CONNIE MOLUSI

THOUSANDS of pupils countrywide are losing valuable school time as the Department of Education and Training and teachers are locked in a struggle to resolve their differences.

Teachers under the auspices of the UDF-affiliated National Education Union of South Africa (Neusa) are sticking to their demands for improved conditions, while the DET has appealed for a settlement.

Meanwhile the “chalks down” strike, which started in Soweto early last month, shows no signs of stopping, and thousands of pupils go without tuition.

More than 5,000 teachers in Soweto, Tembisa, Pretoria, Bloemfontein and Potchefstroom this week joined the dispute by marching to DET regional offices to prevent their grievances.

DET spokesman Richard Chernis said the director-general and senior officials on Friday held a six-hour meeting in an attempt to end the strike. The DET is to respond to the demands tomorrow.

While teachers engage the DET, students have been flocking to schools in large numbers in response to the ANC call to them to return to school.

Since the beginning of February, DET offices countrywide have been flooded with petitions from teachers demanding better working conditions. The strike was sparked by a statement from the DET Johannesburg regional office that the grievances were not genuine.

In a circular to teachers, Johannesburg regional director Peet Struwig warned the strike was in contravention of Section 22 of the Education and Training Act and they may be charged with misconduct.

NECC secretary Irvin Rensburg said it was necessary to highlight the plight of teachers as workers, with a wide range of responsibilities to the community and to their families.

A Neusa spokesman said the strike would make the point that there could be no meaningful teaching and learning under current conditions.

Teachers’ grievances are:

- Congested timetables that require teachers to teach up to 42 periods a week;
- Overcrowding in classes;
- Freezing of posts;
- Transfer of teachers to rural areas;
- Retrenchment of teachers without consultation; and
- Insufficient textbooks.

Meanwhile, Sapa reports 67 whites armed with sjamboks and other weapons were arrested on Friday when they tried to disrupt a legal protest march by teachers from Thabong to the Welkom Civic Centre.

Forty-three were charged with obstructing police in the execution of their duties.
DET shock for matriculants as certificates don’t arrive

BY DESMOND BLOW

THOUSANDS of students who have written matric are unable to go to university this year or to get jobs because of the lengthy delay by DET in issuing certificates.

Applicants are only receiving their certificates after 11 months and the period is becoming longer.

These are the “private” students — nearly 200 000 wrote exams last year (160 000 in November and 37 000 in May), at adult education part-time classes and correspondence.

There was a similar number who sat for the full-time examinations.

Despite long hours worked by the small DET staff in the “part-time” section, the applications keep piling higher and higher.

These are some of the disgraceful facts revealed in a City Press investigation after Lauren Strauss had received scores of letters of complaint.

Yet DET has done very little to alleviate the situation — despite the mushrooming problem over the past decade and continuous complaints from the head of the Std 10 (private) examination section, Maud Schoeman.

She confirmed this week that the Department of Education and Training, Pretoria, had consented to see her in June this year.

This is despite the fact that the situation is worsening daily.

“It is very difficult to build bridges between the DET and our students, if the students believe we do not have their interests at heart. It is difficult to face them — because they blame our overworked staff and I believe we are deliberately holding back their certificates.”

Students are often not told of their failure or pass rates, sometimes they only discover after nearly a year that they have failed and cannot go back to classes and to retake a year’s schooling. Others have had to withdraw their registrations from universities or technicons or have been unable to find employment because of the delay in receiving their certificates.

Although they received their symbols shortly after their papers had been marked, they have to wait for 11 months to find out if these symbols have been sufficient to give them a university entry pass.

Unlike examinations for full-time students, there is a complicated system of deciding whether a part-time student has passed or not, because different subjects are sometimes written over a period of years by “private” students.

Last year 149 190 applications were received and in January and February this year almost 85 000 applications for certificates were received.

Unlike something dramatic is done immediately, they will have to wait for up to 10 years to get their results.

Those who think they passed apply for their certificates, but nearly half of these are eventually informed that they have failed.

Those who have passed await a similar time, if not longer, for their certificates.

Added work is given to the small staff by students who write letters complaining that they have not received their certificates and these go into waiting boxes as well.

Further delays are caused by students who travel periodically to DET headquarters in Pretoria from as far as Cape Town, Durban and Nelspruit to try and get their results.

“We can only see five students at a time, and sometimes students have to queue for days to be interviewed and then learn that they have failed,” Schoeman said.

When possible she and her small staff will give these students priority, “but it is impossible for us to find their original application forms among the thousands waiting in boxes, so they make out a fresh application.”

Between January and April students who have to produce receipts for university or technikon enrolment get priority, but we cannot handle everyone,” she said.

A typical example is Lindelwe Mobo of Jabulani, who works for DET as a school secretary. She applied for her certificate after last year’s examinations.

In December she went to Pretoria in the hope of obtaining it, but was told it was still processing earlier applications.

She was warned not to make another application as it would only delay the process.

In January she wrote complaining that she still had not received her certificate and that she had to withdraw her registration to study public administration at the RSA Technikon.

She also wrote that until she received her certificate she could not improve her salary in her present job.

Schoeman estimates she needs a staff of 50 trained personnel to handle the volume of applications, but she has only a quarter of this figure.

Until May last year she had a staff of nine, but then after numerous complaints and a five-month time and motion study, she was permitted to increase her staff by three.

“I find it difficult to keep staff,” she said, “because the job is poorly paid and staff do not get any experience they can use elsewhere and the long hours of overtime.”

Last year there was a 100 percent turnover in staff.”
Closing white schools
‘a recipe for disaster’

Staff Reporter

It was shameful and destructive to close white schools, the deputy director of the South African Institute of Race Relations, Mr. Theo Coggins, said in Johannesburg yesterday.

Addressing a function at which National Beverage Services made bursary awards to 16 non-racial schools, Mr. Coggins said it was shameful because there were thousands of black children who required schooling, and it was destructive "because access to education is being denied to children who are tomorrow's leaders".

ERODE GROWTH

He warned that the denial of access to education on this scale was "a recipe for the creation of generations of semi-literate citizens who will become an even bigger burden on the society of tomorrow than the educational crisis in the society of today.

"We cannot afford to have that happen. Not only will such a situation create massive social/pathological problems which we have not yet thought through, but it will also erode South Africa's ability to grow at the pace required to sustain the sort of economic growth that it required to provide as many jobs as possible."

He dismissed suggestions that an answer to the problem lay in the creation of more private non-racial schools. He said private schools could only admit a finite number of pupils and that their fees were beyond the means of the vast majority of South Africans who cannot find a place in school.

Noting that education remained the responsibility of the State, Mr. Coggins praised the role played by private schools in spearheading the breakdown in educational segregation in the 1970s and 1980s.

"This will be chronicled by future historians as the most constructive contribution to education of the time. Donors in the private sector who have helped create a new era in education, as well as donors such as foreign governments, multi-nationalals and foundations, can also be well-satisfied that their investment has been most fruitful."

"But the job is far from over, and a concerted effort by both the private and the public sectors is still necessary."
Average 72 000 pupils out of school

Mandela's call to pupils 'ignored'

Political Staff

MR Nelson Mandela's call for pupils to return to school appeared to have had little impact on pupils in several parts of the country, Deputy Education and Training Minister Mr Piet Marais said yesterday.

Mr Marais said he was not yet pessimistic enough to believe that the lack of discipline among pupils had reached a point where no one could control them, but was worried at the lack of impact of the ANC leader's call.

The deputy minister said he was also concerned at the National Education Crisis Committee's failure to come forward for further discussion with government at a time when on average there were 72 000 pupils out of school. Government, he said, was worried that the organisation, which it regarded as an umbrella body with which it could negotiate an end to stayaways, perhaps did not have the necessary authority with pupils and teachers.

Giving details of the renewed crisis in black education, Mr Marais said that on Tuesday this week, no tuition took place at any of the 63 secondary schools in the Johannesburg region.

Although there was still a high degree of absenteeism among pupils at these schools, the main reason for this was the continuing teachers' strike.

In the rest of the country, no tuition took place at 14 of the 179 schools in the Diamond Fields region; four of the 337 schools in the Highveld region; three of the 409 schools in the Cape Province; five of the 170 schools in Natal, and 42 of the 255 schools in the northern Transvaal region.

He did not have figures for stayaways in homeland areas which fell outside the jurisdiction of his department.

Mr Marais said there was no way his department could meet striking teachers' demands for an 80% increase on top of the 22% they had already received.

Other demands such as the call for a reduction of taxation fell outside the ambit of his department.

Other matters like the call for a reduction of the teacher:pupil ratio and improvement in facilities had already been the subject of lengthy discussions with the NECC. It had been agreed that these areas would be further addressed in a follow-up meeting, but as yet no request for such a meeting had been forthcoming from the NECC.

The NECC had also undertaken to come forward with proposals to involve parents and the community in the running of schools as well as in the establishment of SRCs. On these issues government was quite prepared to work in co-operation with the NECC as it regarded the demands put forward as being justifiable and reasonable.
Closures will create bigger burden on SA

IT was shameful and destructive to close white schools, the Deputy Director of the South African Institute of Race Relations, Mr Theo Coggin, said yesterday.

Addressing a function at which a private company made bursary awards to 16 non-racial schools, Mr Coggin said it was shameful because there were thousands of black children who required schooling, and it was destructive because access to education was being denied to children who were tomorrow's leaders.

He warned that denial of access to education on this scale was a recipe for the creation of generations of semi-literate citizens who would become an even bigger burden on the society of tomorrow than the educational crisis in the society of today.

Problems

"We cannot afford to have that happen. Not only will such a situation create mass social/pathological problems which we have not yet thought through, but it will also erode South Africa's ability to grow at the pace required to sustain the sort of economic growth that required to provide as many jobs as possible."

He dismissed suggestions that an answer to the problem lay in the creation of more private non-racial schools.

He pointed out that private schools could admit only a finite number of pupils and their fees were beyond the means of the vast majority of South Africans who cannot find a place in school.
Schools to be open by next year?

Staff Reporter

EDUCATIONISTS, teaching bodies and principals of white Cape Town schools which would like to be non-racial have welcomed the government's "admissions policy investigation", which some feel will lead to open schools by early next year.

Mr Piet Claise, Minister of Education and Culture in the House of Assembly, hinted in Parliament recently that admission policies could become "more flexible" after the "urgent investigation" had been completed.

Mr Clive Roos, executive director of the SA Teachers' Association (SATA), predicted that those schools which wanted to be open would be allowed to be so by January 1 next year.

SACS principal Mr Gordon Law, whose school was one of the leaders in the campaign to open schools, said he doubted the change to an open school would be dramatic.

"But there will be small changes over the years, and eventually the ethos of the school will change too," he said.

Dr John Gibbon, principal of Westerford, said his school regarded the prospect of open schools as "very exciting".

"There are already some black families living within the area that our school serves," he said. "Some have already made application to send their children here."

He said a post-apartheid admissions policy had not yet been worked out. The change would not be dramatic, he said. It would be most visible in the lower classes initially.

Several other schools have also received applications for admission of non-white children. There has been talk among educationists of open defiance of the government's policies, but nothing has come of this yet.

Mr Rodney Maxter, chairman of the BP-backed Open Schools Association, said last week that his organisation had a membership of "some 30 schools whose parents have overwhelmingly indicated that they would favour an enrolment policy that does not include the criterion of race".

Mr Nugent Field, principal of Cape Town High, said that even at his school, with its relative shortage of pupils, the transition to non-racial schooling was expected to be gradual.

All schools were bound by an ordinance which obliged them to give preference to pupils from the area they served, which in his school's case was the city bowl, he said.

However, once those pupils had been accommodated the school was free to admit pupils from anywhere else.

"We have pupils from as far away as Melkbosstrand at present," he said. Cape Town High was very pleased that there were moves towards open schools.

Mr Roos said neither SATA nor the Open Schools Association had ever advocated defiance of the law, "as we are convinced that the rightness of our case will get us where we want to be".
Other groups to use unused white schools

THE government has transferred three and leased 22 unused white schools to the Departments of Education and Culture in the House of Representatives and House of Delegates.

It is also considering transferring the Sir Lowry's Pass Primary School to the Department of Education and Culture in the House of Representatives.

This was disclosed yesterday by the Minister of Education and Culture in the House of Assembly, Mr Piet Clase.

The three schools which were transferred to the Department of Education and Culture in the House of Representatives were the Eerste River Primary School at Eerste River, F J van Niekerk Primary School at Sibien and Prinses Skool Perdeberg at Perdeberg.

Those leased to the same department were: Klaasteeg Primary in the Robertson district, Klipdam-Holpan Primary in Holpan, Kranzbeach Primary in the Krynauw district, Novo Primary in the Rivierendal district, Transvaal Road Primary in Eimbeney, Papendorp Primary in the Lantville district, Redlands Primary in the Krynauw district, Ruitteried Primary in the Krynauw district, Salt Lake Primary in the Douglas district, Wolraad Woltemade Primary in Cape Town, Wakkerstroom West Primary in the Robertson district, Epsom Road School in Durban, Durban Technical High School in Durban, Franklin Primary in Durban and Umbilo Road School in Durban.

Schools to be open by next year? — Page 7
Empty school desks cost R1.5bn

GOVERNMENT wasted more than R1.5bn last year by not filling empty places at white primary and high schools cost the government R1.5bn last year.

Burrows said R4.6bn was spent on each place at primary school level and R6.6bn per high school place. These figures had recently been provided by Education and Culture Minister Piet Clasen.

Statistics provided by Burrows showed that 190,737 unused places at white primary schools cost government about R763m last year.

A further R794.5m was wasted on 116,840 vacancies at high schools.

Almost half the country’s unused capacity occurred at schools in the Transvaal.

Wits University Education Policy Unit head Johan Muller said a quarter of Johannesberg’s 175 white schools risked closure within the next five years because of declining enrolment rates. An additional 1,600 places a year were expected to fall vacant.

Both technical schools in the city were at risk.

However, our Political Staff reports from Cape Town that Clasen said in the Assembly yesterday government had transferred three and leased 22 white schools to the Departments of Education and Culture in the House of Representatives and House of Delegates.

It was shameful and destructive to close white schools, said SA Institute of Race Relations deputy director Theo Coggins yesterday, reports Sapa.

Addressing a Johannesburg function at which a private company made bursary awards to 16 non-racial schools, Coggins said it was shameful because there were thousands of black children who required schooling, and it was destructive because access to education was being denied to children who were tomorrow’s leaders.

It was a recipe for the creation of generations of semiliterate citizens.
A change in education policy was needed to solve the crisis in black schools, Department of Education and Training Johannesburg regional director Peet Struwig said in an interview yesterday as teachers in Soweto and Alexandra refused to teach for a second day.

Government would respond to the situation as soon as possible, an Education and Development Aid spokesman said.

Struwig said until policy was changed, pupils and teachers should apply themselves under the existing system.

He said he believed effective education was possible in the existing system.

At Realgile High School in Alexandra, for example, a 92% pass rate had been achieved last year, despite a 60% growth in pupils which had led to a teacher-pupil ratio of about 1:46.

He said the ratio was not the norm in Alexandra and Soweto.

However, the average ratio of teachers to pupils in the Johannesburg region, which had an oversupply of teachers, was 1:28 at high schools and 1:30 at primary schools.

These ratios were rejected by the NECC and the National Education Union of SA (Neusa), representing the striking teachers, which said the ratios were more like 1:50.

One of the demands being made by striking teachers is a moratorium on retrenchments.

Struwig said there had been no retrenchment of permanently appointed teachers last year.

The 124 teachers whose services were terminated had been employed on a temporary basis. Struwig said 22 of them had ended their contracts with the department, 60 had taken study leave and the rest had been invited to discuss their cases with the DET.

Neusa spokesman Fred Sikhakhane said teachers would decide on future courses of action at a report-back meeting in Soweto tomorrow.
Black education crisis affects all of SA — govt

There was already one education system in South Africa looking after the norms and standards in education in a variety of different fields. These included determining general policy and financing, teacher and staff salaries, the professional regulations of teachers, the norms and standards of syllabuses and exams and certification of qualifications.

While the situation in South Africa was not unique, the different distribution of educational resources between population groups was not acceptable.

This could, however, not be changed overnight and the government had devised a 10-year plan to move towards equal opportunity. — Sapa
DET 'failed to do forward planning'

EDWARD WEST

THE Department of Education and Training (DET) had not taken cognisance of the rate of increase in the numbers of school-going children, with the result that the required forward planning had not taken place, said the Black Sash at the weekend.

The Sash Transvaal regional education committee presented a paper on the crisis at DET schools at the Black Sash 1990 National Conference in Grahamstown.

The vast number of pupils in SA was central to the DET's problems, it said.

The total number of black pupils during 1961 was 5.1 million, while the number in grade 1 during 1981 was 1 million.

This had grown to 6.5 million (26% increase) and 1.1 million (13% increase) respectively in the seven-year period to 1987.

This was less than the 6% average annual growth rate over the past 40 years.

Projections were that the number of pupils would double to 14.5 million in 10 years.

The committee said the media recently highlighted overcrowded schools. Not highlighted was the fact that schooling was not compulsory and there were at least 1.5 million children of school-going age who had never attended school.

In 1987, almost 500,000 children dropped out of school. None of these children had reached standard 6 and 63% of all school-leavers were in the primary phase.

Teachers in the DET worked under appalling conditions such as overcrowded classrooms, heavy teaching loads and poor salaries, the Black Sash said.

Meanwhile, 196 white schools were closed last year and 270,000 empty places were being maintained in white schools.

The Black Sash said a creative response was needed to solve a complex situation. The Sash demanded the establishment of a single education system.

Campaign to fight Press restrictions

DESPITE the improving political climate since President F.W. de Klerk's opening of Parliament speech on February 1, there has been no substantive decline in media censorship.

This is according to the Anti-Censorship Action Group (Acag), whose Campaign for Open Media (COM) is to convene in a fortnight to launch an assault on regulations constraining the media.

Acag and COM executive committee member Raymond Louw said on Friday the government's lifting of the media regulations represented more than a marginal shift away from its capacity for muzzling the media.

The provisions of the Internal Security Act, whereby police had the power to eject reporters from any situation under police control, and the television coverage ban on unrest, represented intolerable obstacles in the way of Press freedom.

The unbanning of political organisations such as the ANC and its office bearers, though, had meant essential information could be published and attributed to individuals. This was a major breakthrough, highlighted by the SABC's realisation of the existence of the ANC, Louw said.

With regard to publications, Director of Publications deputy director 'SF' du Toit said the effect political events in the country had had on the interpretation of the Publications Act was limited.

He foresaw no changes in the department's policies.

SABC radio head Roelof Jacobs said there was no change in general policy regarding broadcasting of politically sensitive material.

Jacobs said a song with revolutionary undertones would still not be broadcast by the SABC.

Foreign Affairs asks council for traffic escort
Revolution needs pupils at school

THE African National Congress (ANC) Youth League has thrown its weight behind the "back to school" campaign because it believes a successful revolution cannot be achieved without literate people.

In an interview, ANC Youth League secretary Jackie Selebi said: "We want revolutionaries who are literate. No revolution can succeed if the overwhelming majority of people are illiterate.

"We will never be able to govern and consolidate people's power without education."

Selebi said students should return to school and form structures to raise their grievances and continue the struggle.

"We accept we have not done away with Bantu Education. But alternative education can only be adequately addressed in a post-apartheid South Africa."

In the meantime, Selebi said, students should return to school because it was their "arena of struggle". Not only the National Education Coordinating Committee (NECC) but also youth, civic, teacher and other organisations should support the "back to school" campaign.

Asked whether the "back to school" campaign indicated the failure of the boycott tactic, Selebi replied the boycott tactic had lost its effect.

"I'm not suggesting it was overused. What I am saying is that we must weigh our strength before we call a boycott. We can't sustain a boycott forever."

The youth should create, train and establish a pioneer movement of children and adolescents who should be organised into youth structures from an early age.

"Most of us became involved (in the struggle) when we were old and this led to problems of one type or another for us to become members of organised formations," said Selebi.

However, he acknowledged the youth learnt from the 1976 revolt that they could not play a vanguard role in the struggle. Instead, this role could be played by the working class because it constituted the majority.

Nevertheless, the youth were still in the "forefront among the trenches in the struggle" because of the enormous sacrifices they were prepared to make and because of their impatience for liberation.

Speaking on the view that the youth — being more militant — were opposed to negotiations, Selebi said he did not believe the youth wanted to fight for the sake of fighting.

He said while the youth were "part and parcel" of the struggle through mass action and the taking up of arms, it was true they were also prepared to use negotiations as another method of struggle.

In a message to the youth who are mainly involved in the Natal violence, Selebi said it was essential they used their power and energy to start a movement of peace.

"This violence is not assisting anybody. It is not bringing liberation any nearer. It is directing attention from the real enemy, the apartheid system," he said.

"We must work for peace, but this does not mean we must be at peace with oppression and dictatorships," said Selebi.

He also welcomed the fact that whites were joining the South African Youth Congress (Sayco).

In the same vein, Selebi said the South African National Student Congress (Sasco) and the National Union of South African Students (Nusas) should unite to form a single, non-racial students' body.

"Fundamentally, the position of the two seems to be the same. We must work towards establishing a single, democratic, non-racial organisation," Selebi said.

On the view that the Nusas constituency was not ready to join Sasco, Selebi said: "It's important that whites begin to accept a non-racial South Africa. The imaginary fears of a reality that is coming must begin to be addressed. If whites can join Sayco, why can't Nusas members join Sasco?"

He said recognition between black and white had to be addressed now — in the theatre of struggle and not after the flag was hoisted. — The New African
When ANC lawyer Albie Sachs suggested art was more than a weapon of the struggle, he set off a raging debate among cultural workers. FRANK MEINTJES, a member of the Congress of South African Writers, takes up the issue.

Nadine Gordimer... crusading for an art that goes beyond apartheid's pain

The building of a democratic nation should be seen as a confluence of potentially antagonistic work allegories. It would be a violation against the very democratic process that Sachs has advocated. Sachs's solution, "our own internal States of Emergency"... But this is an inadequate response to the very democratic process that Sachs has advocated. Sachs's solution, "our own internal States of Emergency"... But this is an inadequate response to the very democratic process that Sachs has advocated. Sachs's solution, "our own internal States of Emergency"... But this is an inadequate response to the very democratic process that Sachs has advocated. Sachs's solution, "our own internal States of Emergency"... But this is an inadequate response to the very democratic process that Sachs has advocated. Sachs's solution, "our own internal States of Emergency"... But this is an inadequate response to the very democratic process that Sachs has advocated. 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More than a million children of school-going age have never attended school because schooling is not compulsory, says a Black Sash paper on the schools crisis presented at the organisation's 1990 conference in Grahamstown.

In South Africa, excluding the homelands, at least 1.1 million children had never attended school. In addition, almost 500 000 out of 5.6 million primary school pupils dropped out in 1987. None of these children had yet reached Std 6.

Sixty-three percent of all school leavers were in the primary phase, the paper said.

"It is generally accepted that at least four years of schooling is required to maintain a level of functional literacy."

Planning

In 1987, approximately 42% percent of the black school-leavers (almost 300 000 children) left school before reaching Std 3," the paper said.

The Department of Education and Training (DE&T) had also not taken cognisance of the rate of increase in the number of children needing to attend school, and the required forward planning had not taken place.

Another severe problem was the shortage of textbooks. Pupils either did not have textbooks at all, or had to share with other pupils. This was because the DE&T supplied books according to a teacher-pupil ratio of one to 28.

The paper demanded that apartheid education be abandoned and a single education system be established to help resolve the crisis.

Authors of the paper are P J Lloyd, M E Metcalfe and Y Shalek "of the Black Sash's Transvaal education committee."
Health and education should be removed from the schedule of own affairs in the Constitution, Mr Peter Soal (DP, Johannesburg North), said in the House of Assembly yesterday.

Proposing a motion to this effect, he said in the new South Africa which President de Klerk was promising, the country would be unable to continue to afford — politically and economically — the system of own and general affairs.

"In particular the crises which have developed in education and in health care require special attention and there is no doubt in my mind that it is important to remove these two subjects from the schedule of own affairs in our Constitution."

The Government acknowledged that there were problems in the country's health services, but the own affairs health system could not simply be scrapped, the Minister of Health Services, Mr Sam de Beer, said in reply.

He said it was a "total oversimplification" to suggest this as a solution to a problem which could not be solved overnight.

The country was moving into a new dispensation but it had not arrived there yet. The future had to be addressed "from this base".

Not one member on the Government benches was in favour of discrimination.

Mr de Beer said that this administration aimed to offer inclusive, not exclusive, services at its hospitals.

Own Affairs hospitals could and would render services to other race groups, as had happened at the J C Strijdom hospital where two wards had been opened to coloured people.

In this manner vacant accommodation was presently being used in a meaningful manner and all patients in that hospital were getting a better service.

Mr Soal said that when black education was introduced by Dr Verwoerd, he made it clear that the intention was not to create "black Englishmen" but that blacks were to be equipped to prepare themselves for their position in society as drawers of water and hewers of wood.

"The present system of education is perceived by black people to be a malevolent and deliberate attempt to relegate black South Africans to subordinate positions in society," Mr Soal said.

The lack of trust and faith in the education system was leading to a degree of anger and hostility in the black community which could again precipitate widespread protest and could once more lead to violent conflict.

Groupings in schools should be allowed on a rational basis and not a racial one.

"Now is the time to end the march of folly. Scrap own affairs," Mr Soal said.

No country in the world adopted a general affairs policy on education, the Minister of Education and Culture, Mr Piet Clase, said in reply.

He said countries such as the United States, the United Kingdom and Belgium all applied an own affairs approach to their education systems.

Mr Andrew Gerber (CP, Brits) proposed an amendment to the effect that the present Constitution was not working and that the only solution lay in creating a political dispensation for each nation in its own fatherland.

It was a myth to think that equal inputs in education would deliver equal results. — Sapa.
Marchers hand over education petition

By Stan Hlophe

More than 2 000 students marched yesterday through the centre of Johannesburg to the Department of Education and Training offices, where a petition to the State President was handed to regional education director Mr Peet Struwig.

The petition appeals to Mr F W de Klerk, Minister of National Education Dr Gerrit Viljoen and Minister of Education and Development Aid Dr Stoffel van der Merwe to intervene in the education crisis and the exclusion of more than 1 000 students from tertiary institutions.

It was presented by members of the SA National Students' Congress (Sansco), Black Students' Society and National Education Co-ordinating Committee.

FILMED

Mr Struwig received the petition and thanked the delegation. He promised to send it to the Ministers concerned.

Police followed and filmed the procession while traffic officers kept roads clear.

Sansco general secretary Mr Jerry Maseko urged students to continue with the education struggle to ensure that a non-racial education department was established.

He also pledged solidarity with Northern Transvaal students, allegedly killed in a confrontation with police.

The University of Cape Town's administration building was barricaded yesterday by security staff during a march and sit-in by students.

Several hundred students marched on the campus to protest against what they called "First World" admissions policies at universities nationwide.
Top-level probe into education

MR Eugene Louw, Minister of National Education, has announced a top-level investigation into an "educational renewal strategy" which could ease university payments and pave the way for a new pay deal for educators.

Directed by the Committee of Heads of Educational Departments, Mr Louw said some of the matters the investigating team would go into were:

- Finding a solution to the high cost of university and technikon studies through loan schemes;
- New entrance qualifications;
- New pay scales for educators;
- The expansion of educational technology;
- Phasing out overlapping between university and technikon programmes and reducing the number of courses available;
- Structured links between formal and informal education;
- Correspondence courses as an alternative to school education; and,
- Involving private enterprise in education.
Big education probe

by Michael Morris, Political Correspondent

Laws announcing in parliament today of a national education system, following the announcement of the new South Africa's educational policy.

By law, the study was intended to create a co-ordinating committee.

A year on, solutions wide-ranging one-year study.

The environment.

School competition.

Inside today.

The Argus/Pick n Pay Green Week.

Inside your copy of the Argus.

The key aspects to be addressed in our new education system. The new South Africa would not guarantee to today.

The key things to be addressed.

The new South Africa would not guarantee to today.

It's all extra.

The key things to be addressed.

The new South Africa would not guarantee to today.

The key things to be addressed.

The new South Africa would not guarantee to today.
By MICHAEL MORRIS, Political Correspondent

MAJOR changes in South Africa's education at school, technikon and university level have been heralded by National Education Minister Gene Louw's announcement in parliament today of a wide-ranging one-year study.

Specialists from inside and outside government departments will be drawn into working groups to analyse problems in the present education system and to report within a year on solutions.

Mr Louw said the study was intended to create a co-ordinated approach to education. His announcement is in line with the government's commitment to create a single education system in South Africa.

Mr Louw told parliamentarians that without an effective educational system, the new South Africa would not "materialise to its full extent".

He highlighted criticism of the apartheid-based own and general affairs approach to education as one of the key aspects to be addressed in the study.

Others were the relevance of existing educational programmes, the growing demand for training and learning, more opportunities for parents and the public to influence education, and financial challenges.

It was against this background that a search for a more co-ordinated system was being launched.

Mr Louw told parliament: "This investigation will be aimed at developing an education renewal strategy for solving on a shorter and medium-term basis the most pressing problems presently faced in our education system."

The emphasis would be on how schools, technikons and universities were actually run.

Every aspect of education would be studied, such as:

- Advantages and disadvantages of the present system.
- Creating links between formal and informal education.
- Phasing out overlapping and duplication in university and technikon programmes.
- Developing a general policy for teacher training.
- Possible changes to university and technikon entrance requirements.
- Finding ways to use television and other technology for education.
- Assessing future manpower in order to plan education better.
- Creating a new system for working out the conditions and service of educators.
- Creating a professional register of teachers.
- Making the most of resources at teacher training colleges.
- Phasing in the full funding of the subsidy formula for universities.
- Finding ways to help university and technikon students through a loan scheme.

Specialists outside the government would be invited to present proposals.
Govt torpedoes non-racial school plan

Winnie Graham

HOPES that the near-empty Western High School in Homestead Park, Johannesburg, will open as a non-racial government school next year have been dashed by the Minister of Education and Culture, P J Clase.

A request that the school be reconstituted "on an open basis" in January 1990 was made earlier this year after the parent body had overwhelmingly approved the motion. Pops Chhabhai, the chairman of the Western High Support Group, said yesterday he had received a letter from Mr Clase which clearly contradicted the new mood in South Africa.

Instead of agreeing to the request, "democratically made with the support of the present parent body", the Minister had informed him that the school would be closed on December 31 1990.

The Minister told Mr Chhabhai the school buildings would be available for hire from January 1 next year.

He added: "My department will not be involved in the provision of schooling at Western High from the end of 1990 and does not contemplate the registration or operation of a school such as you envisage."

Western High School, the only English-medium school in the area, has an enrolment of 147 pupils but accommodation for about 700.

At the annual general meeting of the school late last year, the parent body asked for the closure of Western High and its reconstitution as an open school.

Encouraged by the "spirit of reconciliation in the the State President's opening of Parliament speech", an optimistic Western High Support Group wrote to the Minister informing him of the decision.

The Minister's response, Mr Chhabhai said, was a crushing disappointment.

"His response is morally indefensible," he said. "It prompts us to ask: Is Mr Clase out of step with the State President? Will he only take bold steps when protest steps are initiated?"

"Non-white" schools in the area, he added, were seriously overcrowded. The opening of Western High as a non-racial school would have been a boon to pupils of all races.
Thanks for nothing

The two models government has proposed to allow the opening of white State schools to all races are seriously defective. They are so loaded in favour of retaining apartheid that there seems little chance of changing the status quo while the NP remains in power.

The models have been circulated to "statutorily recognised advisory bodies" for comment and advice. They have as their aim achieving "local parental choice" for the opening of schools.

"Model A" is titled "Parental choice coupled to privatisation." It requires an unequivocal majority (a figure of 90% is suggested) of parents voting by secret ballot to agree to recommend to government that a school should be privatised. If the recommendation is approved, the school grounds, buildings, furniture and stock will be hired at a nominal rent to the local school committee. It will then be responsible for replacement and maintenance costs.

The school will be registered as a private school in terms of the Private Schools Act. State financial support will be scaled down over a three-year period until it is the same as that for existing private schools.

A new formula for private school subsidies is also suggested. Instead of current 15% and 45% subsidies calculated on the basis of certain criteria, subsidies would be 30% and 75% depending on curriculums, government representation on the controlling body and other factors.

State authority over the appointment of teachers. The size of the subsidy would, therefore, depend directly on the extent of government involvement in affairs of the school.

Provision would be made for children whose parents did not want them to stay at the school and staff who want to leave would be "dealt with by the Department (of Education and Culture) in the usual manner."

"Parental admission would be granted to pupils in the "natural feeder area of the school" and parents would have to be prepared to make "an increased financial contribution."

"Model B," titled "Parental choice with retention of status as a State school," also requires an unequivocal vote (also suggested as 90%) to recommend to government that "pupils from other groups" should be admitted. The school would retain its status. Provision would be made for pupils whose parents did not want them to stay at the school and staff who wanted to leave would again be dealt with departmentally.

In terms of this model, "pupils from other groups being considered for admission would have to be in a position to benefit from the instruction offered, and to be incorporated into the school without disruption of the essential nature and character of the school."

The chances of many State schools complying with all the requirements of the models seem remote.

Almost every parent would have to agree to an "open" school, which has not been the approach adopted in the scrapping of other apartheid measures such as trading area restrictions and the desegregation of public facilities.

In parliament last week DP education spokesman Roger Burrows said government needed to be absolutely clear about its view on how schools would be opened. There was a feeling that the Group Areas Act would be scrapped next year and that the norm would be for all schools to be open. A vote would then be needed to close them. He wanted to know if the models meant 10% of parents could close a school which was open in terms of the "norm."

White Education Minister Piet Claise said the possible scrapping of the GAA "will not affect the provision of education in my department" because parents would be able to maintain the status quo if they wished.

Claise said a large majority was necessary to change the status quo because the opening of State schools was a "sensitive issue" and changes would not be easy to reverse. He added it would, therefore, be unwise to allow radical change unless the vast majority of parents were in favour.
Big Shift in Schools Policy

Minister Speaks of Single Education System for Country
JOHANNESBURG. — The government is prepared to sit down and talk about a single education system. Mr Piet Marais, Deputy Minister of Education and Training, said last night.

In an interview on SABC TV news, Mr Marais said he foresaw a future in which there would be a single education department such as that which existed in the Department of National Education.

He said this education department would plan the policies and the syllabi as well as look at the "financial side of matters".

The future South African government would be a non-racial government, and the department would also be non-racial.

Meanwhile, the Department of Education and Training had started the selective purchasing of empty white schools to be used by black pupils to solve overcrowding in schools.

Most white adults favour "open" schools — providing standards and admission requirements are maintained, according to the findings of a nationwide Human Sciences Research Council study, involving 1,856 whites.

Nearly 52% of respondents strongly favoured or predominantly favoured open schools, while 47% were either strongly opposed to the concept or predominantly against it.

The study, by researchers Mr Chris de Kock and Mr Nic Rhodie, followed the announcement in Parliament recently of two new education models which provide for the admission of other races to white schools.

More than 60% of respondents supported the model which provides for existing white schools to be privatized if this is the wish of most parents.

They wanted the schools to be able to decide for themselves whether to admit pupils of other races.

There was a positive reaction of 54.2% to the second model which provides for white government schools to admit non-white pupils if this is favoured by a majority of parents.

On the issue of a central education department for all South Africans, 33.1% were strongly in favour and 16.8% strongly against with 9.5% predominantly against the concept. — Sapa and Own Correspondent
"One education system for all on the way"

By MICHAEL MORRIS, Political Correspondent
THE government has signalled a major 'shift away from its strict apartheid education policy. A single education system for the whole country is now on the agenda.

South Africa's State schools of the future will all fall under a single "over-arching" education policy but will be administered by a number of decentralised departments.

Deputy Minister of Education and Training Mr Piet Marais says that while schools will not be run along segregated lines, integration will not be forced.

Three important developments towards a changed education system were reported yesterday:

- Mr Marais said in a television interview on SABC-TV news last night that the government was prepared to sit down and talk about a single education system.
- He disclosed that, to relieve overcrowding in black schools, white schools closed because of a lack of pupils would be bought for black pupils.
- The Human Sciences Research Council has released the results of an opinion poll showing a majority of white adults favour racially-open schools.

In his television interview Mr Marais said he foresaw a future in which there would be a single education department, which would plan policies, syllabuses and finance.

Selective purchasing
A future South African government would be non-racial, as would its system of education.

On the use of empty white schools for blacks, Mr Marais said the Department of Education and Training had started the selective purchasing of empty white schools to be used by black pupils to solve overcrowding in schools.

In a new approach, empty white schools would be bought by the DET to alleviate overcrowding.

Various considerations had to be taken into account, like the needs of specific communities.

"We will be looking at more possibilities and hopefully in the future we will be able to make use of those empty schools for our purposes."

Mr Marais said today the government was open to discussions on the creation of a single education system.

He envisaged such a system providing a single overall policy for all State schools to plan syllabuses and financial matters. But schools themselves would be administered by separate decentralised departments.

Parental choice
On the question of mixed or closed schools, Mr Marais emphasised the importance of parental choice.

"Whereas I do not believe the schools of the future will be run along racial lines, there will not be enforced integration either."

The HSRC survey, using 1,656 respondents countrywide, showed 53 percent of whites favoured racially-open schools, provided standards and admittance requirements were maintained.

Almost 41 percent of respondents were against open schools."
'Not consulted' on education plan

THE House of Representatives administration was never consulted about the formula for spending on education when President F W de Klerk was Minister of National Education.

This was disclosed in evidence to the House of Representatives Committee on Public Accounts by the director-general of its administration, Mr P D McEnery.

Mr McEnery told the committee that neither he nor the Ministers' Council was consulted about the formula.

"We were only informed that the formula was found to be acceptable by education departments and it would be implemented for the first time in the 1987/8 financial year."

During the year, he said, "we found that the formula made absolutely no provision for pre-primary education; it made no provision for backlogs and the replacement of school buildings; also not for bus transport and hostels, and definitely not for the replacement of existing buildings."

Mr McEnery said this in evidence about overspending of R50.6 million by the House of Representatives' Department of Education and Culture.
EDUCATION - GENERAL
1990
MARCH - APRIL
not cultivated, it can’t be harvested.

Education is like a garden - it is...

THE an...
Tales about giants, spells and talking animals

By VICTOR METSOAMERE
STORYTELLERS Olga Mbini, Nomusa Buthelezi and Goitsemang Ngungwane will present exciting African folk tales by Gcinia Mhlopho at the Market Theatre in Newtown on May 12 and 13.

They will tell tales about the times when animals could speak and be understood by the people, and when giants used to eat people and spells could be cast, changing people from one form to another.

The three women will also do their storytelling beat at the schools festival in Grahamstown on July 5, 6, and 7. Their stories, certain to thrill children, are bound to grip adults as well.

Mhlopho, who made headlines and won several awards both here and abroad with her true life drama, Have You Seen Zandile, is an actress, poet and writer whose talents are marvilled at by many.

She was born in Harrismith and came to Johannesburg in 1979. Mhlopho worked as a domestic servant before fully discovering her writing talents.

She worked as a news presenter for foreign radio and later as a journalist. Her first overseas tour was in Maishe Mponya’s Umongizazi. Her first award was an Obie for her remarkable prowess in Barney Simon’s Born in the RSA. Have You Seen Zandile won her the Chicago Jefferson Award for best actress and the Fringe First at Edinburgh for best production.

After discovering that she had her grandmother’s gift for spirit ing up folktales, Mhlopho wrote Tales That Nolali Tells and later The Snake With Seven Heads, which has been published in English and will soon be available in five African languages.

Mbini is a Soweto nonteaching teacher who loves working with children. She fell in love with children’s drama when she did storytelling for the first time at the Market Theatre last year.

Buthelezi, a storyteller from Durban, does a lot of church work which involves children, and was the first woman to be employed by Radio Zulu. Her 9am slot used to entertain children at pre-school and lower primary school and she was well known as Umzumbe - the children’s friend.

Ngungwane, who lives in Soweto, is a student in Library Science at the University of South Africa. She does storytelling at the Diepkloof library where she does part-time work. Ngungwane derives boundless pleasure from the sound of tiny chattering voices, their faces painted with wide smiles or scared expressions. Her other love is seeing words in books come to life.
Forget apartheid and think of fairness, says Player.
Many black schools without sports fields

Political Staff

THERE were 39 black schools in the Western Cape which did not have tennis or netball courts and 29 did not have grassed playing fields, the Minister of Education, Dr Stoffel van der Merwe, revealed yesterday.

He also said that none of the 11 black high or 45 primary schools had swimming pools.

However, 17 black schools in the Cape Town circuit office region had tennis and netball courts and 25 had grassed soccer fields.

Dr Van der Merwe, who was replying to questions tabled in the House of Assembly by Mr Ken Andrew (DP, Gardens), said his department allocated R722 497 for sports facilities and equipment for black schools in the Western Cape during the 1989/90 financial year.

He also said 11 "sports/youth/culture officials" were at his department's Cape circuit office at a cost of R522 264 for "the advancement of sport and culture in schools and communities".

His figures showed that 11 primary schools and six high schools had tennis courts, and 19 primary and six high schools had grassed fields.

But 34 primary and five schools did not have tennis or netball courts, while 26 primary and five high schools did not have grassed fields.

Dr Van der Merwe said his department provided financial and other assistance to buy or build as well as to maintain sports facilities, but it did not provide funds for equipment.

It was expected of schools to pay for equipment with school funds.

In reply to another question by Mr Andrew, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said his department provided financial assistance to schools in the Western Cape to build or buy sports facilities but not for maintenance or equipment.

Schools which qualified were supplied with basic facilities for grass fields for rugby, soccer or hockey, cricket pitches, cricket nets, tennis courts, tennis practice walls, netball courts and athletics tracks.
Protec drive for black technical skill pays off

By Dirk Tiemann

OF every 10,000 black children who start school, only 1,300 reach matriculation, 27 achieve a university entrance pass and only one gets an exemption in mathematics and science.

By the year 2000, 90% of SA pupils will be black, but statistics indicate a low pass rate and unmarketable qualifications among school leavers.

A total of 78% of pupils fail under the Department of Education and Training (DET).

Morale

Protec national director David Kramer says overcrowding in schools and a student-teacher ratio of 1:40 make the task of qualified tutors difficult.

Protec promotes training in technical skills. Its objective is to help pupils studying mathematics and science to take up technological careers.

Mr Kramer says over 16% of teachers employed by the DET do not have appropriate qualifications and 90% are underqualified.

"Morale among the teachers and pupils is low and in Soweto 10% of teachers regularly miss classes. The immediate future looks bleak as politically motivated disruptions increase."

"Last year's results were worse than in the past, but should be seen as the harvest of black education in the Eighties."

Technical education declined in 1989, 18,000 (9%) in a total of 196,000 DET matriculation pupils choosing mathematics and 24,000 (12%) science. The respective percentages for 1988 were 32% and 17%.

Of those taking both mathematics and science, it is unlikely that more than 4,500 passed. This means that 2.3% of black matriculants qualify for tertiary technical education.

Concern

James Mulder, of the University of Natal, says: "The technikon-university enrolment ratio is further cause for concern because 267,000 students are enrolled at SA's 21 universities, while only 50,000 are at the 13 technikons. This ratio should be the inverse of what it is now."

The crisis has far-reaching effects on the economy. 30% of the workforce having no education, 26% only primary schooling, while 3% have tertiary education.

Former Manpower Minister Pietie du Plessis estimates the shortage of technical skills by the year 2000 at 200,000. The Institute of Race Relations foresees an overall skills shortage of 500,000.

Mr Kramer says "New apprenticeships declined by 45% between 1982 and 1985. The supply of engineers will be half that demanded by 1991 and CSIR's Professor Louw Alberts forecasts a further 20% decline in science and engineering students by the end of the century."

Regional

The Protec programme is run on regional lines, being introduced to children in Standard 11. It lasts from three to seven years and requires the involvement of employers, educational institutes, parents and pupils.

Protec has 15 branches, most of them on the Witwatersrand. Of the 625 matriculation pupils involved in Protec, 476 have passed. That is a pass rate of 96%. A 47% exemption rate was achieved compared with a national average of 10%.

The mathematics and science exemption rate achieved by Protec pupils was 32% compared with a national average of 0.4%.

Protec started with 67 students under its wing in 1982 and expanded to 5,019 in 1990.
Thousands of KwaZulu pupils remain idle while striking teachers demand security

By S'Bu Mngadi

The KwaZulu Department of Education and Culture is heading for a showdown with its teachers in several circuits in the province.

About 180,000 pupils in the Mpumalanga and Vaal-dela circuits are sitting idly at home because their teachers are on strike over security problems which they say are hampering effective learning.

The striking teachers want the KwaZulu government to restrain Inkatha "warlords" from invading schools. They resolved to stay away from work until their and the pupils' safety was guaranteed by an agreement between the KwaZulu authorities and the warring parties: Inkatha, the UDF, Cosatu and the ANC.

If and when needed, the teachers' demands may force Inkatha, the UDF, Cosatu and the ANC back into the peace talks they had endorsed in July last year.

Teachers and principals from some of the estimated 120 schools in the Mpumalanga Circuit this week told journalists the attack by armed men on Chief Luthayi High School on April 5 was a turning point.

The impis opened fire on pupils and teachers. Two pupils were killed and 15 injured, while three teachers were admitted to hospital. Angry teachers refused to go back until security was stepped up.

On April 17, about 1,000 teachers from the Mpumalanga Circuit, which includes outlying villages, squatter settlements and a township, also resolved on a stayaway from school until security was provided.

"We felt schools could no longer function because there were no safe places," a teacher said.

"We are concerned about the safety of our pupils. We can no longer teach. We write on the board while looking over our shoulders," a teacher said this week.

Teachers also complained they could no longer give pupils homework because when pupils left school in the afternoons they were expected to go on guard duty to protect their communities from attack.

They were also at risk when they waited at bus stops. Students had to hide then run to catch the bus when it appeared. Teachers said they wanted security throughout the area to be improved because it was the only way that effective education could get under way again.

Across the region at Edendale, 1,000 teachers entered their fifth stayaway week.

Holding aloft placards reading: "KwaZulu Education Minister Oscar Dlomo Come Here", and "We Demand Security for Teachers War-torn Areas", the teachers marched to the local circuit office.

A memorandum reaffirming previous conditions set by teachers before they could return to school, was...

The teachers demanded that the KwaZulu government restrain Inkatha "warlords" from interfering with education.
Clash as pupils receive refund

By DAN DHLAMINI

THE government must fund black education fully and stop trying to convince parents to pay school fees.

This was the reaction of Ikageng Education Crisis Committee spokesman Duduetsang Modise to an incident this week in which police clashed with pupils as headmasters refunded their school fees.

Modise said the IECC believed the DET should refund fees because it was the government's duty to pay for the education of black children.

Police who had escorted Tlokwe Secondary School headmaster J Nel — who was refunding the pupils — fired teargas to disperse pupils who could not produce receipts of payment.

The situation was tense this week as student representative councils demanded all pupils be refunded whether they had receipts or not.

Western Transvaal police spokesman, Maj Ben van Heerden confirmed the incident but said no one was injured.
Last year more than R47-million was given by the Anglo American and De Beers Chairman's Fund and the Chairman's Fund Educational Trust towards improvements in education.

In a statement of the company's annual report released this week, the directors said this included R33-million which was spent on secondary and tertiary education, primarily for the benefit of black students.

One of the major projects was the incorporation of Saint Anthony's School and Grace College into the non-racial Schools of the Resurrection at a cost of R15 million.

Other educational projects included the recent opening of Saint Andrew's High School in Welkom. A pre-primary school, an additional classroom block and a media centre were also added to the existing primary school buildings.

Grant

A tertiary college in Cape Town is expected to open in January 1991 after a R6-million grant was made to the LEAF organisation.

The college will provide bridging tuition from school to tertiary institutions for students with an inadequate educational background.

A R15-million technical college in Atteridgeville is also expected to open in January next year and a R3.6-million grant was made to the Technikon Witwatersrand towards establishing a technology library. In addition, a R5.8-million residence with 220 beds was opened in November last year.

At the University of Natal, a R4.4-million residence accommodating a total of 96 pupils has been completed.

Other areas of expenditure included a home for the mentally handicapped in Soweto, which should reach completion at the end of the year, an art gallery at the University of Fort Hare and a three-year educational project in the Kimberley region run by the Read Educational Trust.

The directors said the focus last year was also on the development of the small business sector.
More bursaries awarded

The South African Institute of Race Relations has awarded more new bursaries than it had previously anticipated and also doubled the number of technikon awards this year.

The deputy director of the Institute, Mr Theo Coggin, said that a record number of 42 975 applications were sent to aspirant students who had hoped to receive bursaries for 1990.

He said this was an increase of almost 5.5 per cent compared to the number of applications despatched the previous year.

The number of new bursaries awarded this year comes to 395. This brings the total number of bursaries administered by the Institute to 917, when renewals are also counted. A total of 91 more new bursaries were awarded than previously anticipated.

According to Coggin, the significant feature of this year's awards was the big increase in awards made to technikon students. He said it was also important to note that the number of new bursaries awarded to students at teacher training colleges had also increased.

"We have almost doubled the number of awards made to technikon students. This is in keeping with the Institute's belief that we must provide funds that will enable students to receive training in as many varied fields as possible, particularly in the science, engineering, technical and related fields.

"A developing South Africa is going to require more people with such skills if our infrastructure is to be maintained and developed," he said.
by BARRY STREET

45 empty SA schools being sold, leased

THERE were 45 empty white schools in South Africa, which were in the process of being sold or leased, the Minister of Education and Culture in the House of Assembly, Mr Piet Claise, said yesterday.

A further 33 schools had been leased to various institutions, including eight which had been leased to the police and defence force for purposes other than education.

In the Cape, 45 schools were unutilised or utilised for purposes other than education, as was the case with four schools in Natal, five in the Free State and 24 in the Transvaal.

Mr Claise was replying to a question tabled by Mr Jan van Eck (DP, Claremont).
45 empty SA schools 'being sold, leased'

By BARRY STRECK
Political Staff

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HOUSE OF REPRESENTS

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Boycotts close 74 schools

Political Staff

A TOTAL of 74 schools out of 2,224 administered by the Department of Education and Training were closed yesterday because of school boycotts and another 103 recorded an attendance of less than 80%.

A department spokesman disclosed that the majority of the schools affected were in the Free State, where 38, mainly on the Goldfields, were closed.

The only area totally unaffected was Johannesburg.

The spokesman said there were no reports of any of the department's 59,217 teachers being on strike.

Repeating to a question in Parliament earlier, Minister of Education and Training Dr Stoffel van der Merwe said no disciplinary action had been taken against teachers who had been absent from service for more than 14 days without leave.

He said the black community interpreted inequalities in educational facilities as discriminatory and this naturally led to frustration and dissatisfaction — feelings which could easily be exploited for political gain.

He said it had been impossible to identify individual teachers who had participated in protest marches, and some principals and senior staff had been intimidated.
Race quota on white pre-school subsidies

THE payment of subsidies to white pre-primary schools was not affected if they admitted pupils of other races, but it was subject to a quota, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday.

The quota was applied because "own affairs schools for white pupils are provided in accordance with the existing constitution and legislation."

"Pupils of other races are admitted in accordance with the principle of rendering service to other population groups," he said in reply to a question, which was tabled by Mr Ken Andrew (DP, Gardens).

These quotas were "as agreed upon after consideration of the local circumstances."

"These may differ in the provincial education departments," Mr Clase said.
Alexandra education project receives R100 000 boost

The Alexandra Community Education Centre (ACE), a R15 million project undertaken jointly by The Star, Bramley Rotary Club and the Department of Education and Training, has received a R100 000 boost from the Otis Elevator Company.

Last August, Otis donated R50 000 towards the centre.

Building of a technical high school, which will accommodate 450 students, is already underway at the centre.

The multi-purpose ACE Centre was made possible by major donations from Barlow Rand and Toyota. Barlow Rand donated R3 million over three years and Toyota will provide workshops for the second phase of the school.

Other donors are JCI Chairman's Fund R250 000, AeC Fund R120 000, The Star Teach Fund R100 000, Sasol R30 000, Millennium R65 000, Premier Food R83 482, Estate late Carlo-Putco R50 000, Allied Building Society Educational Trust R50 000, Argus Newspapers Ltd R50 000, National Orchestra concert proceeds R16 500, Hyde Park Centre R1 000, sundry donations R5 563.

- Barlow Rand Educational Trust has donated R1 million towards building the first students' residence in a residential village at Mangosuthu Technikon, KwaZulu, bringing to R3 million total the amount the company has donated to technical education in South Africa in six months. A total of R3 million went to the ACE Centre in Alexandra and R1 million to Durban's ML Sultan Technikon.

- The residence at Mangosuthu Technikon will accommodate about 50 students. It is part of a R4 million development which will house 400 students.
Sharpeville faces new education crisis as pupils stage protest

By STAN MHLONGO

SHARPEVILLE, the Vaal township that has known so much sorrow during the past three decades, is facing a new crisis — this time in education.

Principals, teachers and pupils this week told City Press that since schools opened on January 10 this year pupils have been to school for only 35 days.

While the rest of the country responded with excitement to the back-to-school call, Sharpeville pupils made it clear they were returning to classes under protest.

The situation deteriorated after 5000 teachers affiliated to the Vaal Progressive Teachers' Organisation staged a chocks-down protest claiming the Department of Education and Training had ignored a memorandum handed to them on February 21.

The protest started on March 19 — a month after Sharpeville pupils had embarked on a class boycott.

Five days before this pupils had staged another protest, claiming the DET Vaal region had failed to respond to a memorandum listing their grievances and presented to the DET on February 14.

Sharpeville pupils said they knew education in 1990 would open on a sour note unless the DET acted swiftly to address problems in black education.

While pupils in other areas were still recovering from Christmas holidays, Sharpeville pupils had already drafted complaints to be addressed by the DET Vaal region.

"If this was not done, we realised this would be a year of hardship for Sharpeville pupils," said a member of the area's Student Representative Council.

The main grievances contained in the memorandum handed to the DET's Vereeniging regional office were the lack of stationery, textbooks, and a shortage of teachers.

Director of the Vaal regional office, FH Foster, said the head office in Pretoria had not yet responded to the pupils' demand for more textbooks and stationery.

On the shortage of teachers, Foster said the DET allocated a fixed ratio of teachers to all schools and that had been done in Sharpeville as in all other areas.
Club grants funds for Sotho encyclopaedia

THE Ikageng Women’s Club (Rockville branch) has become the first organisation to respond with funds to help a Soweto clergyman publish a Northern Sotho encyclopaedia.

The Rev Pheagane Michael Makoela of the Evangelical Lutheran Church in Zone 5 Meadowlands, recently appealed to the community and business sector to sponsor the encyclopaedia’s publication.

Makoela told Sowetan last month that since 1978, he had approached several publishers to look at his manuscripts, but all had turned them down.

According to Makoela, he is the pioneer of a Northern Sotho encyclopaedia. It is called Ikaganeshe Ka Segageno and has three volumes: Volume 1 (African culture and nature), Volume 2 (The comparison between African culture and theology) and Volume 3 (Dictionary).

"The unpublished encyclopaedia is a study guide to be prescribed to primary and high schools, colleges and universities. I have even obtained permission from the Northern Sotho Language work," Makoela said.

"I am now appealing to the community: authors, journalists, business people or any interested individuals, to assist me. I believe this encyclopaedia will go a long way in helping our children to master their language," he said.

Makoela can be contacted at: The Evangelical Lutheran Church, 126 Nului Street, Zone 5 Meadowlands (next to Meadowlands Stadium). Alternatively, telephone (011) 936-8721.
Verdict soon on DET youth camps

The Government had received the third report of the Van der Heever Commission of Inquiry into the Department of Education's youth camps and would soon give its reaction to it, Minister of Education Dr Stoffel van der Merwe, said yesterday.

Speaking in his vote on the Budget, he said any irregularities uncovered by the commission would be thoroughly dealt with as had happened with the first two reports.

The Attorney-General was still studying the commission's earlier findings and had not yet given its response.

The only matter still outstanding in the inquiry was the question of a supply of library books on which the commission had not yet reported. - Sapa.

Black education stifled - Minister

Resources for black education were lost over the years because those involved had pulled in opposite directions, the Minister of Education and Training, Dr Stoffel van der Merwe, said yesterday.

This had happened because the schools had been made the focal point of a political struggle. A more mature approach was now needed.

"From my side we stand ready to muster all available resources and all our energy towards the goal of attaining sensible education for black children," he said.

He called on people and organisations genuinely interested in the improvement of education for blacks to co-operate.

There were more than 7.5 million blacks at school in South Africa today compared with 750,000, 40 years ago. - Sapa.
Education is state ‘responsibility’

Staff Reporter

SCHOOLS should not be privatised because education should remain the responsibility of the state, the chairman of the National Education Crisis Committee, Mr Monde Tulwane, said last night.

Conveying “greetings in the name of the ANC” to a spirited public meeting on open education, at a packed St Joseph’s School Hall in Rondebosch, he said: “The dreadful plight of African education does not make white education ‘better’.”

Mr Tulwane called for “assistance to bring about people’s education to empower all South Africans”.

The NECC wanted a single education authority and schools to be opened, he said.

Presenting another viewpoint, the principal of Westerford High School, Dr John Gibbon, said the present school committees would be called upon to exercise their discretion as to the admission of other races.

He believed that, besides the scrapping of race bars, there should be no changes to admission criteria. Most schools were already full and people should not fear a drop in standards, Dr Gibbon said.

Schools with extra space should consider entrance tests, while communities should “work out particular criteria” to address the problem of big age discrepancies among pupils in the same standard that may arise if blacks were admitted.

The meeting was arranged by, among other bodies, the Black Sash, the NECC, the National Union of South African Students and the South African Youth Congress.
The MINISTER OF EDUCATION

The LEADER OF THE OFFICIAL OPPOSITION

The LEADER OF THE MINORITY OPPOSITION

The LEADER OF THE THIRD PARTY
The Minister of Housing

The Minister of Housing

House of Detainees

13 May 1990

The Minister of Housing.

13 May 1990

The Minister of Housing.
I dread black exam results – Marais

The present system of education was unacceptable to most blacks, Deputy Minister of Education and Training Pieter Marais said in Parliament yesterday.

Several breakthroughs had been made, said Mr Marais, but as long as blacks believed, rightly or wrongly, that the system was disadvantageous to them, no general success would be achieved.

The chances of good results this year were disturbingly limited because of the disruption already experienced in many schools, said Mr Marais.

"It would be irresponsible for me not to say at this early stage that I experience a feeling of dread when I think of what is going to happen to thousands of Std 10 pupils at the end of the year.

"Even at this late stage, I still invite our pupils, teachers, communities and politicians of all persuasions to join us in an extraordinary effort to try to save what can still be saved."

Minister of Education and Training Stoffel van der Merwe said more than 7.5 million blacks were at schools in South Africa and the homelands. Forty years ago the figure was 750 000.

Dr van der Merwe said in his budget vote that a great part of the resources for black education had been lost over the years because schools had been made the focal point of a political struggle.

His deputy, Mr Marais, said South Africa was a land of promise and opportunities for all its people, but those promises would only be fulfilled if people were willing to work hard.

In the new South Africa, the colour of one's skin would not be a deciding factor, only what kind of training had been received, said Mr Marais.

Over the last 10 years, an annual average of 2 100 classrooms had been built, 2 000 teachers appointed and 45 schools opened, and the department was still unable to cope.

"I can only be honest and say we are busy providing more and more pupils with an unsuitable education and the results are getting weaker every year.

"The growth in pupil numbers and teachers is forcing us to make watershed decisions."

Adapted

Too many children were being educated too similarly, and the teaching programmes would have to be adapted.

Senior certificates were being issued with less and less relevance to an increasing number of children.

"We will have to concentrate on giving all citizens of the country the same basic, generally formative education for a certain period of time.

"Together with that, we will have to provide a large variety of opportunities for career education for all who want to qualify themselves for a useful job," said Mr Marais.

"The career education must be available at many sites, also at employers in the private sector. It must be planned and provided on a regional basis and a trainee must receive a certificate on completion of a course.

"These certificates must have market value as a top priority. They must be useful and practicable; they must enable people to earn a living." — Sapa.
Schools can join fight against threats to planet

By Adam Gordon

Throughout history, humans have had to deal with menaces such as drought, floods, icy winters and wild animals.

Nature was a huge, powerful and unpredictable enemy that had to be conquered. Human survival itself depended on it.

Super-technology turned the tables in the 20th century. Natural disasters still occur, but humans believe they can overcome nature.

Now it looks like human progress has become the danger.

Acid rain, global warming, ozone depletion, toxic waste, mass forest destruction and more. These phenomena all threaten life as we know it.

When we've fished all the fish, shot all the wild animals, and fouled up the seas and the air, we might have a hard time recognising this planet.

So suddenly, ironically, humans are beginning to perceive their survival as bound up in the protection of nature.

The history of the South African landscape tells this story. Once wild and unknown, it has slowly been subjected to European style "progress". Where in the past this country was an ecological paradise, unduly blessed with natural resources and relatively few people to spoil them, we now face serious environmental decay.

Alarming reports have surfaced in recent years: acid rain from factory sulphuric air pollution in the Eastern Transvaal, lethal mercury levels in Natal's river water, thousands of dead fish in the river near the Sappi paper plant last year, gene-bending pesticides, and toxic waste processing in Natal.

In a few years, parts of this country could resemble the infamous industrial wastelands of Europe and America.

The main enemy is ignorance. People are simply unaware of the extent of environmental damage and the risks this brings. The biggest danger is the feeling that the environment is "someone else's problem", or there are "experts" that have everything under control.

People often complacently feel that if anything was really life threatening it wouldn't be allowed. Wrong. The ozone has a huge hole because nobody would listen until it was too late.

The major task of the Pick 'n Pay/Star Green Week competition is to educate young people. Everybody should know what the dangers are, who is guilty of environment destruction, and what can be done.

By participating in this massive clean-up of South Africa, schools will not only learn about the threats facing the planet and help to solve the problem of solid waste — but entrants in each region stand the chance of winning a computer and software for their school valued at about R12 000.

And the national winner will receive a computer network for the school valued at R92 000. Read The Star every day this week for more details on how to enter the competition.
The majority of white adults favoured "open" schools, providing standards and admission requirements were maintained.

This was a finding of a nationwide Human Sciences Research Council (HSRC) study involving 1,886 whites.

Nearly 52% of respondents strongly favoured or predominantly favoured open schools while 40% were either strongly opposed to the concept or predominantly against it.

The study by researchers Chris de Kock and Nic Rhodde, was made after the recent announcement in Parliament of two education models which provided for the admission of other races to white schools.

More than 69% were positive about the model which provided for existing white schools being privatised if supported by a majority of parents. They felt schools should decide whether to admit other races.

There was a positive reaction of 54.2% to the second model which provided that white government schools could admit non-white pupils if this was favoured by a majority of parents.

The belief that pupils would get a higher quality of education was one reason why the privatisation model was found acceptable.

The researchers said 66.4% of respondents believed parents should have the final say.

On the issue of a central education department for all South Africans, 33.1% were strongly in favour and 16.5% strongly against.

The study also showed that 67% of respondents supported empty white schools being used for the education of pupils of other races.
Businessmen back rabbi’s education fund-raising drive

THE Hebrew letters which spell out the current Jewish year, 5759, form an acronym meaning, “this will be a year of miracles”. Johannesburg rabbi David Masinter intends making the prediction come true for Jewish education in SA.

Backed by top businessmen, he has launched Miracle Drive 1990 with a fund-raising target of R500 000.

Masinter has good reason to believe he can succeed — he raised R400 000 last year.

Chairman of the fund-raising board is SA Breweries MD Meyer Kahn. Other members include Max Pollak and Freemantle senior partner David Shapiro and Twins Pharmaceuticals MDs Solly and Abie Krok.

All the money will go directly to educational programmes to benefit many of SA’s 110 000 Jews.

Masinter and Rabbi Michael Katz run Chabad House in Yeoville — the “outreach arm” and activities centre of the Lubavitch Foundation of Southern Africa. The Lubavitch movement is a worldwide organisation, based in New York and led by Rabbi Menachem Schneerson.

Total value of prizes in the fund-raising competition is R130 000. They include a car, a portable telephone, Krugerands, and a spa bath.

Tickets don’t come cheap — they are R500 each, and you can get four draws for a “gold ticket” at R1 000. Masinter says every service the campaign uses is donated.

Chabad House offers adult education classes from basic Hebrew to Jewish mysticism, organises rural communities, and runs the largest camp in SA, the Gan Yisrael Day Camp. It also maintains a hospital visiting programme and counselling services.
Bid to find more African talent

A GROUP of individuals in Chueneptoort in the Northern Transvaal have come together to form “Kopano Reading Club” aimed at unearthing more African writers.

The club’s secretary, Mr M G Ngoana, said in addition to writers, the club wanted to research and pool a talent of actors and musicians for cultural enrichment.

“We shall also be doing research and storing cultural data for future social and national education. We want to encourage pupils, students and the public to read.

“In future, we also intend to have members who are teachers to introduce literacy classes and also visit schools to emphasise to pupils the importance of education,” he said.

Ngoana said the club was in need of donations or sponsorship from companies, businessmen or individuals. He also said members of the public were welcome for membership.

Any correspondence can be directed at Kopano Reading Club, PO Box 1261, Chueneptoort, 0745.
Writers respond

OXFORD University Press has announced that it has received great response from established and potential writers in a new competition in which it invited them to tell teenagers about a story they might be "hiding".

A spokesman said although anyone can enter, the publisher hopes to discover new talent. She said they wanted people who have had interesting experiences to write stories about those experiences.

The competition closes on June 30, this year. It carries a first prize of R5 000.

For further information, contact, The Organiser, Betrokke Tienerprosa Kompetisie, Oxford University Press, Box 1141, Cape Town.
SABC relying increasingly on computers, says Harmse

THE SABC was a high-tech organisation that would rely increasingly on the power and flexibility of computers, SABC director-general Wynand Harmse said yesterday. Opening the 12th annual Computer Faire at Nasrec, Harmse said the use of digital techniques in broadcasting and the SABC’s investigation into subscription TV illustrated its increasing involvement with information technology. In the 1980s the SABC would make more use of satellites in broadcasting. And in gathering and disseminating information, broadcasting would need to join forces with data capture systems and associated technology.

Through a combination of broadcasting technology and computerisation, a source of information could be created which almost everyone in SA could have access to.

Distance education was important, but the problem was the need to overcome distance and the lack of means of most. Harmse said a country with a similar disadvantage was Alaska, where about 8 000 teachers served an area of 95 000km². The Alaskan solution was a state-wide computer network which allowed swift communication between educators and teaching authorities. The SABC was negotiating on a project with Alaska involving on-air communication between Alaskan and SA school children.

Other SABC applications of sophisticated information technology included goal-oriented broadcasts aimed at various professionals.

On the SABC’s increasing use of computers, he said, together with the radio data system which would be introduced in the next few years, microcomputers in radios would allow listeners to drive long distances without retuning radios. In the SABC’s investigation into subscription TV, smart cards (like credit cards with microprocessors built in) could be used to gain access to the service.

The Computer Faire will run until May 19 from 10am to 7pm daily. — Sepa.
TELEVISION should be used to help educate the masses in South Africa - and TV lessons can be on the air within six months if the Government gives the go-ahead.

So says television personality-turned-MP, Mrs Carol Charlewood.

Speaking in the SABC debate yesterday, Charlewood warned that if South Africa was to have a healthy economy and stable social foundation in the future, it would have to intensify efforts to educate its children.

Within 20 years, the country would have 8 million school children - more than 7 million of them black.

To educate them would take about 450 000 teachers "an impossible demand".

But television, "the most powerful medium in the world, can be used to educate the masses in this country if it is given a chance."

There are six hours of dead air time between 8,30 am and 2,30 pm that could be perfect for the

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Teach with TV call

From Page 1

"From Page 1"

purpose.

Academics and business leaders believed television could play a pivotal role in the education.

However, Charlewood said, there were problems that would have to resolved first.

One of the chief obstacles was the "unwieldy presence" of 15 departments of education and 1 400 syllabi.

She said the SABC chairman Professor Christo Plenaar had spelled out two major requirements for using television for teaching: that programmes be produced locally and that the number of syllabi be reduced.

Charlewood said televised lessons could be backed up "on paper" to integrate them into the curriculum.
Pollution battle will cause anguish - UK minister

BACKGROUND

Richard North

The government's plans to meet the 2000 emissions target will cause anguish - as will the proposals to reduce pollution and improve air quality. The government has announced measures to reduce emissions by 20 per cent by 2005 and by 2010. These measures will affect all industries, including power stations, factories, and homes. The government has also announced plans to reduce pollution levels in urban areas by 50 per cent by 2010. These measures will affect all industries, including transport, construction, and agriculture. The government has also announced plans to reduce pollution levels in rural areas by 25 per cent by 2010. These measures will affect all industries, including agriculture, and manufacturing.
The R3.5 million first-phase expansion project at Welkom's St Andrews School includes among its facilities a fully equipped science laboratory.
Belhar’s MP hits at school funds system

Political Staff

THE government’s formula for financing education is blatant discrimination and makes no provision for the backlogs in coloured schools, says the Labour Party MP for Belhar, Mr J Simmons.

There were 158 double-session classes and 146 mobile units and 191 secondary schools did not even have halls, but the formula did not provide funds for dealing with these shortages, he said in Parliament on Friday during the national education vote.

The A-factor in the formula differed from department to department, and was 1.5 for House of Assembly schools, 0.87 for House of Representatives and 0.48 for Department of Education and Training schools.

However, “if the formula in white schools was applied to coloured schools, the House of Representatives Department of Education and Culture had a shortage of R1.3 billion and 22,000 teachers.”

On the basis of pupil numbers, black schools should have received R17bn instead of the R2.6bn in the current budget if the same formula was applied as in white schools.

Mr Simmons said the subsidy made no provision for the backlog in classroom accommodation, particularly in regard to double session classes, where the same classroom is used for different classes on the same day, or to the forced use of mobile units.

Since 1994, 28 halls had been built at House of Representative schools at a cost of R18.7m, but 101 of the 242 secondary schools still did not have halls, and 775 state primary schools and 961 state-supported schools had no halls.

Since 1994, 32 hostels had been built at a cost of R59.9m but the provision of hostels at 20 secondary and 40 primary schools had been identified as necessary.

The formula also did not provide for pre-primary education, although this was regarded as essential.

Ever since 1994, the department had had to cope with a large backlog in the provision of schools.

Mr Simmons said he welcomed the investigation by the education ministers in a wide-ranging education renewal strategy but he urged the government to reassess the education formula so that funds could be provided in the new formula to deal with these shortages.
DET won't resolve its legitimacy crisis: NECC

THE National Education Co-ordinating Committee has welcomed the Government's announcement last week that a single education system was on the agenda and up for discussion.

In a statement, the NECC said the announcement was a step forward as the DET had recognised that the present black education was unacceptable to the people it was intended for.

"We welcome their proposal to develop an acceptable formula that is determined by the people and also a proposal to review the Council of Education and Training (CET).

"However, the NECC still believes that the DET is inherently undemocratic because it is fundamentally unaccountable to the people it claims to serve.

Crisis

"Regardless of the Education and Training Act (Act 35 of 1989), the DET will not be able to resolve its crisis of legitimacy and acceptability and thereby be unable to resolve the crisis in education.

"We in the NECC believe that the resolution to the crisis lies in the resolution of the national political crisis. However, in the meantime (prior to the election of a national constituent assembly), the crisis can be reduced if an interim government, consisting of the main actors, namely the ANC and the NP is constituted as a matter of urgency.

"With regard to education, this proposed interim government would then be responsible for the establishment of an interim education department whose objective it would be to resolve the crisis in all areas of education.

"We believe that this would result in both quantitative and qualitative changes.

"Talking of a single education department rings hollow without fundamental changes. Indeed, talking a single department of education that does not address or respond to the people's concerns, grievances or suspicions will remain fundamentally undemocratic."
School opens on Gary Player’s farm

By STAN MHLONGO

Golfing superstar Gary Player received a thunderous applause from hundreds of black kids after a posh school was opened on his farm this week.

Blair Atholl School, north-west of Johannesburg in a little-known area called Lanceria, was inherited by Player after he bought the farm in 1984.

At the time the school was in a sorry state—30 pupils were jam packed inside a disused garage. As the number of pupils grew, they had to be accommodated in a barn.

Player’s son Mark is now the manager of the farm school.

Blair Atholl School was financed by the Gary Player Foundation in liaison with several international companies.

National Education Co-ordinating Committee general secretary Ihron Rensburg said intervention and programmes in education will lay the foundations upon which a future people’s government is built.

Addressing United States educationalists and dignitaries who attended the opening function of the school this week, Mark Player said two-thirds of South Africa’s young black pupils were being educated in farm schools—not in the townships.

“This realisation has prompted the Gary Player Foundation to try and raise money locally and overseas to construct better farm schools,” he said.

Mark thinks the Department of Education and Training—with private enterprise—should make a combined effort to improve the standard of black education.

Explaining the reasons which prompted his father to start the foundation which has built the school, Mark said the golfing legend used to receive numerous letters every week from farm employees, pleading with him to provide educational facilities on the farms.

The new Blair Atholl School accommodates 280 pupils from Grade One to Std 5. Its principal is Anna Modise, who has been toiling and fighting all the way to provide the area’s farm kids with education.

The old school is being developed as a pre-school centre.
Vaal groups to host two cultural sessions

By VICTOR METSOAMERE

Moriso Makhungu of Vul'Umundo will deliver a critique of the book, "Education for Critical Consciousness" by Paulo Ferreira in the second session.

Poetry recitals will be presented by Busang Thakaneng, Mafube Arts Commune, poets Sipho Sepamla and Ingosopele Madingoane.

Many other cultural groups will also entertain at the event.

Makhungu said about this weekend's event: "The cultural sessions are a means of introducing students to a democratic platform in the formal sector and their contribution at the sessions is important. "Education, currently a sensitive issue, concerns them more than ever, and through their ideas at these sessions, will be able to discuss and assess alternative strategies towards the implementation of a democratic education system."
Cawu Congress in call for night schools
Call to decide now on TV education
Education is key to economic development

By Margarette Moody

South Africa's ability to offer adequate educational opportunities to everyone is one of the key elements of a programme of managing our future economic development to the best advantage of all its people, Standard Bank Investment Corporation MD Conrad Strauss said on Tuesday.

Speaking at the OFS Goldfields Chamber of Commerce and Industry's annual dinner, Dr Strauss said a well-educated population was a prime requirement for a successful economy, and that South Africa's education system was so poor that most observers believed it would prove the biggest single constraint on national development.

"Of our total workforce of about 11 million, 30 percent have no education at all, 36 percent have primary schooling only and 31 percent secondary schooling. Only three percent have degrees or diplomas, and possibly 45 percent of black South Africans cannot read or write."

He cited several reasons for this, one being the rapidly rising demand for educational services.

"The Government says that the growth rate in education client numbers at schools run by the Department of Education and Training exceeds the annual economic growth rate by three percent, which implies growth of about five percent. The annual demand growth for education in the 'BECO territories and the 'homelands' is at least six percent," he said.

The second major problem was that the South African educational structure was "one of the last remnants of old-fashioned apartheid."

"At present, South Africa tries to support 19 educational departments and six different examining authorities, and it has been estimated that there might be as many as one thousand different individual syllabuses." Other obstacles to educational progress were the gross distortion of resources and funding in favour of whites, negative environmental factors including an unsettled political climate, the failure of the educational system to supply the skills needed by the future South Africa, and the failure of the system to produce the right quality or quantities of potential managers.

Swift action

Dr Strauss said actions which could be taken fairly quickly to correct the flaws in the educational system included reducing the "wasteful and inefficient" duplication of services, and introducing compulsory and free primary education for all children.

He called on the business community to make a substantial contribution to the funding required to reform educational structures.

"Businessmen should recognise that the market economy will not survive in South Africa if it does not offer its benefits to the mass of our people. The right to the same education as their white fellow-countrymen is possibly the most important of these in the eyes of black South Africans. We shall not enjoy peace and stability in this country until their sense of grievance is addressed," Dr Strauss said.
Teargas used to disperse 350 pupils

By Therese Anders,
Highveld Bureau

ERMELO — Police used teargas to disperse hundreds of black school pupils who gathered for a march in Wesselton township yesterday to protest against poor education conditions.

According to a Wesselton Youth Congress spokesman, the students' planned march to the township soccer stadium was legal because permission had been given by Wesselton's town clerk.

He said students from neighbouring towns, including Breyton and Amsterdam, were to have joined.

An application to march to the Department of Education and Training (DET) office in Ermele had earlier been refused by the town's chief magistrate.

The spokesman said police fired teargas at the 350-strong group on two occasions.

The students had then dispersed and there had been no other incidents.

The purpose of the march was to protest against the shortage of textbooks, the lack of teachers and classrooms and the retrenchment of unqualified teachers.

There have been no classes in Wesselton this week.

Eastern Transvaal police liaison officer, Captain Ogies van Straaten, confirmed that teargas had been used to disperse students.
By NKOPANE MAKOBANE

Education Council offers two more lectures

THE Council for Black Education and Research is to offer two more lectures to complete its series on "The Role of the Arts in a Deteriorating Education."

A spokesman said tomorrow Mr. Andrew Feinstein, director of Interface Africa, will talk on "Perceptions, Interest, and Involvement in Arts Education."

Next Saturday (June 2) Mr. Mosumi Makhene of the Funda Arts Centre will deliver a lecture on "Strategies for expanding and stimulating effective structures for meaningful education through formal and non-formal arts education."

These lectures, which have been taking place every Saturday since April 21, will close with a festival presenting work by community arts projects.

Those who have presented lectures in the current series include: Chabani Manganyi of Mofolo Arts Centre, Napo Mokoena of Katlehong Arts Centre, Maleke Maponya of Wits Drama Department, Dan Lefoka of Phatogang Secondary School and former lecturer at the Soweto College of Education, Michael Muller, principal of Pelama Academy and Frank Lodino of the African Institute of Art.

The lectures start at 10am and finish at 12 noon. For further information contact Mrs. Tshidi Napo at 938-1485.
Education as a source of change

South Africa's educational challenges came into the spotlight with a speech at the University of the Witwatersrand this week. JANET HEARD reports.

The clamour for a single education department and integration of schools, however justified, eventually only changes one kind of bureaucracy for another, according to educationist Professor Es'kia Mphahlele.

In a speech, "Education as community development", presented at the Dennis Etheridge commemoration lecture at the University of the Witwatersrand, Professor Mphahlele said it was imperative to discuss what was missing in the curriculum, in teaching practices, in the examination questions set and the cultural goals of a sound education system informed by democratic ideas.

"We seem to be scared to get down to these fundamentals and re-examine them. We are not asking ourselves where the relative emphasis went wrong. Why education, equally for black and white, has distanced itself from well-reasoned cultural goals and the whole purpose of living, nor has itself discovered new or extended cultural goals.

"It makes our hearts bleed to see our rural communities isolated out there to sink or swim in their soul-battering poverty. Where is the kind of education that can help us to tame and change our environment instead of simply adapting to it?"

He said a lot of damage had been done to the thinking capacities of social science students who had studied from textbooks and had to prove what they had committed to memory.

"No community should be static and entrust to the State all ideological planning.

"There are programmes it would be incapable of conducting. The State is not always, if ever, going to respond to the changes felt by the community from time to time," said the professor.

Priorities

"It is these changes in the people's wants and priorities that require a flexible core curriculum. The community ought then to organise a volunteer teachers' corps as one of its self-help."

Even the developed democracies, where the State is relatively better equipped and more sophisticated, have alternative education centres. In several cases the local government comes up with financial assistance for the projects without demanding even a small measure of control."

Professor Mphahlele said black communities had been dumped in urban and rural communities with neither the material nor the political resources to create an education that could empower people to take charge of community organisation.

"Adult education and after-school child care and education are sadly lacking. State schools have in most cases not been willing to make premises available for any activity outside its own night high schools, and these in venues that are few and far between.

"South Africa has the most disgracefully under-used educational and welfare centres in the Third World."

Professor Mphahlele said the "community education process" required public forums, committees and task forces with large numbers of individuals representing segments of the community as community facilitators for problem-solving.

"It becomes a matter of bringing school to the community in more than just the physical sense of its presence, and the community to the school."

"This is the case both for the school that develops the child and those that develop the adult, young and older. It is in this effort that the relationship between learning for the job market, and learning for living come fully into play and find a point of reconciliation."
The concentration on education in a new South Africa and on education in a new South Africa and on education...
THE Year 1980 was a year that the history of educational development in KwaZulu and Natal was recorded. The Department of Education and Culture (DEA) was established halfway through the year, and no meaningful education could be provided in the rural areas of the province. The Department of Education and Culture was responsible for the education of the province. The Department of Education and Culture was responsible for the education of the province. The Department of Education and Culture was responsible for the education of the province. The Department of Education and Culture was responsible for the education of the province. The Department of Education and Culture was responsible for the education of the province.
Formal education failing to meet needs

SA's 50 percent illiteracy rate is testimony to the drop-out problem in the formal education system, with latest estimates saying 25 percent of black children experience at most one year of schooling.

The latest Institute of Directors' News Digest says statistics show that every population group has too few students studying in the maths and science area.

The article, written by Rod Spence and Jane Hofmeyr, says in 1988 the highest percentage of secondary school pupils studying maths and science was found in Indian schools: 9.8 percent and 8.3 percent respectively. On average, 8 percent of pupils were enrolled in these subject areas.

"Interventions are needed at the bottom end of the system to consolidate our education base, but immediate strategies to assist bridging education at the tertiary level ... are also important."

Technikons had played a dominant role in the development of high-level manpower for SA. Over-subscription to university education and the under-provision of technical and vocational education had contributed to the skills shortage.

"In 1988 there were four times more students at SA universities than at technikons, whereas the reverse ratio is what the economy needs. At present only about 10 percent of the students studying at traditionally white technikons are black. ... These technikons are concerned about the influx of black students and the possibility of lowered standards and pass rates."

To meet manpower requirements, industry would need to lobby technikons to increase the number of black students admitted, and to work with technikons to develop bridging education programmes to cater for black matriculants' educational deprivation.

Bridging education demanded significant private sector involvement, including research sponsorship and lobbying for institutional change.

This, bursaries and mentor schemes were short-term solutions. "Business must keep an eye on the long term and support initiatives that will tackle educational problems earlier in the system and promote policy change."

Aim

However, there was a danger business would adopt a short-sighted view of its needs and confuse its requirements with SA's needs by redirecting the entire schooling system towards narrowly based technical and vocational education.

"The aim should be to give all children at least nine years of broad basic education, combining literacy and numeracy, the theoretical and the practical, the arts and the sciences. From this a flexible work force with a capacity for further training would emerge."

There was a great need to increase the pool of matriculants in science and maths through intervention in primary and teacher education.
Black bursary fund launched

YOUNG & Rubicam (Y & R) has launched a R100,000 Advertising Education Fund aimed at combating the shortage of black professionals in the industry.

The fund will make available two bursaries for full-time study on the AAA School of Advertising course in Cape Town and Johannesburg, and two courses for graphic design students at technikons.

Y & R executives and outside advisers, particularly from teaching institutions, will be involved in the selection process.

Agency SA CEO David McKinstry says the shortage of trained people in the ad business — especially that of black professionals — is partly due to the comparatively recent recognition of the growing dominance of the black consumer in many markets.

"But the shortage is exacerbated by the fact that an unequal education system and lack of personal funds produces few quality black trainee candidates," he says.

"We have to move past the stage where the few black advertising professionals are almost exclusively in the research and copy-writing areas. We have to train for jobs in strategic planning, media, account service and strategy direction as well."

McKinstry says his agency will have first call on students' services once they have graduated, but accepts that in the industry's mobile job environment many of them will end up with different employers, media or competitors.
TEACHERS' MEETING ... About 5,000 people, mostly teachers, marched yesterday in protest against the education system. Afterwards they were addressed at the city hall by members of the National Teachers' Unity Forum, Cosatu and the ANC. • Report — Page 2
There was no question that the Minister of Education, Mr. C. L. Johnson, was in the midst of a fiery debate. His speech was met with cheers from the opposition benches, but the government benches remained silent. Johnson denounced the opposition's proposal, arguing that it would undermine the existing education system and lead to chaos. He reminded the assembly that the government had already made significant investments in education, and that any changes must be carefully considered and debated.

The Minister of Finance, Ms. J. K. Smith, responded to Johnson's speech, stressing the importance of maintaining the current financial support for education. She highlighted the challenges faced by schools, particularly in rural areas, and emphasized the need for continued investment in infrastructure and teacher training.

The debate continued with members from both sides presenting their arguments and suggestions. The atmosphere was tense, with strong emotions on both sides. However, the proceedings were conducted with decorum, and each member was given the opportunity to speak.

The session concluded with a vote on the opposition's proposal, which was defeated by a large margin. The government remained committed to its educational policies, and the opposition was left with the task of refining their proposal for future debates.
Tuesday, 30 May 1990

HOUSE OF ASSEMBLY

The MINISTER for Education, Mr. Andrew, asked the Minister for Environment about the proposal to enlarge the alternative education programme under the National Capital Territory (Environment) Act, 1990.

The Minister replied that the proposal is to establish an alternative education programme in the National Capital Territory, which includes adult education, vocational training, and special education. The programme is designed to provide education opportunities for those who cannot attend regular schools due to reasons such as physical disability, social or economic conditions.

Mr. Andrew wanted to know if the programme would be extended to cover other areas outside the NCT. The Minister assured that the programme would be extended to cover other areas outside the NCT as well.

The Minister also mentioned that the programme would be implemented in collaboration with the local authorities and community organisations. The programme would be funded through a combination of government and private sector contributions.

In reply, Mr. Andrew congratulated the Minister and expressed his support for the programme.

The debate then adjourned for a short break.
The Government of Canada

The Honourable Peter MacKay, P.C., Q.C., M.P.
Minister of National Defence

Dear Mr. Minister,

I am writing to draw your attention to an issue that has been raised with me by a number of constituents in my riding. As you may know, the program for the acquisition of a new battleship is facing significant delays and cost overruns.

I have been informed that the recent decision to proceed with the acquisition of the new battleship was based on a cost-benefit analysis that did not fully consider the long-term implications for our defence forces.

I am concerned that the current approach to the acquisition process may not be as transparent or accountable as it could be. I believe that there is a need for a public consultation on the future direction of this project, particularly in the context of the recent changes to the government's defence strategy.

I would appreciate your consideration of these issues and would welcome an opportunity to discuss them further with you.

Yours sincerely,

[Your Name]

[Your Constituency]
Louw criticised for not meeting teachers

By JOHN YELD
Education Reporter
and Sapa

THE Minister of National Education, Mr Gene Louw, has been slammed for his refusal to meet a National Teachers' Unity Forum delegation because of a protest march coinciding with the previously arranged appointment.

But Mr Louw said an attempt by members of the Forum to enter the H F Verwoerd building had been designed to create an incident and to give the incorrect impression he was "vehemently opposed" to meeting them.

It was a pity that discipline in education was "being supplanted by cleverly planned political confrontation".

Rerouted march

About 4000 teachers, student teachers and a small number of pupils gathered outside the City Hall about 12.45pm yesterday at the end of a rerouted march through Cape Town.

The march had originally been scheduled to end at parliament.

The Forum is demanding a single, nonracial, non-sexist system of education in a unitary South Africa, and spokesman Mr Poobie Naicker said Mr Louw had agreed to meet the delegation "unconditionally".

"Now he finds it necessary to go back on his word... (His refusal) is seen as high-handed and irresponsible in these critical times, given the militant mood of teachers nationally."

The delegation had demanded a rescheduled meeting for June 5 and Mr Louw had indicated that he could meet them then or a day earlier, Mr Naicker told the crowd.

"Teachers of the oppressed people have united in their demands. We have been physically and artificially separated for too long and it cannot go on. We are now on a march forward for teacher unity," he said to cheers.

Forum spokesman Mr Shepherd Mdladlana said a "fundamental change" was required in education and he slammed Mr Louw's department as "arrogant".

They were "very disappointed" that Mr Louw had refused to meet the delegation.

"You must provide us with resources to teach, even if you refuse to meet us," Mr Mdladlana said.

National Education Co-ordinating Committee general secretary Mr Irven Rensburg said the committee saluted the teachers on their "courageous stand" to end apartheid education. Although Mr Louw had displayed "such arrogance", they would still meet him.

"We have to identify the (education) crisis together," Mr Rensburg said.
Industry will have to pay for education

SA INDUSTRY will pay for education and training one way or another, says Sapi's education vice-president John Burmaz.

Unfortunately, too many companies see education and training as a cost instead of as a pre-requisite. They don't realise they either invest in employees' knowledge or pay later for the lack of it through mistakes and waste.

Running the American Production and Inventory Control Society (Apics) programme of certification courses is a central focus for Sapi's. Certification in Production and Inventory Management (CPIM) is the Apics qualification recognised in industry worldwide. To qualify, candidates have to pass five of the following six modules: inventory management, production activity control, just-in-time, capacity management, master planning and material requirements planning.

Covered

Burmaz says it usually takes about two years part-time to complete the modules. Each module is covered in a three-month course of weekly lectures.

Exams, set and marked in the US by Apics, are sat three times a year. Candidates can write two modules - one in the morning and one in the afternoon - at each exam sitting.

The course material and exams are as easily adapted in SA as they are in Mexico, Turkey, New Guinea or Scotland, says Burmaz.

Principles of good practice in production and inventory management are universal, he says.

Qualified Sapi's members give lectures after hours at technikons in Johannesburg, Durban and Cape Town.

Sapi's hopes to introduce the Certificate in Resource Management (CIRM), which broadens CPIM to include financial aspects, transportation and other aspects of the manufacturing picture, next year.

Background

Apics principles and practitioners' courses can be studied as self-contained courses or as background to the CPIM qualification.

The basic principles course is ideal for anyone involved on the shop floor and in stores, purchasing, data processing and production-related areas.

Burmaz says the course - which has a three-hour lecture a week for 20 weeks - is very popular, with about 120 students enrolling every year.

The production and inventory management practitioners' course attracts about 60 students a year and is divided into four 11-week modules: master planning, inventory management, material requirements planning and capacity and priority control.

Burmaz says enrolment for Apics' courses has grown about 40% over the past few years. There is a realisation that manufacturing creates wealth but economic growth will be constrained by lack of skills - which can't be created overnight, he says.

Industrialised countries have five technicians or support personnel for every degree engineer. In SA there are three times more engineers than technical people.

It is a tragedy that South Africans - and blacks in particular - regard technical education as inferior, he says. Less than 30 students a year enrol for Wits Technikon's industrial engineering courses.

Many companies contact the technikon offering in-service training and employment to students in production management and industrial engineering, says Burmaz.

"We could place five times as many students as we have."

Targeted

A direct mail advertising campaign targeted at about 10,000 companies has been launched by Sapi's to promote its courses.

Burmaz says companies are discouraged by the high costs involved in putting an employee through three or four years of training while paying a salary. Bursaries may be a more economic alternative.

This year, Sapi's introduced two bursaries for the range of courses leading up to the CPIM exam. The first two candidates will start studying next year.
SAIM plea on diplomas

EDUCATION authorities urgently need to review the anomalous situation in this country where professional diploma education is not recognised by the universities and technikons.

Mr Arie Hardam said this in his chairman's report to the South African Institute of Management's annual general meeting.

He said this position was not adopted in major countries like the United States and Britain.

Fewer people were able to receive university education because of costs and entry requirements.

"It is therefore imperative that self-supporting, private and independent tertiary education institutions are encouraged by greater recognition at universities and technikons," he said.

Supporting Hardam, Mr Morris Cowley, SAIM executive director, said it was time the Universities Act was amended to allow private tertiary institutions to offer university and technikon training.

The SAIM offers a three-year diploma course in business administration.
The P.O. Vundia Centre, Soweto's top adult education centre, was once again in the news when it presented 200 successful Standard 5 pupils with certificates at Vista University in Moroka at the weekend. Last year the centre obtained the best matric results in Soweto for private candidates. These candidates received certificates.

THE major crisis facing black education is not only its poor quality but its lack of relevance in preparing pupils for careers.

This is the view of Mr Stephen Dallamore, chairman of Max Holdings. He also sits on the Federated Chamber of Industries Transvaal educational committee.

He says while the committee welcomes the Government's recent initiatives on black education, these will be almost irrelevant unless the whole focus of education and training in the country is changed.

He also says recent studies undertaken by the Human Sciences Research Council indicate that less than one percent of black students are matriculating in technical subjects.

This means that the number of pupils who passed matric in these subjects in 1987 is under 200.

"While there is an acute shortage of technical skills in this country, there is a vast oversupply of people who are graduating in arts and social sciences," he says.

Dallamore contends that the problem, although critical in relation to black education, applies to all races in South Africa.

"Statistics from tertiary level institutions including technikons show that only 13 percent of registrations out of about 400,000 students are for technical subjects (blacks 7,2 percent).

He warns that the Government is digging its own grave in not applying itself to changing the focus of education from academic to technical.

"The current educational system is resulting in large numbers of frustrated, educated black people who are unable to find a job," he said.
Open schools 'unacceptable'

The opening of schools was unacceptable to whites, even to supporters of the National Party, Andrew Gerber (CP Brits) said yesterday.

Speaking during an interpellation debate on a question he had put to Education and Culture Minister Piet Claise, he said a "volskongres" on education would be held in Pretoria in August.

The Government would be informed of public feelings on the matter.

Questions being asked at present included what would happen to those children and teachers who did not want to be part of mixed schools.

Mr Claise said additional guidelines on the two models he had announced for the opening of schools had been given to educational advisory bodies.

These bodies would advise him on their views by June 15. — Sapa.
Education system 'on the verge of collapse'

By Janet Heard

The education system is on the verge of collapse and urgent intervention is necessary to ensure the academic year in black schooling is not lost, the National Education Co-ordinating Committee (NECC) warned yesterday.

At a Johannesburg press conference, Iron Rensburg, the NECC general secretary, and Staffel van der Merwe, the Minister of Education and Development Aid, had indicated recently that the "way forward" was through engaging in a process of discussion and negotiation with relevant organisations.

"However, the real power in addressing the crisis lies with the Department of National Education ... and its approach differs substantially from negotiating an interim solution."

He said National Education Minister Gene Louw had in Parliament announced a plan for an "education renewal strategy" to address the most pressing problems in education.

Mr Rensburg accused the Minister of trying to seek solutions on the community's behalf, instead of through negotiation.

"We are concerned that the Minister has determined the agenda for addressing the crisis and a committee has already been appointed to address the crisis.

"We believe the education crisis cannot occur in this manner."

At the conference, the NECC outlined proposals which will discuss ways in which the R800 million additional funds given in the education budget this year could be spent.
Teachers 'down chalk' until minister responds

JOHANNESBURG. — About 1,200 Johannesburg teachers yesterday decided to 'down chalk' until National Education Minister Mr Gene Louw responded to demands made by teachers on Monday.

The decision was taken at a meeting held by the Action Committee for Teachers at Eldorado Park.

The 'chalk-down' would begin tomorrow, said a spokesman for the Action Committee, Mr Ronnie Swart.

The teachers' demands include a non-racial education department for all; gender parity for all teachers at all levels; 'democratisation' of education; recognition of the National Teachers' Unity Forum and of a teachers' Bill of Rights. — Sapa
SA 'can't afford' education system

PRETORIA — South Africa cannot afford its "expensive" education system.

If the per capita expenditure for whites was extended to the other population groups, school education would cost the country R17-billion this year.

Dr S W H Engelbrecht, executive director of the Institute for Educational Research at the Human Sciences Research Council (HSRC) said at a conference here that a "bold" and "resolutely implemented" programme was needed.

Desegregation of schools and sharing of school facilities alone would not bring utopia, but he suggested it as part of the solution. Among other suggestions made were:

- Sharing available funds by increasing the pupil teacher ratio from 20:1 to 35:1, or cutting teachers' salaries because 70 percent of the budget went on salaries.
- Privatising schools, leaving the community responsible for a greater financial contribution.
- Providing universal primary education but being selective in admission to secondary education.

Dr Engelbrecht said that by 2 000 there would be only 471 000 white children between ages 6 and 11. By comparison there would be 5.5-million black children in that age group — an increase of more than 1.5-million primary school children.
Mandela: A promise on 'own schools'

HARARE. — The African National Congress would respect the many separate cultures of South Africa and would allow each community to run its own schools, Mr Nelson Mandela, new deputy president of the organisation, said at a rally in the Zimbabwean capital yesterday.

"We are aware of their (white) fear... that blacks are going to try and wreak vengeance upon them, that liberation in South Africa will mean not only the end of white rule, but also the domination of whites by blacks.

"We deny this," Mr Mandela told about 10 000 people at Harare's national sports stadium.

Warning to SA whites — Page 3

It was his first speech on ANC policy since the movement's national executive committee (NEC) met in Lusaka on Thursday and Friday. He is expected to head an ANC delegation later this month in the first direct talks with the South African government for 30 years.

Mr Mandela said Zimbabwe's efforts at reconciliation between blacks and whites were an example for South Africa to follow.

"We have suffered for all these years... many of our children have paid with their lives. We know what hardship is brought by any form of racialism," Mr Mandela told the crowd. "That is why we have fought against all forms of domination, whether it is white or whether it is black.

"For our part, whites will not have to complain because the system of government we are bringing is intended to accommodate the aspirations of all South Africans.” — Sapa-Reuter

De Kock left
Good progress in open schools probe

CAPE TOWN — Good progress in the investigation into the possible opening of white schools to all races was being made, Education and Culture Minister Piet Clase said yesterday.

"I hope to be able to make an announcement shortly," he said.

Clase told Ken Andrew (DP Gardens) 18 schools under the control of his department had directly applied to be allowed to admit children of all races, and a further eight had done so indirectly.

The direct requests included Johannesburg High School for Girls and Pretoria Boys' High School.

Clase said he could not guarantee that all schools threatened with closure, particularly in the rural areas, would not be closed before the investigation was completed.

Meanwhile, Education and Development Aid Minister Stoffel van der Merwe told the House of Delegates yesterday that while white facilities were not always accessible to black pupils, the Department of Education and Training was looking into using such facilities, reports Sapa.

Speaking in the debate on a motion by Mahmoud Rajab (DP, Springfield), Van der Merwe said there was no question that the problems of black education were the problems of the whole of SA. However, the question was whether the country wanted one education department.

What was required was good education, irrespective of race.

It was true there was space available in white schools. However, even if available space was used optimally, it would only resolve a fraction of the problem in black education.

There was already one education system in SA looking after the norms and standards in education in a variety of different fields.

Van der Merwe said there were areas common to all education departments, and that education was increasingly being handled by the Department of National Education.

There was sense in decentralising education and the department was moving away from a strictly racial basis, with many more pupils than ever before in mixed schools.

Sensible education would entail a core syllabus with an educational goal adapted optimally to a child's situation.

While the situation in SA was not unique, the different distribution of educational resources between population groups was not acceptable.
Move towards open schools is welcomed

By JOHN YIELD

Education Reporter

AN URGENT investigation into possible policy changes in white education — which could lead to some open schools — has been welcomed by teachers and parents.

The president of the South African Teachers’ Association (Sata), Mr Des Duxbury, said recent statements by the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, regarding his department’s internal investigation were “welcome”.

The investigation, which includes schools’ admission policies, will be referred to all advisory bodies for comment.

“MORE FLEXIBLE”

Indications of a “more flexible” policy with communities having a role in admissions policies were appreciated, Mr Duxbury said.

The Open Schools Association has also “noted with great interest” Mr Clase’s comments and says it is hoping for “ample opportunity” to make constructive comment.

“Good progress” was being made with the investigation and a report would be ready soon, Mr Clase told parliament yesterday in answer to a question by Democratic Party education spokesman Mr Roger Burrows.

And in reply to another question by alternative DP education spokesman Mr Ken Andrew, Mr Clase said nine Cape Town schools and one in Stellenbosch had told the government they wanted to open their doors to all races.

Thirteen high schools and eight primary schools had made this request.

Direct requests had come from Rondebosch Boys’ High, Westerford High, SACS High and Primary, Rustenburg High and Junior Schools for Girls, Rondebosch Preparatory School, Grove Primary, Glenwood High in Durban, Johannesburg High School for Girls and Pretoria Boys’ High.

Indirect requests had come from Cape Town High School, Rhenish Primary School in Stellenbosch, three schools in King William’s Town — Kafirian High School for Girls, Dale College Boys’ High School and Dale Junior School — York High in George, Brebner High in Bloemfontein, Pretoria High School for Girls, Queen’s College Boys’ Primary in Queens- town and Maidstone Primary in Tongaat.

R11,000 Jagger: Man arrested
Open schools move erodes own affairs

CAPE TOWN — The partial opening of white schools to all races announced by government at the weekend is set to be followed by other moves that will signal the end of the present "own affairs" system.

Within the next few months, government is expected to announce the opening of teacher training colleges and hospitals to all races. The Land Acts are not expected to survive in their present form.

Government accepts that if it is to have any chance of securing some provision for "group rights" in negotiations, there will have to be a drastic change in allowing access to existing amenities. In essence this will mean the end of own affairs.

This division, introduced with the tripartite constitution, gives each race group separate control of matters such as education, health services, local government and agriculture as they affect that group.

Government accepts that in any new dispensation, the vast majority of residential areas and schools would have to be open to all races, but is seeking to secure some provision for white control of these areas.

It is unlikely it will insist that health remain classified an own affair. While it wishes to retain white authority over primary and secondary education, teacher training, like other tertiary institutions, will be open to all races.

With Constitutional Development Minister Gerrit Viljoen investigating the scrapping of the Land Acts — an announcement can be expected later this year — the definition of agriculture as an own affair will have to be amended or dropped. Local government will increasingly become open with the speeded up establishment of free settlement areas.

MIKE ROBERTSON

White own affairs Education Minister Plet Clase announced two schemes under which white schools can be opened by next year. DP education spokesman Roger Burrows said the move was as significant as President F W de Klerk's watershed February 2 speech.

Clase's first option for opening schools was an expansion of the policy applied to Bursato Park in Johannesburg. This involves the "privatisation" of a school with the state supplying greater financial support than it now does to private schools.

The second option requires acceptance by up to 96% of the parent body for school admissions to be opened to all races.

Clase said the aim of so high a percentage was that there could be no question about the decision. Provision would be made for teachers and pupils who did not accord with the majority decision of their school.

If a school chose to be privatised, Clase said furniture and equipment would be sold to it at a reasonable price, but the school would be liable for maintenance. Salaries of teaching and administrative staff would be paid by the state.

The privatisation option is the one likely to be applied by government to schools in free settlement areas.

Government is investigating the possibility of declaring whole cities free settlement areas — starting with Cape Town. With senior Cabinet Ministers known to favour this option, it is possible that by next year all schools in the city could be opened.

The Cape Town City Council is also involved in delicate negotiations with gov-
Schools

- Schools which wanted to remain state schools could simply admit others races - but with a preference given to children from the surrounding community.
- Black pupils admitted would have to be "in a position to benefit from the education at the school" - apparently meaning that they should be up to academic standard.
- Their admission should not disrupt the "nature and character" of the school.
- Otherwise, white state schools wishing to integrate could also register as private schools. Those doing so would receive substantial subsidisation from the state - more than the maximum 45 percent subsidy which private schools now receive.
- Other details of the plan are:
  - The state would pay the salaries of teachers and other administrative personnel. The existing facilities of the school - such as buildings, furniture and equipment - would initially be hired to the school at a fair rate.
  - Maintenance of buildings and replacement of equipment and teaching aids would have to be paid for by the "school community" (the parents).
  - The consequent financial measures would be phased in so that private school parents would contribute an increasing amount over three years.

Existing private schools would be allowed to come into the new scheme.

Mr Clase stressed that white state schools would only be opened if a high percentage - for example 90 percent - of the parents gave the go-ahead.

Provision would be made for the pupils and staff who did not accept a majority decision in favour of integration.

Mr Clase said that the principle of devolution of power implied that there should be more parents' choice in admitting pupils to schools.

The two suggested models would be referred to the Minster's statutory advisory bodies - the Provincial Education Councils, the Teachers Federal Council and the Federation of Parents Associations of South Africa - for their advice, to be given before June 15 this year.

Mr Clase said the Government would then decide whether to approve one or both models, to be implemented on January 1, 1991.

He pointed out that the private school model would cost parents more than the state school model.

He added that his department would continue to maintain the "underlying principles of Christian, culture-oriented, mother-tongue education, through the present models for the provision of education".

Mr Clase's announcement will be a boon to the many parent bodies of white schools around the country which have voted to admit other races.
Open schools - Govt move questioned

PARENTAL approval for opening white state schools to all races should be about 66 percent, the Democratic Party's spokesman on Education and Culture, Mr Roger Burrows MP, said.

He was responding to a suggestion from the Minister of Education and Culture, Mr Plet Clase, that schools should be opened on a 90 percent vote.

Burrows said the education advisory bodies now preparing comments on various points mentioned on Friday would have to spell out the percentage of parents needed at each school to make the switch.

"The DP believes strongly this figure is purely an interim measure and that the government, in moving away from social apartheid, is having to take steps to placate what it sees as white fears," he said.

"Under those circumstances we would believe a figure of about 2/3 would be more appropriate."

That was the percentage by which Parliament could change South Africa's constitution, he noted.

Burrows was confident the advisory bodies - the Teachers' Federal Council, the organised teaching profession, and Provincial Education Councils - would not reject the government proposal.

"They are going to develop the fine print," he said.

He hailed the announcement of government acceptance of parental choice in the opening of schools as a watershed move.

But, "he (Clase) has included so many possible qualifying conditions which are a sop to the Far Right," he said.

Burrows saw this as an interim move until racially exclusive state schools became the exception rather than the norm in South Africa.

He said Clase's announcement marked the beginning of the end for "own affairs".

Opening of teachers' training colleges and hospitals was not far behind, he said.
PIETERBURG. — Deputy ANC president Mr Nelson Mandela yesterday addressed the largest political rally ever held in the Northern Transvaal, receiving a tumultuous welcome from a crowd estimated at about 80,000 people.

Some of those at the rally, held at the University of the North's Turfloop Stadium, had camped near the venue since Friday to make sure of a seat.

Mr Mandela devoted a large part of his address to educational matters, saying it was not ANC policy to disrupt schooling.

He urged students to return to schools, colleges and universities, reminding them: “Without education you can forget about liberation.”

He also praised traditional chiefs who had been in the forefront of the fight against apartheid and the homeland system.

Mr Mandela said he had told Mr Nelson Ramolino, Chief Minister of Lebowa, who had expressed a desire to attend the rally, that he would first need to release detainees and apologise to the people for his participation in the apartheid system.

However, homeland leaders who genuinely “repented” should be accepted by the people because the government could use such leaders to divide the people.

Mr Mandela shared a platform with Mr Walter Sisulu, Northern Transvaal UDF leader Mr Louis Mnguni, SA Youth Congress president Mr Peter Mokaba and Mr Elias Motsoaledi, a former Robben Island detainee.

Police kept a low profile during the rally and there were no incidents.

At a rally in Nelspruit on Saturday Mr Mandela called for an urgent inquiry into reports that Mozambican guerillas have bases inside South Africa.

He also said the South African government and the United States, where the guerillas have an office, should make it a crime to give aid to Renamo.

— Sapa-AP
MAJOR moves which could lead to a new era of mixed education and the opening of white schools to all races, subject to parental choice, were announced yesterday by Mr Piet Clase, Minister Education and Culture in the House of Assembly.

His announcement immediately drew strong protests from the Conservative Party's Mr Schalk Pienaar, who said the government had no mandate to open schools but was welcomed by the Democratic Party's Mr Roger Burrows, who said it was just as significant as President F W de Klerk's watershed speech on February 2.

Mr Clase announced two possible schemes, one of which involved "privatisation", which still had to be submitted to three different advisory boards for comment before they could be implemented.

Significantly, however, he confirmed that the government had in principle accepted "parental choice" in admission policy for "own" schools.

Members of the DP also did not appear to be concerned about the high percentage of parental approval that would be needed to open a school. Mr Clase said a "high percentage" of a school's total parent body would have to approve one or the other of the choices and added "for example, 90%".

**Conditions**

It appears, however, that this figure would be subject to the recommendations of the three advisory bodies.

Mr Clase said the first "model" involved "privatisation" of schools taken over by the state, financing them on a more substantial basis than applied at present to private schools and providing education facilities on reasonable conditions.

These schools would be able to decide who to accept on certain conditions.

"A model such as this naturally holds greater financial implications for the parents concerned," he said.

The second model would also give the school community the right to authorise the admission of pupils from other race groups, as long as the pupils would benefit and the nature and character of the school was not disrupted.

Mr Clase said provision would be made for pupils and staff who did not accord with the majority decision of their school.

He said a high percentage of parental approval was being aimed at, so there could be no question about the decision.

If a school went for "privatisation", furniture and equipment would be sold to it at a reasonable price and the school would be liable for the maintenance of the building.

Salaries of teaching and administrative staff would be paid by the state.

The new financial arrangements would be phased in so that parents would have three years in which to adjust to their increased financial contributions.

Mr Clase said existing private schools could possibly also be included in this arrangement.
Move to mix schools welcomed

SCHOOL principals, teachers and parents today welcomed the government move paving the way for State-run schools to be opened to all races if parents agree.

But educationists say the announcement by Education and Culture Minister Mr Piet Clase is unclear and they await details.

Among those who have welcomed the move are the South African Teachers' Association (Sata) and the Open Schools Association.

Under the new plan State schools could be given the option of going private, admitting pupils of any race, but paying more for upkeep.

Or they could remain under State control, admitting pupils of any race but under stricter conditions.

In both cases, however, the government would seek approval from a high percentage of parents — possibly as high as 90 percent.

Schools which do not want to change will not have to.

Sata president Mr Des Duxbury said his association welcomed the announcement.

Mr Rodney Mzantsi, chair-

By FRANS ESTERHUYSE, MICHAEL MORRIS and SHARKEY ISAACS, Weekend Argus Reporters

man of the Open Schools' Association, said his association noted "with great interest" the minister's statement and welcomed the new direction.

"With the advent of even a limited form of non-racial schooling imminent, it becomes even more imperative that educational institutions debate the issue and start preparing their responses.

Face reality

"Not many schools have gone beyond the stage of mere debate, now they will have to face the reality of having to make a decision and then meeting the consequences," his statement said.

The fact that representations must be made before June 15 this year, with a view to possible implementation of one or both models by January 1991, was welcomed as an indication of the urgency with which the issue was being viewed.

Mr Chris Murison, principal of Rondebosch Boys' High School, said the move seemed to be "a very positive step", but he did not want to comment before he had read the minister's statement.

Democratic Party education spokesman Mr Roger Burrows said the implications would require careful study but the move signalled "a major change".

The Conservative Party's education spokesman Mr Andrew Gerber said it amounted to a "decisive and tragic" change of course, for which the National Party had neither sought nor received a mandate.

In terms of the first model Mr Clase announced, a State-run school could choose to privatise and, like private schools, decide for itself who to admit "subject to the provisions of the Constitution and the relevant education legislation".

The second option Mr Clase announced would be to give a school community the right to decide who to admit, provided newly admitted pupils were "in a position to benefit from the education at the school", that the change took place "without the nature and character of the school being disrupted".

Mr Clase also announced that provision would be made for pupils and staff "not in accord with the majority decision".
Minister asked to spell out open schools plan

The government’s announcement

The government announced details of its plan to open schools, effective immediately.

Minister, in a press briefing, said: “We have carefully considered the data and assessed the risk to public health. Based on this, we have decided to proceed with the phased reopening of schools.”

The minister added that schools will operate under strict health and safety protocols, including regular testing and contact tracing.

Parents and guardians were encouraged to keep an eye on their children’s health and report any symptoms.

The minister called on the public and schools to work together to ensure a safe and successful reopening.

The government also announced that schools would operate on a reduced schedule, with half the students attending classes each day, to accommodate the increased physical distancing requirements.

The move comes as coronavirus cases have declined across the country.

Minister: "We believe this is the right decision for our children's future. We urge all parties to support this plan."
CAPE TOWN — The partial opening of white schools to all races announced by government at the weekend is set to be followed by other moves that will signal the end of the present “own affairs” system.

Within the next few months, government is expected to announce the opening of teacher training colleges and hospitals to all races. The Land Acts are not expected to survive in their present form.

Government accepts that if it is to have any chance of securing some provision for “group rights” in negotiations, there will have to be a drastic change in allowing access to existing amenities. In essence this will mean the end of own affairs.

This division, introduced with the tricameral constitution, gives each race group separate control of such matters as education, health services, local government and agriculture as they affect that group.

Government accepts that in any new dispensation, the vast majority of residential areas and schools would have to be open to all races, but is seeking to secure some provision for white control of these areas.

It is unlikely it will insist that health remain classified an own affair. While it wishes to retain white authority over primary and secondary education, teacher training, like other tertiary institutions, will be open to all races.

With Constitutional Development Minister Gerrit Viljoen investigating the scrapping of the Land Acts — an announcement can be expected later this year — the definition of agriculture as an own affair will have to be amended or dropped. Local government will increasingly become open with the speeded up establishment of free settlement areas.

White own affairs Education Minister Piet Clase announced two schemes under which white schools can be opened by next year. DP education spokesman Roger Burrows said the move was as significant as President F W de Klerk’s watershed February 2 speech.

Clase’s first option for opening schools was an expansion of the policy applied to Barnato Park in Johannesburg. This involves the “privatisation” of a school with the state supplying greater financial support than it now does to private schools.

The second option requires acceptance by up to 90% of the parent body for school admissions to be opened to all races.

Clase said the aim of so high a percentage was that there could be no question about the decision. Provision would be made for teachers and pupils who did not accord with the majority decision of their school.

If a school chose to be privatised, Clase said furniture and equipment would be sold to it at a reasonable price, but the school would be liable for maintenance. Salaries of teaching and administrative staff would be paid by the state.

The privatisation option is the one likely to be applied by government to schools in free settlement areas.

Government is investigating the possibility of declaring whole cities free settlement areas — starting with Cape Town. With senior Cabinet Ministers known to favour this option, is it possible that by next year all schools in the city could be opened.

The Cape Town City Council is also involved in delicate negotiations with gov-

To Page 2
Stoffel offers deal to end school crisis

By ANTHONY JOHNSON
Political Correspondent

The government last night joined the ANC in calling on black teachers and pupils to "go back to school" after announcing a series of steps to alleviate the crisis in black education.

With an estimated 40% boycott action crippling black education in many areas, the government yesterday issued a detailed response to more than 90 demands made by a variety of teacher, student and community groups in recent months.

Unveiling the new deal for black education, the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said: "We have gone as far as we can to address the issues and have tried within our means to remove all stumbling blocks."

He said it was now incumbent on the black community to "normalise" the situation in black schools which has been rocked by "physical violence, naked intimidation, and other illegal actions...to disrupt the process of tuition."

"This reflects very badly on the black community and on the country itself."

"I therefore call upon all concerned to return to school and resume tuition in a civilised way."

Dr Van der Merwe disclosed a number of concessions that the department was prepared to make in a bid to break the deadlock.

These included:

- A willingness to subject the existing structure of community involvement in black education to "a thorough review".
- A preparedness to negotiate with black community groups regarding the replacement of controversial school management councils and eventually to introduce "a new structure" if consensus could be reached.
- A willingness to "keep an open mind" on the involvement of parent-teacher-student-associations (PTSAs) in decision-making on the management of schools — including the appointment of teachers. However, there was no recognition of SRCs at black schools "at this stage."
- The payment of salaries to teachers currently on strike but "this will not be able to continue indefinitely."
- A preparedness to "look at" the salary problems of the lowest-paid black teachers but general salary improvements were "not something that can be done immediately."
- A commitment to "consider sympathetically" the recognition of new bodies claiming to represent teachers' interests.
- Grievance procedures for teacher should be improved.
- A new procedure to prevent the late payment of salary cheques.
- Teachers could bring cases of unsatisfactory service by the department in terms of salaries and claims "without fear of victimisation."
- Negotiations for a code of conduct for teachers are being negotiated on the basis of a draft from the African Teachers' Association.

Apart from ongoing discussions with recognised educational bodies, "a preparedness to talk with anyone" informally in a bid to resolve the crisis.

The concession that teacher may become members of political parties but should not use their positions of office to promote such parties at school.

Dr Van der Merwe said the department had made "an honest attempt to improve the situation of black education and teachers" but cautioned that "nothing can be done to suddenly remove all difficulties."

He said the biggest obstacle to the normalisation of black education was "the willingness of teachers and students to resume the process of tuition."

"We don't intend to say that after today all problems have been resolved but we would like to establish a process whereby negotiation and education could continue at the same time."

Dr Van der Merwe said the government was "very concerned" about the effects of boycotts on black school results.

The department said that schools damaged by vandals and during unrest would be repaired provided the community made some financial contribution.
State may push to open schools by next year

By MICHAEL MORRIS
Political Correspondent

There are signs that the watershed proposals outlined by the government last week to allow white State schools to enrol blacks are being tackled as a matter of urgency.

The Minister of Education and Culture, Mr Piet Clase, has indicated that if all goes well one or both of the options will come into effect for the first term next year.

He has given the Teachers' Federal Council, the Federation of Parents Association of South Africa and the provincial educational councils just over two months to study the two ground-breaking models and offer advice and comment.

Parent veto

The first option is to allow State schools to privatise, admit blacks if they wish but take on a greater financial responsibility. The second is to allow schools to admit blacks while remaining fully within State educational structures, but under stricter conditions.

In both cases, however, Mr Clase has indicated that he will insist on approval by a high percentage of parents — for example 90 percent, was how he put it in Friday's statement.

This would mean just over 10 percent of the parent body would hold a veto on school policy.

The government will also leave the way clear for schools to remain for whites only. On this issue Mr Clase's statement said every community will be in a position to decide on an admission policy that is in accord with the predominant needs and points of view of that community.

Political reaction to the proposals has been mixed. However, the models have been welcomed by the South African Teachers' Association and the Open Schools Association.
This was to be the year of education. After the disastrous matric results for blacks in December the alarm was sounded. It was time for education for liberation rather than liberation before education.

Then Nelson Mandela was released on February 11 and things have never been the same. Despite his calls for a return to school, stayaways and protest marches continue. Black teachers went on a four-week strike. The first quarter is already lost. This year's matric scores may be even worse.

Into this scenario the minister of white education, Piet Clase, dropped his recommendation for the opening of white State schools to all race groups. There were caveats, of course. A huge percentage ("for instance, 90%") of white parents would have to approve of opening their school. Even in the most progressive schools it would be difficult to get nine out of 10 parents to agree. Of two dozen schools that have conducted informal polls, not one has achieved 90%.

Clase also said that government schools could go private and get a subsidy in excess of the usual maximum 45%. The cost, however, could put off many parents. Also, some black leaders are against privatisation, saying it should be a topic for negotiation.

As the realities set in, enthusiasm for Clase's plan faded. While many still consider it a move in the right direction, more and more write it off as a sop. "Clase was being pushed to make hopeful noises," says Johan Muller, co-ordinator of the Wits Education Policy Unit. "It's not going to happen. I don't trust Clase. In fact, it can't happen because they don't have the administrative structure."

But is it the answer? Can the education system be reformed or must it be scrapped and the whole thing re-established? Is there any hope for black children for whom schooling is still not compulsory?

There is a lot of history to undo:

□ The SA Institute of Race Relations says that even if all empty spaces in white classrooms were filled by blacks there would still be a need for 32 000 new classrooms;

□ The National Education Co-ordinating Committee estimates it could cost R21,2bn to bring equality to black education;

□ Perhaps as many as 85% of Soweto's 280 primary schools lack electricity; and

□ One recent poll showed that only 7% of black adults have matric or post-matric, while 29% have no education at all.

Contrary to myth, blacks do want education. One of the toughest jobs Sister Brigit Rose at the faces is turning away children who want to attend the Catholic primary school next to her convent in Soweto. "Parents are begging," says Tierman, who heads the Catholic Institute of Education.

A familiar refrain from the left — including a mention in the DP platform last year — is that the 200 000 empty desks in white schools should be filled by blacks. But how this could be done raises myriad questions. Which blacks would get a crack at those empty desks? Children who aren't enrolled anywhere or those who live nearest — though illegally — to the schools? Would the spots go to the brightest children? Who would do the testing? Would white teachers who oppose teaching blacks be accommodated? Which department's budget would provide funding? What syllabus would be used? In what language would they be taught?

Even if these problems could be solved, the move would help only 20% of those looking for spaces, so would be only symbolic.

"We can't do it piecemeal," Muller says. "There's a misconception that just opening schools will solve the crisis. But open desks in white schools are only a symptom."

Muller says integration is the answer. "The starting point has to be a unitary system," instead of the 14 departments that now handle education for four population groups in SA and the 10 homelands. The way to do that, he believes, is to re-establish a non-discriminatory system that will be applied equally to all schools.

Like every possible solution to the problem, there are huge blocks.

"Even if we get rid of the political apartheid, in practice, State schools will remain segregated for the rest of this century," says John Kane-Berman of the SA Institute of Race Relations. "Segregation will be the pattern even without the law because schools are spread around the country where people are living in racially defined areas. That won't change in a hurry."

Change means scrapping the Group Areas Act, which is not on government's immediate agenda because it will be a topic for negotiation. But isn't there anything that could be done meanwhile to alleviate the crisis?

Promoting blacks into decision-making levels of the Department of (black) Education & Training (DET) would help, says Franz Auerbach, retired organiser of the Teachers' Centre at Funda Centre, Soweto.

Upgrading administrative efficiency would go far towards improving morale, too. That includes ensuring that teachers get paid on time and correctly, an especially severe problem in the DET. He would also like to see an emphasis on getting an adequate number of the appropriate textbooks and teaching materials to black schools.

"That would do something dramatic that would affect a lot of people," Auerbach says.

Long-term solutions are more difficult because the question turns from motivation and better accounting methods to cash. Schools must be built to accommodate the exploding population. Buildings damaged by vandals or neglect must be upgraded. Electricity must be laid on at powerless sites.

Auerbach believes that proper nutrition would be a boost to many black children who are hungry when they arrive at school each morning. "A school feeding programme would have a powerful effect in learning."

The battle cry of education reformers on both sides of the issue is the devolution of central control to the communities and parent organisations. It's one reason the All Schools for All People campaign has serious reservations about Clase's reform plans.

"If only white parents decide, it misses the point completely," says Ian Moll, a spokesman for the Johannesburg group. "Every child has a right to attend school in his or her neighbourhood. Parents, black and white, at the local level should work it out."

Privatisation is derided in most quarters because there is a strong feeling that government should pay the whole cost of educating the people. "There should be free, compulsory, accessible schooling for all and government should provide it," Moll says.

That cost is astronomical. The Institute of Race Relations estimates that expenditure on education, housing, health and pensions would have to be three times that of today's spending on blacks up to the level whites en-
joy. In terms of GDP that would be an increase from 11% to 35%.

"There is no way we could afford that level of spending on just those four services," Kane-Berman says. "We'll have to face the fact that equality in provision of services by the State will mean lowering both white standards and black expectations."

The goal is to find a better way to spend available money. One free-market plan, outlined by Frances Kendall and Leon Louw in their book Let the People Govern, entails the State providing finance — but not the education — in the form of vouchers. In 1987-1988, total expenditure on education was R8.13bn. If that were divided among the 8,16m pupils enrolled that year, each could have had R1,000 to spend on the school of his choice. A school with 300 pupils would receive R300,000, enough to pay teachers and basic upkeep for a year.

"People would vote with their vouchers," Kendall says. "It doesn't mean the end of State schools but they would have to compete with private schools."

Kendall believes this would satisfy the various factions because there would be competition and options, leading to greater efficiency and higher standards, as well as local control. Schools would be answerable to parents armed with R1,000 vouchers who could move their children to another school.

Crowded black classroom... let people choose

The problem is that parents who wanted their children in more expensive schools could make up the difference above the R1,000.

She says there would still be a need for an army of State employees to administer the voucher system (the State would turn over the money only after a child was registered) and inspect schools to ensure standards were maintained. To avoid fraud, vouchers would be redeemable only at schools that met minimum requirements.

Specialised schools offering everything from "people's education" to Montessori training would flourish. "Industry and commerce would be encouraged to train youngsters in technical skills if they could obtain vouchers to subsidise their costs," she says.

Yet the very word voucher turns off many people. British PM Margaret Thatcher supported a voucher system when she was minister of education but was blocked by the powerful teachers' lobby.

Free Market Foundation director Eustace Davie says the British idea of capitation funding, or equal per capita spending, is a marketable alternative, especially if parents who contribute fees over and beyond the State subsidy are offered a tax deduction or tax credit. The plan would abolish zoning and let children attend the school of their choice. It would also allow parent-teacher organisations to hire teachers and decide what to offer along with the core curriculum.

Davie says MPs would support this but Pretoria's education bureaucracy would resist it fiercely. Popular support could build if people realised that "they may be better off with teachers under their control rather than under one education department."

Where would the money come from to provide equal spending on education? Economist Milton Friedman estimates that if all US schools were privatised, for example, costs would be reduced by 40%.

Davie says the same holds true for SA. "If you bring control to the local level, you remove the overburden of bureaucracy."

Bold moves are needed because the education system — and the children it is meant to serve — should not be left behind while the rest of SA moves ahead with reform.
No education decision—Clase

No final decisions had yet been made in regard to the new education models proposed on March 23, 1980, the Minister of Education and Culture, Mr Piet Clase, said yesterday.

"During an interpellation debate by Mr A Gerber (CP Brits) on whether the Government would regard the standpoint of representative parent bodies in regard to the proposed new education models as binding, he said, no specific advice must be regarded as binding.

"The Government would collect all the advice, study it and then decide on a model.

"No one will force a decision on the parents. When all the facts are available, they will have to decide for themselves."

According to Mr Gerber the Government had already decided which model they would implement. — Sapa.
Clase warning on politics in schools

The Government would take stringent action against anyone who attempted to misuse schools for party political ends, the Minister of Education and Culture, Mr Piet Clase, said yesterday.

The recent admission by Conservative Party leader Dr Andries Treurnicht that the CP had decided to use pupils to boost its 1 million signature campaign was regrettable, Mr Clase said.

He warned that teachers involved in such actions would contravene both the Education Affairs Act and the code of the Teachers’ Federal Council.

“All education personnel, from the most senior official to the teacher in the classroom, are requested to diligently ensure that no education institution is misused for any party-political aims…”

Mr Clase said the department would take stringent action against anyone who attempted such misuse.
Open schools: Parents say 'no'

Staff Reporter

An Afrikaans parents' association representing parents from most Afrikaans schools in the Cape does not want schools to be opened to all races and will inform the government of this next month.

Ksaaplandse Afrikaanse Onwerwening speaksman Professor Bertus Koorts said yesterday that following a recent congress at which the matter of open schools had been discussed intensively, the association had decided that "we as Afrikaans-speaking parents don't want our schools open"

Recent announcements by Education and Culture minister Mr Piet Claise about models for the opening of schools to all races could not be accepted by the association, Prof Koorts said.

The announcements went against "Volksele Christelike" (own affairs Christian) education, he said, adding that the association was "not going to budge on it" and that the decision was neither racist nor political.

He questioned how the models for open schools would work in practice.

"We want a guarantee and the security of own Christian education for our own ethnic groups."
13 apply for open classes

Govt to decide on open schools

By BARRY STREEK
Political Staff

GOOD progress in the investigation into the possible opening of white schools to all races was being made, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday.

"I hope to be able to make an announcement shortly," he told Mr Ken Andrew (DP, Gardens).

Mr Clase said 13 schools under the control of his department had directly applied to be allowed to admit children of all races, and a further eight had done so indirectly.

He could not guarantee that all schools threatened with closure, particularly in the rural areas, would not be closed before the investigation was completed, but his department would be acting cautiously in this regard.

In reply to a question from Mr Roger Burrows (DP, Pinetown),

The applicants

DIRECT requests have been made by Glenwood High School in Durban, SACS High, Rondebosch High, Westerford High, Rustenburg High, SACS Primary, Rondebosch Preparatory, Rustenburg Junior and Grove Primary, Johannesburg High School for Girls and Pretoria Boys' High.

Indirect requests have been made by Kaffrarian High School for Girls, Dale College High and Primary, York High in George, Bebrasna High in Bloemfontein, Cape Town High, Queen's College Primary, Rhenish Primary in Stellenbosch and Maitstone Primary in Tongaat.

Mr Clase said he had not introduced any restrictions in regard to the admission of students at technikons.

"Every technikon as an autonomous tertiary institution itself decides on the admission of students to courses and/or students of the technikon concerned."

He said in reply to another question by Mr Burrows that there were 3,565 vacancies in colleges of education under the control of his department.

Mr Clase also told Mr Andrew that an African language was a compulsory subject in all primary schools with a senior primary phase, and was being taught at 1,037 of the 1,351 primary schools in his department.

*All the white teachers at Sebenza Secondary School in Crossroads left the school this year and have not returned, the Deputy Minister of Education, Mr Piet Marais, said yesterday. Replying to Mr Andrew, he said the acting principal and acting deputy principal and three teachers had been violently forced out of the school on January 31 this year. The other two teachers resigned in February.

All told, nine white principals and acting principals at black schools in the Western Cape had left these schools, he said.*
Top marks for reform

Policy is a boost for open school

new society
ST. WO. 99J90

THE Government is to press political correspondent
for more education two major

STRESS VESTER

The Government's plan to double
the number of schools will hit into non-fee paying education
masses. A new wave of public expenditure
is to be directed against the private schools.

The two biggest targets for the reform
programme will be fee-paying
and selective schools.
Stoffel: Mixed schools shouldn’t be forced

Good education needed ‘irrespective of race’

CAPE TOWN — The problems of black education were the problems of the whole of South Africa, Minister of Education and Development Aid Stoffel van der Merwe said in the House of Delegates yesterday.

Speaking in the debate on a motion by Mr Mahmoud Rajab (DP Springfield), Dr van der Merwe said the question was really whether the country wanted a single education department.

What was required was good education, irrespective of race. There were, however, some unfortunate shortcomings in black education.

It was true that Verwoerdism was part of history, and hence part of the problem in black education, but that was not what was being addressed. Since then, policies had changed totally.

It would be confusing to pretend that the policies of the present Government were in any way remotely related to the unhappy period of Dr Verwoerd.

Apartheid heritage

If there had not been that approach, the situation in black education would have been slightly better.

While apartheid could not take the blame for everything, he was not trying to minimise the problems flowing from the heritage of apartheid.

The Minister said that even if available space at schools were used optimally, it would resolve only a fraction of the problem in black education.

White facilities were not always accessible to black pupils, but the Department of Education and Training was looking into using such facilities.

There was already one education system in South Africa looking after the norms and standards in education in a variety of different fields. These included determining general policy and financing, teacher and staff salaries, the professional regulations of teachers, the norms and standards of syllabuses and examinations, and certification of qualifications.

Dr van der Merwe said these areas were common to all education departments, and that education in South Africa was increasingly being handled by the Department of National Education.

There was sense in decentralising education and the department was moving away from a strictly racial basis, with many more pupils than ever before in mixed schools. While there was a tendency to open up schools, this should not be forced since it would create resentment and resistance.

The example of mixed busing in the American South had been a dismal failure, and circumstances should be created whereby all pupils felt comfortable in their own schools.

If a child from a disadvantaged Third World background attended the same school as a child from a First World environment, such a child would have great difficulties. The opposite was also the case.

Sensible education would entail a core syllabus with an educational goal adapted optimally to a child’s situation.

While the situation in South Africa was not unique, the different distribution of educational resources between population groups was unacceptable. This could, however, not be changed overnight.

The Government had devised a 10-year plan which would move towards equal distribution of equal opportunity as soon as possible, Dr van der Merwe told the House. — Sapa.