EDUCATION – GENERAL

1989

JANUARY – ~~MARCH~~ . APRIL

Black influx has brought benefits for all students

B/Day 4/1/89

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JACQUES KRIEL, Professor of Medical Education at Witwatersrand University, dissects suggestions that medical students' standards are dropping

THERE is a widespread fear among whites that open education — whether at school, university or technikon — inevitably leads to a lowering of educational standards because of social, cultural and educational differences between the children or students.

An illustration of this fear is a rumour presently doing the rounds that the standard of Wits' medical graduates is dropping because of the increased intake of black medical students over the past eight years The conclusion is simple Wits has had to drop its standards to accommodate black students.

"Open education" and "lowering of standards" have become linked in the minds of people who are not necessarily racist but who believe strongly that educational decisions must be taken "on merit only" so that "standards can be maintained".

The problem is that "merit" and "standards" are not such objective criteria as we tend to believe. Our view of merit and of standards is deeply influenced by our cultural and social background and experiences.

But there is some substance to the observation that open education is necessarily associated with some form of institutional change An institution cannot "go open" and maintain its traditional teaching and evaluation methods, customs, curricular content, etc, and expect those who come from a different background to do *all* the adapting The question is whether this institutional adaptation is to be equated with a lowering of the educational standards

Very often standards are simply "the way things have always been done". *Any* changes are seen as a threat to standards. And then it is always easy to find something to confirm the opinion that "standards are dropping"

University teachers are apppointed regardless of their English accent — and rightly so White kids who are exposed (through family contacts, travel and television) to a wide variety of English accents can cope easily with whatever accent is heard in lectures Because of apartheid, black children hear the English accents only of teachers whose mother tongue is not English, or of police officers

The result can be disastrous. One "coloured" student told me that for the first three months at Wits he did not understand one word in the lectures. The only lecturer whose English he understood was one whose home language was also Afrikaans.

Towards the end of the Seventies, Wits medical school decided to change its academic-based admission procedure so that students with attributes other than academic ability could gain admission, and to increase its intake of black (i.e., African, "coloured" and Indian) students. They obviously still had to meet certain minimum academic criteria

After some experimentation, a system was instituted in which a biographical questionnaire, an interview and the matriculation score in mathematics and science was introduced to rank applicants.

The questionnaire probes leadership qualities, among others But most of the African applicants came from schools in which they could not meet certain of the criteria (e.g., being prefects, sporting achievements, membership of cultural societies, etc)

Under Dean McGregor, the ability to speak a black language was included, which helped black (and some white) students Statistical analysis has shown no difference in the scores of applicants from different racial backgrounds in the questionnaire and interviews.

Approximately 25 places were initially set aside for the top African and "coloured" applicants (as ranked in the normal manner) who were not successful under the open competition.

However, through refinement of the system, this is no longer necessary and all applicants now compete on an equal basis. The percentage of admission per racial group is very similar to the ratios of applicants per racial group

The racial composition of the medical school has changed dramatically. The percentage of black students has risen from 5% in 1980 to nearly 40% in 1988 The percentage of African students has climbed from 1% to just under 10%

But getting in is only part of the problem In order to assist them to survive academically, the faculty introduced some rule changes

Initially the 25 students admitted under the special admission procedure had to do the first year over two years. This rule was soon changed at the request of the students, who can now do the normal first year but are guaranteed supplementary examinations and readmissions, provided they pass at least two subjects. An African language was also introduced as an optional subject in first year — one which is used by many white students as well.

Changes were also made to the second and third year rules which were so successful that from them a credit system developed which now allows *any* student (irrespective of race) who fails a subject, under specified circumstances, to repeat that subject while registering for some subjects in the following year.

From the institutional response to the problems faced by black students, there thus grew a programme that has benefited *all* students. This change has not affected "examination standards" at all — these remain as stringent as always

A survey done among black students showed that they came to Wits because of its international reputation for "high standards". If those standards drop, then they would go elsewhere

Another response by the medical school has been the establishment of student support services Although this service was initially established to assist black students, it was soon swamped by white students We had not realised that numerous white students had learning problems and high levels of stress even though they were "the cream of the matriculation crop".

Clearly, the problems students experienced had nothing to do with being black or white. They were problems that were "institutionalised" within the curriculum. So once again the institutional adaptation to the presence of black students has benefited *all* students

Furthermore, some departments have instituted special tutorials and have made sensitive alterations to their teaching and assessment programmes None of these changes have affected "standards" — and they have benefited all students.

I therefore believe that the problems faced by black students in open educational institutions are not related to their being from a black cultural background. They are *learning and adaptational problems* that are experienced by *all* students in that institution.

But because of the more diversified resources to which the white kids have access (family background, language proficiency, general life experiences, familiarity with how such institutions operate, etc) they cope better with the problems. Because the black kids do not have these resources to fall back upon, they flounder much sooner and thus expose the educational and other institutional problems

The white students and pupils therefore survive in an educational institution *in spite* of its inadequacies by making use of other "survival kits" Some even do exceptionally well This has partly to do with "brains" or natural ability, but most of it has got to do with the background from which they come, which helps them cope with the inevitable deficiencies of any system or institution

If the institution now responds sensitively to the issues raised by the presence of black students, then the white students say "My goodness, why did you not do this long ago? That has been my problem all along 'So the whole institution benefits

If we go for open education, institutions have to adapt to the new situation — it is an educational imperative But it must not be equated with lowering of standards In fact if this adaptation is done fearlessly but with due regard to sound educational principles, then in fact all students benefit, and standards may actually rise

ADDRESS PEOPLES' PROBLEMS

Sowetan 4/1/89

MR ENOS J Mabuza . . . Chief Minister of KaNgwane. (50)

BLACK education will not be effective or return to "normal" unless the Department of Education and Training addresses the legitimate grievances of black pupils and negotiates with representative organisations.

This was said by Mr Enos J Mabuza, the Chief Minister of KaNgwane and president of Inyandza National Movement, yesterday. He was addressing the annual conference of the African Teachers' Association of South Africa (Atasa) at the Airport Sun Hotel in Johannesburg. The theme of the conference was "Education for Justice and Fairness."

In his address, entitled "The Politics of Education in South Africa," Mr Mabuza highlighted the way in which education in South Africa is used.

He said education was used as an ideological weapon of control, which deliberately sets out to maintain white supremacy, black subordination and the status quo.

Political interface

Mr Mabuza said education was in the frontline of the political interface in South Africa. He challenged Atasa to face this political challenge head on, and not merely offer token opposition or resistance to Pretoria's directives.

"There is no place in our country today for conservative and intimidated organisations headed by leaders and office bearers who are perceived by the younger generation as Uncle Toms, whose role belongs to another era.

"We need dynamic, politically aware and committed bodies working to advance the national democratic struggle. Atasa should espouse the ideal of unity on a broad base and find common ground with fellow South African teachers from other racial groups," he said.

Mr Mabuza warned that with the siege-like conditions created by the SADF patrolling black schools, the DET's repressive disciplinary measures, failure to address the legitimate grievances of black pupils and its refusal to negotiate with representative organisations, black education will not be effective or return to "normal."

Non-ethnic system

He argued that the basic problem in South African education has been the lack of a creative, apolitical, non-ethnic system based on a common purpose.

He urged black teachers to acknowledge and accept their political role in challenging the legitimacy of the authority that lies behind the present education system. He warned the teachers that the challenge ahead would not be an easy task.

"To dismantle Bantu Education will be easy. The difficulty will arise in trying to build up a new educational dispensation which will respond to broad socio-economic and political aspirations without being controlled by a particular narrow political ideology," he said.

New school rules

Cape Times 6/1/89 (50)

By BARRY STREEK

A WIDERANGING new provision will enable the government to exclude any black pupil from a state school if it believes the presence of the pupil will be "prejudicial" to the interests of the school or to the provision of education.

The new measure, incorporated in the Education and Training Amendment Bill, which was tabled in Parliament yesterday, is bound to cause an uproar in educational, student and parent bodies.

The clause gives the absolute discretion to the director-general of Education and Training to decide whether a pupil should be excluded from a school.

It makes no provision for any appeal or hearing.

The clause provides that the director-general may "refuse admission to any person who applies for admission as a pupil to a public school, if the director-general is of the opinion that such a person's presence at the school will be prejudicial to the interests of the school or the provision of education".

The bill still has to be considered by a standing committee before it will be submitted to Parliament.

Quality of teachers for all is central issue

As the Transvaal Education Department's schools open for the first term, a veteran teacher says it is imperative that all the partners in the educative process — pupils, parents, teachers, officials, private enterprise and Government — think through and beyond their present attitudes to the other "partners in education".

Last year was a bleak one for education in South Africa.

Many problems remain unresolved. In black education a long tradition of an inferior "Bantu education" has resulted in years of unrest, stayaways, vandalism and violence. Demotivation is rife. Application is absent. Dismal matric results in 1988 reflect these ills.

The problems of white education seem petty by comparison, but morale among white teachers is at an all-time low. Thousands of highly talented educationists have abandoned the profession they love to take up more profitable positions in the private sector.

The central issue in education is the quality of the people who teach our children. Leaders in education (in all cultures) despair at the Government's inability even to perceive the critical position.

The situation is indeed desperate, but there is hope for the class of 2000 (those pupils who start their 12 years of schooling this year) provided the six partners in education acknowledge the problems and take action.

Star 12/1/89 (50)

Pupil power

Pupils have power: the most common problem in senior classes (Stds 8 to 10) is those pupils who lack motivation, who seem determined to pursue mediocrity and who will drag many of their peers down with them. In black schools intimidation is real, physical and frightening.

In white schools the apathy, arrogance and sloth of those who have tarried for too long in the classroom is a cancer that must be attacked before it affects the entire class. In both cultures it is the pupils who must take the lead, the authorities will back them. Pupil power and peer group pressure are potent and positive forces.

Parents are partners. Both the DET and the TED have followed an active policy of involving parents in the education of their children, and both believe that the policy is paying dividends. Parents must expect that greater demands will be made on them.

The patience, courage and strength of black parents will face enormous trials.

White parents will have to realise that they have, for far too long, taken for granted a standard of all-round education that surpasses most others in the world. They are the inheritors of superbly endowed schools, built by generations of concerned parents.

They will have to devote more of their time and resources to maintaining and improving these institutions. They will have to use initiative and expertise to ensure that schools are staffed by caring, concerned educators.

Teachers cannot afford to enter 1989 in a spirit of depression, negativism and despondency. "A teacher affects eternity, he will never know where his influence ends."

This influence can be for good. It can also be destructive, and negative teachers will cause immense harm. Our teachers must continue to believe in the nobility of their calling, despite the crumbling of idealism in this materialistic society.

Many will have to re-assess their curriculums, their attitudes and their methods. Why are so many senior pupils bored and apathetic? Perhaps there is a need for less formal teaching, and more real learning. The times are a-changing, the capable teacher finds the challenge exciting and stimulating.

There are many splendid people in the higher realms of education. From the Director of Education to headmasters they share a common frustration — they lack real authority.

They have to accept immense responsibility but they are constrained by webs of regulations, curbs and constraints. There is no need for more regulations, more themes, more symposiums, more words, more circulars. There is a need for those in authority to be given authority.

To develop the confidence to listen, to decide, to act; to put into real practice such fine themes as "partnership in education"; to allow schools to make full use of the facilities (built up by parents) in "service of the community".

It is tragic that private enterprise has had to do so much in an attempt to compensate for the inadequacies of "Bantu education". Even more will have to be done in 1989 and in the nineties but another vacuum is being created.

Declining standards in white schools mean that private enterprise, in order to ensure that the trickle of highly capable matriculants does not dry up totally, will have to give thought to bolstering white, as well as black, education.

Millions

Perhaps some of the millions poured into the pockets of entertainers, sporting idols and administrators must be diverted into the grassroots, the schools?

Finally, the senior partner in education — Government. Perverted ideology caused black education to be neglected for decades. The inordinate amount of money spent on those structures that sustain and support apartheid is the single central sickness in our society.

A general election is widely rumoured. General elections are usually financially profitable for teachers (at least in the short term). Will the electorate face up to the real issues this time? Will education be one of these?

Each of the six partners in education has a contribution to make. If all six use the opportunities of 1989 to move from fear, mistrust and selfishness towards a generosity of spirit we may be able to look forward to the Nineties as a period when we no longer have to speak of DET and TED, of black and of white education.

Then there may be hope for the class of 2000.

Dhlomo: education in conflict

GERALD REILLY

PRETORIA — Education was "indisputably" in a state of conflict, KwaZulu Education Minister Oscar Dhlomo said yesterday.

He told the Education Association of SA conference the inequities in education would not be removed overnight, but an honest commitment to a full recognition in the classroom of the multi-faceted nature of SA was long overdue.

Dhlomo said: "Race and culture are inevitable social realities which should not be wished away."

He criticised educators as being imprisoned in the "culture of colour" and using silence on the issue of race as a weapon to maintain the status quo.

"An individual's culture actually connects rather than separates him from persons of other cultures." — Sapa.

B/Day 13/11/89

Govt closes 48 multiracial church schools

Cape Times 13/1/89

(50)

By SYBRAND MOSTERT

PRIVATE schools run by a number of charismatic churches have been told by the government to close down or face prosecution.

A total of 48 multiracial schools run by churches who are members of the International Fellowship Church Council (IFCC) have been affected.

According to a statement released by the Department of Education and Culture, the schools are unregistered and their estimated 1 600 pupils cannot obtain a recognised school qualification.

The schools this week received final notices to close immediately.

A spokesman for the IFCC in Johannesburg said they were "shocked" by the sudden move and would approach the Minister of Education to reverse the decision.

Mr J D V Terblanche, superintendent-general of the Department of Education and Culture, said in Pretoria yesterday that the schools were unregistered and were being closed because they did not comply with certain standards.

According to Mr Terblanche the schools are apparently linked to the Born Again Christian movement.

The Education Department required that schools had at least 20 pupils, that teachers be properly qualified, that there be acceptable physical facilities and that the curriculum should conform with minimum requirements.

The schools did not conform to these standards, he said.

He said the affected schools all presented a "so-called" "Accelerated Christian Education" course that had been imported from America.

A Rhema Church official in Johannesburg said they knew of only two affected schools in the Cape.

One is in Tamboers Kloof and the other is the Bosko school in Hermanus, run by the Bosko Christian Church.

A spokesman for the Hermanus school said they had about 20 pupils and two fully qualified teachers.

He said they had applied twice for registration and had received only one reply refusing their first application.

The school operates on a multiracial basis.

Each child was taught according to a pre-packaged set developed by an American educationalist and thousands were used internationally.

Schooling must adapt to diversity — Dhlomo

Star 13/11/89 (50)

Staff Reporter

How educational systems should respond to cultural diversity in a changing society was the crucial question in the current South African education debate, Dr Oscar Dhlomo, chairman of the Indaba and kwaZulu Minister of Education and Culture, said yesterday.

Addressing the 1989 congress of the Education Association of South Africa in Pretoria, Dr Dhlomo said the essence of education was preparing the way for the future with an honest commitment to a full recognition of the complexities of society.

"Children are taught to view the world from the narrow perspective of their own culture and this inevitably leads to a rejection of anything that cannot be accommodated within these confined categories," he said.

"It remains a social paradox for us as South Africans to declare to the world that we inhabit one country, yet we continue to educate future citizens of that country in separate compartments."

Cape Times 14/6/89

Confusion at ban

Schools to query closure order

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By SYBRAND MOSTERT

THE headmistress of a Cape Town church school told by the government to close down or face prosecution said she was "mystified" why her school would not be allowed to open.

"We have complied with all the required standards," said Mrs Monica White, of Kommetjie.

"We checked and double-checked to make sure we would be registered this year and were in regular contact with Pretoria on the subject."

The Agape school in Fish Hoek was due to open its doors to 20 pupils next Wednesday.

The Department of Education and Culture (DEC) announced in Pretoria that it had ordered 48 schools run countrywide by various charismatic churches to close down "forthwith".

Eleven church schools in the Cape, which all operate on a non-racial basis, have been told to close.

The schools are in Fish Hoek, Port Elizabeth, King William's Town, Hermanus, Napier, George, Jeffreys Bay, Plettenberg Bay and Swellendam.

The superintendent-general of the DEC, Mr J D Terblanche, said the schools used the Accelerated Christian Education (ACE) course for their estimated 1 600 pupils, which did not conform to minimum public school standards.

The DEC's requirements and conditions for registration included having an approved curriculum, adequate and acceptable facilities, properly qualified teachers and a minimum of 20 pupils.

Mr Terblanche said the DEC had tried in vain for more than two years to get the schools to upgrade their standards. Unregistered private school owners and parents were guilty of an offence under the Private Schools Act of 1986, he stressed.

The schools did not meet the minimum requirements needed to register and could therefore not issue matric certificates, according to the department.

Mrs White — a qualified teacher who has taught for eight years in Cape Town — said she had been "confident" of her school being registered this year as she had discussed the syllabus personally with officials in Pretoria.

She said the school would have followed the ACE programme, but any shortfall on the government curriculum would have been covered.

The national co-ordinator of the ACE programme in South Africa, the Rev Ashton Sparrow, said the common denominators in all the banned schools were non-racism and the ACE programme — and that his organisation was seeking legal advice.

"The system is used by more than 6 000 Christian schools in America and in more than 80 schools in Southern Africa," he said.

Not all the schools using the system had been banned and the ban seemed "arbitrary".

The Rhema Church called the closures "brazen high-handedness".

Pastor Ron Steele, public relations officer for the Rhema Church, said yesterday they were amazed at the DEC's action, which had come as a "total surprise".

"The basic difference between the ACE and DEC curriculae is in the style of teaching. ACE is a learning style, not a teaching style — the curriculum as such is exactly the same. The onus is on the individual child to progress at his or her own pace," Mr Steele said.

Mr Steele said this method enabled bright children to progress faster and not be held back by slower children who also benefited from working at their own pace.

"I find it very sinister that the schools have all been closed down less than a week before they are due to open. It seems like a concerted effort to frustrate the growth of multiracial and church schools in South Africa," he said.

Educate . . . to liberate — Rev

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Sowetan 17/1/87

By MATSHUBE MFOLOE

EDUCATION is a tool for liberation and it is through it that black people can be assured of greater success in future.

This was said by the Witwatersrand regional manager of Get Ahead Foundation, the Reverend Joseph Tshwane, during a function to open a new school for the Weilers' Farm community, near Sebokeng at the weekend.

Mr Tshwane said his organisation was proud to have partially fulfilled the needs of a community threatened with removals by building a new three-class room pre-fab school. He said they had planned to erect a brick structure and more classrooms, but could not do so because the Government refused to allocate land for such a structure.

The deputy managing director of Get Ahead, Mr Japie Moropa, said the school will provide shelter to a number of pupils who had in the past attended classes in the open.

The principal of the new school who is also an active member of the local resident committee, Ms Olga Luthu (33), said the school was a "symbol of hope" to the community, she reaffirmed the community's commitment to stay despite the settlement being declared an "emergency camp".

Schools to defy order to close

Cape Times 18/1/89

(50)

JOHANNESBURG. — Pastor Ray McCauley, head of the Rhema Bible Church and an international director of Accelerated Christian Education (ACE), said yesterday that he hoped the Christian schools row would be resolved on Friday after a meeting with the Minister of Education, Mr P J Clase.

The row started last week when the Department of Education announced that 48 ACE schools would not be able to open for the new 1989 term because they had not satisfied certain criteria set by the department.

"The schools have taken legal advice and will be opening for the new term, despite the threats of police intervention," Mr McCauley said. "We believe that good sense will prevail and that no police action will be instituted." — Sapa

Homelands pupils barred by Cape schools

Argus 18/1/89

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By EDWARD MOLOINYANE
Staff Reporter

HUNDREDS of township pupils have been refused permission by the Department of Education and Training to attend school because they come from the homelands, the Langa-based Masifundise Educational Trust said today.

The trust is a private concern that provides scholarships and bursaries for needy children.

Mr Mbulelo Mavata, a worker at the trust centre, said pupils who had moved to Cape Town from the homelands were being refused permission "because they don't belong here".

He said students who approached the trust for help had proper transfer papers from their former schools in the country but were being told by principals to "go back to where you belong".

"Disgusting"

He said it was "disgusting" because the move was not due to the non-availability of accommodation but was politically inspired.

Some pupils were also finding it difficult to be admitted even to schools they attended the previous year. Admission or refusal were solely at the whim of the principals, he said.

DET regulations for admission to schools included:

- No admission before the payment of a R12 registration fee; and
- Body searches by security forces for "subversive material".

Undertakings

Mr Mavata said pupils were made to sign forms undertaking to abide by all the "stringent" regulations before they are admitted to schools.

"As a result there is just unhappiness and confusion in the schools. In some schools matriculants are still waiting for their matric results. In St Francis High School, for instance, the principal refuses to release symbols to the pupils because DET hasn't sent all the results. In fact, it has been happening like this for years," said Mr Mavata.

He wondered too why black matric results were always the last to be released and were often full of discrepancies.

Irate parents from Nyanga, Guguletu and Khayelitsha complained to The Argus that their children were being refused admission to schools.

Mr W A Staude, the regional chief director for the DET, said that according to his information registration of pupils was proceeding "smoothly".

"It is possible that in certain situations unforseen local problems may have arisen. The parents of the pupils concerned should first contact the principal of the school and if they don't get a satisfactory response they should contact the circuit inspector for the school."

If parents were still unhappy they should contact the assistant director in charge of the circuit, Mr Staude said.

Departmental officials were "readily available" in the area office and would be willingsto help.

Vusi joins pals

Sowetan 19/1/89

MR VUSI Khanyile, chairman of the restricted National Education Crisis Committee has begun a series of high-level talks with government representatives in several European countries to encourage support for community initiative in education.

Mr Khanyile, who is also the special assistant to the vice-chancellor of the University of Cape Town, arrived in Bonn, West Germany, on Sunday where he joined Mr Murphy Morobe and Mr Mohammed Valli Moosa, two other prominent anti-apartheid activists, who have been conducting high-level talks in various countries for several weeks.

Consulate

The three spent almost five weeks in the United States Consulate in Johannesburg last year, after escaping from detention on September 13. Mr Khanyile had been in detention for 21 months.

He left South Africa at the weeknd on a passport restricting his travel to the United States where he is due to take up a scholarship at Princeton University. Despite restrictions on his passport, he was invited by the Education and Foreign Affairs Ministry of various European countries to hold talks on issues affecting education in South Africa.

He is being issued special travelling documents by his host country to overcome the limitations on his passport.

Christian schools given extension

By PETER DENNEHY

FORTY-EIGHT unregistered charismatic Christian schools throughout South Africa which were last week shut by departmental decree, were yesterday given an extension until March 31 to register.

The concession came yesterday after the Minister of Education and Culture (House of Assembly), Mr Piet Clase, held talks in the Hendrik Verwoerd Building with a high-powered delegation from the schools.

Pastor Ray McCauley of the Rhema Bible Church was one of the members of the delegation which met the minister.

Mr Clase said that by law, schools had to be registered before they could come into operation.

The problem hinged mainly around the curriculum of the schools which, Mr Clase said, failed to meet minimum requirements laid down in the core syllabi applicable to both state and private schools.

Mr Clase said last night that facilities at some of the schools did not meet the minimum requirements either.

He was prepared to give the schools which use the Accelerated Christian Education curriculum which has its origin in the United States, "a further period until March 31, 1989 to upgrade their curricula, to appoint qualified teachers and to provide adequate facilities which meet the standards required by the department".

The responsibility to meet the departmental requirements lay with the schools, he said.

"The delegation also gave the assurance that no new schools would be opened until they were in possession of a registration certificate issued by the department."

Mr Clase said the department had "only the needs of the pupils at heart" when insisting on registration of all schools.

Unisa principal warns of crisis

B/Day 2/11/89

GERALD REILLY

PRETORIA — Education planners were seriously concerned about the rapid growth in student numbers, Unisa principal Cas van Vuuren said in his inaugural address last night.

Conservative estimates were that the present black school population of 6,9-million would increased to 9-million within the next nine years.

Students with matriculation exemption had risen from 5 776 in 1979 to 24 912 in 1987 — a growth of 400%.

Van Vuuren said universities were not geared to absorb this growth and "even less can the country's economy and the taxpayer cope with the financial implications".

He said the avalanche of students would have caused social and political havoc long ago had it not been for the fact that Unisa was able to absorb a large percentage of them. Last year Unisa had almost 100 000 students.

Van Vuuren said university funds had been cut to breaking point. They had had been asked to control growth and a number of measures had been discussed to reduce the numbers.

He said rationalisation had become the vogue word in the university world.

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The other major stumbling block is the own-affairs system. Says Van den Heever: "The setting of different sets of questions for different departments will always lead to suspicions that some papers are more difficult than others." He believes that coloured educational authorities are oversensitive to accusations of gutter education and sometimes compensate with overly difficult papers. The CTPA thus seeks "one department, one exam for all."

Another difficulty with this system is the lack of a common benchmark between departments as to what is a desirable pass rate, and thus how marks should be adjusted to achieve this. Theoretically this figure should be similar for all groups. Van den Heever's worry is that coloured marks are adjusted to achieve a mid-60% pass, based on the results of the last five years. He feels this is unfair, given the serious unrest which has plagued these schools in recent years, as it is locking the community in a cycle of low achievement. "We are trapped with the 'sixties' and it is very difficult for us to get out of it unless the political situation is corrected and realistic adjustment policies are made by the department."

He points out that in 1979, before serious disturbances hit coloured education, the pass rate was 89%. He also notes that when some of their pupils leave to go to open schools, which write different exams, their marks immediately go up. This, in his view, is attributable to better teaching conditions and more favourable adjustment of their marks. ■

TEACHING THE TEACHER

Adult illiteracy has been called the country's "secret shame."

It has led to a severe shortage of skilled manpower, as well as feelings of inadequacy in people who have to refuse promotion because they do not possess a skill they should have mastered as children.

According to the principal of the Rebecca Ostrowiak School of Reading in Germiston, Edna Freinkel, the illiteracy rate among black adult South Africans is commonly estimated at 50%, while the white adult functional illiteracy rate is guessed conservatively to be one-third of the population.

In an effort to combat these horrifying statistics, the School of Reading has launched a programme called "train-the-trainers literacy course."

It is a programme whereby the trainers on factory floors will become capable of teaching factory workers the rudiments of reading, writing, spelling and comprehension.

Each course lasts a week and is extremely practical in nature. Experts from the school will come into the factories regularly as consultants to ensure that high standards are being maintained. The school has a success rate of about 75%.

The programme was launched because it is considerably more cost-effective to train one person who can then go on to teach others.

White education in SA is compulsory until the age of 16, which makes the high proportion of adult functional illiteracy apparently inexplicable. Explains Freinkel: "The method that schools employ to teach reading is not ideal for all children, as it does not satisfy the analytical child's desire to understand the workings of each letter.

As a result, many pupils pass at a matric or even university level with an ability to read only three words in four; they are functionally illiterate."

The advantages to the employer in overcoming illiteracy are immeasurable. Productivity increases, work is performed more quickly, with more enthusiasm and ultimately with more profit.

THE AWB

ET get your gun

Last Saturday's armed show of strength by Eugene Terre'Blanche's khaki-clad Afrikaner Weerstandsbeweging (AWB) stormtroopers once again underlines government's inability or unwillingness to deal with radical rightwing extremism. Specifically, why doesn't Law and Order Minister Adriaan Vlok do something about this threatening behaviour?

The government-supporting newspaper *Beeld* asked whether the AWB had been expecting an attack upon it — and was this a motion of no-confidence in the police, who were present? The only deduction to be made, *Beeld* said, was that it was an "openly defiant and calculated display of power by a small-minded minority which has put themselves above the law."

So how will Vlok react? SA is experiencing a period of tense race relations, in which any irresponsible action could spark off blood-letting. Evidence of that was seen during the Pretoria massacre in which a self-proclaimed AWB member caused the death of seven blacks.

"Do we dare ask what the reaction of the police would have been, had blacks reacted in the same manner?" *Beeld* asked. "This conduct has become symbolic of the AWB. It tallies with Terre'Blanche's open defiance of State authority, (implying) that government dare not touch the AWB."

Gun-toting AWB member patrols the grounds

Courtesy of Beeld

☐ This weekend sees the formation of yet another rightwing splinter group. Deposed AWB deputy leader Jan Groenewald, with three former members, Chris Jooste, Alkmaar Swart and Manie Maritz, plans to hold a secret meeting to discuss the new organisation. ■

OPEN BEACHES

A place in the sun

Durban's delicate egg-dance on opening beaches to all races while trying to avoid a white backlash from inland holidaymakers may be solved by introducing "pay beaches."

This possibility has been aired by mayor Derrick Watterson. He says the interests of visitors and beachfront dwellers could be catered for, either through pay beaches, or reserving a specific beach for the exclusive use of hotel guests (see *Business*).

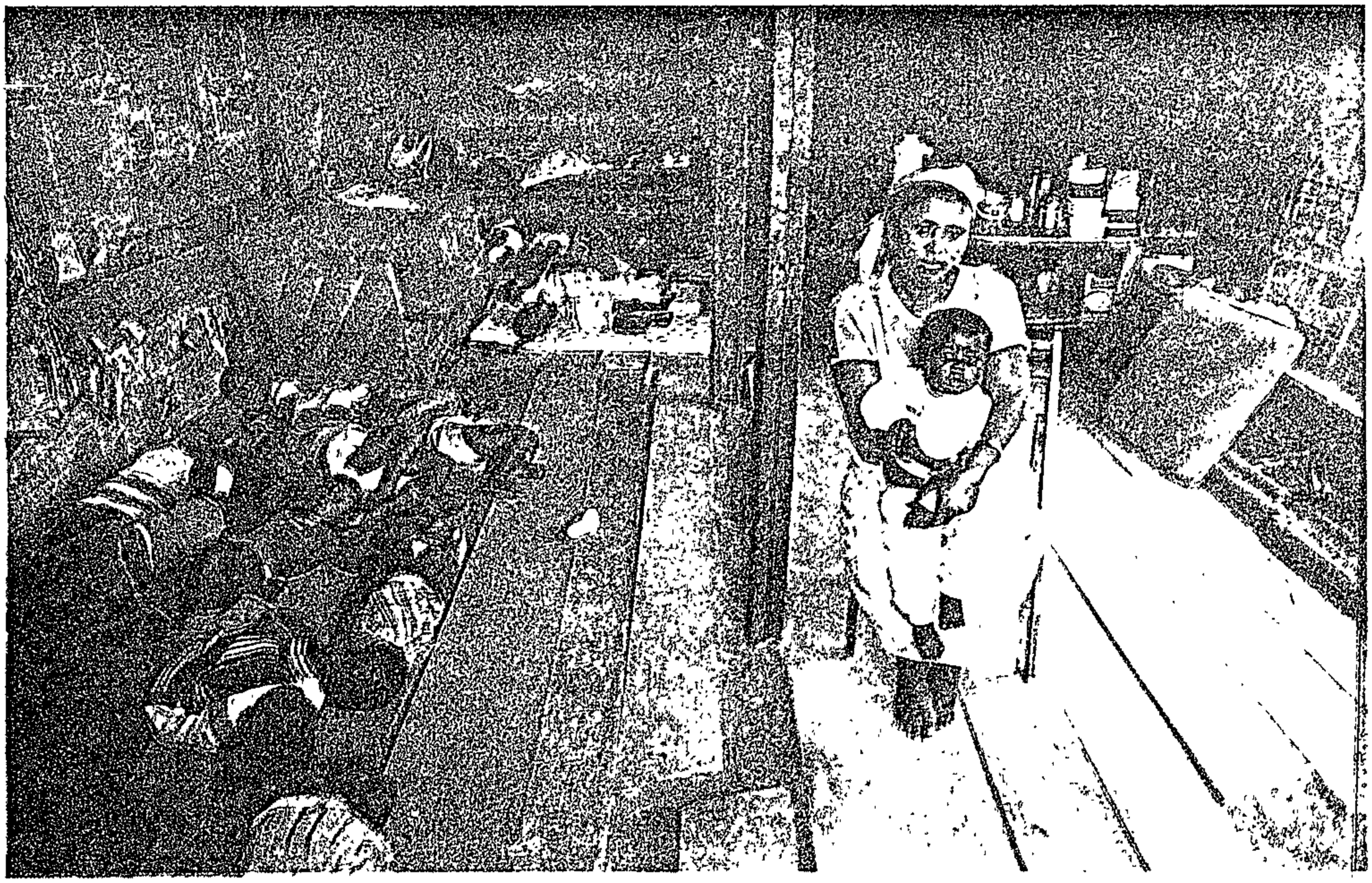
Racial harmony was generally maintained on crowded beaches this summer season, but it would seem that faint-hearted municipal officials resorted to some ingenious methods to avoid incidents.

At South Beach, the only beach which is still zoned for whites, a pool was drained on New Year's Day, ostensibly to clear it of broken glass left by reckless New Year's revellers.

However it remained dry — and hence unoccupied by either whites or black bathers intent on defying the whites-only ruling — for the entire New Year long weekend.

The council still has to vote on opening South Beach.

Watterson says: "It must be conceded that if you are going to have beaches crowded to



Pictures: LEON MULLER, Weekend Argus.

Mrs Ellen Dallo holds the youngest member of her class on her lap, while others grab forty winks at the Emfundisweni creche at Site C, Khayelitsha.

W/E ARGUS 28/1/89 (50)

SCHOOLS RISE IN SQUATTER CAMPS

THOUSANDS of children living amid the ramshackle shacks of Peninsula squatter camps are battling against terrible conditions in their attempts to be educated.

The children are being taught at numerous pre-primary and primary schools that were started privately because of the lack of formal education in the squatter camps.

The schools are not granted government subsidies and most teachers are volunteers, working for free.

SQUATTER CAMPS

THOUSANDS of children living amid the ramshackle shacks of Peninsula squatter camps are battling against terrible conditions in their attempts to be educated.

The children are being taught at numerous pre-primary and primary schools that were started privately because of the lack of formal education in the squatter camps.

The schools are not granted government subsidies and most teachers are volunteers, working for free.

The buildings have no lighting or heating — and few facilities.

However, community spirit — and a desire to learn — spurs the children on to a brighter future.

The schools are in the small squatter camps that developed after the battles in Crossroads and KTC in 1986.

Some of the 200-strong pupils in the overcrowded one-roomed school shared by three classes at Oscar Mpetha Square squatter camp in Nyanga.

Striving for a brighter future

by VUYO BAVUMA
Weekend Argus Reporter

Sharing knowledge

Because the schools are not officially registered with the Department of Education and Training, they face the ever-present possibility of being closed down.

However, that does not deter "volunteer teachers" from sharing their knowledge with the underprivileged children.

What pleases teachers is that pupils graduating from their schools are accepted at local DET schools.

Among the problems facing the schools are the fact that most teachers are not paid for their services; that classrooms are cold in winter as there is no eletricity; and that there is a serious lack of teaching aids, including blackboards.

One room

The schools get most of their equipment from religious and welfare organisations.

At Oscar Mpetha Square camp, Nyanga, — named after a UDF patron and veteran trade unionist — there is a one-room "primary school" which offers classes from Sub A to Standard 1.

The wooden hall with its corrugated-iron roof is school to 200 children, whose ages range from six to 15 years.

Controlled by a four-member committee, the school has a teaching of staff of three headed by Miss Noluthando Paliso.

During lessons, the 200 pupils cram into the hall and are "divided" according to their own standards.

Most sit on the wooden floor as there are only a few desks, some of which are broken.

On rainy days classes are called off because water drips into the room through holes in the roof.

Overcrowded

"We use buckets to prevent rain water from flooding the classrooms. Classes are stopped as pupils help teachers to keep classes dry," Miss Paliso said.

"Space is one of our biggest problems. If the Sub A class is busy with a writing lesson, the Sub B teacher has to carry on with verbal teaching because there are not enough facilities for both classes to write at the same time.

"The third teacher has to conduct her lesson outside when the weather is good," Miss Paliso said.

Another problem is the hunger suffered by many of the children.

"Some pupils cannot concetrate because they are hungry. Unfortunately we do not have funds to buy them food," she said.

The school's "older brother" operates in the backyard of Zolani community centre and has about 120 pupils.

Its classes range from Standard 1 to 5.

At Green Point, Khayelitsha, three teachers run a creche accommodating 52 pupils whose ages range between five months and five.

Operating in a community hall, it is known as *Emfundisweni* or *Place of Learning*.

Supervised singing

"The creche prevents children from playing in dangerous places when their parents are at work. We also supervise the children in activities such as singing," said Miss Truasma Spogter, one of the teachers.

Unlike other schools, *Emfundisweni* charges R3 a month for each pupil.

"The money is used to buy food for the children. We are not paid," she said.

Time to review Soweto school boycott strategy

S/Times 29/1/89

Mandla Tyala

on the dilemma facing black parents

AT ONE of several community meetings called last weekend to address the latest disruptions at Soweto schools, a parent rose and spoke.

His message was short: "Go back to school and respect your teachers. Nobody likes this education system. It is an inferior education, which makes slaves of us. This is a struggle for all of us, so let the struggle continue while you are back at school."

While education officials have readily ascribed troubles in the townships to agitators and, lately, to thuggery, this is one public statement which has gone close to pinpointing the underlying problem.

As a victim of Bantu education, I have witnessed a difference of opinion between parents and pupils turn into an ever-widening canyon.

While there is consensus that the fight for compulsory education under a unified education department should continue, there is fierce debate on how pressure should be brought to bear on the Government.

Inferior

The old school, those who are fortunate enough not to have experienced the effects of the Bantu Education Act of 1953, argue that pupil militancy, particularly evident in the last decade, is tantamount to cutting off one's nose to spite one's face.

They agree with the widely held view that black education, as was envisaged by Dr H F Verwoerd, is inferior and is designed to prepare Africans for a perpetual position of subservience.

The Institute for Race Relations said in 1986/87 the Government spent R477 on the education of a black child while it spent R2 508 on the education of a white one. In 1987/88, the Government budgeted nearly R2-billion more for white education than it did for black education.

While white education is talking about a pass rate in the region of 90%, 62 out of every 100 black pupils who wrote matric in Soweto last year did not make it.

Another indicator is that only 0,3% of last year's African matriculation exemption holders (including those in the homelands) obtained a pass in mathematics.

The old guard contends, however, that there is nothing to be gained from endless school boycotts. A generation of illiterate youngsters can hardly make an impact on the broader political struggle.

"Let the struggle continue while you are back at school," as the Soweto meeting was told at the weekend.

Foisted

But the new generation of comrades — emboldened by what they saw as positive advances after the violent protests of June 16 1976 — believe in continued confrontation.

To them, education today means an endless battle with a Government agency, the Department of Education and Training, that is there to enforce "apartheid education".

The younger set believe their parents looked the other way — the resigned "what can we do" — while Afrikaans as a medium of instruction was foisted on them by teachers who were hardly proficient in the language.

The anger and everything else which happened in 1976 is well-documented. The young brigade, having forced the end of the use of Afrikaans as a medium, now feel their destiny is in their hands.

More pressure on the Government will result in more grievances being redressed, they believe. Consequently, hardly an academic year has passed without some incident, major or minor, over the last 12 years.

Pupil leaders argue that if there is nothing inferior about black education, as is contended by Government spokesmen, then why continue with separate education. Why keep white classrooms empty while black schools are teeming with pupils?

The question of numbers is a central issue in the current disturbances

The department, sitting with nearly 3 000 failed matrics in Soweto alone, is refusing to readmit them to their old schools and is now directing them to adult education centres.

An official says numbers are swelling at the bottom while senior pupils have to repeat classes at the top.

Violent opposition to the new system of finishing schools abated this week as various parties pleaded for the readmission of some of the failed pupils, and schools which had been put out of operation started off slowly.

After seeing umpteen class boycotts, I, as an affected observer, am now fully behind a review of the strategy

Boycotts in education, applied indiscriminately and without hindsight, are beginning to turn into a self-defeating exercise

Some diehards will readily sacrifice a whole generation's schooling if it means those coming behind them will have normal education.

But I believe there are some benefits to be derived from the present system Some of those who agitate against apartheid from foreign sanctuaries went through the Bantu education system. So did some of those who articulate black aspirations and deprivations to world audiences

Churned

It is true the system has churned out multitudes of under-educated school-leavers, but it also cannot be denied that there is an army of young black professionals coming out of the same machinery who are making an impact in various disciplines

It galls me to write about apartheid education There was no laboratory at my school when I was a matric pupil studying science. Most educational aids which were taken for granted at white primary schools did not exist at my senior school

But, as painful experience has taught us, there is not much to be gained from staying away from classes for four months and then trying to catch up in the rest of the year

Guidance on careers

Sowetan 2/2/89 (50)

By NKOPANE MAKOBANE

THE Johannesburg Public Library is currently hosting a careers guidance exhibition embracing careers in the earth sciences.

Miss D Evenden, the director of library and museum services, said the exhibition started on Monday (January 30) and will end on February 26. It is being mounted in the library's main hall.

She explained that geology is the study of the processes that created and continuously alter the environment of man. Ultimately these processes determine man's survival, she said.

"The exhibition is aimed particularly at young people who are about to choose their careers. The scope is wide and includes such activities as the search for oil and gas, underground water reservoirs, metal deposits and land utilisation.

"The future demand for geologists in South Africa is expected to greatly exceed the present flow of graduates. Members of the public who are interested in the earth sciences as a career are strongly advised to visit this exhibition," she said.

If you wish to qualify as a geologist speak to the attendant at the Geological Museum on the first floor.

Cape Times 2/2/89 (50)

2 000 black pupils on waiting list

By ANDRE KOOPMAN

THE failure of education authorities to take into account the huge influx of pupils from country areas into the city has created the waiting list of some 2 000 pupils at the Peninsula's black schools.

"We have not made forward planning for this extraordinary demand," Mr W Staude, chief director (Cape Region) of the Department of Education and Training (DET), said yesterday.

Mr Staude said officials were dealing with the problem, but that as pupils were placed in schools still more arrived. He could not say whether all the pupils would be accommodated.

The DET has imposed quotas at certain schools and said that it was striving for a ratio of 35 pupils a teacher.

Meanwhile teachers said yesterday that many of the 2 000 pupils were denied places at schools last year because of the implementation of controversial registration procedures.

A spokesman for the Defend the Democratic Teachers Union Committee agreed that the 35:1 ratio was desirable but said it was not practical because there were just not enough schools.

He said teachers had found that at least three new schools were needed in Cape Town.

Council gives civic lectures

Sowetan 2/2/89

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By NKOPANE MAKOBANE

THE Council for Black Education and Research's first series of lectures starts at Soweto's Funda Centre on Saturday until March 25.

The theme of the lectures is Civics. This is the first time that the theme is tackled — the council has noted with much concern the lack of knowledge about government and how it operated in our society.

The reasons for being uninformed on this subject are obvious: Blacks in South Africa do not have a government. In addition, civics does not form part of the syllabus in the formal education sector.

The council contends that unless we know the evils in our society, we cannot hope to overcome them. Worse still, we shall not be able to replace the status quo with an ideal cultural, economic, political and social environment.

For more details contact Ms Essy Letsoalo at (011) 933-1645/1660.

that stage run by BP, were evaluated by the respective sponsors and the SA government. It was found that the Sua Pan project was the most economic," says Blizzard. ■

TOY PRICES (50)

Playing with figures

Imported toys could cost another 50% this year — more than three times the size of the increases contemplated by local manufacturers.

Toy importer Joss Feldman says: "We may put up the price of imported toys by as much as 50%. in response to adverse exchange rates, plus the increase in the import surcharge from 10% to 20%. Also, overseas suppliers are increasing prices by 7%-20%."

Searle Diamond, MD of Prima Toys, which produces most of SA's locally manufactured toys, says: "Our price increase will not be more than the inflation rate." He adds that local prices rose 10% in 1988.

However, Feldman says there are many toys that cannot be made locally. "We in SA cannot export because of sanctions, and local volumes don't justify the elaborate equipment needed to produce specialised toys."

Diamond says local prices depend on raw materials costs and the price of packaging. "The price of key raw materials such as polyethylene (22%) and polystyrene (34%) did rise last year. Packaging costs also rose." Toy sales last year were worth R160m. Searle expects a 25% increase this year, "if

Companies are toying with the idea of increased prices

FM 3/2/89.

(50) FM 3/2/89

we can maintain our volume."

Toy retailers will know at the end of February exactly how big a difference there is between imported and local prices in 1989. That is when the annual toy show is held. ■

Sassu 'dedicated to fighting sport racism'

Cape Times 7/2/89 (50)

EAST LONDON. — The executive director of the Southern African Schools Sports Association (Sassu), Mr Jan Preuyt, yesterday said the organisation was dedicated to the abolition of racial barriers in sport.

Mr Preuyt was referring to the closing of schools' sports facilities to races other than white.

Attacking CP-ruled councils in the Transvaal over their racial policies, he said his union fully supported Dr Danie Craven in his stand against sports discrimination in the Transvaal areas under CP control.

As far as school sport was concerned, the union would obtain other venues for tournaments and would ensure that they took place only on a mixed basis.

"One feels so angry at this pettiness and at the damage these people do not only to the coloured boys and girls they so absolutely humiliate," he said.

"We believe no school sporting code has the right to practise discrimination against any pupil in South Africa.

"Sport belongs to everybody, and the joy of free participation and free association on the sports field is the birthright of every South African boy and girl." — Sapa

The black education crisis has deepened over last decade

Emergency creates superficial calm

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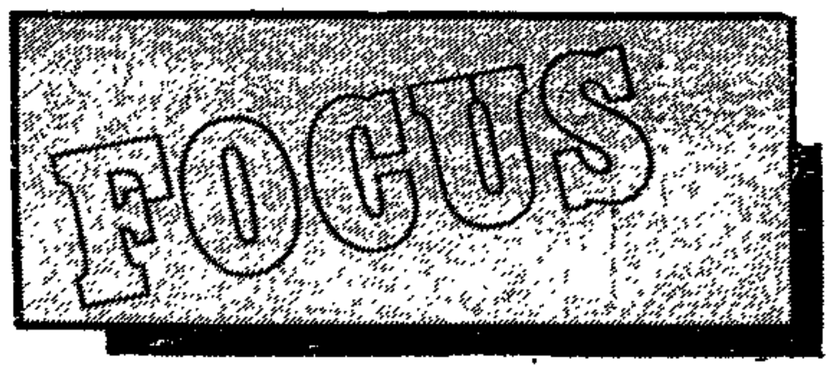


By SHAFaATH-AHMAD KHaN

Sowetan 9/2/89

THERE could be much more to the crisis in black education than initially meets the eye.

History was proverbially repeating itself, it seems, when black students on the Reef recently reacted to the intransigence of the Department of Education and Training (DET) in ushering in a regulation that last year's matric failures and those over 21 years of age would not be acceptable at schools.

Damage to property and assaults or threats of assaults on teachers came to prevail — reminding one of the unabated anger of black students for over a decade now at the continuing existence of apartheid education.

Not strangely, black student dissatisfaction is deep-rooted and its existence could be accounted for by virtue of the very abnormal society of inherent inequalities students have found themselves in — not just of the inferior system of education they are subjected to.

A look at the main events in the life of black students and how these students have been feeling about their role since 1976 gives a clearer picture of the extent of the cause and depth of their discontentment.

After the Soweto students' uprising in 1976, black students in South Africa began building up more resistance to the inferior education they were receiving.

This resulted in the South African Students' Organisation (Saso) being banned by the Government in 1977 together with 17 other political organisations in the country during the unprecedented clampdown that year by the South African authorities.

A situation arose where scores of black students were forced to go into exile across the South African borders in the neighbouring Southern African states.

Cosas

The spirit of the students' resistance that existed between 1976 and 1977, however, was still there and the disenchanted students felt there should be an ongoing challenge to the South African Government and its system of education for blacks.

This led finally to the formation of the Congress of South African Students (Cosas) in 1979 after students had been meeting periodically throughout 1978 on a national basis following consultations and broader participation.

What was significant about the inception of Cosas was that the students realised that they were a sector of the community at large and that there will be a role they will have to play in uplifting the quality of life of blacks in South Africa.

They realised, too, that their objectives had to extend to uniting parents, teachers and scholars and creating a spirit of trust and co-operation among students themselves.

Bannings

Cosas, however, was able to survive only until 1985 when it was banned in August of that year.

Since the banning of Cosas, black students needed some kind of representation and unity and, while they pressed for democratically elected student representative councils (SRCs) which were virtually non-existent in black schools, [illegible]al Education Crisis Committee (NECC), whose "People's Education" (and later the organisation itself) was to be banned, sprang up with greater reprisals from the State which resulted in practically every executive member being put into detention in terms of the State of Emergency.

What has been seen is that it was no longer only the parents of these students who were not allowed to organise themselves on the factory floor, but also the students who were being denied by the Government the right to come together as one united entity in the form of SRCs democractically elected by the students themselves.

Finance

At the same time, however, black students witnessed their education rise to the level where the student organisation developed to the extent where students, in practice, wanted to take full control of their own education.

This was an alternative education to the one they are currently receiving in black schools and which disregards sexist and racist concepts and is one said to be a liberatory force through its numerous educational programmes and campaigns.

Analysts have noted that, with the kind of dual power that has been evident in black education, the student struggle was intensifying to the extent that the controlling body, the Depart of Education and Training (DET), would find it difficult to finance separate inferior education for blacks.

The DET's prohibition at black schools of books and publications deemed to be prejudicial to the security of the State was a clear indication that the DET considered it cheaper to check on student political conscientisation.

Strikes

Black students have constantly accused the State of having lost complete control over their education and have also pointed out that the Government had failed to brainwash blacks that Bantu Education was there to serve their most important needs.

They have further cited as evidence of the Government's failure to deceive blacks, the numerous worker strikes in the country in the past, saying that the workers wanted a say in the country's wealth as a right.

Although it may not appear to be so — largely because of the superficial calm by virtue of the stringent regulations of the State of Emergency — the crisis in black

education in South Africa has deepened.

Black students have time and again submitted that they would be content only when the inferior education of blacks is replaced with "People's Education" and now even when political organisations and leaders are unbanned, political prisoners and detainees are released, exiles are allowed to return home and workers are satisfied on the factory floor.

A student had put it this way some time ago: "One could say that black students are very much part of the whole struggle to dismantle apartheid because no student, be it a primary school or high school pupil or a university student, is free from this corrupt system."

Party politics and education: Call for inquiry

ARGUS 10/2/89

50

By DENNIS CRUYWAGEN, Education Reporter

THE government has been challenged to appoint an independent judicial commission of inquiry into alleged party political interference in coloured education.

Issuing the challenge, Mr Franklin Sonn, president of the Cape Teachers' Professional Association, pledged to apologise publicly if the commission repudiated his allegations.

"However, I hope the government will be man enough to act if the commission proves me right. The whole can of worms must be opened up," he said at a meeting in Bellville.

He was calling for a commission of inquiry because the teaching profession had entered a dark period when teachers had to protect their integrity, he said.

Little had changed since the De Lange Commission of Investigation into Education found in 1981 that teachers and parents were enjoying relatively little recognition and authority in society.

Little respect

"Today, almost a decade after the appearance of that report, matters have again deteriorated to an alarming degree in education under the control of the House of Representatives. Little respect is shown to teachers and principals by the authorities."

Open allegiance to the party brought attractive rewards while opposition meant censorship and repression.

"There is widespread concern about increasing evidence of party political interference in the appointment of teachers into promotion posts with political servility seemingly counting more than educational merit."

Mr Sonn said inspectors were herding teachers from school to school, cajoling and humiliating them into silence in fear of losing their jobs.

Teachers were being overloaded, schools were falling into disrepair, increasing the feeling of neglect which had caused the "bitter uprising" of the past.

Mr Sam de Beer

Sam de Beer quizzed on excluded black pupils

Cape Times 18/2/89

Political Staff

THE government was looking at legislation to deal with "troublemakers" at black schools, the Deputy Minister of Education and Training, Mr Sam de Beer, said yesterday.

Mr De Beer, speaking at a departmental briefing for foreign journalists, was responding to questions about the exclusion of certain pupils from Soweto schools.

He said problems had arisen because the department's schools had a limited capacity and could not accommodate the high number of students who had failed last year.

It had been decided to give priority to those students who made proper use of facilities.

Pupils turned away from schools were being referred to adult education centres.

Asked about former detainees being turned away from schools, Mr De Beer said he would look at individual cases brought to his attention.

On the question of people identified as "troublemakers", he said the government was looking at introducing legislation in this regard. In the meantime he was not prepared to discuss the issue in generalities but again would look at any individual case brought to his attention.

At the same briefing, Education and Development Aid Minister Dr Gerrit Viljoen said schools in Soweto had acheived the worst pass rate of all regions.

"They are reaping the fruits of senseless protests and boycotts," he said.

Whereas the Northern Transvaal region had achieved a 67% pass rate in the matric examninations last year, Soweto's was only 38%.

Lecturers' pay at the back of the field

S/Times 14/2/89

(50)

THE only way to stop South Africa from sliding slowly into decay, it has been said on numerous occasions, is to educate the workforce.

Institute of Personnel Management executive member Willem de Villiers expresses concern at the way in which education is still being handled.

Mr De Villiers writes in the IPM journal that the Government's ad hoc handling of education and the lecturing profession is causing irreparable harm to SA's ability to produce high-level manpower.

He lists four problems:

- The financial remuneration package of especially lecturers has fallen so badly in the past few years that even the recent adjustment of 23,5% will not rectify the problem;
- As a result of high income tax, increasing prices and interest rates, there has hardly been any improvement in the educationist's real financial position;
- The relative position of the university lecturer compared with that of the rest of the teaching fraternity has not been addressed. The so-called 7% vocationally directed adjustment is too restricted to improve the backlog that the lecturer experiences in relation to the rest of the State sector;
- What is of particular concern is that for universities to pass on the salary adjustments to their employees, they would have to find a large proportion of the money themselves. The Government has not increased the subsidies of universities.

"In these circumstances it is not strange that universities still lose staff to the private and public sector and particularly experience problems in attracting suitable staff in certain disciplines, such as engineering, commerce and administration.

TIGHT

"As a result of the tight financial position universities are in, it is becoming an ever-increasing problem to acquire the necessary hardware, laboratory equipment, books and magazines so necessary for research and a high standard of education."

Mr de Villiers says there is an urgent need for a review of education in SA as a whole. The review should cover the priority that education should enjoy, the many Government departments which are involved in education, the entrance requirements of universities, the manner in which they are financed and the remuneration package of the teaching profession.

BASIC

"A recent independent study found that with regard to basic salaries alone, university lecturers should receive a minimum of a further 20% adjustment for their salaries to be market-related in any way."

Cape — no
Natal — no

Transvaal — Yes. On 1989-02-03 there were 39 posts out of a total of 28 090 vacant in the following subjects: Mathematics, Science, English, Technical Subjects. Every Std 10 class has a teacher. Schools make internal arrangements in order to ensure that all pupils receive tuition and the vacancies are being filled systematically;

(4) no.

†Mr A GERBER: Mr Chairman, arising out of the hon the Minister's reply, may I ask him, if I am correct, whether he stated last year that the resignations from teaching were area-related, and whether or not this investigation confirms the standpoint which he took last year?

†The MINISTER: Mr Chairman, it stands to reason that the reply is yes, and I can only ask the hon member to compare the figures we have already supplied. He will then notice that the resignation rate was much higher in the Transvaal, for example, as a result of certain circumstances, than in Natal and the Cape. The two provinces in which the resignation rate was the highest, were the Transvaal and the OFS. If the hon member compares this with the reply given last year to the corresponding question, he will find the reply to his question.

†Mr A GERBER: Mr Chairman, further arising out of the hon the Minister's reply, may I ask him whether something is being done by his department about the staff shortages resulting from resignations of teachers of certain subjects?

†The MINISTER: Mr Chairman, as I have also indicated in the reply, each Director of Education in each of the provinces reviews the position daily and rectifies matters as far as possible. They are doing this by trying to recruit specific people who are qualified and who are not in service at the moment, to teach specific subjects. The answer is therefore that it is an ongoing process in which we are trying to give the best possible education to children in all four provinces.

Mr R M BURROWS: Mr Chairman, further arising from the hon the Minister's reply, can he give us an indication as to whether the figures he has given us contain the statistics for those temporary teachers whose services were terminated by the department?

†The MINISTER: Mr Chairman, I am not quite sure of the reply to that. I shall be glad to give the hon member a reply if he will telephone me tomorrow.

†The CHAIRMAN OF THE HOUSE: Order! There is still one remaining question on the Question Paper, but the time we have available is not sufficient to reply to it. The reply will therefore be included in Hansard.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

Mr C Sunter: purpose/contents of seminar

*2. Mr A GERBER asked the Minister of Education and Culture:†

(1) Whether a certain person, particulars of whom have been furnished to the Minister's Department for the purpose of his reply, addressed a seminar for pupils' councils of secondary schools in the Goldfields at Welkom in 1988; if so, (a) what is the name of this person and (b) what in broad outline (i) was the purpose and (ii) were the contents of the seminar;

(2) whether this seminar was presented under the aegis of the Orange Free State Education Department; if not, what are the relevant particulars;

(3) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,
(a) Mr C SUNTER,
(b) (i) to give the youth leaders a vision of the world of the future,
(ii) The world and South Africa in the nineties:
* A scenario regarding the most important developments that can influence the world and the RSA in the future.
* The most important characteristics of a winning land are the quality of its educational system and a healthy family structure.
* Healthy work ethics.
* Social unity.
* Two possibilities exist for the future, namely an active or a passive future;

(2) yes;
(3) no.

School buildings: selling/disposal

*3. Mr R M BURROWS asked the Minister of Education and Culture:

Whether, since his reply to Question No 28 on 3 March 1988, he or his Department has been approached to sell or otherwise dispose of any school buildings under his control; if so, (a)(i) by which person or group of persons, (ii) when and (iii) in respect of which schools were these approaches made and (b) what was the outcome of each such approach?

The MINISTER OF EDUCATION AND CULTURE:

OFS
Yes,

(a)	(i)	(ii)	(iii)	(b)
1.	Local Board of Bainsvlei	November 1988	Willem Pretorius Primary School Kelley's View	Alienation is in the process of being finalised
2.	Heuningspruit Community Fund	July 1988	Heuningspruit Primary School	Valuations made available to both organisations
	Heuningspruit Farmers' Union	November 1988	Heuningspruit Primary School	
3.	House of Representatives	July 1988	Perdeberg Primary School	Sold to House of Representatives
4.	Department of Public Works	May 1988	Willie Viljoen Hostel, Zastron	Lease to Department of Public Works

Natal
yes,

(a)	(i)	(ii)	(iii)	(b)
1.	Mr G. P. Prinsloo	June 1988	Elandslaagte Primary School	The application is under consideration
2.	Mr P. J. Oosthuizen	January 1989	Elandslaagte Primary School	The application is under consideration
3.	Natal Provincial Administration (Road Traffic Inspectorate)	November 1988	Old Estcourt Primary School	The application is under consideration
4.	Natal Provincial Administration (Ambulance Services)	March 1988	Stanger High School Hostel	The application is under consideration

Transvaal
yes,

(a)	(i)	(ii)	(iii)	(b)
1.	Post Office	May 1988	John Ware Primary School	Approval granted for alienation — not finalized yet
2.	SA Police and SA Defence Force	November 1988	Marikana Primary School	Under consideration
3.	Kempton Park Training Centre for Sheltered Employment	November 1988	Pomona Primary School	Under consideration
4.	Midrand Christian Community	February 1989	Laerskool Suurbekom	Under consideration

(SD) Hansard.

Cape

yes,

(a)	(i)	(ii)	(iii)	(b)
1.	Hospital Trustees	26 October 1988	Vincent Primary School	Alienation approved
2.	Mr A. B. Sutherland	17 May 1988	Grootdrink Primary School	Alienation approved. Subject to a reversion clause to the Department of Public Works and Land Affairs
3.	Suurbraak Management Board	5 October 1988	Suurbraak Primary School	Alienation approved. Let to Suurbraak Management Board
4.	Mr D. Saasman	11 July 1988	Springfield Primary School	Alienation approved
5.	Koup Divisional Council, S.A P., Le Roux and Victor Boerdery, A. C. and P. Scheun	4 August 1988	Leeu-Gamka Primary School	Alienation approved. Subject to a reversion clause to the Department of Public Works and Land Affairs
6.	Mr B. de Wet on behalf of Rural Foundation	13 September 1988	Kweekkraal Primary School	Alienation approved. Let to Mr B. de Wet
7.	Andrew Murray Centre Department of Manpower	3 October 1988 25 July 1988	Hugo Rust Primary School: old buildings	Let to Hospital Trustees for use as a day hospital. The letting of the unused portion to the Department of Public Works and Land Affairs is being considered.
8.	Conservatoire for Music, King William's Town	31 January 1988	Old Primary School — previously let to Technical Institute	Under consideration
9.	Fort Frederick Commando	19 August 1988	Swartkops Primary School	Alienation approved after closing of school in 1989.

Teachers in Department doing national service

*4. Mr R M BURROWS asked the Minister of Education and Culture:

What total number of White male teachers falling under his Department were doing their national service (a) in 1988 and (b) as at the latest specified date in 1989 for which figures are available?

The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)
Transvaal	770	991 (on 1989-02-08)
OFS	86	71 (on 1989-02-08)
Natal	147	141 (on 1989-02-08)
Cape	274	210 (on 1989-02-08)

HOUSE OF DELEGATES

INTERPELLATIONS:

Own Affairs

Advisory Allocations Committee: book orders

Mr M Rajab to ask the Minister of Education and Culture:

Whether he or any other member of the Ministers' Council supplied the Advisory Allocations Committee with schedules of book orders for schools under his control at any time since September 1984; if so, (a) who supplied these schedules (b) why?

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, I did not supply the Advisory Allocations Committee with schedules of book orders for schools. Insofar as other hon members of the Ministers' Council are concerned, I refer the hon member for Springfield to pages 67 to 76 of the report of the James Commission. I shall elaborate on that shortly, therefore (a) and (b) fall away.

In referring the hon member to the report of the James Commission, I want to say that there are inferences and probabilities that somebody else did supply this information. I want to quote from page 74 of the report of the James Commission. Referring to Mr Rajbansi the report states:

Thus in May 1985 he personally directed that all school book orders for new schools which were built during the year 1985/86 and not yet allocated were to be awarded to D Roopanand Bros, and he asked to be informed of the dates of all payments made after each allocation. This instruction by-passed the Advisory Allocations Committee . . . It also revealed that he had a strong personal interest in the matter. It is significant that when Mr Singh phoned Dr Nair asking for further information which Mr Ramduth wanted, Dr Nair said that Mr Ramduth would be able to find all the answers from the Chairman of the Ministers' Council (Mr Rajbansi). Dr Nair did not positively deny this story when cross-examined about it, and Mr Rajbansi did not challenge it in cross-examination

The report states further:

The probabilities are strong that Mr Rajbansi would have known very well about the business of the allocations and would have been very ready to exploit the situation.

The finding of the James Commission is:

Many factors point to Mr Rajbansi being deeply involved in the matter of book allocations and the probabilities are strong that he was responsible for supplying Dr Nair with a schedule of allocations.

Mr M RAJAB: Mr Chairman, it is quite clear who was responsible for the handling of the allocation list. Nevertheless, I would like to state that this is a damning indictment of the entire procedure that was followed by the Department of Education in the allocation of orders for school books.

I would like to remind hon members that we are dealing here with an allocation that involves some R8,5 million for the current year. That is a large sum of money!

I want to make the point that the James Commission has found that the procedure adopted is inconsistent with the guidelines laid down by the State Tender Board. As a result, during 1986, 1987 and 1988, the most extraordinary changes occurred in these allocations which were given to many booksellers. Some were given enormous increases, whilst others were not. It would appear that the allocations were given to supporters of the NPP and/or Mr Rajbansi and/or Dr G K Nair. The latter incidentally was found to be an untruthful witness by the hon Mr Justice James when he indicated that Mr A K Singh had handed him schedules reflecting the allocations.

I want to remind hon members that the commission found that appalling irregularities and unexplained inconsistencies took place in these allocations. No serious attempt was made to achieve honest awards based on merit.

This afternoon I want a firm commitment from the hon the Minister that the whole procedure of the allocation of book orders will be reviewed drastically to ensure that it will be administered honestly, fairly and openly. I want a firm commitment from the hon the Minister that in future the further allocation of books to schools would be done by way of the guidelines that had been provided by the State Tender Board.

I want a firm commitment in that regard because I believe it is the only way that we can put an end to this indictment that has been levelled against the entire department and in fact against the entire Ministers' Council. I can see no reason why

SCHOOLING IN SA 'NOT PRACTICAL'

B/Day 14/2/89

SOUTHERN Africa's multiplicity of education departments do not educate children for employment, but to satisfy theoretical academic objectives, says Business Equipment Association executive director Les Wood.

The result is that SA has fallen behind Pacific Rim countries like Taiwan and South Korea that, 25 years ago, were at a similar stage of development.

"Certainly South Africa's political tragedy is a major restraint," he says, "but I believe that the root of the problem lies squarely with an inadequate politically adminstered and discriminatory education system.

"Our children are not being educated for employment, but to fulfil theoretical academic objectives. "There is the prejudice of the 'practical matric' and, as your children will tell you, useful skills such as bookkeeping and typing are not considered as worthy as history and geography.

LES WOOD

"In a country whose future development depends on technical skills the education system emphasises 'university exemption' — although a minority with this qualification actually goes to university.

"And, to cap it all, we have a system of military service which encourages many of those with tertiary technical qualifications to emigrate so they can pursue their careers undisturbed."

Wood adds that the departments responsible for education have failed to set national objectives to produce what the economy really needs in the 1990s.

Cape Times 15/2/89

School boycotts 'affected more than 400 000 pupils'

By BARRY STREEK
Political Staff

50

MORE THAN 400 000 black secondary school pupils and an indeterminable number of black primary school pupils were affected by boycotts and disturbances last year, the Deputy Minister of Education, Mr Sam de Beer, said yesterday.

Mr De Beer, who was replying to questions tabled by Mr Ken Andrew (PFP, Gardens), said 142 of the 432 secondary schools falling under the control of his department were disrupted by unrest last year.

A total of 917 schools, 255 secondary schools and 662 primary schools were disrupted by boycotts or disturbances.

CAPE TIMES 15/2/85

Power to exclude black pupils eased

By BARRY STREEK
Political Staff

A PROPOSAL to give the director-general of Education and Training wide-ranging powers to exclude black pupils from government schools has been watered down.

The joint parliamentary committee on education has altered the Education and Training Amendment Bill to give the director-general this power only if it has been recommended to him by a school council.

The director-general may now refuse admission to a pupil only after an inquiry has been held at which the pupil or — if the pupil is a minor — a parent has been heard.

The original Bill gave the director-general power to refuse pupils admission to schools if he deemed their presence prejudicial to the school.

However, the joint committee rejected an amendment which would have required school committees also to grant the pupil concerned a hearing before making a recommendation.

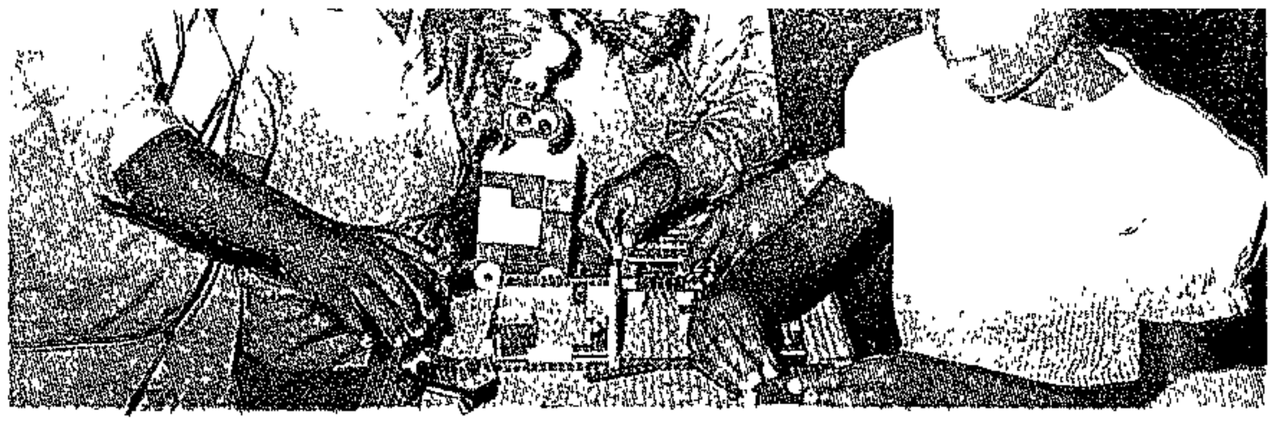
Library seeks clubs

THE Johannesburg Public Library's reference library would like to locate clubs and societies not yet in its files. Sowetan 17/2/89

(50)

Miss D Evenden, the director of the library and museum services, said many people were not aware of how many clubs and societies there are in Johannesburg.

"We seek the name and address of the secretary, the purpose of the society and details of where and when meetings are held."



Pictures: WILLIE de KLERK, Weekend Argus

Some of the pupils at the Noluthando School for the Deaf in Khayelitsha are busy building a house.

W/E ARGUS 18/2/89

School is ray of hope for deaf Khayelitsha kids

(50)

by VUYO BAVUMA
Weekend Argus Reporter

AMID the sand-dunes in Khayelitsha, there is a beacon of hope for deaf children in the under-privileged squatter camp.

The project, the first of its kind in the Peninsula townships, teaches skills to the deaf children so that they have a brighter future.

The school also tries to "arm" the pupils by instilling a sense of self-productivity among them.

This is because in the labour market employers are wary of employing people with such a handicap.

Started in November 1987 with 10 pupils, the school — aptly called Noluthando or simply love — is now being run by four teachers.

They are full of exuberance and love as they teach the pupils the basics of communication.

Bright rooms

The classes are held in a three-roomed structure which is decorated with colourful pictures on the walls. Pictures of the pupils with their names below also add to the rooms classrooms.

The school, housed in a pre-fab structures owned by the Cape Provincial Administration, is co-ordinated by Mr Richard Nieder-Heitmann, a former head of the school for the deaf in Lebowa.

It is a brainchild of Mfesane, a Christian organisation which is involved in uplifting community projects.

The school is registered with the Department of Education and Training.

The daily programme kicks off just after 7am when a kombi fetches the pupils from their homes.

An hour later, they start lessons which include sign language and lip reading.

From 2pm the three teachers — Mrs Sheila Sontange, Ms Joyce Mgquba, Mrs Lulama Swartbooi — catch up on sign language.

Before the pupils are admitted, they are sent to either Tygerberg or Groote Schuur for tests.

Outlining the aims of the project, Mr Nieder-Heitman said: "The aim is to help carve out a career for the pupils. We relise that they cannot compete in the labour market on even terms with other people.

Sipho Dlambula, five, of Khayelitsha, comes to grips with the art of learning a language.

"However, we hope that in the end, with our training, they won't have much difficulty in filling a post."

This week, the first stage of an estimated R7-million project, which will be financed by Department of Education and Training and Mfesane, was approved.

Mr Nieder-Heitmann said: "We want to set up own quarters where we can run a fully-fledged school. In April, we will employ three more teachers and there after we will admit 30 more pupils."

He added that the first stage of the new complex included setting up a sewage system and building pavements.

When completed, the centre will have several workshops, hostels for boys and girls and a para-medical centre.

Appeal

Mr Nieder-Heitman said: "The community seems to experience some difficulty about reaching us. Some parents seem to be hiding their deaf children. Others don't know about the school.

"We would like to appeal to all parents who have children with such a handicap to come forward."

He added that they needed funding to ensure that their projects would succeed.

(a) the information is not readily available as all individual cases will have to be checked,

(b) falls away,

(c) falls away,

(d) an additional computer program has been installed whereby incomplete data is immediately identified with the processing of retirement documentation;

(2) yes, if the pensioner is not in a position to repay the overpayment, the amount is recovered in reasonable instalments from the monthly pension payable;

(3) yes,

(a) falls away,

(b) see paragraph 2,

(4) (a) no,

(b) yes;

(5) no, tax deductions are paid over to the Department of Inland Revenue on a monthly basis. The pensioner himself must, therefore, arrange with his local Receiver of Revenue in order to get a rebate in respect of income tax,

(a) falls away,

(b) falls away.

SATS: retirements

11. Mr J J S PRINSLOO asked the Minister of Transport Affairs:†

How many (a) White and (b) non-White employees of the South African Transport Services (i) retired from service before completing 10 years' pensionable service, as a result of reaching the age limit, and (ii) were retired on account of ill-health before completing 15 years' pensionable service, in 1987 and 1988, respectively?

The MINISTER OF TRANSPORT AFFAIRS:

		1987	1988
(a)	(i)	Nil	1
(b)	(i)	25	33

(a) and (b) (ii) Particulars are not readily available and it will take much time and expense to gather such information.

Floods: claims for damages and losses

21. Mr R M BURROWS asked the Minister of National Health and Population Development:

(1) Whether all claims for damages and losses incurred in the floods in Natal and the Orange Free State in (a) 1987 and (b) 1988 have been settled; if not, (i) why not and (ii)(aa) how many remain to be settled and (bb) in respect of what date is this information furnished;

(2) as at the latest specified date for which information is available, (a) what total sum (i) had been paid out, and (ii) had been collected from public donations, in the case of each of these floods, (b) what total sum had been collected through the sale of postal stamps in each case and (c) what total number of claims had been received in each case?

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

(1) (a) No,

(b) no,

(i) many applications were incomplete and received after the closing date,

(ii) (aa) 417

(bb) 31/1/1989;

(2) (a) (i) R70 057 014,00. This amount does not include R14 283 358,00 recently approved by the KwaZulu Committee,

(ii) R26 929 707,00. Separate accounts were not kept in respect of the Orange Free State and Natal. All donations were paid into the Disaster Relief Fund,

(b) R1 638 370,00 in respect of both disasters,

(c) 176 738 in respect of Natal and 3 900 in respect of Orange Free State and Northern Cape.

Exports: statistics on marine products

30. Mr R J LORIMER asked the Minister of Environment Affairs:

Whether, with reference to his reply to Question No 1286 on 22 August 1988, he will furnish export statistics in respect of fish and other marine products; if not, why not; if so, (a) what was the value of the Republic's exports of each specified type of fish or other marine product in (i) 1987 and (ii) 1988 and (b) what percentage of the total catch in each case does this represent?

The MINISTER OF ENVIRONMENT AFFAIRS:

Yes, as in my reply to Question 1286 on 22 August 1988, I am still willing to supply the statistics to the Honourable member in private. As indicated in my previous reply I do not deem it in the national interest to publicly divulge export statistics in respect of fish and other marine products.

Soekor: offshore drilling

31. Mr D J N MALCOMESS asked the Minister of Economic Affairs and Technology:

How many holes were drilled by Soekor off the coast between (a) Cape Town and the Orange River Mouth, (b) Cape Town and Storms River Mouth, (c) Storms River Mouth and Port Elizabeth and (d) Port Elizabeth and the Mozambique border during the latest specified period of 10 years for which figures are available?

The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY:

PERIOD: 1 January 1979 to 31 December 1988:

(a) 22.

(b) 100

(c) 10.

(d) 12.

Own Affairs

Private schools: admission of non-White pupils

1. Mr K M ANDREW asked the Minister of Education and Culture:

Whether any English-medium private primary or high schools falling under his Department have admitted pupils who are not White; if so, how many of these schools (a) did and (b) did not admit such pupils in 1989?

The MINISTER OF EDUCATION AND CULTURE:

Yes. The figures for 1989 are not available at this stage.

INTERPELLATION

The sign * indicates a translation. The sign †, used subsequently in the same interpellation, indicates the original language.

Own Affairs:

Schools: funds/compulsory tuition fees

Mr R M Burrows asked the Minister of Education and Culture:

Whether he intends to (a) make more funds available to schools and/or (b) introduce compulsory tuition fees?

The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, with reference to the first aspect, namely whether I intend to make more funds available to schools, I wish to state that my department does everything in its power in order to place the maximum amount of money at the disposal of schools. We take into account the prevailing priorities, the total allocation of funds and the accountable and responsible appropriation of such funds. It is my aim, with the full cooperation of the Ministers' Council and the Committee of Ministers of Education, to ensure that the funds . . . [Interjections.]

Mr SPEAKER: Order!

The MINISTER: . . . that are necessary in order to provide education of the required standard, are available.

Secondly, regarding the possible introduction of compulsory tuition fees, I wish to say that my department is continuously researching other means of supplementing funds for White education. This is done against the background of the economic realities and the other priorities of the country as a whole. My department, however, takes great care to ensure that the standards of its institutions are at all times maintained and, if possible, raised.

With these facts in mind we are investigating various means of, firstly, generating additional funds and, secondly, reducing expenditure by the State. Aspects which are being investigated un-

der the first category include compulsory tuition fees and levies by the Ministers' Council. Under the second category we are investigating the economic management of school hostels and self-supporting transport schemes for pupils. Much research has already been done regarding compulsory tuition fees, resulting in a number of models. No model will be introduced before consultation with the Provincial Education Councils has taken place or without the agreement of the hon the Minister of the Budget and Works.

One such model envisages that, after I have determined the maximum amount to be paid for pupils at the different levels of schooling, all parents who are in any way capable of doing so would make at least some contribution every year. I wish to give the assurance that no child will in any way be penalised on account of the financial position of his parents. A sliding scale, taking into account the number of schoolgoing children in the family and their gross income, will be used to determine the extent of such contributions. According to this model, the school itself would appear to be the most suitable point of collection and bookkeeping. The management council of the school will have a supervisory role and the local school board will be responsible for collecting outstanding tuition fees. Financial control could be exercised through audited statements and administrative inspections.

Personally I am in favour of the principle that, should the system be approved, the funds generated will be used to the advantage of a specific area. [Time expired.]

Mr R M BURROWS: Mr Speaker, the hon the Minister has given us a very vague and general reply, much along the lines of the information he has given this House in ministerial statements in previous years. The hon the Minister will, however, be aware that there has been considerable controversy in the early part of this year concerning the collection of fees. He is aware, I have no doubt, of the research that was undertaken by the Natal Education Council concerning the fact that his department in their monetary allocation to schools, with the exclusion of teachers' salaries, in no case pays more than 40% of the money required to keep those schools running Let us exclude teachers' salaries. In no case does his department pay more than 40% of the money required to keep those schools running.

The means the schools have of obtaining funds are twofold. They can either introduce school fees which they levy on the parents voluntarily or they can have trust funds. We are aware from the amounts that are set that we are talking about considerable sums of money, such as school fees in the region of R300 a year and another R300 for trust funds. One can take a school like Beechwood where they pay R630 a year or Bryanston where the school fees are R690 a year. These are very considerable sums of money that have to be collected voluntarily.

The problem is that between 60% and 90% of parents are paying but if only 60% pay, it means that one family is being supported by two other families in the school. The school's parent community is responsible for raising the funds that are not there. What happens then? There is viciousness between parents and there is discrimination against children. The hon the Minister will be aware of that. He will have seen the press reports about children having to wear badges, children being told they have to write out notes or children not being supplied with certain books.

The financing gap is increasing. We can judge this from Directors of Education statements. The amount of money that the department is allocating to schools every year is not keeping pace with inflation.

This simply means that the schools have to be provided with some means of collecting money whether it is to be compulsory tuition fees or not.

This hon Minister has to ensure that education in his department is not going backwards. He has mentioned the fact that he wishes to maintain standards and advance those standards but that is the very problem that we are sitting with at the moment.

Where parent organisations, for example, can say that teaching, administration and building maintenance between 100% and 200% is subsidised by voluntary contributions . . . [Time expired.]

*Mr A GERBER: Mr Speaker, it is clear from the reply the hon the Minister has given to this question this afternoon that compulsory tuition fees for White scholars in South Africa will, in fact, be imposed. That is the conclusion I make, if I heard him correctly.

The CP would like to request the hon the Minister this afternoon to abandon this specific prospect of obtaining additional funds for White education, for two reasons. Firstly, it is true to say that the Whites in South Africa are being taxed far too heavily. It is a fact that the White taxpayer paid more than 90% of the total personal income tax paid to the Treasury last year. Whether the Government wants to know this or not, and whether or not it wishes to acknowledge this fact, our people are simply no longer able to bear the burden of even more additional taxation, because that is what compulsory tuition fees would be in this instance. I receive many letters from parents throughout South Africa who complain that at the moment they are no longer even able to afford the voluntary school fees. How, then, will they be able to afford compulsory tuition fees?

Secondly, we wish to lodge a strong objection to the fact that at the moment, the law provides that only Whites may have to pay these compulsory tuition fees.

In reply to a question last year the hon the Minister of Education and Development Aid confirmed that such tuition fees were not even being considered for Black scholars. Likewise, no provision is being made for this in the House of Representatives and the House of Delegates.

The Whites in South Africa cannot bear the largest tax burden and by so doing subsidise, *inter alia*, Coloured, Black and Indian education, and at the same time be taxed even further with regard to their own education. [Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, first and foremost I want to reply to the hon member for Pinetown. I want to say at once that if it is true—I am not casting doubt on the hon member's statement—that there are children who are being unfairly treated due to the fact that their parents are unable to pay school fees, then it is completely and utterly wrong, it is unfair, and it is uneducational. The child may not suffer due to the fact that his parents are unable to pay. I want to state categorically here that if there are school principals or teachers who are doing this, I think it is scandalous behaviour; it ought not to take place.

Secondly, I want to tell the hon member that the fact of the matter is that there is not enough money. I told the hon member at the beginning of my reply that I was doing everything possible within my power to obtain money to supplement the availability of funds for White education, just as any other education department would like to do in the interests of its own children. We need to bear in mind that one may also create additional sources within those funds that are available, on the one hand by effecting a saving with regard to rationalisation and the more effective utilisation of funds, and on the other hand by appealing to parents to make a contribution. Unfortunately I do not have time to reply fully to the hon member's question. Permit me to come back to the hon member for Brits.

The hon member requested that there should not be a compulsory school levy. He said once again that we should continue to spend more and more funds, but he never says where the money should come from. On the one hand the hon member says that there should not be a tax increase, and on the other hand he says that I should take more money to give to the schools. [Time expired.]

Mr M J ELLIS: Mr Speaker, I must begin by saying that I obviously support fully what my colleague the hon member for Pinetown has already said.

An HON MEMBER: We are not surprised!

Mr M J ELLIS: I am quite sure the hon member is not surprised.

Naturally the hon the Minister made much of the fact that a number of investigations are being conducted into how education is going to be financed, but I believe that this should have been done a long time ago. I do not think the hon the Minister quite realises how absolutely critical this whole business of the funding of schools is. I would like to remind him that less than two years ago I was still headmaster of a prominent boys' high school, and the situation there was absolutely critical.

As the hon member for Pinetown said, schools receive less than 40% of their funding in the form of monetary allocations from the Government. They have to rely tremendously on the money that they can make by fundraising and from the voluntary levy. The trouble is that unless the Government is prepared to understand that they have to make parents aware of the fact that they are responsible for their children's education, if they themselves are not able to finance education, the situation is going to become even more critical.

Education the real challenge

ARGUS 21/2/87 50/

IMPROVING the quality of teaching is the "fundamental challenge" in black South African education.

Thus teacher training receives the primary emphasis in programmes funded by the BP Education Trust, the company says in its sixth biennial Social Report.

These programmes have had direct and indirect benefits for at least four million black children.

Many have benefited directly through the company's involvement with the Molteno Project, run by the Institute for the Study of English in Africa at Rhodes University in Grahamstown.

This programme has tackled one of the biggest problems affecting black education: the use of English as a medium of instruction.

English is not a home language for most, yet it is by choice the medium of instruction and communication.

For the first four years all black pupils are taught in their mother tongue. In Standard 3 they make the change to learning all their subjects in English and, unless they have mastered the basic concepts of the language, they are unable to progress sufficiently.

The Molteno Project has developed ways of bridging this gap and already marked improvement has been shown in the estimated three million pupils helped.

Future plans, which depend on private sector funding, include expanding a network system among teachers in the rural areas.

The whole problem arises from the fact that the Government is using delaying tactics with regard to the compulsory levy.

The MINISTER OF EDUCATION AND CULTURE: That is nonsense and you know it.

Mr R M BURROWS: You have been talking about it for five years!

Mr M J ELLIS: I honestly mean that.

When I was involved in the Natal Teachers' Society and when I was headmaster of a school, we were told time and time again that in actual fact the Government was looking very carefully at this whole business of the compulsory levy, but five years later we are still waiting for a reply. Unless the Government comes clean and tells us exactly what its attitude is to this and when it is going to be introduced . . . [Time expired.]

Mr K M ANDREW: Mr Speaker, I would like to take up the last point made by the hon member for Durban North I believe that the Government is evading its responsibilities in this regard and attempting to shift the onus for unpopular decisions onto schools themselves.

I would like to deal in particular with schools where parents are generally in the low-income bracket and cannot, even if they want to, pay voluntary levies of this kind as many of the schools in better areas are able to do. They are the ones that are really suffering. We know the department is not providing the money for adequate facilities, books and the other things that the schools require for a full educational programme, and we are actually finding that the standard of education at those schools is going down and down. I think that is most irresponsible.

Of course, what the hon the Minister has not had the courage to do today is to repeat what he said at his party congress, namely that apartheid is . . . [Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, I first of all want to tell both hon members that I am naturally fully aware of the problem. I am painfully aware of it.

Secondly, it is true, of course, that parents must realise that they have a specific responsibility with regard to the contribution of funds, whether by way of school fees, or by way of a possible other model, such as a compulsory school levy.

It is, however, entirely untrue that we are postponing this decision—the hon members know this—because if that were the case, we would have done it directly after the previous election. The hon members accused me of having withheld it because we were afraid of the election last year. We are still withholding it now for the simple reason that we shall not take such a decision before we have discussed it with our partners in education and before we ourselves have conducted a thorough investigation into it.

I want to say at once that the Government will most definitely ensure that it fulfils its primary responsibility with regard to the provision of basic education services.

Moreover, I want to give the assurance that in this important matter, too, the child's interests are considered paramount; that will always be borne in mind.

I also want to say that there is no place and no justification for petty party-political considerations or for the abuse of level-headed thinking in regard to this matter, but only for educational norms which will apply whenever decisions are taken. In accordance with the methods of my department, such a matter is accompanied by thorough research and investigation and I shall consult all my associates in this regard. I also want to say that these associates include persons such as the members of the provincial education boards . . .

*Mr SPEAKER: Order! I regret to inform the hon the Minister that his time, as well as the time for this interpellation, has expired.

QUESTIONS FOR ORAL REPLY

†Indicates translated version.

Own Affairs:

Administration Clerk: maximum salary scale

*1 Mr J B DE R VAN GEND asked the Minister of Education and Culture:

(1) Whether the maximum salary scale of school secretaries in the Cape Province is R10 371 per annum compared to R15 912 per annum in the other provinces, if not, what are the applicable salary scales;

(2) whether the salary scales and occupational designation of school secretaries in the Cape Province is under review; if so, when is a decision in this regard anticipated; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

(1) The term school secretary is a domestic designation. The correct rank designations of the incumbents of these posts are Provincial Administration Clerk and Senior Provincial Administration Clerk. Until 31 December 1988 the maximums of the salary scales were R11 371 and R15 912 respectively. With effect from 1 January 1989 the maximums of the scales were increased to R11 931 and R18 312 respectively. Because of historic reasons there are differences in the level of post allocations. In the Cape posts on the level of Provincial Administation Clerk only were instituted. In the Transvaal certain posts of Senior Provincial Administration Clerk and Provincial Administration Clerk were instituted. In the Orange Free State and Natal the posts that have been instituted are interchangeable and a Provincial Administration Clerk can be promoted to Senior Provincial Administration Clerk after certain qualifying periods and requirements have been met;

(2) yes, the Department is at present investigating the structure, salary scales, career promotion and other relevant matters relating to this occupational class. The investigation concerns all the provinces and is being done with the purpose of creating a uniform dispensation for the whole Department. In view of the extent of this investigation a date for completion cannot be set at this stage, but the matter is regarded as a very high priority.

Mr J B DE R VAN GEND: Mr Speaker, arising out of the hon the Minister's reply, is the hon the Minister aware that the situation which presently obtains has been so for over 5 years and that school secretaries, or whatever one might want to call them, in the Cape Province, who do virtually identical work to that of school secretaries in other provinces, have over the past 5 years lost over R20 000 in salary by comparison to their counterparts in other provinces? In view of these salary adjustments which have taken place at the beginning of this year, they now receive R7 000 a year less — almost half the salary of their counterparts are receiving in other provinces. I would like to ask the hon the Minister what he has done about this or whether he was not aware of it.

†The MINISTER: Mr Speaker, I should like to ask the hon member whether he does not want to spend a bit of his time to read my reply on his question. Of course, I did say that there was a difference because of historical reasons. It is as a result of this difference that my department has taken the bull by the horns, has launched an investigation and we are now trying to create a system which will accomplish equality of rights in respect of all the provinces. This is my reply on the question of the hon member. Of course I am aware of it. That is why we are doing something about it.

Mr J B DE R VAN GEND: Mr Speaker, further arising from the Minister's reply, I would like to know from the hon the Minister whether he is aware of the fact that this historical situation that he refers to has been in existence for many years and that over the past 5 years, representations have been made to try to bring parity about and nothing has been done about it.

Teacher associations: regulations/guidelines for recognition

*2. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether he has determined regulations and/or guidelines for the recognition of teacher associations; if so, (a) when were these regulations finalized and (b) what organizations and/or individuals were consulted in the drafting of the regulations and/or guidelines;

(2) whether these regulations and/or guidelines have been gazetted; if not, why not; if so, on what date;

(3) whether he will make available a copy of these regulations and/or guidelines; if not, why not?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, guidelines were determined,

(a) June 1987,

'Children victimised over fees'

ARGUS 22/2/89 50

Parliamentary Staff

MANY white schools are battling to maintain standards because of lack of money, parliamentarians have been told.

And in some cases, children whose parents cannot afford to contribute to school funds are being victimised.

Mr Roger Burrows (PFP, Pinetown) said the Department of Education was paying only about 40 percent of schools' running costs, excluding teachers' salaries. Further problems arose when some parents were unable to afford voluntary contributions.

"There is viciousness between parents and there is discrimination against children," he said.

He said the gap between needs and finances was widening and education standards were being threatened.

The Minister of Education and Culture, Mr Piet Clase, said incidents of children being victimised because their parents could not afford voluntary contributions should be reported. Victimisation was "totally improper".

COMPULSORY

Replying on the question of whether the government was considering introducing compulsory tuition fees at schools, he said his department was researching a variety of ways to provide more funds. The problem was that the department simply did not have enough money to meet all needs.

Mr Andrew Gerber (CP, Brits) said he was opposed to compulsory fees for schools because whites were already over-taxed.

Mr Michael Ellis (PFP, Durban North) said that if the government failed to make parents aware that they were responsible for helping to finance schools, and if the government itself did not have enough money to do so, "the situation will become critical".

He said the government was using "delaying tactics" over compulsory levies.

Mr Ken Andrew (PFP, Gardens) said the government was shifting responsibility for funds on to schools. He said: "What the Minister has not had the courage to say is that apartheid is expensive."

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Wits goes to the country

50

B/Day 27/2/89.

RIAAN SMIT

WITS University is establishing a permanent rural teaching and research facility at Umbabat, in the Eastern Transvaal.

The purpose of the facility, midway between Tzaneen and Nelspruit, is to ensure students graduateunderstanding the problems, challenges and opportunities of rural work, an advertisement for staff says.

"The project is a unique venture and we hope it will attract the interest and support of other South African universities and that it will become a valued national, and indeed international, educational resource and resource for development projects."

The inspiration behind the project and head of the Department of Community Health, Professor John Gear, said there was a nucleus of buildings on the property, which would be developed. The project would start in July.

Wits already has a community health project in the Umbabat area.

Earnings per 36 48.6

'Peace education' could help resolve conflict

Star 27/7/89

Political Reporter

"Peace education" is essential in South Africa, according to the president of the SA Institute of Race Relations, the Rev Stanley Mogoba.

In a newly released book, "Race Relations: Survival Kit for the Future", he urged all South Africans to realise that violence did not offer a solution to conflict.

South Africans should try to create conduits of communication for people of different political and ideological persuasions to get them talking to one another.

Mr Mogoba, who is presiding bishop of the Methodist Church of Southern Africa, has repeatedly called for a form of local and international mediation to resolve the conflict.

He said people needed to be educated to understand more profoundly the need for peace.

"I have regrettably come to the conclusion that the world will never be able to understand the creative energy that can flow from peace until concepts such as peace education are introduced into our homes and our school curricula."

Negotiations would be a painful process and this was probably why so few people devoted themselves wholeheartedly to the issue of conflict resolution, he said.

Indaba call for education

PETER DELMAR

WITH a 60% unemployment rate predicted for the Natal region by the year 2000, SA could become a country divided between the educated and prosperous and the uneducated and poor, said KwaZulu Natal Indaba director Johan van Zijl.

He was speaking on his return last week from a visit to the US and Israel where he found parallels in both country's education systems with those in SA.

He said education standards in the US were widely regarded as being atrocious, with major corporations spending $25bn annually to teach employees skills they should have learned at school.

The US pattern of local control over education corresponded with the Indaba's education policy which favoured the devolution of power to parents and communities.

Economic status outweighed race and all other factors in accounting for differences in achievement levels and the school drop-out rate was most closely linked to pupil:teacher ratios rather than to teacher salary levels or per capita expenditure on education.

Israel was striving to overcome educational inequalities experienced by the Arab community, through the promotion of early childhood learning and enrichment programmes which had produced positive results.

Van Zijl said this concept deserved local attention.

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

No.

(a), (b) and (c) fall away.

High school teachers retrenched

*12. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether any high school teachers in South Africa were retrenched or made redundant in or at the end of 1988; if so, (a) how many, (b) why and (c) how many of these teachers were fully qualified?

B221E

†The MINISTER OF EDUCATION AND DEVELOPMENT AID:

Yes

(a) 22

(b) (i) Eleven unqualified teachers were retrenched, to accommodate teachers who completed their studies at teacher training colleges during 1988 and who are contractually bound by the department.

(ii) Eleven temporary teachers were retrenched during 1988 because they chose not to join the service of the Qwa-Qwa Self Governing Territory because of the take-over of the Botshabelo territory. They were also not prepared to accept posts elsewhere in the Orange Free State-Region.

(c) Nine of the teachers who were dismissed, are professionally qualified.

South African Development Trust: purchase of land

*13. Mr P G SOAL asked the Minister of Education and Development Aid:

(1) Whether the South African Development Trust has purchased portions 2, 3 and 5 of farm 303 in the district of East London; if so,

(2) whether it is the intention to extend Newlands; if not,

(3) whether it is the intention to incorporate (a) farm 303 and (b) Newlands into Ciskei;

(4) whether he will make a statement on the matter?

B222E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) The Remainder of Portion 2, the Remainder of Portion 3 and Portion 5 of Farm 303 in the District of East London were purchased by the South African Development Trust

(2) and (3) (a) and (b) The portions of the above-mentioned properties situated to the south of the East London/King William's Town highway will, in terms of the RSA/Ciskei Land Agreement, be incorporated in the judicial area of Ciskei. The portion of the above-mentioned properties situated to the north of the East London/King William's Town highway will be deproclaimed for disposal by the State (RSA) and will not be incorporated into the Newlands area. The Newlands area will, in terms of the Government's decision, remain as a Black area within the RSA and will not be incorporated into Ciskei.

(4) No.

Ciskei: incorporation of Needs Camp

*14. Mr P G SOAL asked the Minister of Education and Development Aid:

Whether it is the intention of the (a) Government and/or (b) South African Development Trust to incorporate the area known as Needs Camp into Ciskei; if so, what is the intention with regard to the approximately 7 000 individuals evicted from Ciskei?

B223E

†The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a) and (b) No.

Supply/maintenance of computers: recommendations by committee

*15. Mr R M BURROWS asked the Minister of National Education:

(1) Whether the Committee of Heads of Education Departments appointed a committee to inquire into the supply and maintenance of computers; if so,

(2) whether this committee has reported; if not, why not; if so, (a) when did it report and (b) what were the main recommendations contained in the report;

(3) whether the executive education department has taken any action to implement any or all of the recommendations of the said committee; if not, why not; if so, what action?

B226E

The MINISTER OF NATIONAL EDUCATION:

(1) Yes. Two committees have already been instructed to undertake investigations in this regard.

(2) The one committee has been appointed by the four departments of State responsible for education to evaluate the potential role of computer-aided education systems. This committee intends to commence its investigation once a report of the Human Sciences Research Council regarding the evaluation of the computer-aided education systems of the Department of Education and Training has been received. The committee has not received this report yet.

The other committee has (a) reported on 24 June 1986 on (b) recommendations regarding minimum standards for computer hardware and accompanying system and other software in education.

Within the education sector, a high priority is awarded to the fields of activity of these committees.

(3) No, in respect of the former committee, since it has not commenced with its investigation yet. In respect of the recommendations of the latter committee, this question should be put to each department of State responsible for education.

Government Service Pension Fund: buying back of pensionable service

*16. Mr R M BURROWS asked the Minister of National Health and Population Development:

(1) Whether finality has been reached on the matter of applications for the buying-back of pensionable service in the Government Service Pension Fund which were in the possession of employing departments as at 21 September 1987; if not, why not; if so, (a) what final decision has been reached and (b) what body made this decision;

(2) (a) what total number of applications held by employing department as at 21 September 1987 were provisionally rejected and (b) what total amount would be required to be paid by the State for the purpose of pension benefits in respect of the applications so rejected?

B227E

†The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

(1) No, the funding of the financial implications of a possible concession to the relative applicants is still being investigated.

(a) and (b) fall away;

(2) (a) 6 865.

(b) R256.7 million

Pietermaritzburg: backlog in telephone applications

*17. Mr M J ELLIS asked the Minister of Communications:

Whether there is a backlog at present in dealing with telephone applicaitons in the Greater Pietermaritzburg area; if so, (a) what is the extent of the backlog, (b) what are the reasons for it and (c) when is it anticipated that the backlog will be eliminated?

B228E

The MINISTER OF COMMUNICATIONS:

Yes;

(a) 1 494 waiting applicants as at 31 January 1989,

(b) a lack of spare cable leads and in some cases a shortage of exchange equipment, and

(c) service will be provided progressively as cable works are completed and exchange equipment augmented. It is anticipated that all the present waiting applicants will be provided with service by June 1990.

Brackenfell: medium wave radio transmitter closed down

*18 mr J VAN ECK asked the Minister of Information, Broadcasting Services and the Film Industry:

remained very divisive, even within the Afrikaner community itself.

The real question that arises here is that of the scope of those festivals, and the necessity for the amount of money spent. The hon the Minister has mentioned to us an amount of R3,6 million from the House of Assembly Administration Budget. If one goes through—I have a list—department by department the amount spent in total was in excess of R5 million—something of the order of R2,7 million on the Diaz Festival, R1,3 million on the Huguenot Festival and some R600 000 or R700 000 on the Great Trek Festival.

The question we should be asking is: Was all that money necessary? The hon the Minister mentioned outsiders being involved and that is an element with which one can judge the public desire for these festivals I would like to ask him please to advise the House in his reply on how much was financially contributed by outsiders [Time expired.]

*The MINISTER: Mr Chairman, may I immediately refer to the hon member for Cape Town Gardens and thank him for having had the insight to see that these festivals had particular significance for this country and all its people.

I do not think that the figures that he mentioned were entirely correct. If he has another look at the figures that I mentioned, he will see that the total was closer to R4 million than to R5 million, but we will discuss that with the hon member again later as our time is very limited now.

Furthermore, I want to refer to the hon member for Brits, who began by indulging in petty politics with regard to this festival, just as those gentlemen have unfortunately done in this House right from the beginning If the hon member now wishes to accuse us of this being a sectional festival, I want to retaliate by asking him why he and his party did not negotiate with the Volkswag in order to prevent it from becoming a sectional festival [Interjections.] I have already referred to the fact that representatives of the right-wing groups served on the Steering Committee. When we initially approved the amount for payment, supporters of the Volkswag were still serving on the committee

With regard to the fact that there were ostensibly so few visitors at these festivals, particularly with regard the festival of 16 December, I want to say the following to the hon member. With regard to the 124 local festival functions—I am now referring to the Great Trek festival in which our regional offices were involved, and our regional offices were not involved in all of them—a total of 198 535 people participated in them. There were more than 100 0000 people at the Voortrekker Monument from 10 to 16 December 1988. [Interjections.] [Time expired.]

*Mr D S PIENAAR: Mr Chairman, seeing that the hon the Minister enjoys making announcements of that nature, I wonder whether he would not like to spend his time in telling us what the result was of the management board election in Ermelo. [Interjections] When I look at the amount of money that was spent on 7 000 people at the Voortrekker Monument for the 150-year commemoration of the Great Trek, it appears to me to come to approximately R100 per head.

*An HON MEMBER: Were you there?

*Mr D S PIENAAR: No, sir, I was not there. That is why I am asking. [Interjections.]

It seems to me to be approximately R100 per head, and I would like to know from the hon the Minister, precisely because I was not there, if an expensive dinner was provided for the people. [Interjections.] What exactly was the nature of the activities, because R100 per head is a lot of money and the taxpayer could do a lot with it.

It is not just a question of the sums of money which are being discussed here. It is very interesting to note that various NP controlled municipalities also pumped enormous amounts of money into this State festival in an effort to save it. The city council of Johannesburg, a NP controlled city council, spent almost half its budget on its own city and sent the other half to Pretoria in an effort to give life to the festival. [Interjections.]

When the Government's flock of Afrikaans newspapers, such as *Beeld*, to mention one, find it convenient to renounce the truth and to speak of 30 000 Afrikaners at the Voortrekker Monument, while according to the same *Beeld* only 15 000 to 20 000 were at the festival of the Afrikaner Volkswag, and when they then have to hang their heads in shame the following day, and admit that in fact, according to their figures, between 10 000 and 15 000 people were at the Voortrekker Monument and 60 000 at the festival of the Volkswag, while the harsh reality was that there were only 7 000 people at the Voortrekker Monument and 70 000 at Donkerhoek . . .

*The CHAIRMAN OF THE HOUSE: Order!

*Mr D S PIENAAR. . . . then one understands . . .

*The CHAIRMAN OF THE HOUSE· Order!

*Mr D S PIENAAR: . . . that the Government . . .

*The CHAIRMAN OF THE HOUSE: Order!

*Mr D S PIENAAR: . . . cannot hear the heartbeat of its people. [Interjections.]

*The CHAIRMAN OF THE HOUSE: Order! The hon member will simply be taking up the time of the other speakers in his party if he does not listen to me. The hon member's time has expired. I am giving the hon member for Brits the floor.

*Mr A GERBER: Mr Chairman, the little picture that the hon Minister drew for us of the money that was paid out by the Administration: House of Assembly to the FAK, namely R690 000, does not tell us the whole story. According to the report of the Auditor-General, a great deal of money was spent by other Government departments and also by three provincial administrations which made contributions in this regard.

It is also being alleged that various other Government departments assisted the Great Trek festival of the FAK. For example, free . . . [Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, it was tragic to have to listen to the hon member for Potgietersrus play with a lot of figures and waste the House's time with such nonsense. The fact of the matter is that that party is guilty of having played a divisive role in a festival in which all Afrikaners should have participated. [Interjections] That is the long and short of it. Let me tell hon members that the festival was an enormous success. That is why hon members of the CP are making such a fuss.

*Mr W J D VAN WYK: The tail want wants to wag the dog!

*The MINISTER: I want to tell hon members that it is difficult to place a monetary value on the advantages, such as the closer ties that were forged between the various cultural groups of South Africa; the promoting of better relations with overseas countries, for example, countries such as Portugal and France; the marketing of our country and the many visitors to South Africa who returned to their own countries full of enthusiasm about what they saw and experienced. I could go on. Many South Africans felt a renewed interest in our country's proud history. The positive news coverage by all the media fired everyone's interest.

My department lent assistance with regard to 208 local and regional festivals, which involved 296 997 people from all over the country and from all population groups. Our eight regional offices for cultural affairs, schools and youth movements, such as the Voortrekkers and the Land Service, participated in the local festivals throughout the country and often contributed to the united participation of the community.

My department is proud of the festival year of 1988 as any other right-thinking person in this country ought to be, provided they were not involved in petty politics. [Interjections.] I should like to express the Government's sincere thanks to every South African and every friend of South Africa . . .[Time expired.]

Debate concluded.

QUESTIONS

†Indicates translated version

For oral reply

Own Affairs

Question standing over from Tuesday, 21 February 1989

State-financed schools: opening to all races

*3 Mr R M BURROWS asked the Minister of Education and Culture

(1) Whether any schools and or organisations approached him in 1988 in connection with the opening of selective State-financed schools to pupils of all races; if so, (a) which schools or organisations and (b) what was his response in each case,

(2) whether he has determined a policy for the

provision of education in free settlement areas; if not, why not; if so, what is this policy;

(3) whether his Department and/or individual schools falling under his Department have received requests from individual parents for the admission of pupils classified as non-White; if so, (a) what total number of applications of this nature was made and (b) what was the response thereto?

B134E

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) Glenwood High School, Durban Transvaal Teachers' Association South African Teachers' Association,

(b) the requests were not granted;

(2) I have already indicated that the present policy of my Department can also accommodate education in these areas;

(3) yes,

(a) the statistics are not readily available,

(b) with the exception of applications from diplomats and members of consular missions, no applications were approved.

New Questions:

School management boards: elections postponed

*1. Mr A GERBER asked the Minister of Education and Culture:†

Whether the elections of management board of schools under his control in the Cape Province were postponed in 1988; if so, (a) for what reasons, (b) which schools are involved, (c) until what dates have the elections been postponed and (d) (i) under what measures and (ii) by whom was the decision in this connection taken?

B145E

The MINISTER OF EDUCATION AND CULTURE:

Yes,

(a) to prevent elections of management councils from coinciding with those of municipal councils and with the implementation of the Education Affairs Act (House of Assembly), No. 70 70 of 1988 in 1989,

(b) all departmental schools,

(c) the terms of office were extended by six months after the expiry of ther term of office of three years, calculated as from the various dates of the first meetings of such management councils,

(d) (i) Section 46(7) of Ordinance No. 20 of 1956 (Cape),

(ii) Director of Education (in terms of delegated authority).

(In the Cape management councils are known as school committees in terms of section 46(1) of the Education Ordinance, No. 20 of 1956 (Cape).)

Mr R M BURROWS: Mr Chairman, arising from the reply of the hon the Minister, will he tell us to whether the school committee elections in the Cape Province will be taking place under the old ordinances as they currently exist or under the new Act which is due to come into operation on 1 April?

†The MINISTER. Mr Chairman, I cannot give a downright answer. It depends on when the regulations are promulgated. I suspect that the regulations will appear in the *Government Gazette* before the elections will be held, and will therefore be subject to the new regulations.

Mr K M ANDREW: Mr Chairman, further arising from the reply of the hon the Minister, does he not know that a number of schools have already had their elections in February?

Schools unutilized/utilized for other purposes

*2. Mr R M BURROWS asked the Minister of Education and Culture:

Whether any schools owned or controlled by his Department are unutilized or utilized for purposes other than education; if so, (a) how many as at the latest specified date for which information is available and (b) for what other purposes were they being utilized?

B229E

†The MINISTER OF EDUCATION AND CULTURE:

Yes.

Cape Education Department

(a) 55 as at 1989 02 21,

(b) leased to Cape Provincial Administration 1

utilized by Cape Provincial Administration	2
leased to agricultural associations	2
leased to Hout Bay Museum	1
leased to P.W. Kauftman	1
leased to Old Apostolic Church of Africa	1
leased to ACVV	1
to Prima Pineapples	1
SA Defence Force	3
Zuurbraak Management Board	1
leased to Divisional Council, Klein Karoo-Langkloof	1
leased to Department of Local Government, Housing and Works	1
leased to Trimoa Farmers' Association	1
leased to House of Representatives for educational purposes	11
leased to private schools	4
unutilized	23
Total	55

Natal Education Department

(a) 16 as at 1989/02/21,

(b) utilized by House of Delegates	6
utilized by House of Representatives	4
leased to private schools	2
unutilized	4
	16

Orange Fee State Education Department

(a) 6 as at 1989/02/21,

(b) leased to a road construction company	1
being converted into a special school	1
being converted into a child guidance clinic and regional office	1
being used by the Orange Free State Provincial Administration	1
unutilized farm schools	2
Total	6

Transvaal Education Department

(a) 42 as at 1989/02/21,

(b) leased to the Department of Defence	7
leased to the SA Police	5
leased to SA Police and Germiston City Council	1
leased to private nursery schools	2
leased to the Department of Roads	2
leased to the Department of Public Works	1
leased to Kempton Park Training Centre	1
utilized by the Company for European Immigration	1
leased to a church group	1
leased to private persons	4
leased to the Post Office	1
leased to Taaibos Boerevereniging	1
unutilized	15
Total	42

Regarding unutilized facilities the position is as follows:

Cape

In the process of alienation	20
Closed end 1988; awaiting recommendations from management councils	2
Under consideration for re-utilization by CED	1
	23

Natal

No demand	2
Leasing is being negotiated	1
Closed end 1988; awaiting recommendation by school board	1
	4

Orange Free State

No demand	2

Transvaal

No applications (remove area)	5
Applications for leasing being processed	10
	15

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

SAPSE information system: maintaining of education statistics

*3. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether, with reference to his reply to Question No 2 on 10 May 1988, his Department maintains a listing under headings of such education statistics as are

De Beer: SA tired of violence

PARLIAMENT. — It was clear from many press reports that people in South Africa had had enough of violence, the Deputy Minister of Education, Mr Sam de Beer, said yesterday.

Introducing the Second Reading debate of the Education and Training Amendment Bill, he said this underlined the necessity for a measure contained in the bill through which the department could, after consultation, refuse access to school premises to "undesirables".

Mr Schalk Pienaar (CP Potgietersrus) said his party supported the bill "with reservations".

Giving examples of how so-called pupils at schools had disrupted education and incited boycotts against the wishes of the majority and the local community, Mr Piet Marais (NP Stellenbosch), speaking in support of the bill, said the communities themselves were sick and tired of these incidents.

Mr Ken Andrew (PFP Gardens) said his party's fundamental opposition to the bill was that it did not provide adequate safeguards.

It had to be remembered that black school education existed against the background of highly politicised communities and schools. Mr Andrew said there would not be peace in black schools until there was effective participation by parents in the decision-making process.

Mr Peter Gastrow (NDM Durban Central) said there was no doubt thuggery and vandalism at black schools could not be condoned and that it had to be dealt with firmly. The bill was an attempt to deal with a real problem at black schools but it was addressing a symptom and not the underlying cause, which was the system of separate education for blacks. — Sapa

School expulsion powers slated

Star 28/2/87 (80)

CAPE TOWN — The police emergency powers to exclude students from the education system was being made a permanent feature of normal education legislation, Mr Jan van Eck (Independent, Claremont) said in the House of Assembly yesterday.

He opposed the second reading of the Education and Training Amendment Bill because, among other reasons, the State already had wide powers to expel pupils from schools. A measure in the Bill provides that "undesirables" can be exluded from school premesis.

Deputy Minister of Education and Training, Mr Sam de Beer, said it was unfortunate that action taken against "one or two troublemakers" was singled out to try to illustrate the "merciless actions of the State" while the thousands of pupils who were hindered in their studies were ignored.

Parents firmly supported action against troublemakers. — Sapa.

59 white schools leased

Cape Times 1/3/89 (50)

Political Staff

SOME 119 white schools are currently being used for purposes other than education or are not being used at all, Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday.

Replying to a question from the MP for Pinetown, Mr Roger Burrows, the minister said 55 schools in the Cape, 42 in the Transvaal, 16 in Natal and six in the Free State were no longer functioning as white schools.

Of the 119 schools, 65 have been leased, six have been leased to the House of Delegates and 15 to the House of Representatives.

The other 33 were not being used.

Threat to jewel of education

(50) Star 3/3/89

During the month of March our school pupils will celebrate excellence in a number of arenas. Here is a report by a member of the Transvaal Teachers' Association.

The South African schools rowing championships on Saturday will end with the first eights race when eight crews of superbly fit and dedicated oarsmen force "heart and nerve and sinew to serve their turn long after they are gone" in a masterpiece of symmetry and concentration.

The St Stithian's rugby festival later in the month will provide a feast of open, running rugby — no league, or cup, or ribboned coat will be at stake, but the competition will be fierce, the standards spectacular.

The cricket season will be completed with the finals of the Johnny Waite knock-out competition. South African schoolboy cricket teams could compete on equal terms with any in the world: Some do, although secretly.

In some regions, the emphasis this term has been on athletics; in others swimming has been the major sport. In both these disciplines, superb individual and team performances have been achieved. Inter-high school galas and meetings will reach peaks of involvement, excitement and pride.

In the spotlight

In the academic fields, the English Olympiad will soon be written by adventurous and articulate students, then comes the demanding Science Olympiad, then the prestigious Mathematics Olympiad. Thousands will be involved, the standards of the winners will be truly Olympian.

In the cultural meadows, choirs are auditioning for regional festivals, players are rehearsing for RAPs and TED competitions, and debaters are researching for incisive arguments. The spotlight will focus on them very soon.

What is common to all these pursuits of excellence?

They are all representative of one of the proudest traditions of South African schools — extramural involvement.

They are all threatened with extinction. The threats range from the frighteningly obvious to the disturbingly subtle.

The exodus of the brightest and the best from teaching continues unabated — men and women who leave the profession they love because they simply cannot make ends meet. The male teacher in the primary school is already an endangered species.

Many vitally important basic skills and fundamental attitudes are weakened without the presence of men in the primary phase. Parental attitudes are also often a threat, from those who take extramurals for granted to those who confuse interference with support.

Most subtle and insidious is the "lowest common denominator" approach that lingers on in the Transvaal Education Department. South African officialdom, when faced by a complaint or query, has developed a knee-jerk reaction — formulate a rule or regulation.

A web of such rules, regulations and policies now restricts the initiative of principals and management councils. To maintain standards, to meet their own definitions of education, they often have to break rules.

There are many hopeful signs of an improvement:

- A Department of Education that allows management councils increasing authority, that stresses community involvement.
- Management councils which are determined to protect and support their principals and teachers.
- Teachers who are prepared regularly to work 12 hours a day, who are not prepared to see education become one-dimensional.
- Pupils who appreciate the need to extend themselves, to become involved, to pursue excellence and to reach their particular goals. Pupils who realise that the best is yet to come.

If all these partners in education can harness their energies and focus their resources, the proud traditions of extramural involvement will not fade and this will not be a winter of discontent.

50 5/3/89 Uhuru

Study finds illiteracy alarmingly high in SA

By SAMKELO KUMALO

SIX million of the estimated 35 million people in greater South Africa cannot read a simple sentence, a group of educationists revealed in a statement released this week.

The international figure is far worse – an estimated 900 million adults worldwide cannot read or write. The most pathetic finding is that 97 percent of them live in the Third World.

This means that in South Africa approximately half of the working population is illiterate and very little is being done to change the situation.

The government and big business come nowhere near meeting their responsibilities.

For this reason several literacy organisations are working nationally to combat illiteracy, while developing progressive methodology in their classes and training.

Besides these significant attempts, most groups and churches reach only a small number of illiterate adults.

Next year is to be an International Literacy Year, a year to fight illiteracy worldwide. In preparation for the declaration, Press conferences will be held in Tokyo, Nairobi, New York, London and other major cities to create public awareness of illiteracy.

In South Africa, organisations plan to raise awareness for action against illiteracy.

(50) Argus 5/3/89

Pace comes in for some cash

Amcham contributing to advancement in education

By SELLO SERIPE

THE American Chamber of Commerce today donated an undisclosed sum to Soweto's Pace Commercial College.

The American community in South Africa, in partnership with local business, said it wanted to make a positive contribution to advancement through better education.

Pace College started with an intake of 120 students in 1981 and now boasts an increase of 600 students.

During the period 1984-1986, resistance to government legislation closed Pace College at the same time as other high schools in South Africa.

Parents and individuals from the Soweto community, concerned about the future of their children, embarked on a strategy to revive the school, which was finally re-opened in 1987.

The new headmaster, TW Kambule, said: "Pace had to embark on a new beginning based on community consensus.

"We led the rest of South Africa by showing how a school can be managed in a spirit of community consensus and partnership."

Kambule said the time had come to get on with the important task of education.

"Restraint and responsibility are becoming evident at the school and the challenge of educating and equipping students of Pace to form a meaningful part of a non-racial democratic South Africa is in progress," said Kambule.

Pace Commercial College principal T Kambule

Hansard.

HOUSE OF ASSEMBLY

QUESTIONS

†Indicates translated version.

For written reply:

General Affairs:

Agricultural products: shortages

29. Mr R J LORIMER asked the Minister of Agriculture:

(1) Whether there are any shortages of agricultural products at present or any such shortages are expected in 1989; if so, of what products;

(2) what in each case are the (a) reasons for and (b) price implications of these shortages,

(3) what steps are being taken or are contemplated in each case to counter the effects of these shortages?

B84E

The MINISTER OF AGRICULTURE:

(1) Yes, in addition to agricultural products such as rice, tea, coffee, cocoa-beans and certain grades and classes of cotton and tobacco in respect of which the Republic is not self-sufficient, there are at present shortages of red meat and sunflower seed Shortages of these products are also expected during 1989.

(2) (a) The shortages can be ascribed mainly to abnormal climatic conditions.

(b) No significant price implications are expected in respect of sunflower seed. The shortage of red meat is being replenished to a certain extent through imports, but meat prices nevertheless rose considerably and it is expected that price levels will remain relatively high during 1989.

(3) The effects of these shortages will be countered to a large extent by means of imports.

Education: distribution of expenditure increase

55. Mr K M ANDREW asked the Minister of National Education:

What percentage of the total increase in expenditure on education of all race groups in the Republic in the 1987-88 financial year was to be spent on (a) White, (b) Black, (c) Coloured and (d) Indian education?

B152E

The MINISTER OF NATIONAL EDUCATION:

Percentage of the total increase in expenditure on education in the Republic that was to be spent in 1987/88 on.

		A	B
(a)	Whites	17,9%	26,6%
(b)	Blacks	64,2%	54,7%
(c)	Coloureds	16,5%	15,5%
(d)	Indians	1,4%	3,2%

The figures in column A do not take into account funds provided for education on the Budget Vote: Improvement of Conditions of Service for 1987/88, whereas the figures in column B do take these funds into account.

These percentages are related to a number of factors such as fluctuations in the student numbers at universities and technikons and the number of pupils in schools, as well as the nature of population migrations.

Own Affairs:

Schools: Afrikaans/English as medium of instruction

2. Mr K M ANDREW asked the Minister of Education and Culture.

(1) How many (a) primary and (b) secondary schools falling under his Department use (i) Afrikaans and (ii) English as their medium of instruction;

(2) how many such (a) primary and (b) secondary schools offer (i) Afrikaans and (ii) English as a (aa) first and (bb) second language,

(3) in respect of what date are these statistics furnished?

B151E

The MINISTER OF EDUCATION AND CULTURE:

		Cape	Natal	OFS	Tvl
(1)	(a) (i)	206	24	86	303
	(ii)	93	96	5	183
		196*	67*	16*	205*
	(b) (i)	109	16	67	120
	(ii)	53	39	5	83
		103*	19*	18*	57*
(2)	(a) (i) (aa)	208°	91	102	508
	(bb)	95°	163	21	388
	(ii) (aa)	96°	163	21	388
	(bb)	208°	91	102	508
	(b) (i) (aa)	142°	35	85	177
	(bb)	60°	58	23	140
	(ii) (aa)	102°	58	23	140
	(bb)	109°	35	85	177
(3)		88-3-8	88-3-1	89-2-3	89-2-22

* Indicates parallel medium schools which have both English and Afrikaans as medium of instruction.

° In the Cape Province certain single medium schools offer both Afrikaans and English as first languages.

Medical schools: applications for admission

3. Dr M S BARNARD asked the Minister of Education and Culture:

How many applications by students in each race group for admission to the first-year course were (a) received and (b) accepted in 1988 at each medical school falling under his Department?

B154E

The MINISTER OF EDUCATION AND CULTURE:

(a) University	White	Coloured	Indian	Black	Other	Total
Orange Free State	466	10	—	—	—	476
Witwatersrand	774	66	459	420	—	1 719
Pretoria	728	1	2	—	—	731
Stellenbosch	738	155	—	—	—	893
Natal	—	35	431	256	—	722
Cape Town	*	*	*	*	*	*

(b) University	White	Coloured	Indian	Black	Other	Total
Orange Free State	138	1	—	—	—	139
Witwatersrand	117	16	53	27	—	213
Pretoria	232	1	—	—	—	233
Stellenbosch	170	22	—	—	—	192
Natal	—	4	41	40	—	85
Cape Town	*	*	*	*	*	*

* This information is not available.

Pupils: average/percentage attendance

5. Mr K M ANDREW asked the Minister of Education and Culture:

What was the (a) average and (b) percentage attendance of pupils in schools in each province in 1988?

B191E

The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)
Transvaal Education Dept	470 358	95,65%
OFS Education Dept	70 877	95,5%
Natal Education Dept	*	*
Cape Education Dept	*	*

* This information is not available

Schools: capacity/enrolment

7. Dr M S BARNARD asked the Minister of Education and Culture:

What was the (a) total potential capacity of, and (b) enrolment in, (i) primary and (ii) high schools in each province as at 10 March 1989?

B193E

The MINISTER OF EDUCATION AND CULTURE:

Statistics for 10 March 1989 are not yet available

(a) and (b) fall away.

Pupils: medical inspections

8. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether any schools under his control are visited by medical inspectors for the routine inspection of pupils; if not, why not; if so, in respect of each province in 1988, (a) how many schools were so visited, (b) what total number of pupils was examined and (c) what was the percentage of pupils examined in comparison with the total pupil population;

(2) whether any pupils requiring medical treatment were referred for such treatment; if not, why not; if so, in respect of each province in 1988, (a) what was the total number of pupils so referred and (b) what number of pupils was referred for nutritional and related reasons?

B194E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

	(a)	(b)	(c)
Cape	823	165 216	72
Natal	169	22 859	18,7
Orange Free State	96	8 603	3
*Transvaal (1988-04-01 to 1988-09-30)	641	225 093	43;

(2) yes,

	(a)	(b)
Cape	19 472	888
Natal	3 830	373
Orange Free State	1 778	48
Transvaal	5 728	400

* This information is not being kept by the Transvaal Education Department and was supplied by the Department of Health Services and Welfare.

Pupils: distribution in Standards 6 to 10

10. Mr R M BURROWS asked the Minister of Education and Culture:

(1) What was the distribution of pupils in Standards 6 to 10 in each of the provinces in 1988;

(2) working on the basis of the total enrolment in Standard 6 representing 100 per cent, what was the percentage distribution of pupils in Standards 6 to 10 in each province in 1988?

B196E

The MINISTER OF EDUCATION AND CULTURE:

	Std	Cape	Natal	OFS	Tvl
(1)	6	18 610	8 540	6 340	44 820
	7	19 084	8 729	6 081	43 966
	8	19 528	9 415	6 135	42 552
	9	18 854	8 751	5 805	39 799
	10	17 042	8 013	5 214	35 390
(2)	6	100	100	100	100
	7	102,5	102,2	95,9	98,1
	8	104,9	110,2	96,8	94,9
	9	101,3	102,5	91,6	88,8
	10	91,6	93,8	82,2	79,0

School buildings constructed

11. Mr R J LORIMER asked the Minister of Education and Culture:

(a) How many school buildings were constructed or caused to be constructed by his Department in 1988 and (b) what was the average capital cost of constructing these buildings?

B197E

The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)
Cape	1	R4 464 532
Natal	7	R2 226 587
OFS	1	R3 055 000
Transvaal	6	R3 896 000

Language mediums

12. Mr D J N MALCOMESS asked the Minister of Education and Culture:

What was the number of pupils taught through each language medium in all standards in each province in 1988?

B198E

The MINISTER OF EDUCATION AND CULTURE:

Natal	A*	E*	G*
Grd (i)	2 604	5 826	29
Grd (ii)	2 376	5 515	37
Std 1	2 298	5 299	39
Std 2	2 263	5 251	16
Std 3	2 386	5 278	1
Std 4	2 455	5 481	4

Std 5	2 494	5 538	3
Std 6	2 605	5 935	—
Std 7	2 566	6 163	—
Std 8	2 691	6 724	—
Std 9	2 406	6 345	—
Std 10	2 223	5 790	—
Cape	A*	E*	G*
Grd (i)	11 534	7 280	6
Grd (ii)	10 709	6 831	7
Std 1	10 287	6 444	4
Std 2	10 451	6 442	5
Std 3	10 539	6 415	7
Std 4	10 906	6 581	7
Std 5	10 721	6 791	—
Std 6	11 308	7 302	—
Std 7	11 441	7 643	—
Std 8	11 714	7 814	—
Std 9	11 232	7 622	—
Std 10	10 209	6 833	—
Special Class	3 265	1 255	—
Special School	2 612	—	—
OFS	A*	E*	G*
Grd (i)	5 853	596	—
Grd (ii)	5 372	619	—
Std 1	5 382	576	—
Std 2	5 220	602	—
Std 3	5 314	581	—
Std 4	5 316	645	—
Std 5	5 339	662	—
Std 6	5 571	724	—
Std 7	5 288	740	—
Std 8	5 396	690	—
Std 9	5 135	639	—
Std 10	4 598	588	—
Special Education	2 617	154	—
Transvaal	A*	E*	G*
Grd (i)	31 590	13 435	—
Grd (ii)	28 753	12 213	—
Std 1	26 998	11 866	—
Std 2	27 178	11 689	—
Std 3	28 043	11 780	—
Std 4	28 260	12 411	—
Std 5	29 036	12 814	—
Std 6	31 117	13 703	—
Std 7	30 252	13 714	—
Std 8	28 938	13 614	—
Std 9	27 176	12 623	—
Std 10	24 457	10 933	—
Special Class	2 558	398	—
Special School	8 870	2 251	—
Aid Class	1 032	567	—

*A = Afrikaans *E = English *G = German

Medical schools: doctors qualified

15. Mr S S VAN DER MERWE asked the Minister of Education and Culture:

How many students in each race group qualified as doctors at the end of 1987 at each specified medical school falling under the control of his Department?

B201E

The MINISTER OF EDUCATION AND CULTURE:

University	White	Col	Indian	Black	Total
OFS	87	—	—	—	87
Natal	—	7	68	22	97
Witwatersrand	170	2	21	6	199
Pretoria	191	—	—	—	191
Stellenbosch	127	7	—	—	134
Cape Town	*	*	*	*	*

* This information is not available.

Average expenditure per school

16. Mr S S VAN DER MERWE asked the Minister of Education and Culture:

What, in 1988, was the average expenditure, excluding expenditure of a capital nature, per school falling under the control of his Department?

B202E

The MINISTER OF EDUCATION AND CULTURE:

R903 273

Specialist teachers: vacancies in high schools

17. Mr S S VAN DER MERWE asked the Minister of Education and Culture:

Whether there were any vacancies for specialist teachers in high schools falling under his Department as at 7 March 1989; if so, how many in each province in respect of each subject area?

B203E

The MINISTER OF EDUCATION AND CULTURE:

The information as at 7 March 1989 is not yet available The latest information available is given:

Cape

no, (as at 1989-02-22),

Natal

yes,

Physical Science	1
Mathematics	1 (as at 1989-02-22),

Orange Free State

no, (as at 1989-02-22),

Transvaal

yes,

Physical Science	3
Mathematics	1
Physical Education	2
Geography	3
Afrikaans	2
Economics	1
Domestic Science	1
Art	1
Accountancy	2
Motor Mechanics	1
Fitting and Turning	1
Technical Drawing	2
Instrumental Music	2
Wordwork	1 (as at 1989-02-20).

Teachers made redundant/employed in other capacities

18. Mr J B DE R VAN GEND asked the Minister of Education and Culture:

(1) Whether any (a) high and (b) primary school teachers employed by (i) his Department and (ii) each of the provincial education departments were made redundant in 1988; if so, how many in each case in each province;

(2) whether any of these teachers were subsequently employed in another capacity within his Dpeartment; if so, (a) how many and (b) in what capacity was each of these teachers employed in each province?

B204E

The MINISTER OF EDUCATION AND CULTURE:

		(a)	(b)
(1) Yes,			
(i)	Head Office*	—	—
(ii)	Cape	88	206
	Natal	3	—
	Orange Free State	—	—
	Transvaal	6	14

*Head office does not employ teachers in a teaching capacity.

(2) Head office

(a) and (b) fall away,

Cape, Natal and OFS

no,

(a) and (b) fall away,

Transvaal

yes,

(a) 20,

(b) as teachers on post level 1.

Pupils: total enrolment

19. Mr J B DE R VAN GEND asked the Minister of Education and Culture:

What total number of pupils enrolled in 1989 in (a) primary and (b) secondary schools in each specified region of each education department falling under the control of his Department?

B205E

The MINISTER OF EDUCTION AND CULTURE:

	(a)	(b)
Cape**	117 035	108 092
Natal	*	*
OFS (Region)		
27	784	834
33	583	377
53	4 258	3 172
62	7 034	4 877
63	5 852	4 109
64	10 969	6 715
65	10 544	9 148
66	2 950	1 579
80	53	0
Transvaal (Region)		
East Rand	44 657	29 333
Central Rand	38 566	31 195
Eastern Transvaal	37 271	23 719
Far Northern Transvaal	18 082	12 663
Western Transvaal	24 812	19 599
Northern Transvaal	53 570	39 419
Southern Transvaal	40 013	26 129
West Rand	33 334	21 221

* Information is not available.
** The Cape is not divided into regions

Education in SA 'dismal'

Sowetan 6/3/89

(50.)

ALTHOUGH the problems of "quantity" of education in South Africa have begun to be addressed, the problems of "quality" are still very much current, the chairman of Anglo American Corporation, Mr Gavin Relly, said in Lesotho at the weekend.

He was speaking at the opening of extensions to the Moshoeshoe II High School.

"Of the 49 000 black university entrants in 1988 only some 800 or so achieved pass figures in mathematics, a necessary qualification if students are to enter a technical discipline," Mr Relly said.

"These dismal digures are due largely to the fact that the pupils are often being taught by teachers who have never received adequate professional training in mathematics or science.

"That is why so much public and private sector attention is going into the upgrading of teacher qualifications. At Vista University, established primarily to improve teacher qualifications, the number of students has risen from 300 in 1982 to 17 164 in 1988."

The educational challenge now facing South Africa was the preparation of its children to become productive, effective and responsible citizens of a future, non-racial society, Mr Relly said.

Elsewhere in Africa, nations had discovered the problems which arose when the educational system is overly regimented and uniform, Mr Relly said.

— Sapa.

The challenge of education

(50) S/Times 6/3/89

Staff Reporter

South Africa faced an educational challenge to prepare its children to be productive, effective and responsible citizens of a future non-racial society, the chairman of Anglo American corporation, Mr Gavin Relly, said in Lesotho at the weekend.

Mr Relly said at the opening of extensions to the Moshoeshoe II High School that while the problems of the "quantity" of education in South Africa had begun to be addressed, the problems of "quality" were still current.

"Of the 49,000 black university entrants in 1988 only some 800 or so achieved pass figures in mathematics, a necessary qualification if students are to enter a technical discipline," Mr Relly said.

"These dismal figures are due largely to the fact that the pupils are often being taught by teachers who have never received adequate professional training in mathematics or science."

Mr Relly said this was why so much public and private sector attention was being given to the upgrading of teacher qualifications.

The educational challenge now facing South Africa was the preparation of its children as citizens of a future, non-racial society, he said.

"That new society, the foundations of which are already being laid, will only be a successful one if people are educationally equipped to lead meaningful lives, whatever their circumstances.

"This means that South Africa will have to develop an educational system flexible enough to accommodate the diverse needs of a modernising, industrial society by educating its children in an appropriate range of skills and disciplines," he said.

Cape Times 6/3/89.

Town clerk slated over creche incident

By CHARL DE VILLIERS

A SENIOR government official yesterday lashed out at the Somerset West town clerk for sparking of a "Kraaifontein situation" with the barring of a young coloured boy from a local creche.

Ministerial representative in the white education department Mr Jimmy Otto was commenting on recent moves by the town clerk, Mr G Human, to have five-year-old Hayden Kuhn booted out of the creche — because he is "coloured".

Mr Otto's remarks followed closely on attempts by the youngster's relatives to meet acting State President and Nationalist MP for the Helderberg constituency Mr Chris Heunis over the racial incident.

It was reliably learnt yesterday that Mr Heunis — who has referred all comment to Mr Otto — would meet the boy's relatives early this week.

"It was completely unnecessary for this to have occurred; I have no doubts about that," Mr Otto said.

"Mr Human handled the situation very clumsily, and I really have sympathy for the child. It's unnecessary to push people around like bags of cement," he added.

Describing Somerset West as a "well-balanced, cosmopolitan" community with at least one other non-racial private pre-school, mayor Mr Christopher Cohen said yesterday: "It is unfortunate that the boy is being turned into a political football. I will definitely take up the matter with Mr Human."

The youngster's father, Mr Anvil Kuhn, first learnt of the racist pressure against his child's presence at the Helderogies Kleutergroep creche last Thursday when he was given a letter from the creche owner.

The owner of the creche, Mr Deon Vernooy, wrote that he had received a letter from Mr Human citing alleged complaints that the creche was multi-racial — and would have to apply for an "occupational permit" before allowing young Hayden to attend again.

Mr Vernooy last week told the Cape Times that he had already applied for the necessary permit.

Reacting to this, Mr Otto said the creche was a private concern, providing non-obligatory educational services, and fell outside the jurisdiction of the education department.

As such, the owners would require a permit — which could be arranged as a priority — only if the creche was in a residential area.

"It's really strange that the Somerset West town council should allow such nonsense. It's a real Kraaifontein situation," Mr Otto added.

"Mr Human has no case if the owners of the creche have already applied for a permit."

(vii) 128; and

(b) Farmall 82,
Fourways 87,
Olivedale 89,
Diepsloot 35,
Bromhof 361,
Crowthorne 47; and

(2) and (3)
Bryanston, Randburg, Bramley, Rosebank, Sunninghill Park, Olivedale, Diepsloot, Bromhof, Benmore Gardens, Kelvin, Crowthorne and Fourways — If everything proceeds according to plan, all the waiting applicants in these exchange areas will be provided with service within the next three months on completion of cable works.

Farmall Restrictions on the provision of telephone services are at present in force owing to a shortage of telephone numbers in the exchange and in some cases cable leads. It is expected that the applications on hand will be met within the next six months as minor cable works are completed and by making use of numbers that become available as a result of the discontinuance of existing services. The existing exchange will be replaced by an electronic unit during the first half of 1990 which will result in this exchange being extended by 891 lines.

Greater Pietermaritzburg: buses damaged/ drivers killed

111. Mr M J ELLIS asked the Minister of Transport Affairs:

(1) (a) How many buses were damaged in the Greater Pietermaritzburg area as a result of unrest in 1986, 1987 and 1988, respectively, and (b) what was the total cost of this damage in each of these years;

(2) (a) how many bus drivers of a certain transport company, the name of which has been furnished to the Minister's Department for the purpose of his reply, were killed as a result of such unrest in 1986, 1987 and 1988, respectively, and (b) what precautions are taken to ensure the safety of drivers and passengers?

B263E

The MINISTER OF TRANSPORT AFFAIRS:

(1) and (2) I am unable to reply to the question of the honourable member as transport companies are not compelled by law to inform the Department of Transport of unrest incidents.

Own Affairs:

Pupils transported in subsidized school buses

14. Mr D J N MALCOMESS asked the Minister of Education and Culture:

(a) What total number of pupils was transported daily in subsidized school buses, and (b) what was the total net annual cost of such transport, in each province in 1988?

B200E

The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b) R
Cape	12 407	5 539 764,41
Natal	8 376	4 985 141,00
Orange Free State	3 974	1 137 924,00
Transvaal	48 122	24 583 184,00

HOUSE OF REPRESENTATIVES

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Private schools: change in financing of subsidies

*1. Mr C J KIPPEN asked the Minister of Education and Culture:

(1) Whether any change has been effected or is envisaged in the formula or policy for the financing of subsidies for private schools falling under his Department; if not, why not; if so, what changes have been or are to be effected;

(2) what is the current formula for the financing of such private schools;

(3) whether he will make a statement on the matter?

C6E

The MINISTER OF EDUCATION AND CULTURE:

(1) No. As far as the Department is concerned there is no need for any changes to the present formula of subsidization of private schools.

(2) Primary = 15% to 45% × cost per unit as per pupil in state schools × total enrolment of the school.

Secondary = 15% to 45% × cost per unit as per pupil in state schools × 1,5 × total enrolment of the school.

(3) A statement is not deemed necessary.

Average expenditure per school

*2. Mr C J KIPPEN asked the Minister of Education and Culture:

What was the average expenditure, excluding expenditure of a capital nature, per school falling under the control of his Department in 1987?

C15E

The MINISTER OF EDUCATION AND CULTURE:

R347 527,83.

†The CHAIRMAN OF THE HOUSE: Order! I am obliged to say that a question is put to obtain information and facts. It requires a lot of work to obtain the information, and if the member concerned is not even present when it is replied to, I wonder for what reason the information was asked for. [Interjections.]

(a) (i) —

(ii) once,

(b) (i) Mr Clem Sunter

(ii) Kimberley Boys' High School;

(2) departmental permission is not required when people other than teaching staff address schools after school hours with the permission of the principal;

Natal Education Department

(1) no,

(a) and (b) fall away;

(2) falls away;

Orange Free State Education Department

(1) yes

(a) (i) once,

(ii) —

(b) (i) Mr Clem Sunter

(ii) pupil councils of all secondary schools on the Gold Fields;

(2) yes;

Transvaal Education Department

(1) yes,

(a) (i) —

(ii) once,

(b) (i) Mr Clem Sunter

(ii) Pretoria Boys' High School;

(2) departmental permission is not required when people other than teaching staff address schools after school hours with the permission of the principal.

†Mr A GERBER: Mr Chairman, arising from the hon the Minister's reply, I conclude, if I heard correctly, that Mr Clem Sunter appeared on one occasion during official school functions, namely in the Orange Free State. That is how I heard it. The hon the Minister must admit that Mr Sunter had the opportunity to influence the children at this function. I would like to know from the hon the Minister if this particular person endorses the principle of Christian national education?

†The MINISTER: Mr Chairman, for the information of the hon member the reply is as follows: This function was organized with the permission and with the staff of the Director of Education of the Orange Free State. Several superintendents of education in the Free State were present at the function. Further, the Std 9s and Matrics were invited. Nobody was under any obligation to attend it. Further, it is within the rights and powers of the Director of Education to decide to have it in school hours. The Director of Education did this. The Director of Education is of the opinion, and I agree with that, that it was also an opportunity to inform high school pupils in a broader context than the academic tuition they receive at school. Thus it took place with his full approval, and I think it was in the interest of all the pupils that they could attend it.

†Mr A GERBER: Mr Chairman, further arising from the hon the Minister's reply, I now received a reply to a question I did not ask, namely that permission was granted. I would like to know whether this person endorses Christian national education or does the hon the Minister not know?

†The MINISTER: Mr Chairman, naturally I did not ask this particular gentleman that.

†Mr S C JACOBS: Have you read Clem Sunter's book?

†The MINISTER: The fact remains that the subject with which it dealt, is of importance to everybody in this country and also to White pupils. The faster the Opposition realizes that we do not live here in compartments, but also are bringing about intergroup liaison, acknowledging human dignity, building bridges and taking note of the realities of this country in the interest of our children, the better.

Investigation into pre-primary schooling

*3. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether a committee of the Committee of Education carried out an investigation into pre-primary schooling; if so,

(2) whether this committee has completed its report; if not, why not; if so, what are the main recommendations of this report;

(3) whether he will make a statement on the matter?

B321E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes;

(2) no, the committee has not completed its proceedings;

(3) no.

Mr R M BURROWS. Mr Speaker, arising out of the hon the Minister's reply, could he give us an indication — I understand that a meeting on this matter will be in progress over the next few days — as to whether a report can be expected in the near future?

†The MINISTER: Mr Speaker, the hon member always comes with such a question following the previous one. I want to tell him that it is not the style of my Department to drag its heels, but it is also not the style of my Department to just do things without having made the necessary inquiries and consulted with the partners concerned, and the hon member should know that. We shall therefore make the result of that known as quickly as possible.

Mr R M BURROWS: Mr Speaker, further arising from . . .

Mr SPEAKER: Order! I regret to have to inform the hon member that the time allotted for own affairs' questions has expired.

Business interrupted in accordance with Rule 180C(3) of the Standing Rules of Parliament.

Universities: restrictions on admission of students

*4. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether restrictions, either in absolute numbers or percentage, in regard to the admission of students to courses and/or faculties have been introduced in any or all of the universities falling under his control; if so, (a) what restrictions and (b) when;

(2) whether he has made provision for the co-ordination of student admissions in particular faculties among universities falling under his control; if not, why not; if so, what provision;

(3) whether he will make a statement on the matter?

B322E

The MINISTER OF EDUCATION AND CULTURE:

(1) No,

(a) and (b) fall away;

(2) no, because the admission of students is the responsibility of the universities;

(3) no.

Research on pesticides

*5. Mr M J ELLIS asked the Minister of Agriculture and Water Supply:

(1) Whether his Department has at any stage conducted or commissioned research into the use and/or environmental impact of pesticides; if so, (a) when, (b) who conducted the research and (c) what were the findings of the research conducted;

(2) whether the findings of such research are available to members of the public; if not, why not; if so, in what form;

(3) whether any further research of this nature is contemplated; if not, why not; if so, what are the relevant details?

B333E

The MINISTER OF AGRICULTURE AND WATER SUPPLY:

(1) Yes.

(a) At least for the past 20 years.

(b) The Division of Pesticide Dynamics of the Plant Protection Research Institute in Pretoria and certain departments at universities working under contract for the Institute.

(c) The research done on the use and/or effect of pesticides on the environment forms part of a comprehensive research programme carried out in the interest of farmers and the consumers in the RSA. It is impossible to summarise the findings in a few words. The findings have been published in literally hundreds of scientific articles in international and local scientific journals and technical communications, some of which are issued by the Department of Agriculture and Water Supply. Amongst other this research gave rise to the total withdrawal or severe restriction of at least 27 pesticides.

It is, however, important to note that the published research results are completely objective and that the decision to impose an embargo or limi-

whether they want to proceed with the negotiations.

(b) As soon as the City Council has accepted the valuations and financial implications thereof and has complied with the already accepted conditions of negotiation.

(2) No.

INTERPELLATIONS

The sign * indicates a translation The sign †, used subsequently in the same speech, indicates the original language.

Own Affairs:

State schools: opening to all races

1. Mr R M BURROWS asked the Minister of Education and Culture:

Whether he is considering the opening of State schools to all races in cases where the majority of the parents concerned have voted in favour of that being done?

The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the decision not to open State schools to all races in cases where the majority of parents have requested it is based on sound consideration It is a well-known fact that admission to our schools is regulated in terms of paragraph (2) of Schedule 1 to the Republic of South Africa Constitution Act, 1983, which declares that education is the own affair of every population group. It follows therefore that admission to our schools is limited to children of the White population group. The only exception made is in respect of children of diplomatic and consular personnel.

In any discussion of this matter the following should be considered Firstly, a constitution is the end result of the expressed views of the vast majority of the people eligible to vote.

Mr R A F SWART: Only Whites!

The MINISTER: Of course, yes. Our Constitution of 1983 was endorsed and confirmed in the general election of 1987 One of the reasons for this is that parents are satisfied that our education system provides sufficient security in regard to group rights.

*Although admission to schools is regulated by the Constitution, our education policy is primarily based on proven educational norms, as well as practical considerations. [Interjections] This includes considerations such as the communication of culture, which is a given reality no one can ignore, not even the hon member for Berea who is being so verbose. [Interjections.] In addition there are the realities of the composition of the population, all relevant legislation and demographic factors.

Furthermore our current policy is the logical consequence of our country's historical development. It is also a school's primary responsibility to serve the area from which its pupils derive within the concept of an own community life, which therefore includes own schools.

I believe that requests for open schools merely occur as gestures without much substance — so-called tokenism. These requests do not address the real problems and will undoubtedly create new and serious problems which the proponents of open schools apparently have not yet considered or which they prefer to ignore. Will schools applying to be opened, for example, still be as enthusiastic if considerable numbers, instead of a few individuals, from other population groups report for admission? [Interjections.]

Although the Government believes in the devolution of power and my department has delegated certain functions to the controlling bodies of schools, these bodies will nevertheless have to realise, like all the citizens of the country, that they are called upon to act within the framework of the existing laws and realities. Against the background of the realities I believe our department's policy is justifiable in all respects. [Time expired.]

Mr R M BURROWS: Mr Speaker, the hon the Acting State President, on 9 February this year, indicated that in terms of constitutional policy this Government would in the near future be looking at the following, and I quote:

> Dit beteken ook aan die ander kant dat diegene wat verkies om hul gemeenskapslewe en politieke heil buite groepsverband te vind, ook daarop geregtig moet wees.

Well, Sir, this hon Minister cannot have it both ways. He cannot believe that his Government is reforming whilst his department is the only one which digs in its heels and does not reform.

Mr P G SOAL: Verkramp!

Mr R M BURROWS: We have here a specific question concerning schools where the overwhelming majority of parents have voted in favour of opening those schools to all races. The number of the schools—they come from all provinces—is about 20 or 25 at the moment. They do it for exactly the reasons which this hon Minister wishes to deny. They do it because of the historical background of those schools. They do it because of the very liberal background from which those communities come. They do it because of the moral compunction of the community itself. They do it because the parents are members of churches that are open to all races and have strongly religious views that discrimination and separation are sinful. They believe very strongly that their children should be adaptable and live within the community of South Africa.

They believe that where laws and group areas have broken down and there are already mixed communities, those communities should be accepted and acknowledged. We know that in terms of this hon Minister's reference to the Constitution education is an own affair which this hon Minister runs.

Correspondence colleges are open for all races, pre-primary schools are open for all races, universities are open for all races, technikons are open for all races, private schools are open for all races and now a teachers' training college has even opened for all races. [Interjections.]

The only case we have is of the Government system itself. Here we are asking, not on behalf of PFP policy which is quite clear—we would wish all schools to be opened—we are asking on behalf of those particular schools where the parents have asked from their own compunction, from their own cultural point of view to be given the right to open. Devolution is nothing if it does not give parents that right to accept the responsibility One of those areas of responsibility is the responsibility to admit

We believe very strongly that when we take the De Lange Report—the De Lange Report is now years old—and we can quote from page 209:

> Differentiation based purely on differences of race or colour cannot be regarded as relevant grounds for inequity of treatment and is consequently contrary to the social and ethical demands for justice.

[Time expired.]

*Mr A GERBER: Mr Speaker, we obviously support the hon the Minister's standpoint on own schools. [Interjections.] However, I want to add that the hon the Minister is being punished this afternoon with a rod which he made for his own back. [Interjections.]

We on this side of the House warned him that the logical consequence of his decision in favour of mixed sports and cultural activities in schools would be mixed classes, and that is exactly what is being demanded of him this afternoon. When the hon the Minister conceded that one part of the educational process, viz sports and cultural activities in schools could be mixed, he sacrificed a principle.

By implication he was conceding that he did not have objections in principle to multicultural education It is therefore understandable that the next request from certain parents will be that they are not satisfied with integration in only a part of the educational process, but that they wanted the right to exercise an option with regard to education in the classroom.

Let us be frank. The parents who have now gained support for multiracial schools in a referendum, have grounds on which they can demand a further concession from this hon Minister. One cannot devolve power to parents to integrate a part of the educational process, as the hon the Minister did with regard to school sports and cultural activities, and then refuse that power with regard to the rest of the educational process. That is illogical and inconsistent.

I want to tell the hon the Minister that just as initially he was firmly opposed to mixed school sports, and eventually had to give in to the pressure of hon members in his own party, he will eventually give in to the demand that schools should become multiracial. The CP has no confidence in the Government's promises to the contrary in this regard. [Interjections] [Time expired]

*The MINISTER: Mr Speaker, allow me to reply to the hon member for Brits first of all. The hon member for Brits made one basic mistake, viz that he confused contact with integration. [Interjections] There is a world of difference between

the two. We can discuss it later during the debate on my Vote or on own affairs.

I want to tell the hon member for Pinetown that his point of departure was erroneous. He referred to my hon colleague the Minister of National Education's statement . . .

Mr R M BURROWS: The Acting State President!

*The MINISTER: Very well! The hon the Acting State President's statement on free settlement areas.

I want to tell the hon member for Pinetown that we are dealing with a policy which has been stated repeatedly, viz the protection of an own community life, and the hon member can debate that fact with me. [Interjections.]

Since the hon member referred to the vast majority of parents, my question is: What about the parents who are in the minority? What about them if they did not agree with the decision of the majority?

I want to put another question to the hon member. The fact of the matter is that all these schools have few or no vacancies. Therefore they can only admit a small number of people of colour; otherwise this would be discrimination against the Whites who would have to find another school.

I want to put something else to the hon member. Surely we should also ask ourselves what we mean when we talk about the community What we are dealing with here is the request of a group of parents who are attached to a particular school. Parents do not form a total community on their own The hon member will agree with me [Time expired.]

Mr K M ANDREW: Mr Speaker, the hon the Minister really does surprise me. We have had speeches from the hon the Minister of National Education and the hon the Acting State President pleading for reconciliation and freedom of association He is quite wrong, it was not only in respect of group areas. What he says today is a complete slap in the face for both of them.

If we look at the 1985 HSRC Report on Intergroup Relations, it said the following

> Next to family life, education is the main socializer of children with regard to the cultivation and inculcation of attitudes towards intergroup relations. Anything that institutionalises, and thus perpetuates prejudice and stereotyping in education should be eliminated.

The Interim Education Working Party that advised on the De Lange Report, recommended the following:

> The parent representative body of a school should . . . interpret the needs and desires of parents and the local community in the field of education.

The hon the Minister has talked about tokenism. We challenge him to try those people. I think what he is saying is insulting. He knows that there are many schools that are closing down and that the population will adjust. He should also know that independent surveys have shown that 88% of English-speaking parents want some schools open and 84% of English-medium private schools are open to all races. Many schools have requested this and the hon the Minister still tries to hide behind technicalities such as the Constitution and other things.

Principle 3 of the De Lange Report reads as follows:

> Education shall give positive recognition to the freedom of choice of the individual, parents and organisations in society.

This is what it is all about, namely freedom of choice and freedom of association. The 1985 HSRC Report on Intergroup Relations also said:

> For the sake of sound intergroup relations, education at all levels should contribute towards intersocial, intercultural and intersports activities

[Time expired.]

Mr R M BURROWS: Mr Speaker, one gets a very strong feeling that the hon the Minister would be scared if these schools succeeded. Today there are children in mixed pre-primary schools who are going to go to segregated primary schools and high schools and then to integrated universities They are going to work in an integrated workplace and live in integrated residential areas Do hon members know who is being left behind? It is that hon Minister because the hon the Acting State President and the hon the Minister of National Education have clearly indicated that the NP is not "behep met groepsverband", that it wishes to consider variation and that it is not obsessed by it [Interjections.]

I want to say that the very success that the hon the Minister needs to look at is that of a mixed school society. He needs to look at the fact that we do need to live, work and sit on benches together because that will be the South Africa of the future. [Time expired]

*The MINISTER: Mr Speaker, I want to state categorically that neither the hon the State President nor the hon the Acting State President or any leader on this side of the House has ever deviated from the principle of an own community life which includes own schools. [Interjections.]

I want to state a second fact categorically. I challenge the hon members to prove to me that any of the reports from which they quoted recommended one open education system. Not a single one recommended that. Not one! We are obviously striving for equal education opportunities. The Government has committed itself to that, but there is no appeal anywhere for an open education system, not in any report.

I want to add that it is in the interests of all the population groups in this country that they already have their own education systems so that their own needs can be satisfied. We are not the only ones who say so. Let me quote what has been said internationally. John Naisbitt from America said *inter alia*.

> We have moved from the myth of the melting pot to a celebration of cultural diversity.

Let us see what happened in Britain. In Britain Craft, Banks and Lynch said the following in a certain publication:

> What is taught in schools and the way it is taught must appropriately reflect fundamental values in our society.

The article continues:

> Society has become multicultural and there is now amongst pupils and parents a greater diversity of personal values.

That is what it is all about. [Time expired.]

Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

College of education, Pretoria: vacated hostels

*1. Mr A GERBER asked the Minister of Education and Culture:†

> Whether any decision has been taken on the purpose for which the vacated hostels of the college of education in Pretoria are to be used; if not, when is it expected that a decision in this regard will be taken; if so, what is this decision?

B237E

The MINISTER OF EDUCATION AND CULTURE:

> Yes, utilized as hostels by the Pretoria College of Education, the Pro Arte High School, the Transvaal Education Department School Journey Services and as offices by the Transvaal Education Department Academic Ancillary Services; a number of hostels are let to the SA Police and the SA Defence Force for staff accommodation.
>
> The SA Defence Force is presently negotiating the purchase of the remaining apartment buildings which were utilized as hostels.

Mr Clem Sunter: schools addressed

*2. Mr A GERBER asked the Minister of Education and Culture:†

(1) Whether a certain person, particulars of whom have been furnished to the Minister's Department for the purpose of his reply, has addressed any schools under his control; if so, (a) how many times (i) during school hours at official school functions and (ii) after school hours, use being made of school facilities, and (b)(i) what is the name of this person and (ii) what schools did he address;

(2) whether the necessary permission was obtained in each case?

B238E

†The MINISTER OF EDUCATION AND CULTURE.

Cape Education Department

(1) Yes.

Black professor wins book prize

(50)

Sowetan 7/3/89

RHODES University's first black professor, Professor Peter Mtuze, was awarded first prize for best literary work published by Educum Publishers at a prestigious ceremony in Pretoria last weekend.

Professor Mtuze's book, "*Itsili*", is a collection of five one-act plays which deal with various topical issues. It was selected as the best vernacular publication by Educum during the period July 1987 to June 1988.

A prolific Xhosa writer, with 16 literary titles to his name, Professor Mtuze said that the prize of R3 000 was the first he had ever won.

(50)

SA education a resource weakness — Stutterheim

Star 7/3/89

By Paula Fray

South Africa's greatest resource weakness was its educational system which had been used as a "political football", said Dr Nico Stutterheim recently after receiving the last award for service from the Federation of Societies of Professional Engineers.

The award will be presented by the Society of Professional Engineers (SPE) next year as the federation and the Engineering Association of South Africa have dissolved and given rise to SPE and the South African Association of Engineers.

Dr Stutterheim (73), now chairman of the board at Noristan, was awarded the Order of Meritorious Service by the State President, Mr P W Botha, last year.

Dr Nico Stutterheim ... received award from professional engineers.

Dr Stutterheim said the role of the engineer was often not understood by the public.

It had been estimated, he said, that about 75 percent of the capital expenditure in industrial countries was under the direct control of engineers.

One of South Africa's greatest resource weaknesses was the educational system which had been used as a "political football".

The impact of this was showed by statistics.

Out of the 10 million economically active people in South Africa, only 10 percent possessed a Std 10 or higher qualification, Dr Stutterheim said.

Of whites, 48 percent had such a qualification, coloureds 6 percent, Asians 18 percent and blacks about 1 percent. Only 2 percent of skilled South Africans were executives.

Dr Stutterheim said it would take decades before the effects of a more even-handed approach to education was evident at highly-skilled manpower levels.

violence against Coloureds and 5 for crimes of violence against Blacks. No Coloureds were executed for crimes of violence against Indians.

(d) No Indians were executed.

Group Areas Act: applications for exemptions granted

80. Mr S S VAN DER MERWE asked the Minister of Constitutional Development and Planning:

Whether any applications received in 1988 by his Department or any provincial administration for exemptions from the provisions of the Group Areas Act, No 36 of 1966, in respect of residential premises were granted; if so, how many persons from each race group were granted permission to reside in areas reserved for (a) White, (b) Coloured, (c) Indian and (d) Black occupation in each province?

B182E

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

No. Rest of question falls away.

Group Areas Act: applications for exemptions refused

81. Mr S S VAN DER MERWE asked the Minister of Constitutional Development and Planning:

Whether any applications received in 1988 by his Department or any provincial administration for exemptions from the provisions of the Group Areas Act, No 36 of 1966, in respect of residential premises were refused; if so, (a) how many persons from each race group were refused permission to occupy premises in areas reserved for (i) White, (ii) Coloured, (iii) Indian and (iv) Black occupation in each province and (b) for what reasons in each case?

B183E

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

No. Rest of question falls away.

Buffer strips separating various population groups

87 Mr J J WALSH asked the Minister of Constitutional Development and Planning:

Whether there are any buffer strips separating areas for the various population groups in the Cape Peninsula; if so, (a) where is each such strip located and (b) what is the area covered by these strips (i) individually and (ii) in total?

B189E

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

This matter vests in the Administrator of the Cape Province and he has furnished the following information:

No. Rest of question falls away.

Certificates of competence: applications from Blacks

98. Mr P J PAULUS asked the Minister of Economic Affairs and Technology:†

(a) How many applications were received by the Department of Mineral and Energy Affairs from Blacks during the period 1 October 1988 to the latest specified date for which information is available, in respect of obtaining certificates of competence in the categories (i) blasting, (ii) banksman, (iii) onsetter, (iv) loco driver, (v) winding-engine driver and (vi) mine captain and (b) how many applicants in each of these categories obtained certificates?

B245E

The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY:

Applications received and certificates issued to 28 February 1989

Certificate	Applications	Obtained
(i) Blasting	111	74
(ii) Banksman		
(iii) and Onsetter	20	13
(iv) Loco driver	0	0
(v) Winding-engine driver	0	0
(vi) Mine captain	0	0

Note: The onsetter's certificate is valid for both onsetters and banksmen.

Executions: males/females

108. Mr D J DALLING asked the Minister of Justice:

(a) How many (i) males and (ii) females of each race group were executed in the Republic in 1988 and (b) for what crime or crimes had each death sentence been imposed?

B260E

The MINISTER OF JUSTICE:

(a) (i)	White males	3
	Coloured males	38
	Black males	76
(ii)	No females were executed during 1988.	
(b)	Murder	103
	Murder and rape	7
	Rape	3
	Murder and robbery with aggravating circumstances	2
	Murder and attempted robbery with aggravating circumstances	2

Death sentences commuted

109. Mr D J DALLING asked the Minister of Justice:

How many death sentences in each race group were commuted in 1988?

B261E

The MINISTER OF JUSTICE:

37 Black males

1 Black female

5 White males

4 Coloured males

2 Indian males

Own Affairs:

Teacher/pupil ratios

20. Mr J B DE R VAN GEND asked the Minister of Education and Culture:

What teacher/pupil ratio was applicable in (a) primary and (b) secondary schools in each of the provincial education departments as at the latest specified date for which figures are available?

B206E

The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)
Cape	1:19.7	1:16.4
Natal	1:21.2	1:16.3
OFS	1:22.6	1:16.2
Transvaal	1:23.2	1:17,0

This information is as at the 10th school day of 1988

Mrs T Hughes: presentation of programme on sexual abuse

21. Mr J VAN ECK asked the Minister of Education and Culture:

(1) Whether the Cape Education Department received any written and/or oral requests from (a) schools and (b) individuals for a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, to be allowed to present a programme dealing with the problem of sexual abuse of children; if so, (i) from what schools and individuals, (ii) what was his Department's reply in each case and (iii) what is the name of this person;

(2) whether this person submitted her programme to any official of his Department; if so, (a) on what date and (b) what is the name of this official;

(3) whether this official communicated to the person in question his Department's attitude to her presenting the said programme at Departmental schools; if so, (a) what was the content of this communication and (b) on whose instructions did this official act?

B235E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) Yes,

(i) Sea Point Primary School,

(ii) the request was refused,

(iii) Mrs T Hughes,

(b) no,

(i), (ii) and (iii) fall away;

(2) yes,

(a) 21 July 1988,

(b) Mr B Olivier, Chief Superintendent of Education, School Psychological Service;

(3) yes,

(a) departmental policy with regard to presentations by outside people to pupils during school hours was explained to Mrs Hughes,

(b) on behalf of the Director of Education as head of the School Psychological and Guidance Service.

Wage-regulating machinery: agreements in force

119. Mr P G SOAL asked the Minister of Manpower:

(1) How many (a) industrial council agreements, (b) conciliation board agreements, (c) arbitration awards, (d) Wage Board determinations and (e) orders in terms of the Labour Relations Act, No 28 of 1956, were in force as at 31 December 1988;

(2) how many (a) Whites, (b) Coloureds, (c) Asians and (d) Blacks were affected by each of the above five categories of wage-regulating machinery as at that date?

B271E

The ACTING MINISTER OF MANPOWER:

(1) (a) 68
(b) None
(c) None
(d) 48
(e) 5

(2)

	(a) Wh	(b) Col	(c) Asn	(d) Blk
Industrial Council agreements	182 196	205 648	65 337	535 620
Conciliation board agreements	—	—	—	—
Arbitration awards	—	—	—	—
Wage determinations	171 000	143 000	40 000	596 000
	(Estimated figures)			
Orders	All races: 132 876 (Separate figures are not readily available.)			

Mooi River toll plaza

123. Mr R W HARDINGHAM asked the Minister of Transport Affairs:

(a) How many vehicles have passed through the toll plaza at Mooi River since it was opened in December 1988, (b) what amount has been collected there in toll fees and (c) in respect of what date is this information furnished?

B287E

The MINISTER OF TRANSPORT AFFAIRS:

(a) 670 742
(b) R5 172 032
(c) 7 December 1988 to 16 February 1989

Trade unions applying for registration

162. Mr P G SOAL asked the Minister of Manpower:

How many trade unions applied in 1988 for registration in respect of (a) Black employees only, (b) White employees only, (c) Coloured employees only and (d) employees of more than one population group?

B364E

The ACTING MINISTER OF MANPOWER:

(a) One
(b) One
(c) None
(d) Seven

Wage-regulating machinery: Indians affected

163. Mr P G SOAL asked the Minister of Manpower:

How many Indians were affected by (a) industrial council agreements, (b) conciliation board agreements, (c) arbitration awards, (d) Wage Board determinations and (e) orders in terms of the Labour Relations Act, No 28 of 1956, which were in force as at 31 December 1988?

B365E

The ACTING MINISTER OF MANPOWER:

(a) 65 337
(b) None
(c) None
(d) 40 000 (estimated figure)
(e) These figures are not readily available.

Own Affairs:

Private schools: pupils of different population groups

25. Mr A GERBER asked the Minister of Education and Culture:†

(1) (a) How many (i) White, (ii) Coloured, (iii) Indian and (iv) Black pupils are there at present in private schools under the control of his Department and (b) in respect of what date is this information furnished;

(2) (a) what amount was made available by his Department to private schools under its control during the latest specified period of 12 months for which information is available and (b) from what vote were these funds made available?

B327E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) 92 682
(ii) 5 620
(iii) 2 949
(iv) 5 974,
(b) tenth school day of 1988;

(2) (a) R34 549 000 for the 1988/89 financial year,
(b) budget vote 3 programme 2.

School transport: amount spent

29. Mr A GERBER asked the Minister of Education and Culture:†

What total amount was spent by his Department on the transportation of pupils from their parental homes to school and back in each province in 1986, 1987 and 1988 respectively?

B391E

The MINISTER OF EDUCATION AND CULTURE:

The honourable member is referred to the answer to question 181 of 1988-09-27.

the hon member for Moorcross is that I believe he is swimming in water that is too deep for him.

Mr M Y BAIG: I am a good swimmer.

Mr J V IYMAN: Mr Chairman, this highly-paid foreign individual was engaged as a purchasing manager. Is this a highly skilled job?

Mr M Y BAIG: Oh, yes.

Mr J V IYMAN: In this country we have institutions which train people as purchasing managers. There are hundreds of people across the country who could be engaged in that job. I cannot see what is so special about a purchasing manager who supervises orders.

Mr M Y BAIG: You do not understand that.

Mr J V IYMAN: Unlike the hon member, Sir, I was a production manager in a factory and I know what it means.

The question concerns a particular purchasing manager who was in charge of buying electrical equipment. I wonder whether hon members know that the hon the Minister is also a highly-trained electrical engineer. He knows as well as I and others do, that one does not need extraordinary skills to buy electrical equipment for an electrical engineer. This person who was dismissed in favour of a foreigner—whose name I would not like to disclose here, but which I can provide to the hon the Minister after the debate—had to make room for a person . . . [Time expired.]

The MINISTER OF ECONOMIC AFFAIRS AND TECHNOLOGY: Mr Chairman, the hon member for Camperdown has been given a paper which I have had now for almost three months, and which I have investigated thoroughly, regarding these overseas contracts. I believe the hon member for Moorcross was quite correct in his approach. Purchasing does not only involve the purchasing of sardines and tissue paper. The purchasing procedures of very highly technical equipment is a very complicated issue and many of these contracts, especially the management contracts, are being awarded to overseas companies which have the knowledge of building and constructing sea platforms for oil production. I think we in this country have no knowledge of constructing sea platforms for producing gas.

These contracts were evaluated after receiving tenders in which specific man-hour rates were provided. When the contracts were awarded, the man-hour rates were laid down in them, and that is where this information comes from. I am not going to name the gentleman, but he has already left the country, because he came under contract for a specific period to do a specific specialised job. However, the figure which the hon member gave is quite correct. If he is wrong, it is because it is not R24 000, but R30 000. However, it was laid down in the contract awarded by tender to that specific company to do a specific job.

I think the hon member should provide me with information as far as Amcoal and the so-called Premium are concerned, so that I can provide him with a suitable answer.

As far as Mossgas and the participation of Gencor are concerned, nothing in the world is stopping any oil company, or any other company for that matter, from becoming part of the Mossgas project. Nothing is stopping them. So far Gencor is the only company that has come forward. We accepted it gladly, because the Government does not have the ability to manage such large projects It is not our job to manage a project of that kind. It is the job of the private sector. They do it every day. We therefore welcome Gencor's participation. They are managing the project at this stage and I think they are doing an excellent and a fine job.

Mr P T POOVALINGAM: Better than the Government, anyway!

The MINISTER. For sure, because they are professionals [Time expired]

HOUSE OF ASSEMBLY

QUESTIONS

†Indicates translated version

For written reply:

General Affairs:

Senior certificate examinations

43. Mr K M ANDREW asked the Minister of Education and Development Aid:

How many Black pupils at (a) departmental high schools in the Cape Peninsula and (b) Cape Peninsula high schools in total (i) wrote, (ii) passed, (iii) obtined matriculation exemption in, and (iv) failed, the 1988 senior certificate examinations? B102E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a) and (b) (i) 821 (ii) 368 (iii) 80 (iv) 453

Senior certificate examinations

44. Mr K M ANDREW asked the Minister of Education and Development Aid:

In respect of schools falling under his Department, how many pupils (a) wrote, (b) passed, (c) obtained matriculation exemption in and (d) failed, the 1988 senior certificate examinations in each specified region? B104E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

Orange Free State Region
(a) 4 766 (b) 2 621 (c) 664 (d) 2 145

Cape Region
(a) 3 838 (b) 1 998 (c) 523 (d) 1 840

Natal Region
(a) 3 214 (b) 1 641 (c) 547 (d) 1 573

Northern Transvaal Region
(a) 7 582 (b) 5 104 (c) 1 564 (d) 2 478

Orange-Vaal Region
(a) 5 500 (b) 3 275 (c) 860 (d) 2 225

Johannesburg Region
(a) 6 750 (b) 2 442 (c) 449 (d) 4 308

Highveld Region
(a) 9 903 (b) 4 578 (c) 1 151 (d) 5 325

Directors/inspectors/teachers employed

57. Mr R M BURROWS asked the Minister of Education and Development Aid:

(1) How many (a) White and (b) Black (i) regional directors, (ii) circuit inspectors of education, (iii) regional inspectors of education,(iv) inspectors of schools and (v) teachers were in the employ of his Department as at 31 December 1988;

(2) whether there were any vacancies in respect of these categories; if so, how many in respect of each category as at the above date? B156E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1)	(a) White	(b) Black	(2) Vacancies
(i) Regional chief directors	7	Nil	1
(ii) Circuit inspectors of education (Assistant director: Area Office)	28	17	Nil
(iii) Regional inspectors of education (Circuit inspectors)	6	164	29
(iv) Inspectors of Schools	Nil	Nil	Nil
(v) Teachers	2 590	52 783	843

Sub A: Black children enrolled

59. Mr R M BURROWS asked the Minister of Education and Development Aid:

How many Black children were enrolled in 1989 in Substandard A in (a) each specified region and (b) the Republic? B158E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a) REGION	ENROLMENT: 1988
Northern Transvaal	62 728
Highveld	54 178
Johannesburg	29 005
Orange Vaal	42 204
Orange Free State	44 824
Natal	39 344
Cape	58 872
TOTAL	331 155

QwaQwa	11 138
Lebowa	103 138
Gazankulu	47 303
KwaZulu	247 362
KaNgwane	33 468
KwaNdebele	15 706
TOTAL	458 115

(b) 789 270

Information as on 01.03.1988.

The 1989 enrolment is not yet available.

Greater Cape Town: White/Coloured/Indian residents

62. Mr C W EGLIN asked the Minister of Home Affairs:

What estimated number of (a) Whites, (b) Coloureds and (c) Indians resided in the Greater Cape Town area as at 31 December 1988?

B162E

The MINISTER OF HOME AFFAIRS:

Information for 1988 on the basis as required by the hon member is not available in my Department. Population numbers are obtained by means of population censuses. The latest available information therefore, is that in respect of the 1985-Population Census. In this regard I refer the hon member to my reply to Question No 548 of 11 March 1988 which appeared under his name on the Question Paper.

Self-governing territories/independent Black states: land excised

126. Mr J J WALSH asked the Minister of Education and Development Aid:

Whether any land made available for occupation by Blacks since 1936 has subsequently been excised or is to be excised from self-governing territories or independent Black states; if so, (a) what area of land, (b) which such territory or state was involved, and (c) when, in each case?

B279E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

Yes. The required information, however, is not readily available. No special record in the form of a register is kept in this connection and the required information cannot be ascertained without performing a considerable volume of work, which is deemed unjustified.

Self-governing territories/independent Black states: land incorporated

127. Mr J J WALSH asked the Minister of Education and Development Aid:

Whether any land made available for occupation by Blacks since 1936 has subsequently been incorporated or is to be incorporated into self-governing territories or independent Black states; if so, (a) what area of land, (b) which such territory or state was involved, and (c) when, in each case?

B280E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

All the required information is not readily available as no special record in the form of a register is kept in this connection. The present total extent of the independent states and self-governing territories given hereunder, includes land which was set aside for occupation by Black people in terms of the Black Land Act, 1913 (Act 27 of 1913), as well as land released in terms of the Development Trust and Land Act, 1936 (Act 18 of 1936), which belongs to individual Black people, Tribes, the South African Development Trust and the various Black Governments.

Transkei	—	4 287 000 Ha
Bophuthatswana	—	4 214 737 Ha.
Venda	—	708 897 Ha.
Ciskei	—	794 827 Ha.
KwaNdebele	—	239 958 Ha.
Gazankulu	—	796 789 Ha.
QwaQwa	—	90 276 Ha.
KaNgwane	—	505 615 Ha.
Lebowa	—	2 527 697 Ha
KwaZulu	—	3 239 522 Ha.

Irrespective of the abovementioned areas of land already included into the areas of jurisdiction of the various states as indicated, the Government is also engaged in the systematical addition to the different states of a further ±2 300 000 hectares consisting of properties of the South African Development Trust, Tribaly owned land and land belonging to individual Black people.

INTERPELLATIONS UNDER NAME OF MEMBER

		1st Year	2nd Year	3rd Year	4th Year
(a)	White	342	147	44	3
(b)	Coloured	70	43	23	3
(c)	Indian	15	13	7	2
(d)	Black	133	70	49	25
	Total	560	273	123	33

Nurses resigning from employment

104. Dr M S BARNARD asked the Minister of National Health and Population Development:

Whether any (a) White, (b) Coloured, (c) Indian and (d) Black qualified nurses resigned in 1988 from employment in hospitals falling under the provincial administrations; if so, how many in each case?

B256E

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

Yes,

(a) 2 452

(b) 245

(c) 49

(d) 798

Messages from SP: cost of advertisements in foreign media

135. Mr F J LE ROUX asked the Minister of Foreign Affairs:†

What total cost was incurred by the State from (a) 17 September 1985 to 16 June 1987 and (b) 17 June 1987 up to the latest specified date for which information is available, in respect of advertisements in the foreign media that contained messages from the State President?

B329E

The MINISTER OF FOREIGN AFFAIRS:

The purpose of advertisement in the foreign media is to establish a correct image of South Africa. This includes *inter alia* the explanation of the policy of the South African Government. Points of view of the State President form an integral part of such explanation, but so do points of view of other members of the Government. In my view it would serve no useful purpose to try to work out separately the advertising cost of quoted pronouncements and points of view of individual members of the Government.

Own Affairs:

Natal schools: strikes/work stoppages

24. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether any strikes and/or work stoppages occurred at schools falling under the Natal Education Department during the past six months; if so, (a) (i) when, (ii) at which schools and (iii) in respect of what specified period is this information furnished and (b) what (i) were the reasons for and (ii) was the outcome of each such strike or work stoppage;

(2) whether the employment of any employee was terminated as a result of these strikes or work stoppages; if so, (a) how many employees were affected and (b) on whose instructions was employment terminated?

B284E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) (i) 14 to 25 November 1988

(ii) Natal College of Education
Pietermaritzburg Girls' High School
Martizburg College
Linpark High School
Voortrekker Hoërskool
Voortrekker Junior Primêre Skool
Merchiston Preparatory School
Ridge Junior School
Durbanse Onderwyskollege
Durban Girls' High School
Durban High School
Port Natal Hoërskool
Mitchel High School
Mansfield High School
Grosvenor Girls' High School
Durban Music School
Port Natal Primêre Skool
Penzance Primary School
Quail Road Primary School
Mano Gardens Primary School
Morningside Primary School
Port Natal Pre-primêre Skool

(iii) see (a) (i).

(b) (i) demands for salaries, pensions, reclassification, recognition of the National Education and Allied Workers Union and re-instatement of employees as well as intimidation,

(ii) nearly all problems were solved and with the exception of two the employees concerned returned to their normal duties;

(2) Yes,

(a) two, see (1) (b) (ii),

(b) Director of Education, Natal Education Department.

Universities: race of students

30. Mr A GERBER asked the Minister of Education and Culture:†

(1) How many (a) Whites, (b) Blacks, (c) Coloureds and (d) Indians are presently studying at each university under his control;

(2) in respect of what date is this information furnished?

B392E

The MINISTER OF EDUCATION AND CULTURE:

(1) University	(a)	(b)	(c)	(d)
OFS	8 906	75	151	—
Natal	8 267	1 370	263	1 900
Rhodes	2 880	459	155	157
Rand Afrikaans	7 977	130	314	11
Witwatersrand	14 719	1 923	254	1 270
Port Elizabeth	4 062	77	353	29
Potchefstroom	8 749	263	106	13
Pretoria	21 706	44	74	21
Cape Town	9 635	859	1 666	389
Stellenbosch	13 374	35	507	11
South Africa	54 277	33 232	4 975	10 564

The above provisional statistics were obtained from SAPSE table 2.7 and include both undergraduate and postgraduate students;

(2) 10 April 1988.

Technikons: race of students

31. Mr A GERBER asked the Minister of Education and Culture:†

(1) How many (a) Whites, (b) Blacks, (c) Coloureds and (d) Indians are presently studying at each technikon under his control;

(2) In respect of what date is this information furnished?

B393E

The MINISTER OF EDUCATION AND CULTURE:

(1) Technikon	(a)	(b)	(c)	(d)
OFS	2 367	33	11	—
Natal	4 317	151	62	166
Witwatersrand	6 029	195	56	64
Cape Town	5 182	29	377	30
Port Elizabeth	2 661	156	185	55
Pretoria	9 089	24	32	20
Vaal Triangle	3 001	114	6	99
RSA	11 156	2 640	720	881

The above provisional statistics were obtained from SAPSE table 2.7 and include both pre-diploma and post-diploma students;

(2) 10 April 1988.

School inspections have improved education says Struwig

50

Sowetan 13/3/89

By NKOPANE MAKOBANE

EDUCATION in black schools, has, over the years, been an explosive issue that needed delicate handling.

Black educationists and parents agree that school disruptions of yesteryear were caused to a large extent by failure of the authorities to handle pupils' grievances appropriately.

However, the Johannesburg region of the Department of Education and Training believes it has found a new formula to deal with and address some of the aspects which have been of great concern when it comes to Soweto schools.

Mr Peet Struwig, the region's chief director, told a media conference recently that there has been a great change and improvement in Soweto schools — 62 secondaries and 265 primaries — since they started with inspections earnestly last July.

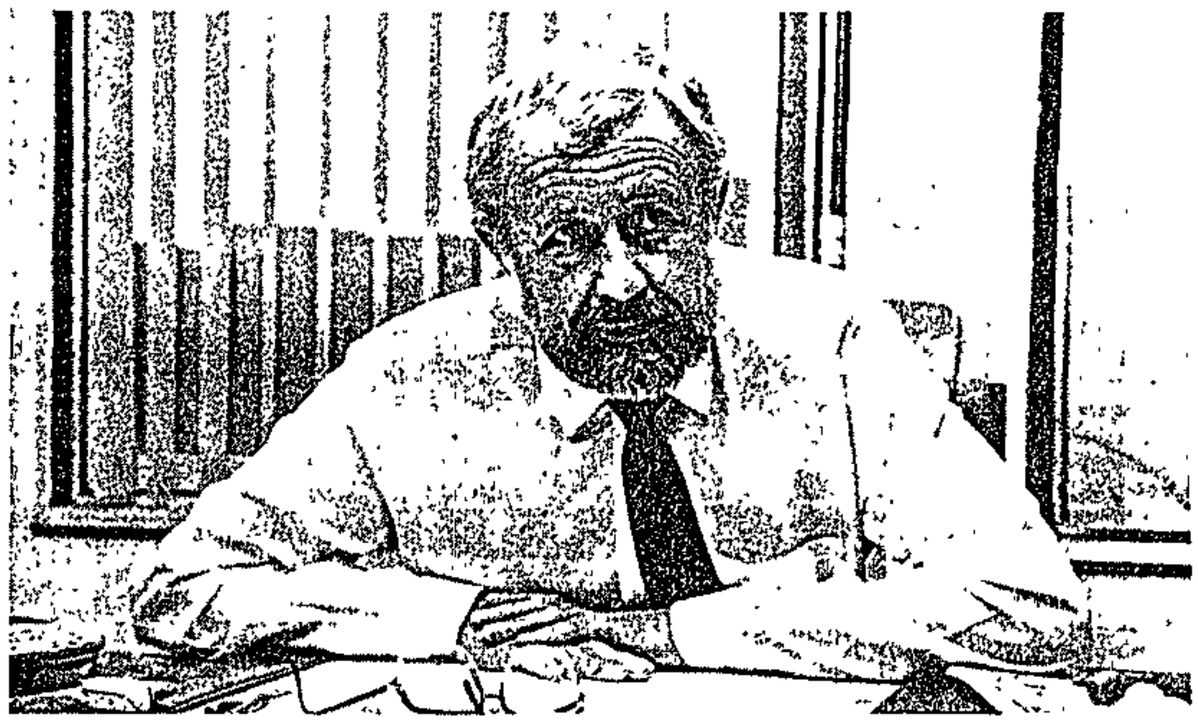
He said during these evaluations emphasis was placed on efficient time management, the consequences of absenteeism and stayaways, the importance of planning and applying the standards of education and the disadvantages of theft and destruction of school property

He also said evaluation was done on principals and their deputies, heads of departments and teachers.

The evaluation of principals and deputies centred around staff, building and pupil management as well as administration and the involvement of teachers and parents.

"We stressed that an awful amount of time is badly spent and it is important that all pupils attend the 200 days in the school calendar.

"We pointed out that if a pupil misses 100 days it means half the academic year is lost and there is no chance of a pupil passing an exam.



MR PEET Struwig, the DET's Johannesburg region chief director ... "great improvement in Soweto schools".

FOCUS

"Again we told them that for every one day lost, a candidate's performance drops by one percent of his/her potential. Also that if one stays away from school for 30 days, it means he/she cannot get a 70 percent passing mark," he said.

According to Mr Struwig, since they started with inspections, some schools were functioning 100 percent which showed there was a tremendous improvement on the part of teaching staff and pupils.

He said at those schools where they found weaknesses, action plans were drawn to rectify those problems. He said primary schools were doing exceptionally well, with an exception of a few.

Welcomed

He said during the inspections this year, they were welcomed by pupils except at one school, but the troublemakers were later calmed by some parents who were present for the inspection.

"I must say that the parents, teachers and pupils are now realising that inspections are to their benefit They realise that the purpose is not to find fault, fight or criticise, but to assist, support and attend to any shortcomings," he said.

Mr Struwig also said he was satisfied at the involvement shown by parents lately in their children's education.

He said numerous meetings his region had held with parents were a success story in that for the first time parents expressed a wish that their children should receive quality education.

Councils

According to him, as a result of these meetings, governing councils were established at some schools where there were no such structures before.

Parents, he said, were now actively involved in that in some schools they had helped run exams, had contributed to the school funds and even repaired schools voluntarily, he said.

He also mentioned that among signs of improvement in the school situation in Soweto was that for the first time, after many years, pupils wrote their Std. 10 examination at their schools last year.

Mr Struwig conceded that the physical condition of some schools in Soweto needed attention

He said however, it must be borne in mind that they had limited funds and were only going to start with repairs after the budget had been made available next month.

He expressed concern at vandalism at some schools.

He said the DET like any big corporation had to plan in advance. What was being planned now, he said, was for the next four to five years, and like a train one cannot just shift the carriages when it is in motion

Money lost through destruction cannot be regained and this means delay in doing the repairs, he said.

Trips

According to Mr Struwig, the private sector can play an important role to motivate children in their education. He said by this he did not mean the private sector should pump in money, but it could organise school trips to their companies where pupils will be shown how they operate.

This, he believed, could inspire many children to aspire for more in life.

"All in all, I want to say I am happy that our pupils realise there is no more time to be wasted The community also realises that self-defeating actions deprive pupils of valuable education opportunities.

"We started well in 1989 and hope things will improve for the better," he said.

Political comment in this issue by Aggrey Klaaste and Sam Mabe Sub-editing, headlines and posters by Sydney Matlhaku All of 61 Commando Road, Industria West, Johannesburg.

• Write to the Editor at PO Box 6663, Johannesburg 2000 Nom-de-plumes can be used, but full names and addresses should be supplied or the letter will not be published.

Auction will help educate young blacks in art

Top 50 pictures of our childre

Star 13/3/89 (50)

By Penny Isemonger

When a leading international auctioneer's firm holds its first auction in South Africa this month, it won't be rare Africana, precious old silver or valuable French masterpieces which it will be knocking down, but charming pictures by local children.

Young people of all ages from around South Africa entered a competition organised by Women for Peace with the theme "A Land of Peace", and a final selection of about 50 from the thousands of entries will be framed and auctioned by Christie's of London at the Everard Read Gallery, Rosebank, on March 15.

Funds raised from this auction will be used to promote art education among children.

Mrs Yvonne Wilson, of Women for Peace, says the organisation plans to start training courses for black teachers so that they can teach art in schools.

"We held a similar, but smaller, competition about 18 months ago," she explains, "and it was very obvious that many black children had not received any art education. But everyone was so enthusiastic that this time we thought we would go bigger and use it to raise funds to encourage and sponsor child art in South Africa. Art is so much more than a pretty picture — it's logic and education."

A Woman for Peace member, Mrs Dailinah Khoza, has already started doing something to stimulate interest in art among a small group of youngsters in Soweto.

"During the time of the stayaways," says Mrs Khoza, "I called a group of children around to my house to give them something to do.

Great talent

"I saw great talent when they were drawing and got together with my cousin, Juliet Ghu, who is a trained teacher, to take it further. I collect scrap paper, crayons and any other materials they can use.

"I'd like to see good artists come from Soweto, and see more art taught in our schools, but many parents don't see any importance in it. And these children have such talent.

"But the teachers are very keen to learn how to teach art."

"We are now desperately looking at the financial situation," says Mrs Wilson. "I went to our 'money lady' to work how much it would cost to establish an art centre and it would be about R800 a month.

"You know how much capital you need to generate that sort of income."

In the meantime Mrs Wilson, Mrs Khoza and Miss Harriet Gilfillan of Christie's are busy sorting through the many entries. There are some really exciting and vibrant works of art from youngsters from as far afield as Namibia and Cape Town.

Once the judges have chosen the winners they, and some who "nearly made it" will be on view to the public at the gallery on March 13, 14 and 15 from 9 am to 6 pm, and there will be a prize-giving on Tuesday afternoon. The auction is for invited guests.

Sorting through entries in Women for Peace's art competition for young people are Miss H Gilfillan of Christie's of London (left), Mrs Dailinah Khoza and Mrs Yvonne Wilson of Women for P

Regulations 'an inappropriate response' to education crisis

New regulations for black schools are worsening the crisis in black schools, says the **BLACK SASH** education committee in this article which has been sent to business leaders.

Here is a summary of the new Department of Education and Training regulations, gazetted on November 25

- The Minister may permanently close a school if the number of pupils expelled or boycotting "justifies" this
- The Minister may temporarily close a school if pupils boycott the school, effective teaching is not possible, pupils contravene the provisions of the Act, there is 'riotous or disorderly behaviour'.
- Parents must accompany children when applying for admission and must undertake in writing to ensure they attend school regularly
- The director-general can make admission conditional on pupils returning or compensating the department for textbooks issued the previous year; refraining from "out-of-school" activities detrimental to their studies, receiving additional tuition.
- Students who have failed the same standard twice require the director-general's permission to re-register
- Pupils may be expelled if absent for more than 10 consecutive school days or more than 20 days in a year without a valid reason
- Pupils may be expelled or suspended if, after one warning, they prejudice "the maintenance of order or discipline, or the effective provision of education"; destroy school or personal property; disobey instructions of principals or teachers, or give false information, incite other pupils to contravene regulations or rules, participate in boycotts, protest marches, sit-ins or "other riotous action", are making unsatisfactory scholastic progress as a result of participating in 'unapproved' activities
- Pupils have the right of appeal if suspended, expelled or refused admission.

The gazetting of yet more amendments and additions to regulations made in terms of the 1979 Education and Training Act is an inappropriate response to the crises in black education

The new provisions address the symptoms of the crises, rather than their causes, and, as is already evident, they are exacerbating rather than ameliorating these symptoms

After the decades of Bantu Education and the deeply troubled years since 1976, there is no doubt that the DET is confronted with serious difficulties — severely disaffected students, demoralised teachers (themselves mostly products of the system), and distanced parents

Why not address the *real* problem — Bantu Education itself.

Changing names — "Education and Training" for "Bantu Education", "public" for "government" schools — has not helped.

The reality remains — a school system that is hopelessly under-resourced, both in terms of physical amenities and the education and training that has been provided for its teachers.

In contrast with the over-provision for white education, the deprivation suffered by black education is stark

"Deprived" in a different sense, many white South Africans continue to be oblivious to the consequences of the crisis situation for *every* South African.

Leaving aside the (very real) possibility of another '76-type explosion, what is the future for our country if the majority of the population is uneducated?

What is likely to happen to the young people who are refused readmission to schools because they have failed a standard twice or participated in "unapproved" activities, those who are expelled on one of the many grounds provided for expulsion, or to those who are deprived of schooling by the Minister closing schools following large-scale expulsions or absenteeism?

It is imperative that the State provide equal primary and secondary education for all its children by means of a single education department

South Africa can and *must* afford a decent State-run education system

The private sector cannot be expected to provide an alternative to this. However, leaders of commerce and industry can use their influence by calling on the Government to address this grave situation

An immediate response would be the withdrawal of the regulations and the unbanning of student organisations Students, parents and the community are obviously very concerned and enlisting their support would be a start in resolving some of the most urgent issues

Bantu Education is one of the cornerstones of apartheid Building a healthy post-apartheid society will depend on providing a sound eductional foundation — for *all* South Africans

only hon member with integrity. That is a slur on hon members on this side.

The CHAIRMAN OF THE HOUSE: Order! Did the hon member for Reservoir Hills try to imply that other hon members have no integrity?

Mr P T POOVALINGAM: Mr Chairman, I trust that the hon the Minister of Education will understand the meaning of the word integrity.

Mr M THAVER: He is lying!

Mr P T POOVALINGAM: It is a very good word. In the English language it means a lot of things. It means ability . . .

The CHAIRMAN OF THE HOUSE: Order! Can the hon member for Reservoir Hills please indicate whether he tried to imply that other hon members did not have integrity.

Mr P T POOVALINGAM: Sir, I did not intend to imply that the other hon members are dishonest. I did not intend to imply that at all. Of course, some of them are selling carrots.

The CHAIRMAN OF THE HOUSE: Order!

Mr Y MOOLLA: Mr Chairman, with the greatest respect, I think that we are skirting the issue, that the hon member's comment did by implication suggest that others do not have the necessary integrity.

The CHAIRMAN OF THE HOUSE: Order! I think the hon member for Reservoir Hills will satisfy us all by withdrawing the word integrity as a slur on any other hon member.

Mr P T POOVALINGAM: Mr Chairman, with respect, I withdraw the word only. Therefore my sentence will read: He is an hon member with the necessary integrity to be the Minister of Housing.

The CHAIRMAN OF THE HOUSE: Order! That is acceptable.

Mr M Y BAIG: Mr Chairman, during the altercation the hon member Mr Thaver said the hon member for Reservoir Hills was lying. That is unparliamentary language.

The CHAIRMAN OF THE HOUSE: Order! Did the hon member Mr Thaver say that? The hon member must immediately withdraw it.

Mr M THAVER: I did say he was lying. I withdraw it, Mr Chairman.

Bloemfontein: schooling for 40 Indian children

2. Mr A E LAMBAT asked the Minister of Education and Culture:

(1) What steps are being taken to provide immediate schooling for the approximately 40 Indian children of school-going age living in the Bloemfontein area;

(2) whether the parents of these children have been requested by his Department to send them to a boarding school in Rustenburg?

The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, the reply to Interpellation 2(1) is that during December 1987 my department negotiated with the Christian Brothers College in Bloemfontein to provide schooling for our Indian pupils. The Christian Brothers College, which is a multi-racial private school run by the Catholic church, agreed to accommodate our pupils from pre-primary classes to standard 10 on condition that the department provided financial assistance. This department agreed to subsidise the tuition fees paid by parents to a maximum of R250 per pupil per annum, and 34 pupils were enrolled at the college on this basis in January 1988. During the course of 1988 a number of parents decided to remove their children from the Christian Brothers College and form their own private school. This school is known as B M J College and operates in three rented offices situated in the old market building. The school has an enrolment of 30 pupils in classes ranging from pre-primary to standard six. There are a further 10 pupils in classes ranging from standards seven to 10 who receive their education through Damelin Correspondence College with assistance from the teachers at B M J College. The B M J College has intimated that it intends to apply to the department for subsidisation and registration as a private school. In the meantime the enrolment of Indian pupils at Christian Brothers College has dropped to 16. As the Minister responsible for education, I discussed the problem with my colleague, the hon the Minister of Education and Culture in the House of Assembly, to seek his assistance. He recently made certain proposals concerning the provision of or renting of accommodation and the feasibility of these proposals is being investigated by my department.

As far as the second part of the interpellation is concerned, the possibility of accommodating pupils living in Bloemfontein at the boarding school

in Rustenburg was put to the parents by the department. This option, however, did not appeal to the parents.

Mr A E LAMBAT: Mr Chairman, we are dealing with the lives of children and this is something very important. Our children need education and it is the responsibility of this administration to see to it that our children get their education. It does not matter whether it is one child or 10 children. I was very much surprised when the hon the Minister of the Budget told me the other day that schools in little "dorpies" were not State schools. They were subsidised by the local community and the Government. He also said that a school for 40 children in Bloemfontein would not be a viable unit.

Here I have a list of seven schools in the Transvaal. At four schools there are only 22 children, at another there are only 24 children, at another there are only 20 children and at another there are only 27 children. There is also a nursery school which is run by the State. It is not State-aided. It is not subsidised by the State or the local community. It is run by the State.

If this administration has undertaken to look after our children, then they should see to it that our children get an education. It is no use saying that we should subsidise private schools. Why should we subsidise private schools? It is our duty to see that our children get an education. Those children who attend the Christian schools have all been removed. At the moment there are no children attending that school.

In December 1988 we, together with the hon the Minister of Education and Culture in the House of Delegates, held a meeting with the hon the Minister of Education and Culture in the House of Assembly. In December 1988 he told us that he was looking for premises which he would then hire to the House of Delegates so that we could run those schools. A term has gone by. We are now in March and April is coming up, but nothing has been done.

For the whole of last year our children did not get State education in Bloemfontein. The first term of this year has gone by. We are in the first half of this year. Are our children still going to roam the streets? Are they not going to receive an education? Are we not going to look after our children? Why did the hon the Minister take the responsibility for our childrens' education upon himself if he is not going to look after them? [Time expired.]

The CHAIRMAN OF THE HOUSE: Order! I am a little concerned about the hon member for Actonville's health. I think he should calm down a little.

Mr J V IYMAN: Mr Chairman, I am surprised at the hon member for Actonville's outburst. Any educationalist will testify that it is not feasible to run a school consisting of 10 different classrooms for 40 children. It is not just the building that is involved. It is not just the funds that are involved. One cannot afford to have a teacher for four or five children. If there are 40 children and there are 10 different classrooms, this will not be a feasible proposition.

Mr A E LAMBAT: Mr Chairman . . .

The CHAIRMAN OF THE HOUSE: Order! The hon member for Camperdown is on his feet. The hon member for Actonville still has time to speak later and he may reply then. The hon member for Camperdown may proceed.

Mr J V IYMAN: We should help the Administration: House of Delegates. If the hon member for Actonville was sincere in his appeal, he should have given hon members a breakdown of how many children are in each class. To say that there are 40 children in a school is not enough. How many children are in the preprimary school? How many children are in standard 1? How many children are in standard 10? That is what the hon member has failed to answer. [Time expired.]

Mr M RAJAB: Mr Chairman, first of all I want to say that is untenable to have a Ministry which is supposed to provide education for our children and which is, in fact, unable to do so. I understand that one has to have economic units, but we have a particular problem in Bloemfontein. It is not a problem that has been created by this administration, but I would think that the hon the Minister should have done everything in his power to get the Catholic school to continue giving tuition to these 40- odd pupils. I am not so sure about the B M J College that has been mentioned. I am not sure what standard of education they are providing. I think not enough has been done in this particular instance. I must endorse what the hon member for Actonville has said, namely that it is the responsibility of the department to provide education for our chil-

dren. Let us not forget that this is what we promised the community. [Time expired.]

Mr E ABRAMJEE: Mr Chairman, it surprises me that the hon the Minister replied that the children from the Orange Free State should be boarded at the Indian school at Rustenburg which has boarding facilities.

I want to ask the hon the Minister whether he is aware of the fact that the boarding facility at Rustenburg is full. There is a waiting list for children that have to be admitted to that school. I want to know whether the department is considering speeding up the building of boarding facilities at other schools on the Transvaal platteland.

Mr A E LAMBAT: Mr Chairman, I have just heard that if children are in various other classes the school cannot be built. In the schools in the Transvaal that I mentioned there are between 20 and 27 children in each class. In most classes there are 22 pupils. All of them are in different classes. The schools are run by the State and they have teachers for those children. Why can we not have teachers for our children?

For how much longer are our children going to roam the streets and go without schooling? Why must they go to boarding schools 400 kilometres away? Why does our Administration make a suggestion of that nature? Of course the parents will not accept it.

Why must the community register a private school? Why must they ask for a subsidy from the Government when this Administration is responsible for the education of our children? Why can our Administration not pay the salaries of the teachers? Why can they not provide premises or pay for the stationery? Why can they not provide the schooling which is a necessity that is required by our community? Is this not callous and cruel negligence on the part of the Administration? [Time expired.]

The MINISTER OF EDUCATION AND CULTURE. Mr Chairman, it is very nice to shout and become emotional, but when one has to grapple with the situation one knows the difficulties.

Firstly, I want to make it absolutely clear that it is only a certain group of parents that withdrew their children from that Catholic school.

Mr A E LAMBAT: Everybody did it.

The MINISTER: The rest are continuing.

Mr A E LAMBAT: Nobody is continuing. I have last night's report.

The MINISTER: Mr Chairman, will you please allow me to answer this? I said that 60 children are still continuing as they were doing in the past.

The CHAIRMAN OF THE HOUSE: Order! Hon members must allow the hon the Minister to reply.

The MINISTER: My consultation with my colleague in the House of Assembly has revealed that he has done his very best. Unfortunately he has not yet changed his policy relating to admitting Indian pupils to his schools, but he has made attempts to meet the situation as best he can. He suggested a number of options which were given to us, but these options were not acceptable to us. He has also made available temporary classrooms at Vanderbijlpark and it is up to us to accept them. He said the following:

> If your department were prepared to arrange for the dismantling and transport of these structures they will be made available to you to place them wherever you wish to.

We conveyed these options to the parents and to our hon member but they were not acceptable. I must say that in the circumstances it is still not viable to put up a school at the cost of a couple of million rands to accommodate those children, but temporary arrangements have been made. If it is a private school and they apply for registration, it will be recognised and subsidies will be paid.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Re-marking of examination scripts

*1. Mr M S SHAH asked the Minister of Education and Culture:

(1) Whether his Department prepared a report concerning the remarking of the examination scripts of a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply; if so, (a) (i) who prepared the report and (ii) what was the purport thereof and (b) what is the name of this person;

(2) whether he will make a statement on the matter?

D25E

The MINISTER OF EDUCATION AND CULTURE:

(1) No

(a) (i) and (ii) Fall away.

(b) Fall away.

(2) Yes.

The article published in a weekly newspaper, dated 24 February 1989 concerning the re-marking of certain matriculation scripts of Miss Dipika Singh, daughter of the Chief Executive Director of the Department of Education and Culture, is a distorted version of the facts as they appear in the report of an investigation carried out by the then head of the Department of Budgetary and Auxiliary Services of this Administration. As is the case with all documents destined for the Ministers' Council, this report was clearly marked "Secret". Whatever the contents, the publication of such classified material is a very serious matter and the circumstances in which the material came into the possession of the newspaper are being investigated by the South African Police.

It is, in the circumstances, incumbent on me in my capacity both as Minister of Education and Culture and Acting Chairman of the Ministers' Council in the House of Delegates, to disclose the truth lest by omission an unpardonable injustice is committed not only against the Chief Executive Director and his daughter but also against the image of my Department.

The facts are as follows:

Both the internal and external moderators, after independently re-examining the relevant examination scripts of candidate No 068128 arrived at the favourable decision that the pupil in question had, in fact, passed the examination. Moderators do not know the names of candidates.

The report and the comments and statements from all persons concerned were fully considered by the Ministers' Council at a meeting held under the Chairmanship of Mr A Rajbansi on 28 July 1987. The Council agreed unanimously that no irregularity had been committed and that the matter should be considered as closed. It was also decided at this meeting that no announcement or press statement would be made. The papers were duly filed in high security cabinets and kept under lock and key in the manner prescribed.

Hon. members are aware, from the James Commission Report, that acting out of malice, the former Chairman of the Ministers' Council for a considerable period blocked, at Cabinet level, Mr Singh's promotion to his present post. It is also a fact that the Cabinet eventually approved Mr Singh's promotion retrospectively to 1 January 1988 — despite the malicious efforts refferd to.

It is probably no coincidence that this double vindication of Mr Singh has now been followed by the surfacing of the documentation concerning the script remarking — a transparent attempt to discredit Mr Singh and reflect adversely on the Cabinet decision leading to his promotion.

What makes it doubly reprehensible is that, anticipating just such a vindictive disclosure, the Administration: House of Delegates, provided the James Commission with all papers relating to the remarking incidents. This was in accordance with a policy of complete oppennes towards the Commission. It is significant that the Commission did not deem it necessary to make any mention whatsoever of the matter in its report.

I believe that fair-minded people both within and outside this House will agree that the matters should finally be laid to rest. I, for one, do not intend answering any further questions on the subject.

Mr P T POOVALINGAM: Mr Chairman, notwithstanding the hon the Minister's last comment and arising out of his reply, I think the House is entitled, with respect, to pose any additional questions to the hon the Minister and in terms of tradition he is obliged to answer those questions Will the hon the Minister deny that the

Skotaville aims to nourish young appetites

Sowetan 14/3/89

50

SOWETAN REPORTER

SIX more books of children's stories are to be published by Skotaville Publishers this year.

This news came from the director of the company, Mr Mothobi Mutloatse, at the launch of three other children's books last week in Johannesburg.

Mr Mutloatse said blacks had rejected bantu education because it distorted their lives and failed to help them resolve their problems.

The major victims of bantu education were children who did not have books which carried symbols with which they could identify and thus help them advance during their early learning.

Skotaville's motto is "Publishing for Nation Building," said Mr Mutloatse.

The three books launched were Gcina Mhlophe's fairytale tearjerker *The Snake with Seven Heads;* Dudu Xaba's *Ubhaqa Lwesizwe,* a poetry collection; and *The Adventures of Mzikayise* by Stella Ntsihlele, which recounts heroic deeds of a Zulu warrior.

Two other books — both on labour issues and released by the International Labour Organisation — were launched during the seminar. The books, introduced as "a must for every worker and trade unionist," are *Collective Bargaining* and *An ABC for Public Relations Officers in Unions – A Handy Guide.*

AUTHORS Gcina Mhlophe, Dudu Xaba and Stella Ntsihlele at the Skotaville launch in Johannesburg.

Harvard winners named

By NKOPANE MAKOBANE

THE names of eight black South Africans who have been awarded this year's Harvard/South Africa Fellowship have been announced.

The fellowship programme — which celebrates its 10th anniversary this year — offers opportunities for mid-career study to several South Africans each year. It is administered by the South African Institute of Race Relations.

This year's fellows are: **Miss Juliette du Preez**, a retail manager at the First National Bank; **Mr Mahomed Seedat**, an engineer at Amcoal's New Denmark Colliery; **Professor Arjuna Naidu**, head of the Department of Constitutional and International Law at the University of Transkei; **Mrs Dora Sekhukhune**, a matron at the Millsite Hospital and tutor in nursing administration at Sached;

Mr Steward Lunka, a branch manager at the SA Perm; **Mr Mandla Tyala**, a senior journalist on the *Sunday Times*; **Mr Muhammad Mayet**, an architect specialising in urban design; **Mrs Mirriam Zwane**, head of the Social Sciences Department at the Soweto College of Education.

Mr Theo Coggin, deputy director of the institute, said many of the applicants aimed to provide "role models" whose example would encourage others to break through barriers of defeatism and prejudice and occupy leadership positions in an increasingly black-managed society.

'Twinning' schemes reap mutual benefits

State and private school heads seek multiracial links

(50)

Star 15/3/89

By Michael Chester

Principals of both State and private schools on the Witwatersrand want far closer relations between black and white schools at teacher and pupil level to build firmer bridges between all communities, according to a new survey.

The keenness of school heads to forge closer links has emerged from the results of a questionnaire handed to more than 220 principals at the end of a recent conference held at the University of the Witwatersrand to investigate how to improve the entire education system.

The survey was run by Gillian Maskell and Associates, education consultants and organisers of the conference, which was claimed to be the first of its kind to kindle discussion between school principals of all communities on the Reef on mutual problems and ambitions about future trends.

Headmasters in favour

No fewer than 81 percent of the headmasters and headmistresses at black schools run by the Department of Education and Training (DET) voted in favour of "twinning" schemes.

Under the schemes, schools as far distant in geography and environment as the white Johannesburg northern suburbs and the black townships of Soweto and Vosloorus would exchange members of staff as observers to study the running of classrooms and curriculum programmes, and pool the fruits of practical experience and advice on improvements.

Consultant Mrs Gillian Maskell said a sprinkling of schools had already started experiments with such exchanges and enormous mutual benefits were being reaped, especially, as an example, on how best to approach teaching such subjects as mathematics and science.

"Twinning" schemes were also advocated by 42 percent of principals at white schools.

Six in every 10 black school heads also voted in favour of schools sharing sports facilities.

The multiracial pooling of sports facilities was backed by 33 percent of Indian and coloured schools and 28 percent of State white schools.

Mrs Maskell said at least one well-known white State high school had thrown open its sports grounds to a black school with which it had developed close ties.

The questionnaire also showed wide support for the idea of working out timetables to swop teachers in particular subjects as a temporary measure to overcome any staff shortages at critical periods such as the run-up to matriculation examinations.

And well over half the school principals urged more and regular joint meetings of school management committees and parent-teacher associations across the colour line.

No fewer than 76 percent of them voted in favour of the creation of a "think tank" by school principals from all communities to plan new strategies in education.

Among the issues many of them wanted to discuss were proposals from business that schools encourage more pupils to devote attention to subjects that would prepare them for careers in the widening field of technology.

Mrs Maskell said the survey provided proof of a growing enthusiasm among schools to cultivate closer multiracial links.

Black and white schools keen on closer links

ARGUS 15/3/89

50

The Argus Correspondent

JOHANNESBURG. — Principals of both state and private schools on the Witwatersrand want far closer relations between black and white schools at teacher and pupil level to build firmer bridges between all communities, a survey shows.

The keenness of school heads to forge closer links has emerged from the results of a questionnaire handed to more than 220 principals at the end of a recent conference at Wits University to investigate how to improve the entire education system.

The survey was run by Gillian Maskell and Associates, education consultants and organisers of the conference, which was claimed to be the first of its kind to kindle discussion between school principals of all communities on the Reef on mutual problems and ambitions about future trends.

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"Twinning" schemes were also advocated by 42 percent of principals at state white schools run under the Transvaal Education Department (TED).

Six in every 10 black school heads also voted in favour of schemes for schools to share their sports facilities with schools of all communities.

The multiracial pooling of sports facilities was backed by 33 percent of Indian and coloured schools and 28 percent of state white schools.

Mrs Maskell said there was already at least one well-known state white high school that had thrown open its sports grounds to a black school with which it had developed close ties.

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

	1986		1987		1988	
	(a)	(b)	(a)	(b)	(a)	(b)
Fundokuhle secondary	—	—	—	—	226	—
Mehlokazulu secondary	763	118	838	111	879	94
Sigongweni secondary	886	231	012	115	819	55
Siyahlomula secondary	303	—	343	—	411	32
Sukuma secondary	713	101	811	105	834	98
Zibukezulu secondary	870	221	858	204	807	117
Ashdown primary	913	—	943	—	1 026	—
Fezokuhle primary	—	—	—	—	402	—
Khwezi primary	610	—	566	—	580	—
Lungisile primary	639	—	628	—	762	—
Mfundwenhle primary	632	—	625	—	744	—
Myezane primary	670	—	700	—	611	—
Nansindlela primary	348	—	413	—	421	—
Ndabenhle primary	676	—	604	—	633	—
Philani primary	617	—	640	—	810	—
Sinamuva primary	804	—	921	—	864	—
Zamazulu primary	933	—	1 035	—	791	—

Figures as on the first Tuesday in March of each year.

Museums falling under general/own affairs

95. Mr A GERBER asked the Minister for Administration and Privatisation:†

(1) Whether he has appointed a committee to determine which museums fall under general and own affairs respectively; if so, (a) when and (b) what is the name of this committee;

(2) whether this committee received the instruction to report by a certain date; if so, by what date;

(3) whether the committee has already reported; if so, which museums fall under (a) general affairs, and (b) own affairs of the (i) Whites, (ii) Coloureds and (iii) Indians? B236(a)E

The MINISTER FOR ADMINISTRATION AND PRIVATISATION:

(1) No.

(2) Falls away.

(3) Falls away.

Group Areas Act: complaints lodged with SAP

97. Mr J J S PRINSLOO asked the Minister of Law and Order:†

(1) How many complaints about alleged contraventions of the provisions of the Group Areas Act, No 36 of 1966, were lodged with the South African Police in (a) the Transvaal, (b) the Orange Free State, (c) Natal and (d) the Cape Province in 1987 and 1988, respectively;

(2) how many Police investigation dockets on alleged contraventions of the Group Areas Act were handed over to the respective Attorneys-General in 1987 and 1988, respectively, for decisions on the institution of prosecutions? B241E

The MINISTER OF LAW AND ORDER:

		1987	1988
(1)	(a)	773	1 105
	(b)	12	5
	(c)	104	119
	(d)	257	412
(2)	(a)	293	405
	(b)	6	3
	(c)	50	28
	(d)	168	190

Langa/Guguletu/Nyanga: upgrading/renovation of schools

100. Mr K M ANDREW asked the Minister of Education and Development Aid:

(1) Whether any upgrading or renovation of existing schools in Langa, Guguletu and Nyanga has taken place during the past three years; if not, why not; if so, (a) what upgrading or renovation, (b) at which schools and (c) at what cost;

(2) whether any upgrading or renovation of these schools is scheduled for this year; if not, (a) why not and (b) for when is it scheduled; if so, (i) what upgrading or renovation, (ii) at which schools and (iii) at what cost? B252E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) Yes.

(a) Total repair and renovation.

(b) Siyabulele Primary School, Langa.
Walter Teka Primary School, Nyanga.
Liwa Primary School, Langa.

(c) R213 710,40.

(2) Yes.

(i) Total repair and renovation of the schools.

(ii) Fezeka Secondary School. Guguletu.
Sizamile Secondary School, Nyanga.
I.D. Mkize Secondary School, Guguletu.

(iii) R1 160 000,00.

Farm schools: subsidies

101. Mr K M ANDREW asked the Minister of Education and Development Aid:

(a) How many farm schools were subsidized by his Department, (b) what was the average subsidy paid per farm school, (c) what total number of pupils was registered at these schools, and (d) what was the total cost of his Department of the subsidization of these farm schools, in 1988? B253E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a) 5 627

(b) R26 063,74 (preliminary amount for the 1988/89 financial year)

(c) 481 325

(d) R146 660 704,23 (preliminary amount for the 1988/89 financial year)

Farm schools: closed down/opened/extended

102. Mr K M ANDREW asked the Minister of Education and Development Aid:

(1) Whether any farm schools for Black children were closed down in 1988; if so, how many (a) schools, (b) pupils and (c) teachers were involved;

(2) whether any farm schools for Black children were (a) opened and (b) extended in 1988; if so, how many (i) schools, (ii) pupils and (iii) teachers were involved in each case;

(3) (a) how many farm schools for Black children were there as at the latest specified date for which figures are available and (b) how many (i) teachers and (ii) pupils were there at these schools at that date? B254E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) Yes

(a) 77

(b) 4 186

(c) 127

(2) (a) Yes
(i) 143
(ii) 9 564
(iii) 253

(b) Yes
(i) 102
(ii) 5 168
(iii) 170

(3) (a) 5 627

(b) (i) 12 310

(ii) 481 325

Information for question (3) as on 1 March 1988.

Kruger National Park: value of by-products

114. Mr R J LORIMER asked the Minister of Environment Affairs:

(1) What was the total value of the products produced by the by-products depot in the Kruger National Park in the 1988-89 financial year;

(2) what was the profit or loss shown by the depot at the end of this financial year? B266E

The MINISTER OF ENVIRONMENT AFFAIRS:

(1) The total value of products produced in the by-products depot in the Kruger National park for the period 1 April 1988 to 31 December 1988, is R2 319 342.

(2) Profit R1 210 715

Involve yourself in your child's education

I READ an article in Funda Forum by Mr Lebamang Sebidi on parental involvement in education. He cited three occasions in which parents got involved in education.

This was at the beginning of the year when they were desperate to register their children at school, at the end of the year when emotions ran high over poor matric results and when classes were suspended by education authorities.

To me this is no involvement at all. My advocacy of parental involvement in education derives from a strong belief that as parents, we have a moral obligation and a divine mandate to teach our children.

Attending parents meetings to discuss class boycotts or to demand the opening of schools is peripheral involvement; it is crisis involvement.

Another thing I find disturbing is that of parents who only point fingers criticising the Government and its stooges without themselves doing anything constructive.

If you hear of the existence of a problem or that your house is on fire, you first acquaint yourself with the nature of the problem. The next step will be to work out a solution.

But if you start looking for the culprit, your next step will be retribution or revenge. This could start a fight and in the meantime, the house will be burning and by the time the fight ends, the house shall have been reduced to ashes.

This is the nature of our struggle in South Africa. We spend all our time tracking down stooges and sell-outs and blaming whites or the Government for this and that. We have in fact, reduced our struggle to a perpetual witchhunt.

Priority

While that has its own merits, I think our priority should be to correct what is wrong. But whipping up people's emotions creates bitterness and leads to conflict.

In the meantime, none of the items on the agenda of the struggle are tackled and apartheid remains firmly rooted as a way of life in our society. The problems in our education system require positive and solution-oriented action.

Another category of parents I find confusing are those who will not have anything to do with governing councils,

school committees, parents, teachers associations or any such structures, saying their involvement will amount to supporting the Bantu Education system.

As a political standpoint, I appreciate this, but I find it full of contradictions. Imagine a situation where at the beginning of the year I become hysterical when moving from school to school trying to find a place for my children.

After a while at school, the children come home expressing their reservations about their treatment at school and about the system of education itself.

Then the children hear me saying all sorts of negative things — which may be true — about the teachers, the school and that I will not serve in any structure created to address education problems.

Horrified

What I will be suggesting is that they go to be educated under a system I find too abhorrent to involve myself with — even if to correct it. Yet when they decide to assault their teachers, to boycott classes or to burn down their schools, I get horrified.

Refusing to serve in structures created to address problems experienced or caused by our children is a dereliction of duty. It is surrendering our rights to be leaders or to exercise any authority over our children. By implication, we in fact, endorse their own brand of immature and undisciplined leadership which is often more destructive than constructive.

Father R Randolph in *Church and State in Rhodesia 1969–1971*, makes some interesting points to illustrate the role of parents in their children's education. He says: "The child belongs to God by fact of creation. It owes an allegiance to Him.

Allegiance

"This allegiance is paid through the Church. The parent's right is based on the family's right. Parents have, by nature, the right to instruct their children."

There are people who might want to argue that there is little they can do in education because of Government control.

An American friend of mine defined Government as "the agreement to engage in the science of character and community development and the activity and instruments that derive therefrom."

What I understand this definition to mean is that as soon as the Government fails to engage in the science of character and community development, it nullifies its own rights to rule and parents assume the right to take over the education of their children.

And this is what Nation Building is all about. We must start doing ourselves that which the Government has failed to provide for us.

Sovereign

Father Randolph defends the rights of parents by saying: "Their rights cannot be surrendered. They are prior to any right of civil society or of the State. Therefore they may not be infringed by any power on earth."

He states; "Although the state has sovereign rights in its own sphere, the individual and the family are not only anterior to the State, but are in a very real sense, far more important than it. The human person comes into the world through the family and has an eternal destiny; the State has not."

The takeover I am suggesting is meaningful involvement in all structures through which we can influence decisions and programmes designed for our children's education.

There are many such structures. Some have a bad track record which cannot correct itself Our duty is to take them over, transform them and use them to advance the people's cause

Aim to improve entire education system, says survey

Black, white schools seek links

PRINCIPALS of both state and private schools on the Witwatersrand want far closer relations between black and white schools at teacher and pupil level to build firmer bridges between all communities, according to a new survey.

SOWETAN REPORTER

The keenness of school heads to forge closer links has emerged from the results of a questionnaire handed to more than 220 principals at the end of a recent conference held at Wits University to investigate how to improve the entire education system.

The survey was run by Gillian Maskell and Associates, education consultants and organisers of the conference, which was claimed to be the first of its kind to kindle discussion between school principals of all communities on the Reef on mutual problems and ambitions about future trends.

Schemes

No fewer than 81 percent of the headmasters and headmistresses at black schools run by the State via the Department of Education and Training (DET) voted in favour of "twinning" schemes to link up with white schools — first at teacher level.

Under the schemes, schools as far distant in geography and environment as the white Johannesburg northern suburbs and the black townships of Soweto and Vosloorus would exchange members of staff as observers to study the running of classrooms and curriculum programmes — and pool the fruits of practical experience and advice on improvements.

Benefits

Consultant Mrs Gillian Maskell said a sprinkling of schools had already started experiments with such exchanges and enormous mutual benefits were being reaped, especially, as an example, on how best to approach teaching such subjects as mathematics and science.

"Twinning" schemes were also advocated by 42 percent of principals at State white schools run under the Transvaal Education Department (TED).

Six in every 10 black school heads also voted in favour of schemes for schools to share their sports facilities with schools of all communities.

The multiracial pooling of sports facilities was backed by 33 percent of Indian and coloured schools and 28 percent of State white schools.

Mrs Gaskell said the survey provided clear proof of a growing enthusiasm among schools to cultivate far closer multiracial links at classroom level.

Bigger education outlay welcomed

Star 16/3/89 (50)

By SUE VALENTINE

The 19,2 percent rise in education spending was welcomed yesterday, but most commentators felt it did not come anywhere close to redressing the serious problems inherent in South Africa's fragmented education system.

Progressive Federal Party spokesman on black education, Mr Ken Andrew, said at first sight the increase looked generous, but, if inflation and the rapidly increasing number of pupils were taken into account, the quality of education in schools might continue dropping.

"Key elements such as teacher qualifications and class sizes do not appear to be able to be financed out of the proposed increases."

Education was a prime determinant of the future welfare of the country and he believed more money was needed to meet the task.

University of the Witwatersrand business school economist Mr Mark Addleson welcomed the increase in spending, but said it still fell short of what was needed to catch up on the huge backlog.

"Although the increased spending is desirable, what is more desirable is to rationalise the entire education system so that the amount available goes much further."

The lack of suitably qualified teachers in white and black education, along with dissatisfaction at university salaries and the inability of universities to compete with salaries and salary packages in the professional and industrial sector, needed to be addressed.

Education co-ordinator and chairman of the Black Sash Transvaal region, Ms Judith Hawarden, said the Sash was glad the Minister had recognised that education was "the largest single investment for the future".

Bureaucracy

"However, we continue to be concerned that the vast amount of this R11,8 billion bill will be spent on the bureaucracy needed to run 16 education departments.

"What we would like to see is one single education department so that the increase allocated to eduation can be spent on education and curriculum development for a new South Africa."

Ms Hawarden added: "We note there has been an increase of 20 percent allocated for defence. It is the upholding of all apartheid institutions that requires increased defence spending and an allocation of R5 billion in secret funds."

PFP deputy spokesman on national education, Mr Mike Ellis, said the significant increase of 17,08 percent on black education for pre-primary and primary schools meant 684 additional classrooms would be built.

In secondary education, 1 243 additional tuition rooms would be built, representing a 24,87 percent increase in spending at this level. It was also pleasing to note that vocational education, including non-formal education, had been given an increase of 27,27 percent.

Mr Ellis stressed that not enough money had been budgeted to overcome the severe backlog in teacher training.

State's actions are blamed for education crisis

Staff Reporter

The current education crisis in Soweto was caused by the State's "bashing of student organisations and community structures", the South African Council of Churches said yesterday.

Had these organisations not been in retreat as a result of State harassment, the chances of a speedy resolution to the current crisis would have been great, the council claimed.

Voicing support for students' and parents' attempts to resolve the crisis, the council urged those involved to "consider the consequences of their actions ... and desist from any behaviour that would further poison the atmosphere in schools and the community".

Had the student and community organisations which maintained discipline at schools not been banned, the recent incidents of hooliganism at Soweto schools would not have taken place, Soweto's parent education task committee said yesterday.

It added that parents feared if the ban on these bodies continued schools would attack one another

Fulbright scholarships open for next year

Sowetan 17/3/89

THE United States Embassy's annual Fulbright scholarship competition for post-graduate study at American universities is now open for the academic year beginning in September 1990.

The Fulbright programme offers bursaries funded by the United States Government, with some cost-sharing by selected American universities, to successful applicants chosen on merit.

The grants vary from full bursaries covering tuition, travel and basic expenses on an American campus, to partial bursaries covering about half of the total cost, to other types of support.

A few South Africans, who have excellent academic credentials but less financial need, may be considered for assistance in gaining admission to an American university and receiving some financial support directly from the university.

The competition is open to all South Africans who have completed or are about to complete a B.A. (Honours) degree or its equivalent in any academic discipline except medicine or dentistry.

In addition to the Fulbright scholarship outlined above, a limited number of grants is available for black South Africans to study for a Master's degree in Law in the fields of legal education, constitutional law, administrative law and labour law.

Record

Candidates for this 13-month Master's degree programme must be in possession of the LLB prior to July 1990 and will be selected on the basis of proven record of study and applicability of the American experience to the candidate's proposed field of interest in South Africa. The programme, which will begin in July 1990, will culminate in a two-month professional internship as a direct follow-on to the course of study.

Applications also are being sought from accomplished professionals at a mid-point in their careers for a year of non-degree study and related professional experience.

Candidates should have a commitment to public service in both the public and private sectors, specifically in the fields of planning and resource management, public administration, agriculture, and health and nutrition. This Hubert H Humphrey programme begins in July 1990.

The deadline for submission of applications is April 20, 1989. Application forms and additional information are available from the United States Information Service in Pretoria and Johannesburg and the American Cultural Centres in Cape Town and Durban. In Johannesburg, applicants should contact Mrs Patricia Mgiba at USIS, Third Floor, African Life Centre, 111 Commissioner Street, or telephone her at: 29-3451.

The Fulbright programme was designed as an instrument to promote international understanding and academic excellence.

Over more than 40 years, thousands of scholars from all over the world, including hundreds from South Africa, have studied in the United States under its auspices. Alumni of this programme, one of the most prestigious internationally, include political, business, academic and social leaders in many countries of the world.

MC45 17/3/89

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Education: 50% spent on whites

By DENNIS CRUYWAGEN, Education Reporter

THE State spent 50 percent or R4 068-million, by far the biggest slice of the education budget for that year, on white education in 1986, the Department of National Education has found.

In contrast 16,29 percent or R1 321-million — R2 747-million less — went to black education in the same year, according to a survey, the results of which have just been released, conducted into education in 1986 by the department.

Coloured education received 15 percent or R1 216-million and six percent or R555-million went to Indian education.

The State spent R944-million or 11,65 percent on education in the self-governing states in the same period.

TEN DEPARTMENTS

The tricameral system has given the country 10 executive education departments.

Each of the Houses of Assembly, Representatives and Delegates has a separate education department and black education in South Africa falls under the aegis of the Department of Education and Culture. However, six of the self-governing states — Gazankulu, Kangwane, Kwazulu, Lebowa, Qwa-Qwa and Kwandebele — have their own education departments.

Between them these states accounted for 2 598 409 or 38 percent of pupils at school in 1986. The Department of Education and Training was not far behind with 1 852 366 or 27,46 percent of pupils in South Africa in that year, followed by the 1 210 873 white pupils, 835 903 coloured pupils and 247 255 Indian pupils.

Classroom shortage in Ciskei

Argus 19/3/89

THE education crisis has reared its ugly head again in Soweto and Mdantsane, with nearly 4 000 students out of school because of overcrowding.

In Soweto, 3 000 students have been left to roam the streets because of the shortage of classroms. And in Mdantsane there are 800 students out of school.

The South African Council of Churches Soweto Students Co-ordinating Committee and the Progressive Teachers Committee met in Joh[illegible] this week and decided to declare next Wednesday a day of peaceful action against the Department of Education and Training and its policies.

A spokesman said only students and teachers were welcome during this peaceful action, not workers, as they were to discuss only the problems in schools.

He said they wanted DET to address issues such as the shortage of teachers, overcrowding and its refusal to readmit pupils.

Meanwhile, in the Ciskei, a joint statement by the Mdantsane Residents Association, Ministers Fraternal and the Parents' Crisis Committee, voicing their concern about the situation, called on the homeland government to address the situation.

They pointed out it was nearly the end of the first term and called on the authorities to open churches, halls and any other appropriate venues to be used as temporary classrooms.

The organisations said the Ciskei Department of Education refused to meet parents and to build prefabricated classrooms, claiming students would burn them.

CAPE TIMES 21/3/89

Govt slated for banning material

Political Correspondent

THE Young Progs yesterday protested at the government's decision to ban from schools their media campaign calling for a non-racial education system in South Africa.

The national chairman of the Young Progs, Ms Toni Petra, said yesterday that headmasters had been instructed to prohibit the distribution or exhibition of media campaign material.

In addition, the deputy director of education, Dr Knoetze, had informed the Young Progs that while pupils could have the campaign materials in their homes, they would not be allowed to display them at schools.

The campaign was launched in January.

Our quietly changing school scene

By a member of the Transvaal Teachers' Association

Star 21/3/89

During the past four weeks a number of stimulating and challening symposiums were held to analyse the South African educational system. There has been one common conclusion: our educational system seems intent on suicide.

Plotting a course through the turbulent currents and eddies of a society in transition is both fascinating and frightening. The Executive Committee of the Transvaal Teachers' Association (with input from the Urban Foundation, the engineering profession and leading educationists) studied "The Needs of a Future System for South Africa" in a challenging seminar. The following week hundreds of educators and business leaders workshopped "Education and Business Partner for the Future".

These were but two of the discussions of the past four weeks. There is no doubt that education policy and principles are changing. Those responsible for deciding on direction and destination face an awesome challenge.

While they consider how to turn principle into practice let us look at some of the initiatives and shifts of emphasis that are taking place in the classrooms and corridors of our schools.

Multitudes of parents are now deeply aware of the crisis. They are throwing their weight behind their schools and moving from interference to support. They meet not only the traditional need of catering, transport and fund-raising, but also assist with repairs to buildings and with administrative chores.

Innovative schemes

Many management councils have organised weekend seminars to analyse what practical steps can be taken to retain talented teachers. They are unable to supplement the pay packets of teachers but they are devising means of reimbursing staff for legitimate expenditure. Organisations such as TEMPA (Transvaal English Medium Parents Associations) are meeting regularly to share ideas and to devise practical solutions.

Certain communities have introduced innovative discount schemes to "build" the facilities of the local school. This augments the generous support already given to school magazines, fetes and festivals. Some schools are becoming community centres, utilising more fully the facilities built up over the years by the community.

Groups of headmasters are working more closely together to share resources, expertise and ideas. Deep thought is being given to the role of the parent in the educative process. A document called "Help Us to Help Your Child" offers specific, clear advice to concerned, involved parents.

Many headmasters and guidance teachers have analysed the sometimes extravagant claims of study skill courses and of extra-lesson empires. They are now able to offer more informed opinion on the relative worth of these.

Business leaders, professional people and newspapers play an increasing role in providing informed opinion and back-up services. Vocational guidance evenings are co-ordinated by service groups.

A practical driver education programme exists in many schools.

Splendid facilities

Gusts of change blow through the corridors of the Transvaal Education Department's headquarters. Trust funds, once eyed with suspicion, have been used to create splendid facilities in many high schools and are now being established in some primary schools.

Management councils are allowed increasing autonomy. Recent appointments at superintendent level and recent subject courses point to an increasing degree of openness and support from the TED. Unnecessary paperwork is being eliminated and an emphasis on balance and perspective is being spread.

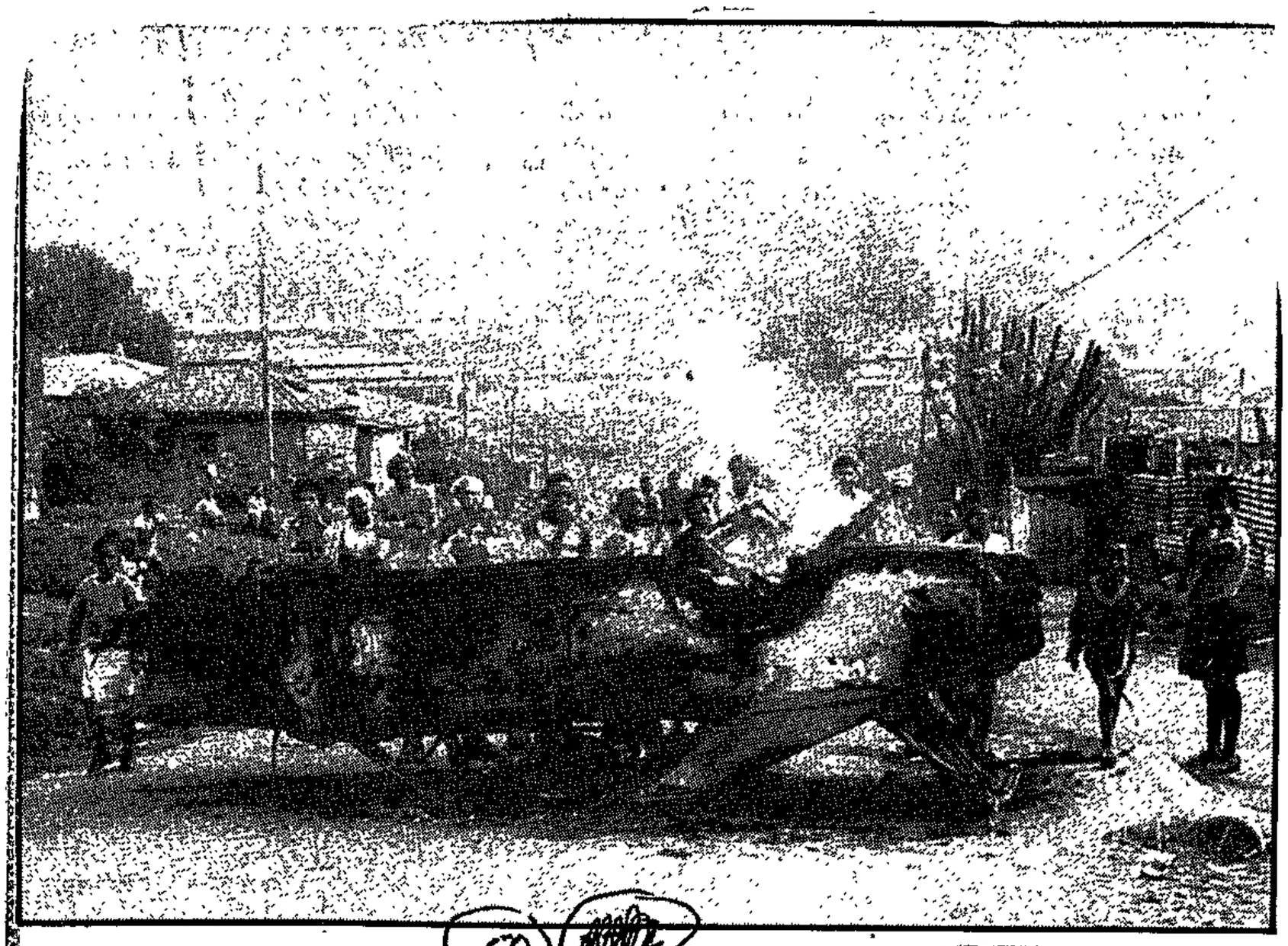
Cross-cultural initiatives are a reality. English, Afrikaans, black, coloured and Indian pupils share such ventures as RALI, Kenmekaar and the St Alban's weekend. Student and teacher exchanges are planned. More and more sporting meetings are multiracial.

A teenage newspaper with "today's news by tomorrow's leaders" takes a responsible look at the teen scene and exerts a positive influence on young people. Syllabus content is under review. Last year's matriculants were pioneers in the study of a film (Chariots of Fire) for their final examination.

Differentation between higher, standard and lower grade pupils in each subject offers each pupil an opportunity to march to the best of his own particular drum.

As the South African educational ship sails towards the Nineties there is clear evidence that those who plan its course are deeply concerned and deeply aware.

Those involved in the day-to-day work of keeping the ship afloat and on course are using considerable initiative and effort to find a route which will take it safely and successfully beyond the turbulent waters, storms and reefs which threaten its existence.



'Low-intensity war in SA causes stress in children'

ARGUS 21/3/89

At the 9th Biannual Congress of the Transvaalse Vereniging vir Kleuteropvoeding at Unisa recently, the education and care of children, from preprimary to varsity, came under the spotlight.

The Argus Pretoria News Service reports.

CHILDREN who grow up seeing military vehicles in their streets every day suffer from stress.

Dr Millie Olivier of the University of Pretoria said besides this, children in the townships were also subjected to being in the vicinity of assaults; they see an adult being taken away, never to return; and they are witnesses to oppression.

These are some of the extreme factors which cause childhood stress.

"The low-intensity war situation in South Africa affects both black and white children," said Dr Oliver.

Sexual molestation is also a severe stress factor. Less severe factors are the arrival of a new baby in the family, living in a single-parent family, and a plethora of authoritative figures: for example, mother, father, servants, older children, teacher, ballet/swimming teacher.

If the child is subject to two stress factors the effect is not double that of one; it is quadrupled.

Thus lots of small factors are worse than one big one.

Dr Olivier, who has also done research in Taiwan, defined stress as loss to the individual (of love, safety, self-respect) or limiting ("the child feels as if he is tied up in a bag"), and strain.

Strain is the negative or pathological outcome of stress.

"Two little stress can also be damaging."

Dr Olivier pointed out that today stress, or talk of stress, has become so commonplace that we have become desensited to the reality of it.

In fact, she said, if it is bad enough, it can cause tumours or the death of a child through loss of muscle fibre.

The danger could be recognised, however, through the child's behaviour.

These characteristics by which the child makes his need known include, among others, lack of laughter or tears (a lack of feeling); no curiosity; not upset when his parents go away; disobedient; always wanting more — attention, food, turns.

However, all children demonstrate these characteristics. The following three criteria could help parents and teachers distinguish them: the individual's possibilities; is he behind others of his age; what are the patterns prevalent in his community.

"We can't keep the child from loss. Even birth is a loss of warmth and security," said Dr Olivier.

Teachers meet on pivotal point

Every pre-schooler has the right to quality pre-school education. This is the guiding light of the Transvaalse Vereniging vir Kleuteropvoeding who held their 19th biannual congress and symposium at Unisa recently. At present the association finds itself at a pivotal point in its history. SUE MILLARD reports.

FUNDS for education are limited and will remain so.

This can be heard as a death knell or faced as a challenge.

And the government is soon to make an announcement about allowing private pre-primary schools to use accommodation at State schools, subject to certain conditions.

Mr J Terblanche, superintendent general of the Department of Education and Culture, told the symposium that this was one of the realities in which planning had to take place, even if it was an unpleasant reality.

"It used to be fashionable to say that the State must provide for everything."

Mr Terblanche told his attentive audience this challenge could be met by innovation and by pooling of resources.

Realism is a prerequisite for success, said Mr Terblanche, and to say that bigger and more is better is invalid. Quality is better, is valid.

The old ways were no longer valid because of economic realities.

Parameters of realism within which planning had to take place were: realising there was a striving towards betterment of lifestyles; realising that there were claims for adequate education; and being aware of a changing environment.

Thus the paradox of the population explosion and the simultaneous depopulation of the rural areas had a bearing on pre-primary education.

There was an ideological struggle by which young children were beleagured. They were being influenced away from a traditional value system.

"We all believe in young people who have accepted a proven value system," he said.

One of the best contributions teachers could make was the upgrading of their qualifications.

They could contribute to the campaign against child abuse.

"They can teach that work is a privilege," he said.

The State realised the imporantce of pre-primary teaching in accordance with the White Paper which stated that school readiness of as many as possible must be given before starting basic education.

The State recognised pre-primary education on the official level in four categories: departmental schools on the one hand and private schools on the other where either the teachers' salaries were paid; or there was a per capita subsidy; or there was no subsidy.

A committee was examining matters such as the State's involvement in pre-primary schooling, the co-ordinating of pre-primary schooling, and alternative methods to ensure the State's involvement despite the economic predicament.

The Minister of Education, Mr Piet Clase, had assured a parliamentary questioner that no steps in connection with stopping teachers' salaries was being contemplated.

Mr Terblanche told the congress: "It concerns every child entrusted to us and when it goes well with them, it is well in the land, and our country's future is ensured."

Varsities need 'global approach'

(50)

ROGER SMITH

GOVERNMENT'S own affairs education policy would lead to "illogicalities and impracticalities of enormous proportions", according to a Natal University (NU) report on the future of SA universities.

The only feasible solution was to take a global, non-racial view of future university education and provide for about 3,4% growth in student numbers at all universities.

NU should give special attention to serving both First and Third World communities, although to redress historical imbalances some emphasis should be given to Third World communities' needs, said the report.

Academic support, equal opportunity and affirmative action programmes needed to be expanded.

The challenge to teaching programmes was to develop curricula appropriate to First and Third World social systems, with maintenance of high academic standards.

● COMMENT - Page 6

B/Day 2/3/89

Massive rural primary school drop-out rate

(50)

Kids are 'dead' before they start — report

By HAPPY ZONDI

ONE in every three rural schoolchildren drops out before the end of Standard One.

So says an annual report compiled by literacy organisation Read on the rural areas, where two-thirds of SA's schools are.

"They (the children) cannot read or write. From an employment point of view, they are 'dead' before they start," says the report.

Read, which recently celebrated its 10th anniversary, also says facilities available to rural children are often hopelessly inadequate, with many standards being taught in one classroom. This created a "serious situation" for the country's economy.

"We cannot maintain our economy or our standard of living if this is the level of education our future citizens are getting," the report says

Said Read spokesperson Thandi Chana: "Read, which is a professional resource, is committed to improving education in SA. It is aimed at removing barriers created by race, socio-economic and sex differences."

Read's professional skills relate to the provision and effective use of books and other media material.

"If you teach a child to read, you teach him to explore new concepts and relationships, think independently and be able to compare ideas and reach rational conclusions. You are opening up the world to him and unlocking his full potential," said Chana.

In the 10 years of its existence, Read has established branches in the Transvaal, Free State, Northern, and Western Cape, Eastern Province, Natal and KwaZulu.

Chana said Read would now start working with organisations, parents and community groups in helping to:

- Improve facilities for teaching and training in education institutions, the community and places of employment;
- Upgrade the competence, motivation and status of teachers and librarians;
- Improve career guidance for children, parents and adult students;
- Co-ordinate and direct the efforts and resources of bodies wishing to improve education; and
- Increase the relevance of both content and method in courses of study.

Read has already reached about 50 percent of the seven million black children at schools. However, of nearly 70 colleges for black teachers, the organisation has only reached seven.

Read has a national training centre with courses in three levels:

- Primary schools, where the battle for literacy is chiefly fought and the basic skills of reading and writing are learnt;
- Secondary schools, where subject knowledge related to academic and commercial needs is grafted onto the basic framework; and
- Community projects, which help pupils who have dropped out and adults seeking to further their education.

Read's future objectives include a teacher empowerment programme and the reaching of teacher training colleges. The organisations wants to influence trainee teachers by motivating and enabling them to use a wide range of books in their teaching.

It also wants to design a special rural school project, as well as work outside the formal system

areas hit by alcohol abuse

26/3/89. Chris

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whom they visit for assessment and counselling.

According to Ramaite, in most rural areas unhealthy, highly potent home brews cause illness and threaten lives.

He says the iron containers often used by women to prepare and store beer have been found to cause many illnesses.

These containers are eroded by the acid of the brew and can poison the drinker or cause cirrhosis of the liver, diabetes and pancreatic damage.

"The problem of alcohol psychosis is growing rapidly," he said.

Ramaite said drugs widely abused in the semi-urban areas are alcohol, dagga, glue and benzine and that the high rate of school dropouts on glue and benzine are a cause for serious concern.

"Most of our patients have been fired from their jobs or are from broken families.

"The tremendous number of weekend assaults and casualties following alcohol and drug abuse are one of the most tragic results of changing drinking patterns," he said.

Projects in the organisation's programme inculde lifestyle education, which is conducted on all the schools where the emphasis is on healthy lifestyles.

The Parents Drug Awareness programme educates parents about drugs and how to handle adolescents, while the employee assistance programme educates employers on how to handle employees with drug problems.

Ramaite says the State provides an annual grant but the sum hardly meets the urgent needs.

"Despite our success we are unable to expand without further funds.

"There is an urgent need to build our own information and rehabilitation centre from which not only Venda but the whole of the Northern Transvaal will benefit," Ramaite said.

He appealed to companies and organisations to help with donations which could be sent to Private Bag 2430 Sibasa, Venda.

Donations can also be deposited with the First National Bank, account number A/A 6003 857 018.

Getting educated in a society of change

S/Times 26/3/89 (50)

Judith Chettle

looks at the lessons American education might hold for South Africa

AMERICAN public (government) schools have long been objects of international ridicule, with high schools offering courses like "Parenting", "Drivers' Education", or "School Band" to their college-bound students.

Most of those abuses, part of the legacy of the '60s have been remedied in recent years. And it has to be acknowledged, too, that American private school education is intellectually rigorous, often as demanding as that of a university — and nearly as expensive.

But something is grievously wrong with a country's education when, in test after test, American children fare worse than most other nations.

In one such test, American 14-year-olds shared fifteenth place with Thailand. In another, where 13-year-olds from six nations were tested, South Korea led in mathematical skills, followed in order by Ireland, England, Canada and Spain with the US trailing.

Yet another survey — administered by the University of Michigan to 11 and six-year-olds in Chicago and Peking — found the Americans doing significantly worse than the Chinese children.

An estimated 13 percent of all American 17-year-olds and close on 40 percent of minority youth are functionally illiterate. Less than a third in a representative sample knew when the Civil War, a seminal historical event, occurred.

Only a third in another group knew what Chernobyl was, though one enterprising participant guessed it was the movie star Cher's real name.

Relevant

The results are undeniable, and particularly worrying for a country rapidly entering a post-industrial stage, where educational qualifications will be at a premium, and few jobs will be around for the unskilled.

It is this fact, and the similarity of US problems to those of South Africa, which makes the American experience so relevant.

As in South Africa, large numbers of young people entering the work force are unable to perform the high-risk tasks the new technologies require.

Even the armed forces, long a source of employment for the non-academic student in the US, need more men and women with college-level abilities to man sophisticated weapons and communication systems.

And there is also the problem of foreign competition, of keeping up with Japan and South Korea. As one educational researcher recently observed, "US students rank dead last in any comparison with students from the nations that are our leading competitors."

There is considerable agreement, too, about the causes of the decline though, not surprisingly, less unanimity about the cure. Part of the problem has been the enormous political and sociological burdens placed on the school system in the last 25 years.

And again, it is not difficult to see the relevance of that to South Africa. Schools in the US have been expected, somehow, to right all society's accumulated wrongs overnight.

Those in South Africa were supposed to provide the blueprint for the new society.

Those in the US were asked to address the problems of racism by bussing in students. Then the changed sexual attitudes and the breakdown of the family unit had to be assimilated (pregnant students in many jurisdictions could now continue their education and schools have been expected to provide child care for their babies).

Now the schools, especially those in the inner cities, are coping with a drugs crisis which has turned school playgrounds into killing fields.

Another cause of the deterioration — and here, too, we can see a similarity to South Africa — is the great disparity in funding.

There is no centralised system of either funding or curriculum-setting in the US. Instead, 15 000 school districts each jealously guard their rights to set salaries, devise curriculums and choose text books. About 30 percent of these districts are below standard in the education they provide.

Influx

Affluent and largely white suburbs, with their considerable tax base, tend to fare much better than poor inner-city schools with black and Hispanic populations, many of whom are unemployed, or not earning enough to pay taxes.

"White flight" to the suburbs and into private schools, as a result of forced bussing, has further exacerbated the problem. The quality of teachers has also declined as more lucrative jobs have opened up for women, the traditional source of so many teachers in the past.

Teachers' salaries have also fallen behind other jobs, making it especially difficult to attract science and maths specialists. A garbage man in many areas may well earn more than a teacher with a college education.

The public schools in the major cities have also had to accommodate the great influx of non-English-speaking immigrants from Central America, Haiti and Asia. Often, in many schools in the south-west and in the major cities, nearly half the pupils are non-English-speaking.

Trouble

As public education is free and compulsory for all children in the US, the schools are expected to assimilate these children and see they receive an adequate education. It is not surprising then that the system is in trouble.

South Africans will soon be facing similar problems, if they are not already. As the Department of Education struggles to remedy the great deficit in black education, it must, at the same time, also devise an educational system for all children that acknowledges the enormous changes taking place in technology.

The days of children leaving school at the end of Std 6, or even Std 8, will have to go if the country is to thrive in the 21st Century.

Core

Like the US, South Africa must also pay attention to the demands for curriculums which include subjects that reflect the diversity of the student body.

And again, like the US, South Africa will have to establish a shared core of essential knowledge which must be mastered, irrespective of the class or race of the student.

What happens to American education will be particularly instructive to South Africans in the next few years. Increasingly, the American model is much more relevant than the European or British one.

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Benoni opens its library to mixed schools

Star 29/3/89

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By Bernard Gunzenhauser

The Benoni Town Council last night resolved to allow pupils at two racially integrated private primary schools to use the town's public library.

The application, brought by the schools' headmasters was approved by 14 to 4 in spite of opposition from the town's Conservative Party council members.

The schools, St Dunstan's Memorial Diocesan School and St Columbus's, applied to the council because, in terms of a 1983 council decision, only whites may use the library.

The chairman of the management committee, Mr Vic Penning, said the library should be available to all scholars within the town's borders.

The CP said later it opposed the application because other race groups had facilities in their own areas, white taxpayers had the right to reserve their facilities to themselves, and the opening of the library could lead to the downfall of the whites in one of the last remaining areas where they could relax in the company of their own people and enrich and educate themselves culturally.

Raising literacy levels in the workplace target of new course

(50)

Staff Reporter

STAR 5/4/89

The problem of "functional illiteracy" — poor reading, writing and comprehension needed in the workplace — is being tackled by several language institutes, one of which offers an Adult Literature Series based on a vocabulary of 1 400 words.

The course, completed last year by Mr Brian Hough and Mr Theunis Horne, consists of a Bridging Course (designed to bridge the gap between basic adult literacy courses and the first level of ALS) and three graded reading levels.

The words most frequently used by adult workers in commerce and industry whose mother tongue is not English have been compiled into three vocabulary lists.

These lists, reading passages and sets of tests become more demanding as the trainee proceeds through the 45-lesson programme. Each assignment adds 20 new words to the student's vocabulary and is followed by a vocabulary test requiring the trainee to use these words correctly in the appropriate context.

The programme takes approximately 90 hours and is partly instructor-led.

ALS is available in English at present, but an Afrikaans version is under consideration.

For information telephone Mr Hough and Mr Horne at (011) 614-1364.

Second Funda lecture series

THE second series of lectures organised by the Council for Black Education and Research at Soweto's Funda Centre runs from tomorrow until May 20.

A spokesperson, Ms Essy Letsoalo, said the series, whose theme is Education and Culture, is part of the council's programme of non-formal education.

She said the council recognises the crisis situation not only with regard to education, but also in economics, family life, politics and even recreation.

"The brief of the lecturers is to make everybody understand why education is necessary; what is wrong with our present education; and how we are going to transform the present system of education in the post-apartheid era," she said.

The lectures will take place on Saturdays only from 10am to 12.30pm. For more information, contact Ms Letsoalo at (011) 933-1645.

connected by an underground tunnel.

Castro was sent to this prison in 1953 to serve a 15-year sentence for master-minding an abortive attack on the Moncada barracks. He and his fellow conspirators were kept apart in the prison hospital, and today this is a museum with the status of a revolutionary shrine. Here, aged 27 and ruminating on the hot-headed mistakes of Moncada, he became a dedicated revolutionary. It was also here that he became enthused with the most enduring of his passions — education.

"The first foreign school was opened in 1978 and 600 students came from Maputo, although the idea formed orginally when Fidel offered schooling for Angolans to President Agostinho Neto," says Waldo Medina, the island's educational programme director. The germ for the idea seems to have been a typical mix of Castro's impulsive generosity and political calculation. Being very friendly with Neto, and having just begun a build-up of Cuban troops in Angola, he was moved deeply by the consequences of the May 1977 South African attack on the Namibian refugee camps (the Kassinga massacre) and wanted to help educate those orphaned as a result.

He also believed that Cuba's own experience in eliminating illiteracy could be turned to good effect abroad, especially as Cuba was turning out a surplus of teachers. Indeed, education has become a means of Cuba's international diplomacy with developing countries, both in sending teachers abroad to more than 40 nations and in absorbing foreign students. This is especialy the case with poor African countries with which Cuba, because of its Afro-Caribbean culture, identifies strongly.

In addition to these special schools, foreign students attend polytechnics, teacher training colleges and Cuban universities. There are around 30 000 of them in all at an annual cost of $40 million. The Cubans provide everything from the uniforms, textbooks and travel costs to food and pocket money of $5 a month.

Although done in the name of Third World solidarity, clearly the Cubans believe they are investing in future leaders sympathetic with Castro's Marxist-Lennist world view. Joe Ramon Fernandez, the Education Minister, says: "We don't seek to indoctrinate the students but, of course, we do give them the example of our society."

The foreign schools on the Isle of Youth provide secondary education with the unique characteristic of being divided exclusively by nationality. (The seven Angolan schools with 3 581 pupils, and four Mozambican schools with 2 231 are the largest contingent). They follow the basic Cuban school curriculum and are taught by Cubans in the core subjects of Spanish language, maths and the sciences. However, they are taught their own history/culture and language subjects by teachers of their own nationality unless there is a prior agreement with their respective governments.

In theory the pupils arrive, aged 12-13, to spend up to five years although, in practice, the ages often tend to be older. (Some of the Nicaraguans have missed several years' schooling through serving in the army and militia). Many of those that come are the orphans of Third World conflicts such as southern Africa. All start with six months' intensive Spanish teaching, accompanied by rigorous health check-ups. "We are particularly proud of the way we take in students who have often never had proper health care. Very quickly, with good nutrition and careful medical attention, they become healthy," says Medina.

Each school has a full-time resident doctor, while special clinics for dentistry are shared. There is one special school, in the main town of Puerto Gerona, for pupils with particular health problems. As with their entire population, the Cubans are especially rigorous about Aids checks. Otherwise, the schools are sited in the countryside to a standard design, accommodating up to 600 boys and girls in two four-storey pre-fabricated blocks that contain both classrooms and dormitories.

National cultures are encouraged through fiercely competitive development of folklore displays. The stars here are the Namibian contigent; its display of war dances and patriotic songs has been seized on by Castro to show visiting dignitaries in the wake of the recent international agreement over Angola and Namibia. The other cultural extreme is the North Korean school, which specialises in what seems a sophisticated electronic version of Chinese opera. The presence of this school, the most recent addition, breaks the developing country norm and shows Castro's quixotic diplomacy at work; it was established as a result of personal contracts between him and Kim Il Sung, the North Korean leader, who was apparently anxious his subjects should learn Spanish.

The countryside location is deliberate and conforms with an essential element of all Cuban education: study and work. Half of each school works for three hours during the morning in the surrounding fields while the others study; then, after lunch the process is reversed. "We believe it important that the students should learn the value of work and the nature of the production process," says Raymondo Gonzalez, director of the Hendrick Witbooi school for Namibians.

Every school throughout Cuba follows this line, and even those in the cities send pupils for 45 days' work in the countryside each year. Ideological considerations apart, this enables maximum use of classroom space and allows student-teacher ratios to be kept low. There is also an acknowledged economic motive: the Isle of Youth schools, as elsewhere in rural Cuba, either cultivate their own farms to ensure a degree of self-sufficiency or are involved in specific agricultural projects.

The Isle of Youth is ideal for citrus — tropical oranges and grapefruit — with more than 11 000 ha under cultivation. The students provide the basic labour for harvesting, irrigating and cleaning the citrus groves. Although this labour is inefficient, development of the citrus industry has evolved entirely around it. Indeed, the combination of scarce foreign exchange and labour means that expansion of the industry is conditioned largely on the ability to tap student help through the introduction of more schools.

The daily routine at the international schools is rigorous and reminiscent of Castro's own strict Catholic school upbringing. The pupils are up by 6 am with a programmed timetable through to almost 8 pm during weekdays. Despite this, the school directors seem humane and in close touch with their charges, who talk freely and enthusiastically about their schooling. For discipline, the Cubans providing a valuable service to impoverished countries," says one foreign diplomat.

Food stores, stocked thinly with miserable rows of repetitive products in unappetising jars or anonymous brown paper packets, indeed represent the other side of the coin

Finally, the existence of these unique foreign schools touches on the central paradox of modern Cuba: in an exceptionally short time, Castro has created the most educated population in Latin America — but also a state apparatus so stifling that there are few opportunities for exploiting such education.

Cuba is turning out a growing array of highly qualified graduates whose skills cannot benefit the economy properly since there is not enough industrial and service back-up to take advantage. This state of affairs gives an odd twist to a saying of Joe Marti, the 19th century founding father of Cuban nationalism: "To be educated is the only way to be free." — Financial Times.

ROBERT GRAHAM explains how Cuba's ruler is combining his desire for a place in the history books with his belief in the importance of learning

Star 8/4/89

(50)

Educating the world

PRESIDENT Fidel Castro has embarked on the most remarkable educational experiment conducted by any developing country. Not content with merely educating his fellow Cubans, over the past decade he has transformed an island penal colony off the southern coast of Cuba into the site for a series of international secondary-pre-university schools. Here, free of charge, Cuba hosts 18 000 foreign pupils from more than 30 developing countries.

Known formerly as the Isle of Pines, it has been renamed the Isle of Youth. This lush, tropical island, dotted by occasional low mountains of marble rock, has 58 000 permanent residents but almost 50 000 in educational establishments, of whom nearly half are foreign. Since Cuba's total population is only 10,3 million, it is as if Britain were to be paying for the education of 100 000 foreign high school and pre-university students in one small county.

The scheme is a microcosm of how the Cuban revolution remains a highly personal affair, even after 30 years. The schools are a quintessential reflection of Castro's complex personality, in this instance his burning desire to occupy a place in the world history books has combined with his obsessive belief in the importance of education and an instinctive solidarity with those whom he sees as worse off.

Certainly, the Isle of Youth could have been developed far more profitably for tourism and agriculture. But its choice for this experiment is laden with symbolish. It was the site of the Presidio Modelo (Model Prison), the most notorious of jails in pre-revolutionary Cuba. Built in the 1920s, it consists of four huge, round cell blocks that radiate from an enormous circular central hall to which they are

rely on the self-motivation of the students; this is high since they are reminded constantly of their privileged position vis-a-vis their compatriots.

The school authorities treat with complete openness the sexual problems that arise, including abortion (which is practised where necessary with the assent of the pupil's government and family).

Clearly, the teachers are proud of bringing together under one roof people who often have differing tribal and ethnic groups, with different dialects or languages, and turning out healthy bilingual students.

At a broader level, the usefulness of this scheme goes unquestioned simply because the foreign schools are so close to Castro's heart. However, the international climate has changed considerably since the scheme was conceived. Liberation wars are drying up and Castro himself is no longer promoting revolution; rather, he is courting bourgeois governments, specially in Latin America, The need for friendly Third World votes at the United Nations has diminished as super power tension has declined.

For Cuba, in a strait-jacket with its Western creditors and under closer accountability for some $3 billion worth of aid it receives each year from the Soviet Union, the scheme in its present form looks ever more like an expensive luxury.

To Western observers, it also seems a questionable use of scarce resources. "When ordinary Cubans have to put up with such basic living standards of abysmal public transport and an almost complete lack of choice in consumer goods, one has to wonder very seriously whether this is the sort of thing that Cuba should be involved with — even if Fidel demonstrates he is

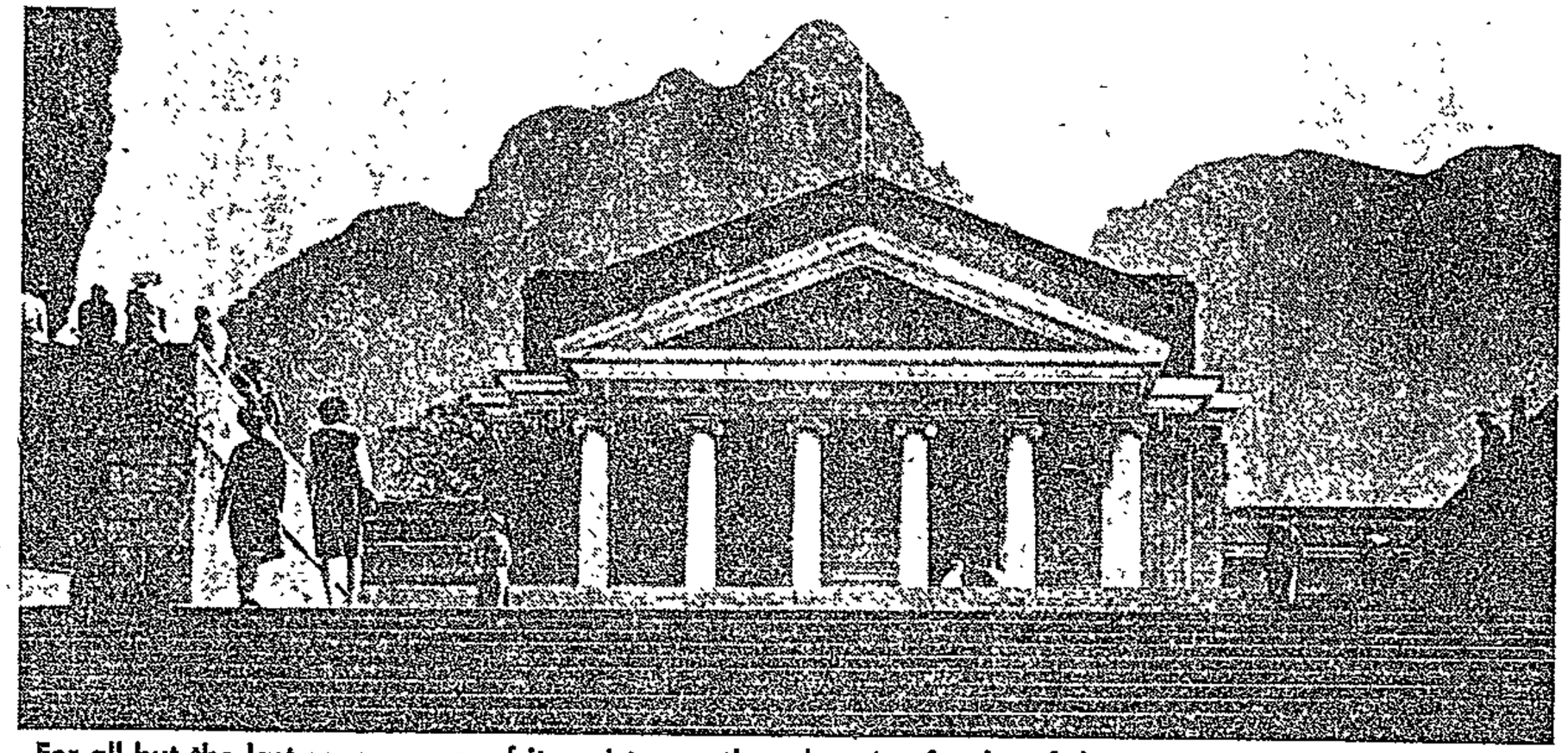
Education: serving a political programme

Star 10/4/89 (50)

Education in South Africa — Origins, Issues and Trends: 1652-1988 by A L Behr

(Academica, R40,00)

Reviewed by JOHN PATTEN



For all but the last seven years of its existence, the education faculty of the University of Cape Town has been concerned only with turning out white teachers for white schools. Its new policy produces far greater awareness among graduates.

Education — even after the efforts of educationists over more than three centuries — remains disputed territory in South Africa.

That appears to be as far as Professor Abraham Behr, Emeritus Professor of Education and former dean of the Education Faculty at the University of Durban-Westville, wants to go in expressing a personal opinion about the state of education today in this sweeping overview of education in South Africa since Van Riebeeck.

His book is thus valuable not for any incisive new message about educational philosphy he might have, but in its largely factual recounting of the major steps education has taken over the decades.

Professor Behr warns against any instant or easy solutions to the country's educational problems. Describing the range of opinion involved in the continuing debate, he points to those who see education history in terms of the buttressing of white supremacy to protect white privilege by restricting the education of other groups to limited exposure to literacy and numeracy.

Others believe black education has been structured to ensure an adequate supply of workers to meet the demands of the post-war industrial and technological economy.

Another group see education policies under apartheid as reflecting a variant of the mass education strategies introduced in all advanced Western capitalist nations since the 19th century in their overseas territories.

He rejects the "extreme liberal" view, as he calls it, that the education system is a "manifestation of a machiavellian political creed". Instead, he supports the view that it is an example of "normal" growth of mass schooling in capitalist society "with superficially exotic features".

Dealing with university education, he says the lifting of ethnic restrictions has created new challenges in education faculties at some universities. At the University of Cape Town, for instance, he points out that the faculty has been concerned in all but the last seven years of its existence with training white teachers for posts in white schools.

Now it is training students of all groups, with many graduates finding jobs in black schools, private schools or across the country's borders.

Black students on practice teaching assignments at white schools now see "academic and scholastic excellence in action" while white students at black schools see overcrowded classes, sometimes with insufficient desks, books and stationery.

But then Professor Behr recalls the view of Unisa's Professor A J Smit that black education is "streets ahead of its counterparts in the rest of Africa" and that "black aspiration needs to limit itself to a non-radical approach if it wishes to advance faster on the educational road".

Professor Behr comments bluntly that the history of the origins and trends of education in South Africa points irresistibly to education having served a political purpose from its beginning, with opposing points of view in conflict.

The author does not seek to resolve the conflict or adjudicate it, but merely to reflect it. That will be, to some, its strength. To others, it will be its weakness.

truns and

normal procedures and regulations.

(2) (a) & (b) The amount could possibly be increased in future depending on the needs in the environmental education and related field — in other words depending on the merits of future identified needs of the Department and other organisations.

Business interrupted in accordance with Rule 180C (3) of the Standing Rules of Parliament.

Effluent from pipelines monitored

*15. Mr M J ELLIS asked the Minister of Water Affairs:

(1) Whether all effluent from all pipelines extending into the sea is monitored; if not, why not; if so,

(2) whether the results of such monitoring are freely available to the public; if not, why not; if so, where?

B531E

The MINISTER OF WATER AFFAIRS:

(1) Yes, all discharges from all pipelines extending into the sea, which are subject to exemptions issued in terms of the Water Act, 1956 (Act 54 of 1956) are monitored. All exemptions have an additional compulsory requirement to monitor the marine environment to determine whether the discharges have any detrimental effect.

(2) No, the results of effluent monitoring are not normally released generally, because some expert knowledge is needed in the interpretation thereof. The results may, however, be obtained through the offices of the Department of Water Affairs in Cape Town, Durban and Port Elizabeth, but this information will only be released with the permission of the effluent producer as confidential information on industrial processes can be disclosed by effluent properties. Section 166A of the Water Act, 1956 prohibits such disclosure. The Department undertakes its investigation and negotiations with the industries concerned on the basis that information obtained is confidential and will therefore not breach this position of trust. The monitoring results of the marine environment are, however, not seen as being confidential and reviews and survey results are published by the South African National Scientific Programmes of the CSIR. Results of the Richards Bay effluent pipeline environmental surveys are also issued as press releases by the Mhlatuze Water Board.

Area lost agricultural purposes

*16. Mr R J LORIMER asked the Minister of Agriculture:

What is the estimated area that was lost for agricultural purposes as a result of urban development in the 1987-88 financial year?

B532E

The MINISTER OF AGRICULTURE:

7 710 ha.

Teachers: salaries outstanding

*17. Mr R M BURROWS asked the Minister of Education and Development Aid:

(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?

B534E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) Yes.

(a) 533

(b) Many of the Department's schools are situated in remote rural areas. It sometimes takes a relatively long time before the appointment documents of newly-appointed teachers reach the offices where the appointments are made. The Department is doing everything possible to ensure that salaries are paid timeously The submission of complete documentation regarding new teachers, however, also depends on the effective co-operation of the teachers involved and their principals. Thereafter there are several important steps, which have to be taken before payment of salaries can be effected.

(2) No.

Certain person visited by representatives

*18. Mr S S VAN DER MERWE asked the Minister of Home Affairs:

(1) Whether representatives of his Department visited a certain person, whose name has been furnished to the Minister's Department for the purpose of his reply, on or about 1 March 1989; if so, (a) which representatives, (b) why and (c) what is the name of this person;

(2) whether these representatives paid further visits to the person concerned; if so, why;

(3) whether he or any official of his Department has received any complaints regarding the conduct of any of these representatives during any such visit; if so, what action has been taken as a result?

B535E

The MINISTER OF HOME AFFAIRS:

(1), (2) and (3) The regional Representative, Cape Town, obtained sworn affidavits from officials who had contact with Mrs Stefan and I have requested the Director-General of Home Affairs to investigate the matter in order to ascertain whether any irregularities have occurred in the handling of this case. Should the hon member have any information which might assist the Director-General in his investigation, I would appreciate it if he would furnish the Director-General with that information.

I undertake to inform the hon member fully on the matter as soon as the investigation is finalised

Mozambique: members of Parliament invited

*19. Dr W J SNYMAN asked the Minister of Defence.†

Whether, with reference to his reply to Question No 6 on 21 February 1989, members of Parliament other than members of the majority party in the House of Assembly were invited to visit Mozambique in December 1988; if so, who; if not, why not?

B572E

The MINISTER OF DEFENCE:

The SA Defence Force did not arrange the visit and I, therefore, am not in a position to supply the information.

INTERPELLATION

The sign * indicates a translation. The sign † used subsequently in the same speech, indicates the original language.

Own Affairs:

Schools: management board elections

1. Mr A GERBER to ask the Minister of Education and Culture:†

Whether it is the view of his Department that management board elections at schools should take place on a party-political basis?

B582E INT

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, the hon member for Brits has asked me whether it is the view of my department that management board elections at schools should take place on a party-political basis. Of course the answer is no. It is not my department's standpoint that management board elections at schools should take place on a party-political basis. [Interjections.] The fact that this does sometimes happen must, however, be blamed on the CP. [Interjections.]

Initially, the CP claimed this as its policy by manipulating management board elections with a certain degree of success.

*Mr C B SCHOEMAN: What about roads boards and hospital boards? [Interjections]

*Mr T LANGLEY: And what about Tattersall's? [Interjections]

*Mr SPEAKER: Order!

*The MINISTER: It goes without saying that there was a reaction which further politicised those elections, and I regret that Owing to the Government's policy of the devolution of power, management boards acquired certain legal powers "Political" management boards—therefore management boards elected on the basis of

party-politics—can obviously, in practise, carry out this function in accordance with party-political objectives, but this would be in conflict with the spirit of the relevant legislation. This could also result in parents and children feeling unwelcome and frustrated in their own schools.

It is therefore clear that it is the task of the members of democratically elected management boards only to lay down that policy for the school which would be best for the child, the school, the community, the parents and the country, and not to pursue party-political interests. Although it will be difficult in the present climate to depoliticise management boards, it is important for only the most competent people in the community, irrespective of their political convictions or other ties, to take decisions on behalf of the parents.

I consequently want to appeal to all parents to participate in the elections in large numbers in order to see to it that the most suitable representatives are elected. The Government expects the management boards to act in accordance with the spirit of the country's policy and the laws of the land. If this is done, the Government does not interfere. However, if a management board, as the representative of a local community, takes ill-advised decisions, which are not in accordance with the wishes of the majority of the parents, the community will deal with it itself. This cannot be blamed on the Government.

I have replied to the hon member for Brits. I am asking him in a friendly manner across the floor of the House to give his party's reply to the same question clearly and unequivocally.

*Mr A GERBER. Mr Speaker, it has become clear to us recently that the hon the Minister is adopting two standpoints regarding the politicisation of management board elections. [Interjections.] The one standpoint is the official standpoint of his department, as he has explained it here today

However, the hon the Minister also has another standpoint on this, namely the standpoint of the NP [Interjections] This standpoint is that management boards must be taken over in order to use mixed sport and cultural activities at schools to promote the integration process in education. [Interjections] Of course this standpoint was never admitted in public until the hon the Minister, in a moment of excitement, gave the show away on 21 February of this year and boasted that the NP—take note, Sir, the NP—had won the management board election in Pietersburg. [Interjections.] Then it became clear that the NP, which had sanctimoniously accused the CP of politicising management board elections, had a covert standpoint in this regard. [Interjections.]

After the hon the Minister had announced his new sports and cultural policy here in the House last year, I issued a warning that this would give rise to serious polarisation in the parent communities, and that this would bring party politics into our schools on an unprecedented scale. This did in fact happen. [Interjections.]

This afternoon I want to tell the hon the Minister that as the responsible Minister the depoliticisation of management board elections is entirely in his hands He must get rid of the politics he has placed on the agenda of management boards so that they need not take political decisions but can concentrate on education, which is as it should be. He must have the courage to take his own political decisions, and not hope that liberally orientated communities of parents will do this for him. He must choose between the educational principle of education in an ethnic and cultural context and the politically motivated principle of an open community, and therefore of mixed education.

As long as he forces that choice on parent communities, he and his party will have to take responsibility for the education of our children being harmed and the parent communities being polarised. [Interjections.] The CP's standpoint is clear! We are choosing the educationally well-founded principle of education and training within an ethnic and cultural context. [Interjections.] This is a tried and trusted principle. We reject the politically motivated principle of mixed education. [Interjections]

Mr R M BURROWS: Mr Speaker, quite clearly the answer to the question posed by the hon member for Brits is that it should not be on a party political basis. I trust that today's debate will clearly indicate that it is the last time that the NP and the CP stand up in this House and boast about party political victories on school committees . . . [Interjections] . . . because both of them are trying to paint the other as blacker than black and himself as whiter than white! [Interjections]

It is inevitable that people selected on school committees or management boards will have a political position Whether it is a political position *vis-á-vis* school sport and the policy of the NP or whether it is a political position *vis-á-vis* the CP they will have a political position! I think we have to accept the fact that departmental policy, as enunciated by the hon the Minister today, is the most desirable one. Members should be selected on the basis of their educational ability and on that alone. It is quite clearly the height of hypocrisy to believe that one can stand up and say there should be depoliticisation of school committees and at the same time boast that one's party has achieved a victory or has lost out. I believe the clear enunciation to the parents should be: Choose the best, yes, go out and vote but choose the best on their educational principles and those alone.

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, I have no problems with the fundamental standpoint of the hon member for Pinetown; as a matter of fact, he confirmed what I have already said and we are in agreement. Of course I can understand that the hon member for Pinetown is a bit sensitive when it is mentioned across the floor of the House which specific management board has been elected by a specific political party, because his party very seldom has the opportunity to boast about this. [Interjections.]

I should like to come back to the hon member for Brits. I find it astounding that the CP's chief spokesman on education can rise to his feet here and sanctimoniously put this question to this side of the House, the Government, and then refuse to state his own political party's standpoint. [Interjections] What are the facts of the matter? The facts of the matter are—I referred to this at the outset—that the CP informed the country that they were going to politicise the management boards. The former member for Koedoespoort Dr Frans van Staden said this at the Natal Congress in Newcastle. I am quoting what he said.

> Ons sal absoluut alles in werking moet stel om te sorg dat ons skoolrade en skoolkomitees in ons hande kry, want dan kan ons darem 'n mate van beheer oor die aanstelling van onderwysers uitoefen

He went on to say:

> U moet dit verwag. Ons sal ons propaganda miskien moet ng op die kinders.

This was said! [Interjections.] What happened then? When my hon colleague the Minister of National Education reprimanded the former member for Koedoespoort at that stage, the hon member boasted at the Transvaal Congress of the CP in August 1984 that he would not allow himself to be dictated to by Dr Gerrit Viljoen. I am quoting him.

> As ek my mense oproep . . .

[Time expired.]

*Mr A GERBER. Mr Speaker, the hon the Minister should go and read last year's Hansard of the debate on his Vote. There he will see that we stated our standpoint in this regard in great detail. [Interjections.]

What I want to tell the hon the Minister this afternoon, however, is that he and his party are not clever enough to catch conservative parents napping when it comes to the implementation of stealthy integration in education Conservative parents—and I am including many NP supporters in this description—can see what the Government is doing. They see that management boards ostensibly have a choice whether to participate in mixed school sport, but if they decide against it, they are intimidated and prejudiced so much that they eventually yield to that pressure

The CP is not ashamed to admit that we call on parents to become involved in management board elections. Nor are we ashamed to say that we ask parents to exercise a specific choice at such an election. However, we do not ask them to vote for a political party. [Interjections.] We ask them to vote for the principle of education within an ethnic and cultural context. [Interjections] We ask them to vote for people who support that principle and therefore reject mixed school sport and mixed cultural activities. The hon the Minister cannot complain if we do that. After all, he has said himself that parent commu-

nities must decide on this. If he complains about this now, he is merely emphasising that he was never serious when he made that promise to them. [Interjections.]

In conclusion I want to tell the hon the Minister that parent communities are opting for the principle of separate education in increasing numbers. NP supporters who must vote in management board elections say they prefer to vote for supporters of the CP, because they can trust those people with their children's future.

This afternoon I want to give hon members a few examples of parent communities which have recently taken a clear stand in favour of separate education for their children. I promise the hon member for Pinetown that I will not do this again. [Interjections.] The Helderkruin Primary School in the constituency of the hon the Minister of Information, Broadcasting Services and the Film Industry; the Gerrit Maritz Primary School in Westonaria; the Pietersburg Commercial School; the Piet Hugo Primary School, Pietersburg; the Tom Naude Technical High School, Pietersburg; the John Vorster High School, Nigel; the Vaalkop Primary School; the Bzeestekraal Primary School; the Skeerpoort Primary School; the Cullinan Primary School; the Rapportryers Primary School, Randfontein; the Ermelo Primary School; the Riebeeck High School, Randfontein; the Ben Vorster High School, Tzaneen; the Merensky High School, Tzaneen; the Tzaneen Primary School; the Vischkuil Primary School; the Westonaria High School; the Lichtenburg High School; the Piet Joubert Special School, Pietersburg; the Kuschke Agricultural School, Pietersburg; the Hofmeyer Primary School; the Pietersburg Primary School . . .[Interjections.]

*Mr SPEAKER: Order! I am sorry, but the hon member's list is too long for him to continue reading it out. Unfortunately his time has expired.

*The MINISTER OF EDUCATION AND CULTURE: Mr Speaker, I should like to carry on from where I left off a while ago. The former member for Koedoespoort then said that if I called on people to participate in school boards he would, referring to the hon the Minister of Education and Development Aid, not stop me. [Interjections.]

Let us go a little further. I read in *Die Patriot* of 31 March 1989 that the chief secretary of the CP, Mr Beyers, was reported as follows:

> Mnr Beyers het teenoor *Die Patriot* beklemtoon dat die NP voorheen gedurig propaganda gemaak het dat politiek uit skoolbeheerraadsverkiesings geweer moet word.

He went on to say:

> Ek het geen twyfel nie dat ons mense hulle nie langer deur die soort propaganda sal laat beïnvloed nie.

What farce do we have here this afternoon? The hon member is putting a question to the Government regarding its standpoint and policy. I want to state categorically, as I have done many times before, that I am appealing for education not to be politicised. That hon member comes here and sanctimoniously accuses the Government in his question and says we are engaged in politics. Then he makes a complete about-face and now he is doing it. [Interjections.] He admits this and boasts about the fact that they are totally politicising the management boards.

*Mr J H VAN DER MERWE: Mr Speaker, may I put a question to the hon the Minister; a very easy one?

*The MINISTER: No, Sir. My information also is that as recently as two or three weeks ago at a specific meeting in Carletonville the hon the Leader of the Official Opposition asked CP parents to join the management boards. What I therefore want to state categorically today is that the Government's standpoint is that education must not be politicised. [Interjections.] The standpoint of the CP, as expressed by its hon leader, is that education must be politicised. [Time expired.]

Debate concluded.

QUESTIONS

†Indicates translated version.

For oral reply:

Own Affairs:

Request not to discuss educational problems

*1. Mr A GERBER asked the Minister of Education and Culture ↑

Whether any persons in the service of his Department have requested principals in a formal and/or an informal manner not to discuss problems in education with their local members of Parliament; if so, what are the relevant details?

B573E

†The MINISTER OF EDUCATION AND CULTURE:

No, not by direction or according to my knowledge.

For written reply:

General Affairs:

Police complement: increase

92. Mr S S VAN DER MERWE asked the Minister of Law and Order:

Whether he is considering increasing the police complement at the (a) Cape Town, (b) Sea Point and (c) Woodstock police stations; if so, (i) when, and (ii) by how many, in each case; if not, why not?

B214E

The MINISTER OF LAW AND ORDER:

No. The situation is, however, being carefully monitored. At present the manpower situation at the three police stations mentioned, compares favourably with that in the rest of the country. In view of this fact, it is not intended to increase the numerical strength before the completion of the re-evaluation of the duties of all stations and offices in the Republic by the De Witt Committee of Investigation.

Western Cape: land available for Blacks

149. Mr J J WALSH asked the Minister of Constitutional Development and Planning:

Whether he is considering declaring any land available for (a) informal housing, (b) formal housing, (c) commercial development and (d) industrial development for Blacks in the Western Cape in 1989; if so, (i) where, and (ii) when, in each case?

B348E

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

No. However, should any applications be submitted to me during 1989 in terms of section 33 of the Black Communities Development Act, 1984 for the provision of more land for Black development in the Western Cape, I will consider the merits thereof.

Dora Falcke Sunrise Memorial Camp: SAP operation

165. Mr S S VAN DER MERWE asked the Minister of Law and Order:

(1) Whether any members of the South African Police Force were involved in an operation at the Dora Falcke Sunrise Memorial Camp in Muizenberg on or about 23 Feburary 1989; if so, (a) what was the purpose of the operation, (b) how many (i) units and (ii) members were involved, (c) how long did the operation last and (d) what was the rank of the person in charge of the operation;

(2) whether all the members involved in the operation wore standard uniform; if not, (a) why not and (b) what were they wearing;

(3) whether any members involved in the operation were armed; if so, (a) why and (b) what arms were they carrying;

(4) whether any persons were detained or arrested during or after the operation; if so, (a) who and (b) why;

(5) whether any shots were fired during or after the operation; if so, (a) by whom, (b) at whom, (c) why and (d) when?

B372E

The MINISTER OF LAW AND ORDER:

On 23 February 1989 a number of units of the South African Police under the command of a captain took part in a police operation. During this action a search was conducted to trace two foreign trained ANC terrorists who, according to information, were armed.

The police units were made up of members of the uniform branch, security branch and detective branch, consequently the policemen were dressed in standard uniform or in civilian clothes and armed with handguns, shotguns or rifles.

The operation lasted approximately 2 hours and a densely bushed coastal strip was searched. The camp to which the honourable member refers, is situated in this area.

Education for whites must shed technology

CAPE TIMES 13/4/89

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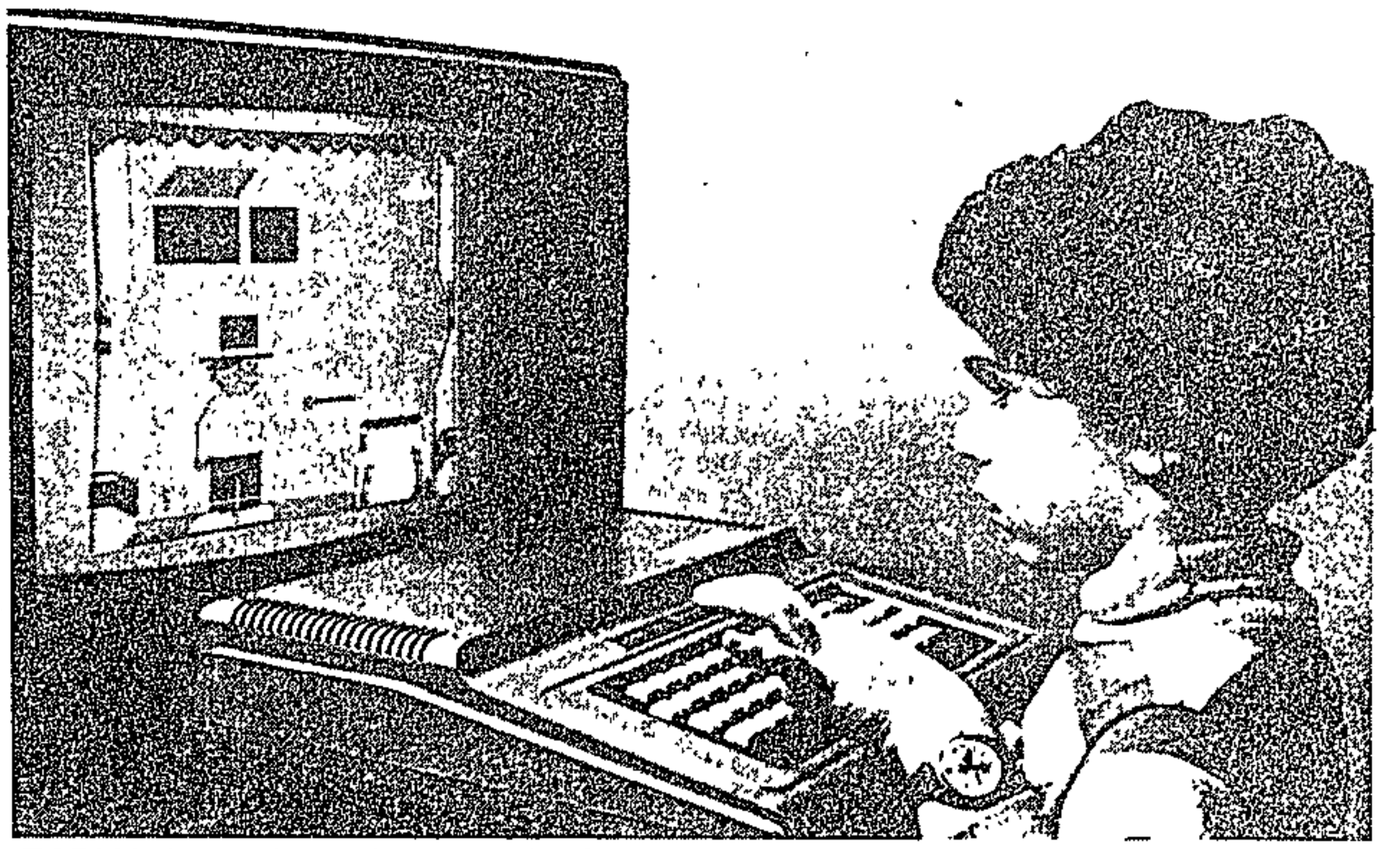

EARLY START: Ernie's Magic Shop is a game designed by an American computer workshop to help children learn to match shapes and colours but, a reader asks, weren't the old methods better?

LETTERS
Box 11
CAPE TOWN
8000

From PATRICIA McMAGH (Rondebosch)

"HOW to Survive the School Holidays" was the title of a book reviewed in the Cape Times (March 31). The author provided suggestions for keeping children busy at little expense by using the throwaway materials spawned by modern commerce.

This concept is of great importance for the future of black, white and coloured education in South Africa.

We have a white system dependent on every kind of aural and visual gimmick: TV, video machines, slide and overhead projectors — you name it and every white school aspires to own one.

In this commercially oriented system, parents have to dig ever deeper into their pockets for school halls, theatres, sportsfields and libraries.

Before the new term begins, little Johnny demands glue sticks, sticky tape, scissors, pencil sharpeners — you name it and it appears to be indispensable to his scholastic progress.

Schools catering for other population groups sometimes lack desks, books and writing materials, and see their future in demanding "equal" education. Just how effective is all the aural and visual stimulation the white child gets? What are the results of high-tech education?

When the computer of a flustered counter-clerk broke down he had to add five items with a pencil. I was overcharged 45c because he couldn't add.

Fifty years ago some bright boffin invented school farms in the Transvaal. Poor-white children from the outback were assembled: the girls learned to make bread in electric bread mixers, the boys to use electric saws. They then returned to their paraffin-powered mud houses.

We are now into computer literacy.

If the quality of reading material of young women on suburban railway trains and the illiteracy of some press reporters are any criteria, modern white education has little cause to congratulate itself.

We can go back 50 years to the era when we learned to add with an abacus, we mastered our tables by rote and we graduated to copybooks.

There were no remedial classes, school psychologists or clinics. Our teachers were in the classroom teaching us, not yakking away at meetings and seminars about education.

What kind of persons did such a system produce?

Among my contemporaries were several people of subsequent note: the Wits University head Bozzoli, the two Supreme Court Judges H H Nicholas and Cecil Margo, the artist Walter Battiss ...

Just as the small business enterprise is taking over and people are learning to re-work their environment for survival, so must white education shed the costly trappings of a technological society and get down to the essential child.

He needs to have the skills of reading with comprehension, writing a good legible hand and writing and speaking an intellegible grammatical sentence.

He must learn to become innovative with the materials to hand and so consume the throw-away products that otherwise clutter the environment.

What we all need is a simpler, more thorough education that would enable the economic butter to be more equitably spread on the nation's bread.

Education is in essence learning to manipulate the environment with your skills, rather than being manipulated by a technology that only needs a blown fuse to collapse entirely.

Will Govt now see the plight of the disabled?

From SUE ANDERSON (Amanzimtoti):

I WAS very sad to hear that our State President, Mr P W Botha, had suffered a stroke, and am pleased that he is recovering satisfactorily.

Perhaps now the Government will open its eyes to the plight of disabled people in South Africa.

Our State President is very fortunate in that, should he have been permanently disabled, he would have had access to the most sophisticated equipment, unlike ordinary disabled people who have to survive on a disability grant of just over R200 per month and for whom transport and special training is problematic.

On the positive side, however, legislation ensures that buildings erected since 1986 are accessible. This is a small breakthrough.

Thanks for Bible

From S L PORTER (Mouille Point):

I WOULD like to thank the Cape Times for its daily quotation of various texts and portions of the Holy Scripture.

Invariably they meet one's own personal needs and find a response.

SPOGM 89 13/4

Cape Times 14/4/89

Andrew tells Viljoen: Schools in shocking state

Political Staff

THE "shocking state" of physical facilities at a number of schools under the Department of Education and Training was graphically illustrated by the state of affairs at the Imizamoyethu High School at Sandkraal, George, the Democratic Party spokesman on black education, Mr Ken Andrew, said yesterday.

He was commenting on a reply to a written question, given by Dr Gerrit Viljoen, the Minister of Education, on facilities at the school.

Dr Viljoen said that the 695 pupils at the school were in 12 classrooms and that plans for a further 30 tuition rooms had not yet been finalised. This was because "higher priorities" existed elsewhere.

Mr Andrew said despite the fact that there was an average of 58 pupils per classroom, that the number of pupils had nearly doubled in three years and no additional classrooms had been provided in this time, no date had been set for the provision of additional classrooms.

He said the minister had stated that there were higher priorities elsewhere.

He said top-quality education was a prerequisite for peace and prosperity in South Africa and it was therefore intolerable that conditions such as those at Imizamoyethu are allowed to persist.

Port Elizabeth	53 940	20 479
Kimberley	42 731	13 173
Upington	46 693	14 516
Johannesburg	53 033	22 031
Durban	20 153	10 417

Matriculation examination: coloured pupils

16. Mr C J KIPPEN asked the Minister of Education and Culture:

(1) How many Coloured pupils (a) entered for and (b) passed the matriculation or an equivalent examination in 1988;

(2) how many of these pupils (a) obtained matriculation exemption and (b) passed (i) mathematics and (ii) physical science in that year?

C47E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) 21 456
(b) 14 171

(2) (a) 3 492
(b) (i) 5 520
(ii) 3 797

Reigerpark: establishing a secondary school

19. Mr J A RABIE asked the Minister of Education and Culture:†

(1) Whether finality has been reached on the establishment of and planning for a second senior secondary school in Reigerpark; if not, (a) why not and (b) when is it expected that finality will be reached in this regard; if so, (i) where will this school be located, (ii) what facilities will be provided, (iii) when is it expected that construction will (aa) commence and (bb) be completed and (iv) (aa) what is the total estimated cost of the project and (bb) in respect of what date is this information furnished;

(2) whether the East Rand Senior Secondary School is overcrowded at present; if so,

(3) whether his Department is taking or proposing to take any steps to deal with this problem; if not, why not; if so, what steps;

(4) whether he will make a statement on the matter?

C53E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) Yes.

(b) (i) On a site situated between Tulip and Dromedaris Streets.

(ii) The school will consist of an academic block and a technical centre with workshops for electrical work, welding and metalwork and for standard 6 basic orientation; 2 drawing rooms, 2 theory rooms, 1 office and 1 storeroom.

(iii) and (iv) Particulars in this regard are not readily available.

(2) Yes.

(3) Yes. The Department has already supplied 13 mobile classrooms and 1 mobile toilet unit to East Rand Secondary School as a temporary relief measure. The proposed erection of Reigerpark Secondary School No 2 should completely solve the accommodation problem presently experienced at Reigerpark and everything possible is being done to expedite the service.

(4) No.

Private schools: subsidies

21. Mr C J KIPPEN asked the Minister of Education and Culture:

(1) Whether any private schools falling under his Department (a) did not apply for and (b) were refused subsidies in 1988; if so, how many in each case;

(2) whether any such schools (a) have not applied for and (b) have been refused subsidies in 1989; if so, (i) how many in each case and (ii) in respect of what date is this information furnished?

C63E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) Yes. 22 schools have not applied.

(b) Yes. 4 schools have been refused subsidy.

(2) (a) and (b) This information is not readily available at this stage. The closing date is 31 July 1989.

National Senior certificate examination: Coloureds

22. Mr C J KIPPEN asked the Minister of Education and Culture:

(a) How many Coloureds entered for the full National Senior Certificate examination in 1988 and (b) how many entrants (i) passed, (ii) failed and (iii) obtained matriculation exemption?

C64E

The MINISTER OF EDUCATION AND CULTURE:

This examination is not being conducted by this Department.

Coloured schools: open to non-Coloured pupils

23. Mr C J KIPPEN asked the Minister of Education and Culture:

Whether any schools falling under his Department requested permission to (a) admit pupils who were not Coloured and (b) open their schools to non-Coloured pupils over the past three years; if so, (i) which schools and (ii) what was (aa) his response and (bb) the reason for this response?

C65E

The MINISTER OF EDUCATION AND CULTURE:

All State and State-aided primary and secondary schools under the jurisdiction of the Department are open to all pupils provided that accommodation is available.

The case of the postal worker who couldn't read the word 'anthropology'

GAYE DAVIS reports on the heartening case of an illiterate postal worker who was given an education rather than fired

JOHANNES BAADJIES collected, sorted and distributed post at the University of Cape Town for eight years before it was discovered that he could neither read nor write.

The 46-year-old father of three had never been to school, although at some stage of his life he was taught the alphabet and how to count.

But when a university official, after complaints about Baadjies' performance, asked him to read the word anthropology, he couldn't — and his job was on the line.

"I realised I had to get educated or go back to being a cleaner," Baadjies said.

At a disciplinary hearing, a Transport and General Workers' Union shop steward successfully argued that Baadjies, after holding the job for eight years, should be given the chance to learn to read and write rather than be dismissed or demoted.

Now, a year later, Baadjies, who is Afrikaans-speaking, can read English and Afrikaans. His prospects of promotion have never been brighter.

But his new-found literacy also means he can be more effective as a shop steward in his union In meetings with management, he will be able to take notes rather than have to try and remember everything. His report-backs to members will be more comprehensive and accurate.

A similar pattern is unfolding in Khayelitsha, Cape Town's biggest black township.

A group of women are working together producing woven mats for sale to pay for food for their children.

They met at nutrition clinics run by the Philani (Good Health) Project, where they had taken their malnourished children.

It was one thing to be told the correct foods to give their children, but another matter entirely to find the money to pay for it.

A weaving project was set up to enable them to earn. While learning how to weave the brightly coloured rag rugs was easy, selling them was not. Few of the mothers had the English to effect a transaction, let alone the numeracy skills to work out costs and profit margins.

At their request, training began.

Literacy classes at this Khayelitsha centre offer 'survival training'
Picture: OMAR BADSHA, Afrapix

New skills in English, Xhosa and working with numbers have brought a blossoming of potential among individual women and served collectively to boost the project, says to project co-ordinator Cheryl Bennet.

For UCT workers like Baadjies, for the women in the weaving project, literacy training has not only empowered them as individuals but has also helped strengthen their organisations.

This is the crucial difference between literacy training as an end in itself, and as a means to an end, according to literacy workers Caroline Kerfoot and Marian Clifford.

Both are organisers for Use Spoken and Written English (USWE). Although the project, which is church-funded and operates in Cape Town and Johannesburg, has expanded to offer training in Xhosa, Afrikaans and basic maths, the name has stuck.

When the project first started, most of the learners were domestic workers desperate to learn to read and write in order to keep their jobs, conduct their own business and avoid being cheated by unscrupulous clerks over pension and other payments

USWE has since expanded to offer training to people within organisations, using it as a tool for transformation of individuals and, ultimately, of their communities.

For Clifford and Kerfoot, the success of the project lies in the extent to which the learners realise the value of being able to read, write and count.

"For someone beset with the problems of basic survival, learning to read and write ranks low on the list of priorities — it's seen as a luxury," says Clifford.

"But when it can be shown that the skills can have immediate application, enhancing not only their own lives but those of others, the value becomes apparent

"Our programmes at UCT and in Khayelitsha are important because they are feeding literacy training into grassroots organisation as a means to an end.

"Bringing literacy to individuals, on the other hand, can result in frustration because while their new-found skills might help them tackle problems such as poor working conditions and low pay, without the back-up of a union they ultimately get nowhere."

"Our ultimate goal is equipping people to be part of the process of political change," says Kerfoot. "In a future democracy, people will need skills to be able to think for themselves and make informed decisions so that democracy can be maintained."

With reference to the reply of the then Minister of National Education in the House of Assembly to Question No 1114 on 4 July 1984, how many full-time equivalent first-year students were (a) enrolled and (b) successful in 1986, 1987 and 1988, respectively, at each university falling under his Department?

C22E

The MINISTER OF EDUCATION AND CULTURE:

	(a)	
1986 —	994 enrolled	— University of Western Cape
1987 —	2 513 enrolled	— University of Western Cape
1988 —	4 435 enrolled	— University of Western Cape
	(b)	
1986 —	566 successful	— University of Western Cape
1987 —	1 375 successful	— University of Western Cape
1988 —	2 708 successful	— University of Western Cape

Coloured teachers employed: qualifications

8. Mr C J KIPPEN asked the Minister of Education and Culture:

(1) (a) How many Coloured teachers were employed by his Department in (i) primary and (ii) secondary schools in the Republic as at the latest specified date for which figures are available and (b) what was the decrease or increase in numbers for each type of school compared to those as at a date one year earlier;

(2) what percentage of such teachers is in possession of a (a) university degree, (b) teaching diploma, (c) matriculation certificate and (d) junior certificate?

C23E

The MINISTER OF EDUCATION AND CULTURE:

(1) (a) (i) 22 873 — December 1988

(ii) 10 524 — December 1988

(b) (i) Increase of 546

(ii) Increase of 721

		Primary Schools	Seconary Schools
(2)	(a)	2,2%	36,5%
	(b)	94,0%	91,4%
	(c)	65,2%	97,3%
	(d)	99,6%	100%

Coloured pupils: language medium

9. Mr C J KIPPEN asked the Minister of Education and Culture:

What was the number of Coloured pupils taught through each language medium in all standards in each province for 1986, 1987 and 1988, respectively?

C25E

The MINISTER OF EDUCATION AND CULTURE:

1986	Cape Province	Orange Free State	Natal	Transvaal
Afrikaans Medium	618 561	15 019	2 093	56 880
English Medium	73 342	—	27 808	12 486

1987	Cape Province	Orange Free State	Natal	Transvaal
Afrikaans Medium	626 080	16 498	2 173	58 322
English Mediuim	75 804	—	28 009	11 946

1988		
Afrikaans Medium	711 399	— all provinces
English Medium	125 951	— all provinces

Statistics are unfortunately not available for each province respectively.

School buildings constructed

11. Mr C J KIPPEN asked the Minister of Education and Culture:

(a) How many school buildings were constructed or caused to be constructed by his Department in 1988 and (b) what was the average capital cost of constructing these buildings?

C34E

The MINISTER OF EDUCATION AND CULTURE:

(a) 43

(b) R2 350 289.

Teachers made redundant

12. Mr C J KIPPEN asked the Minister of Education and Culture:

(1) Whether any (a) primary and (b) secondary school teachers employed by his Department were made redundant in 1988; if so, how many in each case in each province;

(2) whether any of these teachers were subsequently employed in another capacity within his Department; if so, (a) how many and (b) in what capacity was each of these teachers employed in each provice?

C35E

The MINISTER OF EDUCATION AND CULTURE:

Statistics in this regard are not readily available. Where redundant posts are identified, a teacher is normally transferred to a suitable post with his permission.

School hostels: vacant places

13. Mr C J KIPPEN asked the Minister of Education and Culture:

What was the total number of vacant places in school hostels for (a) male and (b) female pupils at schools falling under the control of his Department as at the latest specified date for which information is available?

C36E

The MINISTER OF EDUCATION AND CULTURE:

(a) 364

(b) 287

As at 6 July 1988.

Coloured school pupils: expenditure

14. Mr C J KIPPEN asked the Minister of Education and Culture:

What was the *per capita* expenditure, (a) including and (b) excluding expenditure of a capital nature, on Coloured school pupils in each province of the Republic in the 1987-88 financial year?

C45E

The MINISTER OF EDUCATION AND CULTURE:

(a) R1 507,55

(b) R1 286,15

Statistics in respect of individual provinces are not readily available because *per capita* expenditure is not calculated on a provincial basis.

Number of pupils in primary and secondary school

15. Mr C J KIPPEN asked the Minister of Education and Culture:

What total number of pupils enrolled in (a) primary and (b) secondary schools in each specified region of his Department in 1989?

C46E

The MINISTER OF EDUCATION AND CULTURE:

	(a) *Primary*	(b) *Secondary*
Bellville	54 315	23 834
Athlone	57 386	23 284
Mitchell's Plain	39 993	16 217
Wynberg	38 507	21 684
Paarl	56 344	19 219
Worcester	52 161	15 181
George	50 708	15 438
Middelburg	42 216	11 973

HOUSE OF ASSEMBLY

QUESTIONS

† Indicates translated version.

For written reply:

General Affairs:

Hostel accommodation

172. Mr K M ANDREW asked the Minister of Education and Development Aid:

(1) Whether any hostel accommodation is provided at any schools falling under the control of his Department; if not, why not; if so, how many (a) hostels and (b) places for pupils at such hostels are there at (i) high and (ii) primary schools in respect of each departmental region;

(2) whether any hostel accommodation is planned at any schools falling under the control of his Department; if not, why not; if so, what are the relevant details?

B407E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) Yes

(i) Secondary Schools

	(a)	(b)
Cape Region	1	800
Natal Region	2	1 366
Northern Transvaal Region	3	1 892
Orange Free State Region	0	0
Orange Vaal Region	0	0
Johannesburg Region	0	0
Highveld Region	0	0

(ii) Primary Schools

	(a)	(b)
Cape Region	1	50
Natal Region	0	0
Northern Transvaal Region	0	0
Orange Free State Region	0	0
Orange Vaal Region	0	0
Johannesburg Region	0	0
Highveld Region	0	0

Information as on 1 March 1988.

NOTE:

For the sake of completeness a list of non-departmental hostels is furnished as well:

		Church	*Community*	*Private*	*TOTAL*
NATAL	*Control*				
	Number	11	1	1	13
	Accommodation	2 061	69	38	2 168
N TVL	Number	—	—	2	2
	Accommodation	—	—	78	78
JOHANNESBURG	Number	1	—	—	1
	Accommodation	150	—	—	150

(2) Yes

Hostel accommodation is being planned for the Nancefield township at Messina in the Northern Transvaal Region.

Transportation of pupils: amount spent

198. Mr D S PIENAAR asked the Minister of Education and Development Aid:†

What total amount was spent by his Department in each province in 1986, 1987 and 1988, respectively, on the transportation of pupils from their parental homes to school and back?

B476E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

1986 — None
1987 — None
1988 — R2 412 500.

The particulars requested of the amount spent per Province, unfortunately, is not readily available as the Department of Transport administers the claims of the various bus services which mostly operate countrywide, on behalf of the Department of Education and Training.

NOTE:

In reply to a similar question (Question 1444) during 1988 an amount of R1 930 000 was mentioned. The difference between this amount and the above-mentioned amount can be ascribed to the fact that late in 1988 the Department undertook to subsidise the pupils' contributions for the period 13 January 1988 to 31 March 1988 as well

Nurses: applications

208. Dr M S BARNARD asked the Minister of National Health and Population Development:

(1) How many (a) applications to train as nurses were (i) received and (ii) accepted from, and (b) vacancies existed at institutions for the training of nurses for, (aa) Whites, (bb) Coloureds, (cc) Indians and (dd) Blacks in 1987;

(2) How many nurses of each of these race groups completed their training in that year?

B492E

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

Information as provided by the provincial administrations.

(1) (a) (i) Received

(aa)	Whites	2 745
(bb)	Coloureds	9 147
(cc)	Indians	722
(dd)	Blacks	25 414
	Total	38 028

In addition to the total, 215 applications are not identifiable per population group,

(ii) Accepted

(aa)	Whites	1 449
(bb)	Coloureds	329
(cc)	Indians	97
(dd)	Blacks	844
	Total	2 719

In addition to the total, 75 accepted applications are not identifiable per population group,

(b)

(aa)	Whites	1 973
(bb)	Coloureds	169
(cc)	Indians	—
(dd)	Blacks	713
	Total	2 855

In addition to the total, 468 vacancies are not identifiable per population group.

(2)

(aa)	Whites	789
(bb)	Coloureds	38
(cc)	Indians	71
(dd)	Blacks	751
	Total	1 649

In addition to the total, 263 nurses completed their training but cannot be identified per population group.

Remedial teachers

217. Mr R R HULLEY asked the Minister of Education and Development Aid:

(1) (a) How many qualified remedial teachers were employed at schools falling under the control of his Department, and (b) what was the (i) pupil: remedial teacher ratio (ii) school: remedial teacher ratio at such schools, in 1975 and 1988, respectively;

(2) whether the (a) number and (b) ratio of remedial teachers varies from province to province; if so, (i) what are the differences and (ii) why;

(3) whether there are any schools falling under the control of his Department which cater specifically for children requiring remedial teaching; if not, why not; is so, (a) which schools and (b) where are they situated;

(4) whether the training and employment of remedial teachers for schools falling under the control of his Department is regarded as a top priority by his Department; if so, what steps are being taken in this respect; if not, (a) why not and (b) what is regarded as having higher priority?

B501E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) (a) 123 in 1988. In 1975 there were no such teachers in the service of the Department. Sixty-nine of the aforementioned 123 teachers fill ordinary

teaching posts at schools, while 54 render service as remedial advisers in the various regions. Each remedial adviser is responsible for a number of schools.

1 500 panels were established for the identification and diagnosis of and rendering of assistance to pupils with learning and other problems Remedial work forms an essential part of this assistance. Teachers on these panels receive in-service training.

Owing to the system prevailing at this stage, it is not possible to supply a meaningful ratio of pupils: remedial teacher and of school: teacher.

(b) (i) and (ii) lapse.

(2) (a) and (b) Yes.

(i) The Departement's statistics are not available according to province and the information on the number of remedial advisers are furnished per region:

Northern Transvaal	:	10
Highveld	:	9
Johannesburg	:	5
Orange Vaal	:	9
Orange Free State	:	7
Natal	:	7
Cape Province	:	7

The number of remedial teachers in ordinary teaching posts is as follows:

Northern Transvaal	:	13
Highveld	:	12
Johannesburg	:	5
Orange Vaal	:	11
Orange Free State	:	8
Natal	:	9
Cape Province	:	11

(ii) The regions differ from one another in respect of the geographical area covered, number of schools in each region and number of pupils per region.

(3) No. The Department follows the practice of offering remedial education within the ordinary classroom situation in ordinary schools. The rendering of assistance according to the system of panels for identification, diagnosis and assistance is gradually being extended to all public schools by means of in-service training programmes for selected teachers.

(a) and (b) lapse.

(4) No. Although it is a high priority.

(a) The employment of remedial teachers is very important but is to the benefit of a relatively small percentage of the total school population.

(b) An effective system whereby education is provided to mainstream pupils which represent approximately 95% of the total enrolment in schools.

Legal Aid Board: financial obligations

240. Mr D J DALLING asked the Minister of Justice:

(a) What were the unpaid (i) financial and (ii) contingent financial obligations of the Legal Aid Board as at 31 January 1989 and (b) what cash funds did the Board have at its disposal as at that date?

B545E

The MINISTER OF JUSTICE:

(a) (i) and (ii). A rough estimate done by the staff of the Legal Aid Board indicates that the Board may receive accounts for about R15,3 million in respect of live cases (some of them up to thirteen years old) over probably the next thirteen years. This is a contingent liability which becomes claimable in the future as and when these cases reach finality. Should these cases therefore not reach finality the contingent liability will be reduced accordingly.

(b) On 31 January 1989 the Board had R7 589 365 at its disposal for the financial year ending 31 March 1989. This includes the balance of funds appropriated, interest received and legal costs recovered. The administration costs of the Board amount to approximately 14% of its annual budget. The remainder is available for legal aid to needy persons. The Board therefore has sufficient funds to fulfil its financial obligations for the previous financial year which ended on 31 March 1989

The Board's financial obligations in respect of live cases referred to in (a), must not be assessed in direct relation to its cash funds referred to in (b), since the cash funds only had to cover the Board's cash flow until 31 March 1989. The Board is funded annually in such a way so as to be able to fulfil its accumulated financial obligations in a specific year. This is apparent from the budget of R15 million which has been appropriated to the Board for the current financial year, in contrast with the budget of R12 million for the previous financial year. The Government has also approved that the following amounts at the least would be appropriated over the next three years: 1990/91 financial year R17 million; 1991/92 financial year R19 million and 1992/93 financial year R22 million.

I may add that due to the nature of the Legal Aid Board's activities it occurs that cases, especially civil cases, are only disposed of years after legal representatives are instructed and that legal costs become payable only then. It is also not possible to predict in which financial year a case will be disposed of and the legal costs become payable. It is therefore difficult to budget accurately. The effect of the suspension of services and the restriction of legal costs is likewise unpredictable. However in the past, whenever an unforeseen shortfall loomed in a particular financial year, the Government has always provided the necessary additional funds.

Legal Aid Board: services suspended

241. Mr D J DALLING asked the Minister of Justice:

Whether any legal aid services were suspended by the Legal Aid Board in 1988; if so, (a) (i) which services and (ii) for what period and (b) why were these services suspended?

B546E

The MINISTER OF JUSTICE:

Yes.

(a) (i) and (ii) For the period 1 January 1988 to 31 December 1988 legal aid was not granted in criminal and civil appeals and legal aid instructions were not given to advocates in lower courts in criminal as well as civil cases and to senior advocates in the Supreme Court in criminal as well as civil cases. For the period 1 January 1988 to 31 March 1988 legal aid was not granted in civil matters where the *quantum* of the claim was R1 200 or less for the period 1 April 1988 to 31 December 1988 in civil matters where the *quantum* of the claim was R2 000 or less. For the period 1 January 1988 to 30 November 1988 legal aid was not granted in industrial court matters. For the period of 1 January 1988 to 31 March 1988 legal costs in respect of divorce and related cases were restricted on the legal aid tariff to a maximum of R500; the legal costs in respect of the defence in criminal cases were restricted on the legal aid tariff to a maximum of R240 and R360 in district and regional courts, respectively; the legal costs in respect of applications or petitions after imposition of the death penalty were restricted on the legal aid tariff to a maximum of R360 per application or petition. For the period 1 April 1988 to 31 December 1988 legal costs in respect of divorce and related cases were restricted on the legal aid tariff to a maximum of R750 if one attorney was involved and R1 000 if two attorneys were involved: Provided that if permission was granted for the institution or defence of interlocutory actions, legal costs therefor could have been allowed in addition to the legal costs for the main action: Provided further that the legal costs for the interlocutory action were restricted on the legal aid tariff to a maximum of R500 if one attorney was involved and R750 if two attorneys were involved; the legal costs in respect of applications or petitions after imposition of the death penalty were restricted on the legal aid tariff to a maximum of R500 per application or petition. For the period 1 to 31 December 1988 legal costs in respect of industrial court matters were restricted as follows: For a consultation if section 43 proceedings were not instituted—the moneys as prescribed for a consultation in scale C of the tariff in the Magistrates' Courts Rules, minus 20%; if section 43 proceedings were instituted—the moneys as prescribed in scale C of the tariff in the Magistrates' Courts Rules, minus 20%, to a maximum of R500; if the legal aid

HOUSE OF ASSEMBLY

QUESTIONS

† Indicates translated version.

For written reply:

General Affairs:

Hostel accommodation

172. Mr K M ANDREW asked the Minister of Education and Development Aid:

(1) Whether any hostel accommodation is provided at any schools falling under the control of his Department; if not, why not; if so, how many (a) hostels and (b) places for pupils at such hostels are there at (i) high and (ii) primary schools in respect of each departmental region;

(2) whether any hostel accommodation is planned at any schools falling under the control of his Department; if not, why not; if so, what are the relevant details?

B407E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) Yes

(i) Secondary Schools

	(a)	(b)
Cape Region	1	800
Natal Region	2	1 366
Northern Transvaal Region	3	1 892
Orange Free State Region	0	0
Orange Vaal Region	0	0
Johannesburg Region	0	0
Highveld Region	0	0

(ii) Primary Schools

	(a)	(b)
Cape Region	1	50
Natal Region	0	0
Northern Transvaal Region	0	0
Orange Free State Region	0	0
Orange Vaal Region	0	0
Johannesburg Region	0	0
Highveld Region	0	0

Information as on 1 March 1988.

NOTE:

For the sake of completeness a list of non-departmental hostels is furnished as well:

	Control	*Church*	*Community*	*Private*	*TOTAL*
NATAL	Number	11	1	1	13
	Accommodation	2 061	69	38	2 168
N TVL	Number	—	—	2	2
	Accommodation	—	—	78	78
JOHANNESBURG	Number	1	—	—	1
	Accommodation	150	—	—	150

(2) Yes

Hostel accommodation is being planned for the Nancefield township at Messina in the Northern Transvaal Region.

Transportation of pupils: amount spent

198. Mr D S PIENAAR asked the Minister of Education and Development Aid:†

What total amount was spent by his Department in each province in 1986, 1987 and 1988, respectively, on the transportation of pupils from their parental homes to school and back?

B476E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

1986 — None
1987 — None
1988 — R2 412 500.

The particulars requested of the amount spent per Province, unfortunately, is not readily available as the Department of Transport administers the claims of the various bus services which mostly operate countrywide, on behalf of the Department of Education and Training.

NOTE:

In reply to a similar question (Question 1444) during 1988 an amount of R1 930 000 was mentioned. The difference between this amount and the above-mentioned amount can be ascribed to the fact that late in 1988 the Department undertook to subsidise the pupils' contributions for the period 13 January 1988 to 31 March 1988 as well.

Nurses: applications

208. Dr M S BARNARD asked the Minister of National Health and Population Development:

(1) How many (a) applications to train as nurses were (i) received and (ii) accepted from, and (b) vacancies existed at institutions for the training of nurses for, (aa) Whites, (bb) Coloureds, (cc) Indians and (dd) Blacks in 1987;

(2) How many nurses of each of these race groups completed their training in that year?

B492E

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

Information as provided by the provincial administrations.

(1) (a) (i) Received

(aa)	Whites	2 745
(bb)	Coloureds	9 147
(cc)	Indians	722
(dd)	Blacks	25 414
	Total	38 028

In addition to the total, 215 applications are not identifiable per population group,

(ii) Accepted

(aa)	Whites	1 449
(bb)	Coloureds	329
(cc)	Indians	97
(dd)	Blacks	844
	Total	2 719

In addition to the total, 75 accepted applications are not identifiable per population group,

(b) (aa) Whites 1 973
(bb) Coloureds 169
(cc) Indians —
(dd) Blacks 713
Total 2 855

In addition to the total, 468 vacancies are not identifiable per population group.

(2) (aa) Whites 789
(bb) Coloureds 38
(cc) Indians 71
(dd) Blacks 751
Total 1 649

In addition to the total, 263 nurses completed their training but cannot be identified per population group.

Remedial teachers

217. Mr R R HULLEY asked the Minister of Education and Development Aid:

(1) (a) How many qualified remedial teachers were employed at schools falling under the control of his Department, and (b) what was the (i) pupil: remedial teacher ratio (ii) school: remedial teacher ratio at such schools, in 1975 and 1988, respectively;

(2) whether the (a) number and (b) ratio of remedial teachers varies from province to province; if so, (i) what are the differences and (ii) why;

(3) whether there are any schools falling under the control of his Department which cater specifically for children requiring remedial teaching; if not, why not; is so, (a) which schools and (b) where are they situated;

(4) whether the training and employment of remedial teachers for schools falling under the control of his Department is regarded as a top priority by his Department; if so, what steps are being taken in this respect; if not, (a) why not and (b) what is regarded as having higher priority?

B501E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) (a) 123 in 1988. In 1975 there were no such teachers in the service of the Department. Sixty-nine of the aforementioned 123 teachers fill ordinary

Improved economy needed to maintain education levels

Star 19/4/89

(50)

Parliamentary Staff

If economic growth did not improve, the the number of people receiving education was expected to grow at an annual rate of 3 percent more than the available resources for education would grow over the next few years, the **Minister of National Education, Mr F W de Klerk**, said yesterday.

Introducing his Budget Vote, he said this would mean a decline in the provision of resources for each person from a base which education already perceived as weak.

The modern economy demanded that the high standards and available opportunities already achieved be maintained, while deficits were gradually eliminated. This posed a tremendous challenge to education.

These circumstances could not be allowed to reduce the quality of education to a grey mediocrity.

He had no doubt the most important solution to the problem of financing education lay in stabilising and strengthening the economy.

Only when this objective was achieved would it be possible to place education finance planning on a sound footing.

There would also have to be a "better and leaner" education system. — Sapa.

Elitist education the only practical route for SA

(50)

B/Day 19/4/89

STUART JONES

SOUTH AFRICAN universities will have to be elitist if we are to ration resources in a country facing a population explosion and a rising demand for education at all levels.

It may be true, as James Moulder asserts (Business Day, February 23), that universities do not contribute more to our social, economic and political development than primary schools. The fact remains that a moderately educated person can teach small children to read and write without formal training, but this is impossible for the production of engineers or doctors.

In his quest for competence over excellence, Moulder appears to assume that higher education and university education are synonymous. This is a dangerous error, for universities should form only a portion of the tertiary sector.

The question should not be why do universities maintain such high standards, but why did accounting, journalism, nursing, sports teaching, home economics and even the production of attorneys enter the universities in the first place?

Early modern Europe had to be elitist. So, too, did 19th Century Europe, for one simple reason: there was not enough wealth to provide higher education for more than a small minority of the population. This is true of modern Africa.

The only practicable solution to the problem is an elitist one. If the tax revenue is spread evenly over the whole population, we shall be permanently inferior to a large part of the rest of the world, relying on imported skills for anything slightly advanced.

Further support for an elitist approach is provided by the black population's growth rate of 4,3% per annum. No country supporting such a growth rate can maintain a large proportion of its population in higher education While the black population growth remains around 4%, per capita incomes will remain low and the tax base narrow.

It is not apartheid that has created this new situation (it may be observed in Zimbabwe, Kenya and Nigeria) and the abolition of apartheid will not make it disappear. It is something we have to live with; and ANC activists should give more thought to it. Indeed, it may not be possible to maintain the 9,1:1 000 university student ratio of 1985.

It is inverted racism to advocate racial criteria in determining the composition of higher education in the year 2010 — a racism that displays a high degree of unrealism in proposing that semi-subsistence agricultural communities could, or should, send the same proportion of their population to universities as middle to upper middle class urban communities.

More instructive comparisons could be made with other societies struggling with population explosions. In all of them we see elitism of one form or another.

It is perfectly feasible to have egalitarian primary education with selective secondary education, and even more selective tertiary education. The success of the Soviet Union between the wars in eliminating illiteracy, or of modern Zimbabwe, is evidence of this. Mass primary education should be a major goal.

This, however, should not apply to secondary education, although it is here that the real barriers to economic growth lie — not at the primary level and not at the tertiary level.

SA today is in a situation not unlike that of Britain in the late 19th Century, where economic development is likely to be retarded by lack of technicians and mechanics, precisely those people who need to have secondary education. But SA cannot provide everyone between the ages of 12 and 18 with secondary education.

Some process of selection is necessary, whether or not it is ideologically acceptable to "liberal" academics or United Nations officials. The competition from the unselective primary schools should enable standards to be raised in the secondary schools, providing we accept that not all whites will matriculate from these selective secondary schools.

At the tertiary level the universities, as centres of excellence, should form only part of the structure. Centres of competence should surround and support them — colleges of commerce, technical colleges, colleges of education, colleges for nurses, and so on. These centres of competence should place their focus on teaching and not on the advance of knowledge.

While it may be socially desirable for accountants, attorneys, teachers and so on to be educated at universities, it is not necessary and it makes their production much more expensive.

We live in a world undergoing rapid technological change. It is essential that SA maintains a number of universities of world class. Would Moulder, for example, like to live in a high-rise building designed and erected by "engineers" trained in a centre of competence or to go into a hospital for an operation by "doctors" who qualified in a centre of competence?

How many centres of excellence SA can afford is a matter to be decided by politicians, not university administrators. Stellenbosch has already led the way. They have adopted the elitist route, by deciding to restrict admission.

One or two of the English-medium universities should adopt the same strategy, and these selective universities should become the research-orientated centres of excellence.

The rest should perhaps adopt the American model with teaching-orientated liberal arts colleges (who do teach science) and junior colleges surrounding and feeding their graduates into the centres of excellence.

Some of the larger universities cannot decide what their role should be. At one moment their administrators talk of the university as a centre of excellence and demand that their staff engage in research, with publications as the main criterion for promotion; at another, they talk as if the university is a community college, with the duty of remedying the defects in the existing system of secondary education. These two roles are irreconcilable.

Academic support programmes are not a success. They are an exercise in public relations. Bridging courses should also be abolished, not because of lack of money, but because of lack of success. They should be replaced with a full one-year course built into the degree structure — the four-year degree.

The only practical route for SA to adopt is the elitist one. There are not sufficient funds to provide everyone with either an excellent or a competent education. There are, however, sufficient funds to provide everyone with primary education, and a large proportion of the population with secondary education.

Tertiary education will have to remain the privilege of a minority while the birth rate remains high and per capita incomes low.

Lowering the standard of the universities is not to be recommended. Zambia adopted that route many years ago and, in so doing, probably opted out of the 21st Century.

There may be too many institutions in SA calling themselves universities. If so, this is an argument for differentiation in tertiary education.

The fundamental issue concerning the optimum number of universities will depend upon whether universities remain centres of research and excellence, or whether they become centres of instruction and competence Institutional competence may be shorthand for institutional mediocrity.

☐ **Dr Jones is head of the division of Economic History at Wits.**

there was an alarming loss of manpower to other countries in some professions.

ARGUS 30/4/89 ■ ■ ■ 50

The government was making the same mistake in white education now as it had made by deliberately pegging spending on black education between 1955 and 1968, said Mr Ken Andrew (DP Gardens).

The results of the deliberate neglect of black education then had been disastrous.

■ ■ ■

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Partial rationalisation of education on the cards

Certain own affairs education facilities that would have been closed down could possibly in future be made available to other population groups if proper arrangements were made, the Minister of National Edcuation, Mr F W de Klerk, said in Parliament yesterday.

In his reply to debate on his Budget Vote, the Minister also spoke on the controversial issues of university autonomy, students who left the country shortly after graduating, his 10-year parity plan and school subsidies.

Mr de Klerk told Parliament that own affairs facilities did not fall directly under his Ministry.

However, he had been informed by his fellow education Ministers that the future use of facilities by other groups was being negotiated.

A good spirit existed in the Council of Education Ministers and it was quite possible facilities made available in this way could be offered to other population groups.

Mr de Klerk said he was convinced the State and virtually all universities would be able to agree on ways of dealing with the unsatisfactory conditions on some campuses.

The Government was committed to maintaining university autonomy and would not act in the *"kragdadige"* way it appeared the CP favoured, he said.

This autonomy was naturally not unrestricted — and the universities understood that.

Universities functioned best in an atmosphere of minimum interference from the State.

Recover subsidy

As regards university students who left the country shortly after graduating in one of the professions, he said such people might be forced to repay the entire subsidy on their university education before leaving.

Mr de Klerk said there was an alarming loss of manpower to other countries in some professions.

The taxpayer made a major investment in the training of these people, believing this investment would benefit the country. If these benefits did not materialise because the person left the country, the taxpayer had a moral right to recover his investment.

Mr de Klerk said it was "pure Democratic Party propaganda" to claim he had said the 10-year plan for parity in education had been abandoned.

What he had in fact said was that negotiations on the plan had become difficult due to economic circumstances.

The negotiations had not been discontinued, but the focus had shifted from long or medium-term strategies to relatively short-term strategies.

Contrary to what critics said, South Africa already had a single education system, marked by aspects of centralisation as well as decentralisation.

The general policy administered by the Department of National Education was applicable to all in South Africa and did not recognise colour, creed or race, Mr de Klerk said. It made provision for the necessary cohesion in the education system of a country in which diversity of peoples was a mighty factor.

● Last year's matric results showed very clearly that there could be no talk of equal education opportunities for the less privileged group in the foreseeable future, **Mr C I Nasson (LP Bokkeveld)** said in Parliamen yesterday.

He said in debate on the National Education Vote that unfavourable pupil-teacher ratios exacerbated inequalities in per capita spending.

Mr Andrew Gerber (CP Brits) said it was not possible for the State, with its limited financial resources, to both maintain the standard of white education and to bring about parity in education for all racial groups.

'Same mistake'

The Minister should take all population groups into his confidence and say which of these options the Government would choose.

It was clear that they could not both be pursued at the same time.

Mr Ken Andrew (DP Gardens) said the Government was making the same mistake in white education now as it had made by deliberately pegging spending on black education between 1955 and 1968. The results of the deliberate neglect of black education over that period had been disastrous, he said. — Sapa.

Cape Times 20/4/89

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Outcry over 'on hold' plan

EDUCATIONALISTS were aghast yesterday at the implications of Mr F W De Klerk's speech in which he said that the government's ten-year plan for equality in education was "on hold".

Dr Franklin Sonn, president of the Cape Teachers' Professional Association, said: "It is a downright shame. We are sick and tired of the 1989 brand of oppression and denial."

Mr Ken Hartshorne, a consultant to the Centre for Continuing Education, said one had to take "with a pinch of salt" Mr De Klerk's statements about some pupils having to leave school after standards four and seven.

But making Std 7 an exit point for some could make sense if their subsequent work was combined with education. Senior secondary school was too university-orientated, he said.

"Beneath all these problems in education lies the failure of a political system," Mr Hartshorne said.

Mr Dudley Schroeder, chairman of the white Teachers' Federal Council, said the TFC was aware that the economy was not growing fast enough. "Other options to finance education" would be looked at, he said.

● It was "pure Democratic Party propaganda" to claim that he had said the ten-year plan had been abandoned, Mr De Klerk said yesterday. What he had said was that negotiations on the plan had become very difficult due to economic circumstances. The negotiations had been put on hold — not been discontinued, Mr De Klerk insisted.

The focus of attention had shifted from long- or medium-term strategies to relatively short-term strategies.

● The vice-chancellors of SA's three major English-speaking universities was not surprised by Mr De Klerk's statement that state expenditure on education would have to be cut.

But their view is that SA faced a Third World future if it did not budget to educate the huge lower end of its population.

Prof John Reed of UCT said the present dire backlog in education was the result of a lack of growth and poor investment in education in the past.

Warning of 'Third World future'

B/Day 20/4/89

DIANNA GAMES

SA FACED a Third World future if it did not budget to educate the huge lower end of its population to deal with the country's economic potential.

That was the reaction of the vice-chancellors of the three major English-speaking universities to NP leader F W de Klerk's statement this week that the state would be forced to spend less on educating each child in future.

Natal University vice-chancellor Professor Peter Booysen said De Klerk's announcement on the funding crisis was not unexpected.

He did not expect more financial cutbacks for universities as their viability could not be maintained if they were subjected to any more cuts.

In order to meet tertiary education needs, existing universities had to be allowed to grow at around 4% although government had said they could not exceed a maximum growth of 2%.

Booysen has previously maintained that this growth rate is necessary to keep an acceptable ratio of nine university students to every 1 000 people.

He said universities had been raising their standards of entry steadily during the past few years to cope with the amount of money available.

UCT's acting vice-chancellor Professor John Reed said the dire backlog in education was the result of a lack of growth and poor investment in education in the past.

He said: "To hold our education system to an investment in proportion to our current national exchequer is to repeat the same mistake." Expecting education to grow at the economy's 1,3% growth rate "condemns us to everlasting inferiority".

Professor Robert Charlton, Witwatersrand University vice-chancellor, said Wits had accepted funding would be tight for the immediate future and had already rationalised.

Speaking about the backlog in black education, he said at the present population growth rate, there were about 750 000 new pupils annually needing 20 000 new classrooms in the same time.

De Klerk's statement that government budgeted the same proportion of its budget for education as did developed countries — 6,1% of GNP — was unacceptable because of the massive backlog and the concentration of SA's population at the lower end.

"If we want to avoid a Third World future, we had better educate them."

(50)

The classroom crisis continues. Even the most basic demands, equal, integrated education, have not been met

Vast budget cutbacks – a schoolyard explosion looms

Education is in a 'tight spot', says the government. But others fear a resurgence of violence — following major cuts in the schooling budget.
By SHAUN JOHNSON

LESS than three years after its inception, the government's "10-year plan" for education in South Africa has — on Education Minister FW de Klerk's own admission — foundered.

The announcement has led the Democratic Party's Roger Burrows, among many others, to conclude that 1989 will be the "crunch year" for education, after the issue had seemed briefly to recede.

Arguments rage over whether the plan, interpreted at the time of its announcement in 1986 as a promise to redress the racial imbalances in educational spending, has collapsed or merely been rescheduled.

De Klerk's statement in parliament that economic constraints made it impossible for the state to meet the goals of the education plan was seen as an admission that it was dead.

For the plan to have any chance of success, an annual national growth rate of at least 4,1 percent was essential — and the reality was closer to 1,3 percent.

De Klerk has dismissed accusations that his speech constituted an admission of failure as "pure Democratic Party propaganda", but the fact remains that less money is to be spent on the education of each South African child from now on.

The capital expenditure budget on primary and secondary schools for 1989/90 is significantly lower than the previous year's: R170-million compared to R192-million. The Democratic Party's spokesman on black education, Ken Andrew, calculates that this will result in between 20 and 25 percent fewer classrooms being built, despite the fact that the shortage is already substantial.

Leaving aside the debates over the causes of the poor growth rate — some commentators reserve their anger exclusively for "sanctioneers" — it is clear that the potential for a resurgence of educational ferment could be increased.

In the mid-1980s, a decade after the Soweto pupils' revolt, the crisis of black education was seen to hold the key to the nation's wider malaise.

Tens of thousands of boycotting pupils roamed township streets, and schools stood gutted. The classrooms were emptied in protest against unequal education. Black schooling, quite simply, broke down.

Pretoria had no choice but to respond to pressure, and the 10-year plan was its solution. Rapid improvements in black education, the government hoped, would demobilise the "shock troops of the revolution".

Leading educationist Dr Ken Hartshorne points out that not only was there dissatisfaction in the black community about the length of time the proposed reforms would take to be implemented, but a careful reading of de Klerk's promises showed them to fall short of even the most basic demand from the pupils — equal, integrated education.

"From the outset, de Klerk didn't say he would bring equality," says Hartshorne. "He said he would bring parity nearer." Nowhere was there any indication that the government would consider moving away from racially segregated schooling.

"And that, of course, was and remains the root of the problem," according to Hartshorne. Thus this month's development is significant. Its importance lies in the fact that even the lesser goal of bringing "more equality" to schools, separately and slowly, cannot be achieved.

"The signs were clearly there, even in last year's budget, when the spending levels on education dropped," says Hartshorne. "All the minister has done this time round is to confirm the failure. It might well be true that the concept has not been abandoned, but the rate of progress has been slowed down, and that is dangerous."

Andrew echoed this view in a speech to parliament during the vote on the Department of Education and Training's budget.

"The National Party is keeping white government schools racially pure at the expense of the life chances of thousands of black children," he said. "We have an educational crisis of massive proportions (and) Minister de Klerk's announcement on education funding clearly indicates that the crisis is likely to worsen."

Warning notes are also being sounded farther afield. Addressing the kaNgwane Legislative Assembly this week, which had just heard a speech by Sam de Beer, the Deputy Minister of Education and Training, Chief Minister Enos Mabuza decried the lack of funds for rural education, and reiterated the objection to segregated schooling.

Hartshorne sees the austerity announcement as "only one in a broader complex of factors which could lead to a breakdown of the relative, surface stability in township schools."

He says resistance can be sparked by localised issues in particular areas. He points to the disruptions surrounding matriculation results in Soweto this year, and the furore over the military "occupation" of the Turfloop campus, as current examples.

Besides the dangerous financial belt-tightening, Hartshorne argues that the restriction of groups such as the National Education Crisis Committee has exacerbated the problem.

While he says the "powerful idea" of people's education is still being discussed and promoted "in a quieter, less obvious way than before", such initiatives have been seriously hindered by state action.

Harthorne predicts educational reform will remain a central issue. "... there will be a process of breaking down, not from the top, but a changing of the situation from below."

An unspoken fear grips those involved in the education struggle. They know the depth of grievances, intensified by the budget cutback, could be sufficient to cause a repetition of the schoolyard explosions.

Barefoot children ... No improvement in their school facilities
Picture: PAUL WEINBERG, Afrapix

Behind the angry racial rhetoric, a battle for control

Simmering dissatisfaction over the replacement of black principals by whites at schools in Western Cape townships has flared into violence.
By GAYE DAVIS

A WHITE principal at a New Crossroads high school was injured when his car was stoned, indicating the level of anger over the appointment of white headmasters at township schools.

After he was helped away by another white principal, students set his car alight before moving on to two other schools headed by white principals, where cars were damaged by stones.

And in Paarl, students at Simon Hebe High in Mbekweni township this week entered their fourth week of a class boycott in support of their demand that their white principal leave.

The Defend Detu Committee (DDC) — formed in response to the restriction order imposed late last year on the Democratic Teachers' Union (Detu) — this week called on Minister of Education and Training Gerrit Viljoen to intervene "immediately to prevent a worsening crisis"

DDC representative Monde Tulwana said moves by the department to "normalise an abnormal situation" had backfired through lack of consultation. A major grievance relating to white principals is the fact that school communities were never consulted about their appointment.

According to the DDC, the principals are seen as conservatives imposed on communities by the department to rigorously enforce its regulations — including the setting up of new structures called School Management Committees (SMC).

In terms of regulations gazetted last year, the new bodies are intended to "provide for increased parent and community involvement in — and responsibility for — education".

But they are being perceived as an attempt to undermine or eradicate existing parent-teacher-student associations elected by communities to liaise between them and school authorities.

While PTSAs have been denied access to schools, principals and inspectors have gone ahead with plans to implement the SMCs They are intended to replace the school committees provided for in DET regulations which, as the department admitted, were "not functioning as successfully as they might".

Sue Philcox, of the Western Cape-based Education Forum, which monitors black schooling in the region, said the new structures were being set up without consultation.

While they had "some potential for genuine representation and decision-making", control remained in the hands of the DET, through its officials, principals and a "handful" of parents who have been co-opted.

Elections were "steamrollered" by inspectors, resulting in bewilderment, confusion and, in some cases, parents refusing to vote

"The National Education Crisis Committee (now restricted), the PTSAs and the student representative councils amply demonstrated communities' urgent desire and ability to involve themselves in decision-making regarding the education of their children

"These bodies were democratically elected and genuinely representative, but they impinged on the contested terrain of the DET, the state and the state security system, and had to go"

Parents were faced with the dilemma of becoming "rubber stamps" for the DET

"Parents do not wish to be dictated to and see these committees in the same light as community councils," Philcox said "The struggle for control in education goes on."

A major question now is whether the four white principals heading schools in Cape Town's black townships will continue in their posts

In Paarl, the principal arrives at school each day but is attended by two policemen who are in radio contact with headquarters, sources said.

The day the boycott began — sparked by Visser's refusal to grant two hours for a Sharpeville Day commemoration programme — students formed a "guard of honour" from a school building to his car, leaving him no option but to leave the premises. When he returned an hour later, he was accompanied by police.

"The pupils say they have nothing against his colour, but rather against his authoritarian manner," said a source.

At a meeting called to elect an SMC, parents did not vote, instead telling the principal he had not been introduced to them and was unwelcome. Previously a teacher at the school was acting principal.

There have been no classes for four weeks. Several teachers have been threatened with disciplinary action for "failing to carry out DET orders".

"There's a lot of anger," said the source "Some parents have been persuaded by the DET that teachers are using the pupils for their own ends. Teachers feel the argument is between the principal and the pupils, but they feel demoralised and demotivated

"Tensions are tearing the community apart. There is a strong feeling that Visser's continued presence will cause further polarisation — not only at the school but in the community."

In Cape Town's black high schools classes are continuing. But pupils at Fezeka High in Guguletu walked out this week after the arrival of a police video unit which filmed students.

Pupils believed the film would be used for the identification of those involved in last Thursday's attack on the principal of New Crossroads

● The DET's deputy director in the Western Cape, LC Nel, blamed the attack on "a group of pupils who organise themselves very well" and said parents had asked the DET to act against them.

He said posts were advertised but there was little response and white principals were appointed.

He said the boycott at Simon Hebe High was being sustained through the intimidation of most pupils.

The school's "management" was found lacking under the acting principal's hand and when no black applicants responded to an advert for the post Visser was appointed.

Despite pleas, a concrete furrow for a toilet

Weekly Mail Reporter

PUPILS at a Guguletu, Cape Town primary school have to squat over an open concrete furrow — their only toilet.

Small children run the risk of falling in, and there are no basins at which to wash their hands. But repeated requests for toilets at Lehlohonolo Primary, a Sotho-language school, have gone unanswered.

Blackboards are worn, making the writing difficult to read But at least there is electricity, unlike most of Cape Town's township schools parents raised the money for it.

At Vukukhanye Primary, eight of the school's 16 classrooms have been roofless since 1986, when the school, which sheltered refugees from bloody conflict in the nearby KTC squatter settlement, was petrol-bombed. During the winters pupils have to double up in the remaining classrooms, where broken window panes have been covered with cardboard.

At the Tswana-language Iketlo Primary near Nyanga, there are no toilets, no taps, no playground and no electricity Pupils have to leave their pre-fabricated classrooms to use toilets at the school next door

These are specific examples, but such conditions are general in black schools in the Western Cape.

According to the Democratic Party spokesman on black education, Ken Andrew, only three primary schools have been upgraded in the region in the past three years. This year, none are due for repair or renovation

Many high schools are also in a "shocking state".

"The situation is serious and demoralising for teachers and pupils alike. And there is every indication that it is going to get worse," Andrew said. "By contrast, white government schools have more than a quarter million empty places. White schools are being closed for lack of pupils, and teachers are being made redundant."

● The Deputy director of the Department of Education and Training in the Western Cape, LC Nel, said with a limited budget, the choice lay between building a new school or using the money to upgrade an old one.

Putting a new roof on Vukukhanye Primary was a priority however, which was now being attended to. The reason for the three-year delay was "lack of money".

Entries open for US fellowships

THE United States Embassy has announced its annual competition for the July 1990 Hubert H Humphrey Fellowships.

By NKOPANE MAKOBANE

A spokesman said application forms for this bursary programme may be obtained from the US Information Service offices in Pretoria, Johannesburg, Cape Town and Durban.

The closing date for submitting applications is April 20 1989.

The Humphrey Fellowships send accomplished professionals to the US at a midpoint in their careers for a year of non-degree study and related professional experience.

A limited number of fellowships is granted competitively to professional candidates with a commitment to public service in both the public and private sectors, specifically in the fields of planning and resource management, public administration, agriculture and health and nutrition.

Practical

The programmes do not result in the granting of a degree because emphasis is on obtaining practical knowledge.

Fellowships are granted to applicants with: a strong academic background; an outstanding record of professional accomplishments, a career pattern of progressively responsible professional experience in public service; demonstrated leadership qualities and fluency in English.

Assocom in in-depth look at SA education

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B/Day 21/9/87

DIANNA GAMES

ASSOCOM was taking an in-depth look at education in SA in relation to the needs of business, Assocom manpower secretary Vincent Brett said yesterday.

He said this precluded him from commenting on various statements this week by NP leader and National Education Minister F W de Klerk on government's predicament in financing education.

Brett said the Assocom study would look at educational institutions and differing systems from primary schools through to universities and technikons. He could not say when it would be completed.

Urgent

De Klerk said government was considering lowering the levels of exit from schools to Std 4 and Std 7 for all races, while also demanding higher admission requirements for universities, thus bringing down the number of graduates in the marketplace.

GERALD REILLY reports from Pretoria that Teachers' Federal Council (TFC) chairman Dudley Schroeder says the users of education, particularly the private sector, should co-operate urgently to eliminate factors inhibiting its financing.

A co-ordinated plan — involving the private sector, the organised parent community and the teaching profession — to beat the financial problem was "very urgent".

ture of our neighbours."

Education system in SA is 'too inflexible'

B/Day 21/4/89

B/Day CHARLOTTE MATHEWS (50)

INTERNATIONALLY recognised educationist Ken Hartshorne says SA's system is too authoritative, prescriptive and inflexible.

He added on Wednesday night, at the opening of education publishers Maskew Miller Longman's new warehouse in Johannesburg: "Education departments in SA tend to be too conservative, if not ideologically biased. The nature of democracy demands that different interpretations should be heard and discussed."

He said taxes and surcharges were placing books beyond the means of people, schools and universities.

"This is a short-sighted attitude and I suspect this stems from an authoritarian ideology which believes that the state knows best and is not too perturbed that the right to know is curtailed directly or indirectly."

Hartshorne added: "The education of blacks is particularly difficult because of problems of language, development and financial and political constraints and the ideological baggage which this carries on its shoulders."

A (DM) 27/4/89

BUDGET VOTE 50
EDUCATION AND TRAINING

PRESENTATION ACCORDING TO STANDARD ITEMS

Items	1989/90	1988/89
	R'000	R'000
Personnel expenditure	1 262 760	979 402
Administrative expenditure	45 878	49 943
Stores and livestock	66 113	67 312
Equipment	42 594	46 221
Land and buildings	1 266	7 585
Professional and special services	279 636	266 543
Transfer payments	252 509	222 101
Miscellaneous expenditure	1 528	1 621
Amount to be voted	1 952 284	1 640 728

Departmental and miscellaneous receipts R22 059 000

1989/90: Officials earning R80 000 and more — 201
1988/89: Officials earning R59 200 and more — 57

Source: Estimates of Expenditure

COSBY JOINS CRUSADE

Helping Archbishop Tutu

Sowetan 21/4/89

AROUND THE WORLD

WASHINGTON — Anglican leader the Very Rev Desmond Tutu and popular American actor Bill Cosby have renewed efforts to raise funds in the US for the education of South African refugees.

In a message mailed to thousands of Americans in recent weeks, Archbishop Tutu says: "South Africa is exploding. Each day brings new violence, new arrests, new deaths. The inevitable result is a continuing wave of refugees — people marked for arrest — who are fleeing for their lives.

"Our refugees are most often young — many under 18 — with a single common trait: leadership ability. Our potential leaders are the most vulnerable to arrest and detention and thousands have been forced to leave the country.

BILL Cosby . . . letter.

"The SA Council of Churches estimates that there are 10 000 of these refugees academically prepared and ready to enter college. For these young, gifted and capable people to be equipped to take over the leadership of our country, they must be educated. Education must be one of our priorities.

"The American people can make a difference. Our children are dying. Our country is bleeding. We are on the verge of catastrophe. Please help us."

The letter is mailed in an envelope on the outside of which says: "A message from Bill Cosby."

Inside, Bishop Tutu's letter is accompanied by one from Mr Cosby, which says: "What words can I use to prompt your gift to this (Bishop Tutu Southern African refugee scholarship) fund? Truthful descriptions will offend, for they smack of extreme statement. On the other hand, understatement might not get your check in the mail.

"Let me risk something in-between."

(50) Argus 23/4/89.

Blacks have own writing history

School books making servants of the people

By HAPPY ZONDI

THE kind of literature offered in black schools is meant to promote a master-servant relationship among black and white South Africans, according to community leader Ellen Khuzwayo.

At a recent Book and Arts festival at the Funda Centre, she urged young writers like Gcina Mhople, Dudu Xaba and Florence Tshabalala to continue writing folk stories which would preserve a tradition "almost extinct in the black community".

Khuzwayo nearly wept as she went down memory lane, explaining how, as a child, she looked forward to sitting around the fire, roasting mielies, while listening to tales told by her grandmother – far away in Thaba Patshwa, near Thaba Nchu.

Said Khuzwayo: "This as a whole was culture – enriched with education, religion and certain hints on medication.

"If our literature is rejected in schools, we must create our own libraries and reading clubs, where this will be made part of the tradition," said Khuzwayo.

Professor of Sociology at the Natal University, Fatima Meer, said:

"Everyone has a book in them, some of which will never come out due to a lack of neccessary confidence and feelings of inadequacy."

She said until the early 1970s, publishers were scarce and mostly white – and not interested in African writings.

She said that aftter Sharpeville and following the banning of the Indian Congress, PAC and ANC, more and more books turned up.

A letter from jailed ANC leader Nelson Madela to Fatima Meer was read to the audience.

The letter dispelled wide-spread rumours that there was a rift between the ANC and Mandela, as well as trouble in his marriage to Winnie.

She said Mandela had asked the community to support Winnie.

Fine arts tutor, Durant Sihlali, gave a talk on art as a heritage.

He said the kind of art produced by artists in the old days should be preserved by all means.

"I appeal to the various arts institutions that Africans have a duty to perform and every black artist must reject what is Western and stick to African art."

The crowd nearly went wild with excitement when Ingoapele Madingoana, dressed in an African traditional outfit, recited some of his poems to a background od conga ryhthms.

Another poet, Joyce Dube, broke down in tears as she tried to read a poem she dedicated to the late *True Love* journalist Zodwa Mshibe, whom she described as "a friend to everyone."

To wrap up the function, the Katlehong Choir gave a startling perfomance.

the end of 1988 and (b) (i) what amount was spent by his Department in the 1988-89 financial year in combating the spread of this weed and (ii) how many hectares were cleared in that year?

B603E

The MINISTER OF AGRICULTURE.

(a) 64 500 ha;

(b) (i) R767 000,00;

(ii) 5 208 ha were brought under control. Infected areas will however never be completely cleared of nasella trichotoma.

Own Affairs:

Kroonstad: classrooms/pupils/teachers

49. Mr K M ANDREW asked the Minister of Education and Culture:

(1) How many (a) classrooms, (b) pupils and (c) teachers are there at each (i) secondary and (ii) primary school falling under the control of his Department in Kroonstad;

(2) in respect of what date is this information furnished?

B675E

The MINISTER OF EDUCATION AND CULTURE:

(1) (i)

	(a)	(b)	(c)
Spesiale Skool Johan Slabbert	9	237	20
Hoër Landbouskool	17	402	27
Afrikaanse Hoërskool	29	700	36
Kroonstad Secondary School	26	468	32
De Wet Nel Technical Secondary School	26	389	38

(ii)

Primêre Skool Voorwaarts	21	589	24
Primêre Skool Suidrand	18	318	14
Sentrale Volkskool	21	632	23
Primêre Skool Kroonheuwel	18	513	19
English Primary School	9	116	7

(2) 8 March 1989.

HOUSE OF REPRESENTATIVES

QUESTIONS

† Indicates translated version.

For written reply

Own Affairs:

Group Areas Act: Coloured families moved

24. Mr C J KIPPEN asked the Minister of Local Government and Housing:

With reference to the reply by the Minister of Constitutional Development and Planning in the House of Assembly to Question No 92 on 25 February 1985, how many families in each race group in each province (a) had been moved from their homes in Coloured group areas in terms of the Group Areas Act since its commencement as at the latest specified date for which information is available and (b) remained to be moved as at that date?

C68E

The MINISTER OF LOCAL GOVERNMENT AND HOUSING:

(a) None

(b) Falls away.

Amnesty for library-book borrowers

Municipal Reporter

Bring back your long overdue library books, all is forgiven, is the message from Johannesburg Public Library librarian Miss Dot Evenden.

She has announced that May 15 to 20 will be "Amnesty Week" when all borrowers with long overdue books may return them without paying a fine and with no questions asked.

Miss Evenden hopes the move will see many lost books — and borrowers — returned to libraries throughout the city.

She said more than three million books were borrowed from municipal libraries last year.

Averaging R45 for novels, R70 for non-fiction and R10 for a children's book, this represents a saving of R75 million for readers who would otherwise have bought the books.

Library Week was started last year in South Africa when the South African Institute for Library and Information Science decided it would fall in the third week of May.

During the week the Johannesburg Public Library will promote its services to non-users, various programmes will be organised at libraries, stalls will be manned at major shopping centres and there will be competitions for adults and children.

Cosby and

Star 24/4/89

Tutu team up to aid refugees

50

The Star Bureau

WASHINGTON — Anglican leader Archbishop Desmond Tutu and popular American actor Bill Cosby have renewed efforts to raise funds in the US for the education of South African refugees.

In a message mailed to thousands of Americans in recent weeks, Bishop Tutu says: "South Africa is exploding. Each day brings new violence. The

Tutu

Cosby

inevitable result is a continuing wave of refugees — people marked for arrest — who are fleeing for their lives.

"The SA Council of Churches estimates that there are 10 000 of these refugees academically prepared and ready to enter college. They must be educated."

The letter is mailed in an envelope on the outside of which says: "A message from Bill Cosby."

Cosby's letter inside says: "What words can I use to prompt your gift to this refugee fund?"

Cosby says it is now clear South Africa's all-out assault on families and on young people has no respect for tenderness in age.

ment. He was subjected to an investigation which lasted for days.

*Mr F J LE ROUX: Is that not strange?

*Mr A GERBER: I maintain that the complaints against the principal of the Hans Moore High School are of a far more serious nature. [Interjections.] I repeat my request to the hon the Minister that a commission of inquiry be appointed forthwith into the conduct of the principal. If the hon the Minister does not comply, one could ask whether he is trying to protect his colleague, the hon member for Benoni, in this House. [Time expired.]

*The MINISTER OF EDUCATION AND CULTURE: Mr Chairman, after listening to the hon members of the CP, I want to state categorically that the CP proved once again today that they are no friend to the teaching profession and that they have no respect for it. [Interjections.] As a matter of fact I want to say that the CP is the enemy of the teachers in this country. [Interjections.] The fact of the matter is that here is a principal who made a *bona fide* mistake. [Interjections.]

*Mr F J LE ROUX: In other words he can *bona fide* do as he likes!

*The CHAIRMAN OF THE HOUSE: Order! The hon member for Brakpan must control himself. The hon the Minister may continue.

*The MINISTER: That principal made a *bona fide* mistake and apologised the same day. He did so the very same day! [Interjections.]

I want to ask the hon the Leader of the Official Opposition whether he agrees with the hon member for Witbank, who by means of an interjection—I wrote it down here—shouted: "Get rid of that principal!" I ask the hon the Leader of the Official Opposition whether he agrees with it. [Interjections.] Does he agree with it? [Interjections.] Do you see hon members, one of the hon members of the CP makes an irresponsible interjection and says that we must get rid of a principal who did excellent work, and he did so after the principal had apologised for the *bona fide* mistake that had he made. Anyone of us could have made the same mistake. [Interjections.]

*Mr F J LE ROUX: You are a *bona fide* mistake!

*The CHAIRMAN OF THE HOUSE: Order! The hon the Leader of the Official Opposition and the hon member for Brakpan must curtail their interjections. The hon the Minister may proceed.

*The MINISTER: I want to ask the House and the public to judge. I want to quote to hon members from the first circular that was sent by the principal. [Interjections.] In that he said the following:

> Ons is gelukkig om die afgelope aantal jare 'n bestuursraad te hê wat met toewyding die skool gedien het.

He then mentioned the names of the members of the management board, and that was wrong. He then continued:

> Dit sou werklik in ons skool se belang wees as die ses lede weer verkies word. Daar is soveel gevalle waar ander motiewe as diens aan die skool en ouergemeenskap 'n rol speel en uiteindelik sit 'n skool met mense wat nie werklik met die skool iets te doen het nie.

[Time expired.]

Debate concluded.

QUESTIONS

† Indicates translated version.

For oral reply:

Own Affairs:

Survey on parents' voluntary contributions to trust funds

*1. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether he or his Department has conducted a survey on parents' voluntary contributions to trust funds; if not, why not; if so, (a) when and (b) by whom was the survey conducted;

(2) whether the results of the survey have been made public; if not, why not; if so, when were they made public;

(3) whether he will make a statement on the matter?

B747E

†The MINISTER OF EDUCATION AND CULTURE:

(1) No, because in terms of the various education ordinances and regulations the power to control and manage these funds vests in the council of the school concerned,

(a) and (b) fall away;

(2) falls away;

(3) no.

Strategy for syllabus/curriculum development

*2. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether his Department has devised a policy and/or strategy for the consideration of syllabus or curriculum development; if not, why not; if so, what is this policy or strategy;

(2) whether the functions of syllabus or curriculum development are to be centralized; if so, for what reason;

(3) whether he will make a statement on the matter?

B748E

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes, syllabus and curriculum development is based on curriculum research and is done on a cyclic basis. This research and the revision and implementation of syllabuses are co-ordinated by the Network Committee for Curriculum Development on which all four provincial education departments have representation and comment is sought from all interested persons and organisations in and outside education. All syllabuses are approved by the Committee of Heads of Education;

(2) provincial education departments are co-responsible for curriculum development and the core content is mutually decided upon, after which the provincial education departments may give content to these core subject curricula according to their particular needs Curriculum development in my department, as in other departments, is subject to the policy regarding the norms and standards which the Minister of National Education may determine in respect of syllabuses in accordance with the National Policy for General Education Affairs Act, No 76 of 1984, section 2(1)(d);

(3) no

Mr R M BURROWS: Mr Chairman, arising from the reply of the hon the Minister can he give an indication as to whether it is his department's intention to set up a central curriculating centre?

The MINISTER: At this moment in time, no.

For written reply:

General Affairs:

Prison sentences: persons under 18

272. Mr D J DALLING asked the Minister of Justice:

(a) How many persons under the age of 18 years were serving prison sentences on (i) 30 June 1988 and (ii) 1 January 1989 and (b) in which prisons were these persons serving sentences?

B592E

The MINISTER OF JUSTICE:

(a) (i) and (ii)

30 June 1988	— 693
31 December 1988	— 673

(b) 30 June 1988

Allandale
Riebeeck West
Voorberg
Barberton
Nelspruit
Baviaanspoort
Louis Trichardt
Nylstroom
Pietersburg
Tzaneen
Bethal
Standerton
Ficksburg
Brandvlei
Caledon
Helderstroom
Durban
George
Mossel Bay
Oudtshoorn
Uniondale

Investment in education 'answer to economic troubles'

ARGUS 25/4/89 (50)

By ANDREA WEISS
Staff Reporter

SOUTH AFRICA will be "condemned to everlasting inferiority" if education is held to a percentage rise determined by the economic growth rate, says theUniversity of Cape Town's Acting Vice-Chancellor, Professor J V O Reid.

He was reacting to a statement by the Minister of National Education, Mr F W de Klerk, that the government would be forced to spend less on each child's education because it was in a "tight spot" economically.

Professor Reid told the university's *Monday Paper*: "Had the proper investment in education been made in the past we would have had school-educated people and university- and other tertiary-educated people who would have been able to produce and maintain a successful economy.

DIMINISHED

"A large part of the present difficulty is this lack of an investment in the past."

The distribution of national wealth according to government priorities had been directly linked to the apartheid philosophy.

"The government's priorities in allocating the national cake in the past have put other sections in such an advantageous position that our share of the cake was correspondingly diminished.

"If we are going to break out of our economic difficulties it has got to be through investment in education.

"If we are going to hold the educational sector to a one percent growth rate because that was the past growth rate of the economy, these other sectors which have had priority advantage in the past must be held at this rate."

School for matrics launched

By Matshube Mfoloe

It was imperative that every parent, pupil, individual and organisation with an interest in the future of South Africa joined hands in the search for normality in education, Mr Sam Mabe, assistant editor of the Sowetan, said yesterday.

Addressing pupils and educationists at the opening of the Sowetan BP Matric Rewrite School at the University of Witwatersrand, Mr Mabe said black schools had become the battleground of the "liberation struggle" in South Africa.

He urged anyone who wished to help in the search for solutions to educational problems to "take the bulls by its horns".

The school was launched to help matric pupils who failed their exams last year. It forms part of the "Nation Building" campaign launched by the *Sowetan* last year.

The school's capacity is 1 500 and so far more than 900 have enrolled.

Pupils can register at the University of Witwatersrand's Social Sciences Block, at 4 pm each day, until the school is full.

New chief for Soweto careers centre

Star 25/4/89

By Jovial Rantao

The new chief executive of Soweto's Careers Centre, Mr Dan Monyemore, firmly believes the vital link between the community and a meaningful future life lies in guided career choice and counselling.

Mr Monyemore (38), was bestowed with the rather challenging task of carrying on with the remarkable work done by his predecessor, the late Soweto Educationist; Mrs Sebolelo Mohajane.

Mrs Mohajane died in a car accident in the Free State late last year.

A bursary fund under Mrs Mohajane's name was recently lauched at the centre.

"The fact that Sebolelo was in her own right a dynamic person, poses an exciting challenge and the career centre per se presents a tremendous opportunity for me to succeed under my own steam," Mr Monyemore said.

PERSONNEL

A married father of two, Mr Monyemore holds a B A degree from the University of the North, a higher diploma in education from Wits University and is currently researching aspects of education towards his masters degree. He also attended a management development workshop at the Wharton School of Business, University of Pennsylvania, in the United States.

Mr Monyemore has spent his working life in commerce and industry, primarily involved in personnel management and community programmes. In 1983 Mr Monyemore was appointed by the American Bank, City Bank, as manager of "Social Responsibility". He remained there until the bank was taken over by First National Bank two years ago.

The Career Centre aims to provide a service which helps people to plan their future so as to improve the quality of their lives.

The centre offers professional career counselling, information services and life-skills training.

'Too much red tape'

(50)

Sowetan 20/4/89

THE South African educational system was far too authoritarian, prescriptive and inflexible, Dr Ken Hartshorne, a well-known educationalist and author, said this week.

Dr Hartshorne, an education consultant at the Centre for Continuing Education at the University of the Witwatersrand, was speaking at the official opening of Maskew Miller Longman's new office and warehouse complex in Johannesburg.

Speaking on the topic, "The Publisher and Education", Dr Hartshorne said the educational publisher in this country was not working in a very comfortable environment.

"Access to schools for experimental work or pilot projects is not gained very easily. Some education departments place far too strict limitations on their lists of approved texts and book committees and tend to be conservative and unadventurous, if not ideologically biased," he said.

He warned that this was inappropriate to a future South Africa moving into the 21st century — a South Africa that will have to be democratic, non-racial, open, equitable and just if it is to achieve peace and progress.

DR KEN HARTSHORNE . . . bias.

Cape Times 26/4/89

R1b of school space standing idle

Political Staff

THE 278 526 empty places at white schools meant that R1 billion or more of classroom space was standing idle, the MP for Gardens, Mr Ken Andrew, said yesterday.

And, he added, filling the empty places with black children would mean a "five-year boost' for the Department of Education and Training's (DET) school building programme.

Speaking during the DET's budget debate, Mr Andrew said that R1 billion was a conservative figure and R1,5 billion was probably nearer the mark.

Mr Andrew admitted that opening white schools would not solve all the problems of black education.

But it would mean that DET schools could provide for 13,6% more students without any capital expenditure.

Mr Andrew said the National Party (NP) kept government schools racially pure at the expense of the life chances of thousands of black children and at the expense of peace and prosperity in our country.

Responding to Mr Andrew, the Minister, Dr Gerrit Viljoen, said the NP did not believe in integrated schools and Mr Andrew's suggestion was therefore unacceptable.

Urgent need for literacy training in the workplace

Education Reporter

An illiteracy rate of between 50 percent and 80 percent discovered by two leading industrial companies in a staff survey, highlights the need for adequate communication training for people in the workplace.

One of the few language training companies geared to meet the needs of commerce and industry offers a three-course programme known as Jolt — Job Oriented Language Training.

"But language is not just talking," says Ms Mary-Anne Sinovich, training director of Interman. "We focus on communication skills as a whole. These include writing, understanding cultural norms and appropriate job behaviour."

She adds: "The biggest spin-off is that besides improving communication at work, people also gain all kinds of skills used in everyday life."

The company's programme emphasises interaction between trainees and trainers. "Trainees are not presented with a vast amount of material. They are involved in the process of learning and experience things for themselves. The trainers facilitate and the students make themselves literate."

The training offered spans three separate courses. There is a literacy and numeracy course lasting 80 hours. It includes eye-hand co-ordination and exercises in motor skills (essential for workers not accustomed to holding small implements like pens), as well as basic counting from one to 10.

"Functional illiteracy," where people are trained to manage their work responsibilities comfortably and efficiently, is tackled in the central course. A follow-up project is fashioned to fit the needs of individual companies.

A clinical psychologist consulting for the company says the teaching method involves the entire scope of the brain.

"Education techniques using the conscious, sub-conscious, left and right hemispheres of the brain are not new, but within the conservative structures of South African education it is revolutionary," he says.

Through this method all resources of the brain are used. Situations are created in which brain rhythms are relaxed, yet focussed and alert. Posters, pictures, words and music are used to assist the learning process.

"The idea is to impart as much information as possible in the shortest period of time. After all, in the world of big business and large workforces, time is money," he adds.

Education investment vital, says prof

STS 26/4/89 - Own Correspondent (50)

CAPE TOWN — South Africa will be "condemned to everlasting inferiority" if education is held to a percentage rise determined by the current economic growth rate, according to the University of Cape Town's acting Vice-Chancellor, Professor J V O Reid.

Professor Reid was reacting to a statement by Minister of National Education Mr F W de Klerk that the government would be forced to spend less on each child's education because it was economically in a "tight spot".

"Had the proper investment in education been made in the past, we would have had school-educated people, university-educated people and other tertiary-educated people who would have been able to produce and maintain a successful economy.

"A large part of the present difficulty is this lack of an investment in the past," he said in the university's Monday Paper.

The distribution of national wealth according to government priorities had been directly linked to the apartheid philosophy.

"The government's priorities in allocating the national cake in the past have put other sections in such an advantageous position that our share of the cake was correspondingly diminished.

"If we are going to break out of our economic difficulties it has got to be through investment in education.

"Moreover, if we are going to hold the educational sector to a one percent growth rate, because that was the past growth rate of the economy, then these other sectors which have had priority advantage in the past must be held at this rate," he said.

"If we are now to hold education, including university education, to a percentage rise determined by the current economic growth rate, we are condemning the country to everlasting inferiority," the professor said.

Educational programmes preferred by black staff

SYLVIA DU PLESSIS

COMPANIES involved in corporate social responsibility (CSR) projects could be wasting money on programmes which did not strongly fulfil the needs of the black community, Analytic Marketing MD Alistair Davidson said.

Analytic Marketing — a member of the Information Transfer Group — recently conducted a study among 1 000 black and 300 coloured employees to establish their need for community support and their evaluation of the companies involved in community projects.

Educational programmes received the greatest support in the black community, with poor education rated the third greatest problem after unemployment and low wages.

Restricted

Companies needed to be seen to be involved in a spectrum of community projects, Davidson said. CSR advertising budgets were misplaced, with most CSR advertising restricted to executive and financial publications.

A company's involvement should be communicated to the target markets which benefited from such involvement, and marketers should not neglect the impact and link their CSR involvement had on the marketing of their products or services.

"A very important source of information about community involvement is the company's own employees."

(50) FM/RC 28/4/81.

(50) 28/4/81 FM/RC

EDUCATION

Impossible dream

Senior Nationalists, including President-in-waiting F W de Klerk, are again having to accept that apartheid and economic realities don't mix. De Klerk, as National Education Minister, admitted in parliament last week that his 10-year plan to bring about equality in education (announced only three years ago) is in tatters. He blamed sanctions, disinvestment and a generally sour economy for the lack of growth.

But the Democratic Party's education spokesman Roger Burrows says the real reason for failure is government's insistence on maintaining racially separate education structures. A radical reassessment of national priorities is essential, he said.

De Klerk says government will have to adapt to "altered economic circumstances" and "take account of certain realities." He says total spending on education is already a "very favourable percentage" of SA's resources and it is unrealistic to expect it to be increased appreciably.

Government is not in favour of the "historical disparities" in the provision of education for the various "population groups," but they can't be altered overnight. Faster economic growth is part of the solution — but seems unattainable at present.

De Klerk

Government is not prepared to lower the standard of white education to help raise standards for other groups or introduce compulsory school fees. Many government critics argue that it is futile to believe that education standards of disadvantaged black communities can be raised to those of the privileged white group and that a reverse process is needed whereby "white" standards are lowered and "black" standards raised to create a more equitable overall standard. Politically, such a move would obviously be extremely dangerous for the National Party.

An interim solution is likely to be a system which churns more children out of school at lower standards (four and seven are likely to be new exit points) with a basic qualification to study further, either in a trade or at a school teaching practical skills.

Burrows insists that equality among racially separate education departments is impossible. He says De Klerk must have the political courage to stand up and say so, and to add that a unified system with geographical components must be created. He says cost-efficiency in the education system has to be addressed and points out there are said to be 250 000 vacant places at "white" schools.

An even more open admission of the cost of apartheid came last week from Administrator of the Cape Gene Louw. Speaking at the annual congress of the Cape Municipal Association in George, he expressed concern at the uneconomical duplication of services made necessary by government's "own affairs" policy. Louw said while he understands the separation of services from a policy standpoint, the policy's cost-effectiveness is questionable. He committed himself to work towards merging some "own" and "general" affairs services. He mentioned museums and libraries in particular and said that from a management point of view there is a conflict between administering "own" and "general" affairs services. ■

Disinvestment equation

B/Day 28/4/89 GERALD REILLY 50

PRETORIA — Disinvestment was yesterday blamed for slowing the rate of progress in black education.

Deputy Education and Training Minister Sam de Beer, opening the first session of the fourth Kangwane Legislative Assembly, said it was accepted blacks were in the group most affected by disinvestment.

He added critics of SA's political system never mentioned the financial limitations in southern Africa.

It was easy to point to backlogs in education facilities but far more difficult to show exactly where the income was to be found to solve the problems.

De Beer added constitutional and educational ideals could not be reached in an atmosphere of school boycotts, youth violence and intimidation. It was vital peace and stability should be maintained in education. — Sapa.

INVESTMENT Argus 28/4/89 (58)

Syfrets profit up 22 percent

Business Editor

SYFRETS boosted its operating profit by almost 22 percent to R8,4-million in the half-year to March.

This is disclosed by Nedcor (formerly Nedbank Group) in its interim report today.

The jump in profits was achieved in spite of substantially increased lending volumes, while fierce competition in the corporate sector reduced the contribution from bond lending fees.

But property development and time-share business both performed well, say the directors.

The recovery in the share market and the acquisition of more institutional portfolio management business lifted income from this source.

Investment services also made a meaningful contribution to profits, benefiting from increased new business inflow in the Syfrets growth and income funds, money market deposits and other investment products.

The company expects the results for the second half to be similar to those achieved to date.

Syfrets also acquired a 75 percent stake in Minet SA in the half-year.

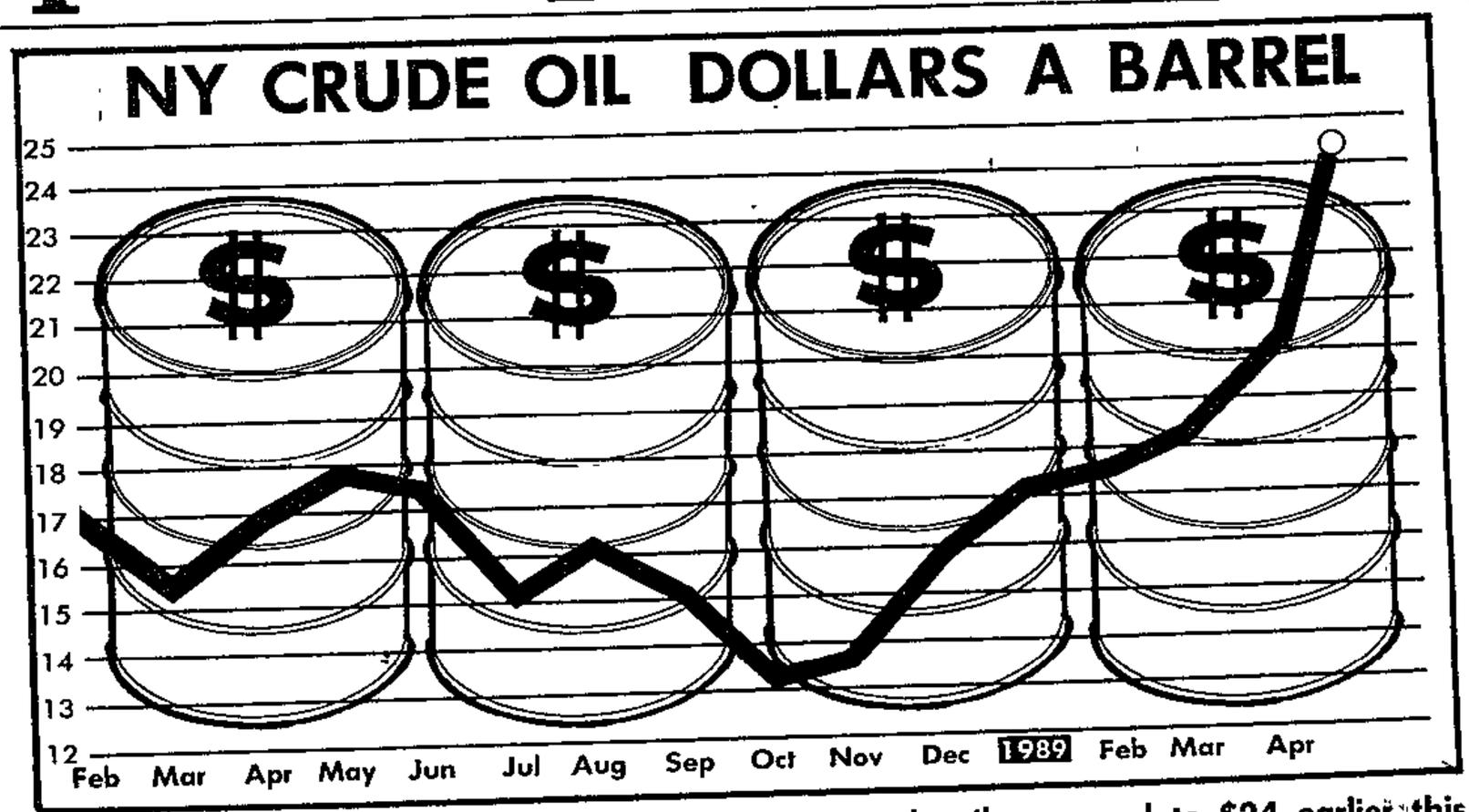
Another Cape institution in the group, **Good Hope Bank**, achieved "significantly higher" profits.

The bank's better results followed higher business volumes and increases in commission and raising fees, says the report.

Nedfin continued its recovery and with improved operations and an increase in credit demand, net profit soared by 103 percent to R7,1-million and total assets reached a record R1,84-billion, up R226-million for the six months.

Credit demand remains buoyant with 80 percent of new business conducted in the corporate sector.

Nedfin expects to maintain these profit levels in the next six months provided restraints are not introduced.



After falling below $14 a barrel six months ago, crude oil recovered to $24 earlier this month in the wake of disruptions of Alaskan shipments caused by the huge poil spill. Prices have since eased and shed between 25 and 55 US cents yesterday because of petrol price falls in the United States. North Sea oil lost around 45 cents yesterday, ending at $20,70 a barrel.

Cnew 30/4/89.

Pledge to help kids

Churches provide school transport for farm children

By DAN DHLAMINI

THE Northern Cape and Western Transvaal Regional Councils of Churches have pledged themselves to assist farm school children.

Reverend Harold Brooks, organising secretary of the Potchefstroom-based Western Transvaal Regional Council of Churches, told *City Press* that the government subsidised transport for Indian, coloured and white pupils living on the farms but not blacks.

Brooks said the church had introduced the Sizanani Enrichment Programme to help victims of apartheid in the rural areas.

He said a major problem of black farm children was the long distances they walked to schools.

Said Brooks: "For some of those who stay on a bus route, their parents must pay R5 for a weekly ticket out of their meagre salaries as farm labourers. Our survey has revealed that workers in the Potchefstroom district earn between R120 and R230 per month."

Brooks said the church had been assisting these people since last year by paying half their travelling costs.

He said the council had written two letters to the Department of Education and Training requesting them to provide transport for the farm students, but to no avail.

A copy of a letter from the DET, dated February 2, in which the Council was informed that the DET could not assist farm pupils with transport, is in the possession of *City Press*.

Brooks added that white farmers employing the parents of the farm pupils had not responded to the church's request.

A number of pupils whose parents work at the South African Defence Force's military base in Potchefstroom, who had been receiving a transport subsidy from Sizanani, are being provided with transport by the army this year.

Said Brooks: "By helping these children to go to school does not mean that we agree with the inferior Bantu Education system, but we are doing it from a compassionate point of view as a church. We do not want to see them being eternal slaves of the farming industry, which is monopolised by whites."

Brooks appealed to black businesspeople to contribute towards the project, which cost more than R12 000 last year to assist 107 pupils from Potchefstroom's Machavie, Smithfield, Rooikraal and Boskop farms.

The 107 pupils whose parents have this year requested Sizanani to help with transport stay between 18km and 27km from Ikageng township where they attend school.

"We also intend introducing a feeding scheme as well as an educational consultation project to monitor the plight of schoolchildren and other problems in black education," said Brooks.

He told *City Press* that the Regional Council of Churches contemplated buying a school bus for farm students because of the problems encountered with transport operators.

He said he feared that now that winter was here, many farm pupils would drop out of school.

Y PRESS, April 30, 1989

Bantu Education must be scrapped

Troops in schools an admission of defeat

By SELLO SERIPE

DESPITE attempts to "improve" Bantu Education, blacks still perceive it as having been imposed on them to maintain the twin goals of white domination and the preservation of the Afrikaner cultural identity.

This was said this week by KaNgwane Chief Minister Enos Mabuza during the opening of the fourth KaNgwane Legislative Assembly at Matsulu.

Mabuza said that, despite the enormous good they did, the first missionary schools established for company slaves in the earliest days of white settlement were dominated by white cultural and religious superiority.

He said that despite attempts to reform, revise, make-over, revamp or modify black education, blacks still saw it as an integral part of a carefully planned policy of paternalism, socio-economic and political control, racial superiority and oppression.

"The Bantu Education Act of 1953 keeps good company with the other laws that are the cornerstones of apartheid and, significantly, while it has been modified it has never been repealed

"To the credit of South Africa's Minister of Education, Dr Gerrit Viljoen, after his visit as a guest speaker at the official opening of this Assembly in 1986, he disassociated himself and his department from the rascist utterances of Dr Hendrik Verwoerd," said Mabuza

"But the department remains garbed in the same robes of yesteryear. The SA government also appears reluctant to put these off, in spite of ample evidence of the outright rejection of this policy from its inception The lessons of 1976 and 1984 seem not to have been learnt.

"We have paid dearly in the past and I fear will continue to do so well into the future," said the self-governing homeland's Chief Minister.

"The matriculation results in black schools are pitiable, the drop-out rate of those who fail to obtain this certificate and cannot repeat Standard 10 or be absorbed into the economic sector is a cause for great anxiety.

"Those who do make it to university find themselves severely disadvantaged and ill-equipped to compete against fellow students of other racial groups and form part of the high first-year university failure rate."

Mabuza said that, instead of addressing the legitimate grievances of black students, the security forces were sent into some township schools to enforce discipline and order.

The deployment of troops at schools was seen as an

Soccer ball police rumpus settled in Parliament

IT took the police eight months, but in the end they played ball. The "game" started when a police vehicle ran over a KTC Football Team ball and to the dismay of the players, puncturing it.

The club laid a claim against the police and the matter ended up in Parliament when Claremont MP, J van Eck raised the matter.

It was finally settled this week with a happy ending after a long tussle. Van Eck was photographed presenting the new ball to the KTC football team.

Blast at ANC clinic in Lusaka

A BOMB exploded outside a house in Lusaka on Tues-

Gastrow slams govt over Workers Day

THE government should stop "do- ... responsible for this, the first hour a ... Court, where labour disputes

Star 20/4/89 (50)

SA education is in funding crisis

Failure of 10-year plan was expected

By Sue Valentine, Education Reporter

The announced failure of the government's 10-year plan to achieve equal education was anticipated, the Transvaal Teacher's Association (TTA) said yesterday.

Responding to a speech by the Minister of National Education, Mr F W de Klerk, in Parliament this week in which he said the poor economic growth rate had forced the Government to abandon the plan, a spokesman for the TTA, Mr Hugo Ackerman, said most people in education realised the economy was not growing sufficiently.

Mr Ackerman added, however, that the association believed own affairs education could never solve or cater for the needs of the country. He said the TTA had passed a motion last year petitioning the Minister to open colleges of education to all races, but this had been refused.

The Vice-Chancellor of the University of the Witwatersrand, Professor Robert Charlton, said the Committee for University Principals was studying ways to effectively allocate resources in universities.

"Library and computer services have already been rationalised and we are looking at rationalising academic offerings. I would suggest a fair bit of rationalisation could happen within the 18 different education departments to make the system more efficient," he added.

The Transvaal English Parents Association (Tempa) said it was very perturbed at the abandonment of the 10-year plan, adding the financing of education was a major problem facing the country.

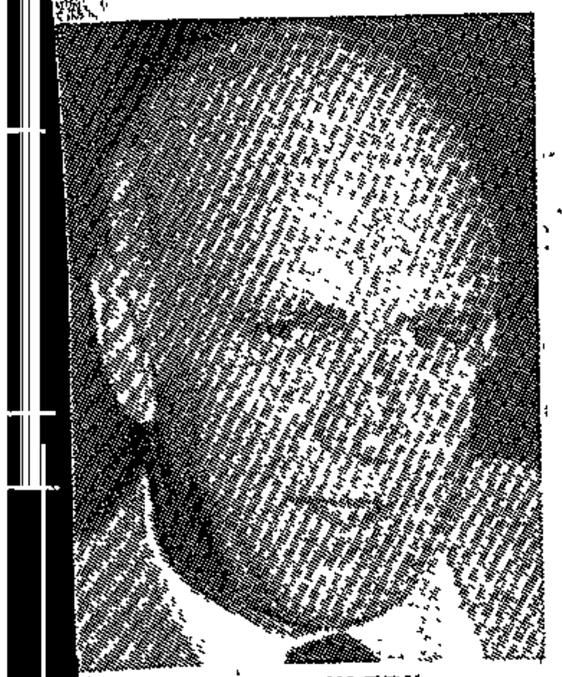
"We know the central coffers are able to pay out only a little, but we need to know what exactly the government is proposing from here," said Mr Jack Gordon, chairman of the central executive of Tempa.

"Compulsory tuition fees will kill education. We have been given an assurance no decision will be taken until June. We must educate the whole nation, but no one knows how to solve the funding crisis."

The Rector of the Johannesburg College of Education, Professor Rod Connacher, said yesterday he took comfort from the fact that the Minister still recommended introducing parity, even though the 10-year plan had failed. "I support the commitment to achieving parity in education. It is JCE's position that education resources should be shared," he said.

● See Page 4M.

Let's go for viable education



F W DE KLERK

THE Minister of National Education, Mr F W de Klerk, should explain to all South Africans why education is facing a funding crisis.

We cannot afford apartheid and the sooner this is accepted by all, the sooner our financial position will improve.

Defining Standards Four and Seven as exit points from the school system for all races in no way builds a better South Africa. Instead it will help keep a pool of cheap labour available for industry.

An education system administered by a single authority would avoid senseless duplication that costs this country a fortune. We are not uplifting our standards, but rather lowering them to meet the cost of apartheid. — A H BRICKHILL, Cape Town.

Equality the key

THREE hundred years of minority rule have created gross inequalities at all levels of our society.

Not just at the level of political power, but also in terms of land, natural resources, income distribution, ownership and control of economic production, education, housing, transport, health, sport and culture.

Thus, for us, any democratic programme of demands cannot be solely concerned with government, but must address all the (unequal) relations of power in our society. A democratic system that does not recognise the need to right the historical injustices of apartheid cannot hope to succeed.

For many of us the Freedom Charter adopted at the Congress of the People in 1955 is one such democratic document that begins to answer some of these questions.

The Freedom Charter was created through a democratic process unprecedented in this country. The character of the charter is not the result of any one original thinker or even a group of people with fine intellects. Its contents derive from the conditions under which black people live in SA.

The charter asserts that a democratic solution for SA goes beyond the inclusion of black people in existing white structures. It calls for a new education system for all South Africans, with new priorities and emphases, rather than the upgrading of black education to match its white counterpart.

Thus one can say that democracy in SA can only survive if it tackles the existing unequal relations of power and privilege as well as the issue of political representation and individual freedom. — HISHAAM MOHAMED, Cape Town.

Write to Box 1090 Johannesburg

Education in a 'tight spot'

(50)

MIKE ROBERTSON

CAPE TOWN — Education in SA was in a "tight spot" and the state would be forced to spend less money on each child in future, NP leader F W de Klerk said yesterday.

In a speech outlining the funding crisis facing education, De Klerk, speaking in his capacity as National Education Minister, admitted government's 10-year plan to achieve equal education was effectively dead.

● DE KLERK

For the plan to have stood any chance of success a growth rate of 4,1% a year was required, whereas SA had achieved a growth rate of only 1,3% a year since 1980.

Unless economic growth improved, the amount spent per child would decline from a level which was already regarded by educationists as weak, he added.

B/Day 19/4/89

At the same time, high standards had to be maintained to service a modern economy while inequalities had to be gradually eliminated.

While strengthening the economy was a priority to cope with the challenges facing education, a more efficient and leaner education system had to be created.

To achieve this, government was considering:

- ☐ Setting higher admission requirements for universities, a mattter which the Committee of University Principals was already looking at;
- ☐ Defining Stds 4 and 7 as exit points from the school system for all races; and
- ☐ Standardising syllabuses.

The suggestion that Stds 4 and 7 be defined as exit points was made by the De Lange Commission.

The white education ministry has

● To Page 2

De Klerk says education in a tight spot

B/Day 19/4/89

● From Page 1

(50)

staunchly resisted this as its present exit points are Stds 8 and 10. De Klerk, in his speech yesterday, seemed to be suggesting government has now decided economic practicalities and its desire to provide equal education for all dictate this be accepted by all.

"Our top priority will be to increase growth in the economy to be able to meet the needs of education as well as other needs. Any renewal in education will, therefore, also have to be designed primarily to stimulate economic growth," De Klerk said.

DP education spokesman Roger Burrows said it was obvious 1989 was going to be the crunch year for education in SA.

He said it was ironic De Klerk's dire warnings of an impending crisis came soon after white education Minister Piet Claase had refused to open under-utilised white schools to all races.

Burrows said the first priority in dealing with the funding crisis was to ensure optimum use of all existing facilities.

The second was to rationalise the structure of all departments and get rid of duplication in education planning, the setting of syllabuses and other services.

De Klerk: Education in SA in 'tight spot'

50.

Cape Times 19/4/89

Political Staff

EDUCATION in South Africa was in a "tight spot" and the state would be forced to spend less money on each child in future, National Party leader Mr F W de Klerk said yesterday.

In a remarkably frank speech outlining the funding crisis facing education, Mr De Klerk, speaking in his capacity as Minister of National Education, admitted that the government's 10-year plan to achieve equal education was effectively dead.

For the plan to have stood any chance of success a growth rate of 4,1% a year was required, whereas the Republic had achieved a growth rate of only 1,3% a year since 1980.

A more efficient and leaner education system had to be created.

To achieve this, the government was considering setting higher admission requirements for universities; defining Stds 4 and 7 as exit points from the school system for all races, and standardising syllabuses.

Nothing on Zwane

JOHANNESBURG. — The Ministry of Law and Order has declined to divulge any information on the state of health of Mr Zelile Zwane, a Section 29 detainee who is believed to be on day 25 of a hunger strike. — Sapa

EDUCATION

School fees: Minister 'hedging'

Political Staff

A DECISION on compulsory school fees for whites has still to be made despite growing controversy over "voluntary" school fees being levelled by schools to maintain standards.

The Minister of white education, Mr Piet Clase, said in reply to questions that no decision had been made on levying compulsory school fees.

He however insisted that voluntary school fees were "voluntary" and no parent could be forced to pay the fees.

Asked who would pay the proportion which parents refused to pay he replied: "Parents normally pay voluntary school funds since they are levied by parents themselves for the provision of amenities for pupils. In addition schools sometimes undertake fund-raising campaigns."

Mr Mike Ellis, Progressive Federal Party spokesman on education, said today that Mr Clase was again avoiding the issue.

"Scared"

"He is too scared to say what the position is and too scared to introduce compulsory school fees because of pressure from the Conservative Party.'

Mr Ellis warned that the government was introducing a new type of differentiated education in white schools by its "dishonesty" on the issue.

Schools in poor areas would have higher teacher-pupil ratios, fewer amenities and could even have shortages of equipment and books.

"The government is not giving schools enough money to cover their basic costs although it tries to give the impression of providing free education."

"The government has had to subsidise those who could not afford to pay but the inability to pay should be proven."

The uncertainty and shortfalls on budgets was placing enormous pressure on schools and parents, he said.

Millions missing: what's happened to US aid for SA?

B/Day 21/2/89

SIMON BARBER in Washington

"BLACK empowerment" is all the rage, but like many overused phrases it has come to mean whatever anyone wants it to mean. As a process, something like it is undoubtedly taking place. The difficulty comes when it is treated as the policy of the US government.

Absent either a clear definition of what it entails in this regard or a commitment to that definition once it has been reached, "black empowerment" — the policy — is in danger of being dismissed as a fraud.

When Alan Keyes, the former assistant Secretary of State for international organisations, first popularised the phrase a few years ago, he was talking about helping black South Africans develop their inherent economic muscle to achieve what the armed struggle, burning tyres, street protest and martyrdom had signally failed to achieve in decades of trying.

This was, and is, an eminently sensible idea, but it has always been liable to misinterpretation.

To many of the simple-minded folk in Congress, for example, Keyes's formulation was nothing more that an excuse not to impose further economic sanctions.

Such a misreading, however deliberate and ideologically driven, would be easier to rebut were the US administration's existing "empowerment" policies actually seen to be doing what they promised. Unfortunately, they are not. This has a lot to do with the government arm charged with implementing them — the Agency for International Development (AID).

AID is loath even to talk about what it is up to in SA, much less the results of its activity. In one respect, this is understandable. In no other country are its programmes so designed to undermine the host's existing political order. The agency has no choice but to keep a low profile. The problem is that reticence, however necessary, can also conceal ineptitude and worse. Remember Eschel Rhoodie?

Every January, AID sends Congress its "presentation" on the US$15bn a year of voters' taxes it spends annually on people who do not vote in American elections. Its presentation is a series of hefty volumes describing its current programmes around the world and its plans and funding requests for the future.

Since public monies are involved — and AID is not the CIA or the Pentagon — the volumes are theoretically public documents. But, unless you are a connoisseur of bureaucratic runarounds, don't bother asking for a set.

Last week, I attempted to get answers to questions about the South African programme and telephoned the senior official most directly responsible, one Fred Fischer. He did not take the call. Next day, a Press officer was on the line suggesting that I submit my questions in writing. I did, and await, pessimistically, a reply.

The South African programme currently comprises some 10 projects upon which AID estimates it will spend US$34,9m this year. It is asking for US$24,9m — a substantial reduction — in fiscal year 1990.

However, neither figure means very much because, in project after project — and if the numbers are to be believed — only a fraction of the money is actually being spent.

In the fiscal year ending last September 30, AID obligated — in other words, planned to disburse if the necessary middlemen and customers could be located and approved, the relevant Congressional committees satisfied and the statutory Gordian knot of red tape untangled — US$3,4m on project number 674-0303: Black Private Enterpise Development.

As described in the "presentation", the purpose of this project is "to strengthen black business associations, to provide credit to small and micro-enterprises and to help black business move into SA's industrialised economy".

Some US$505 000 was ultimately spent in fiscal year 1988, with US$354 000 being contributed from an entirely different account Of the multi-million dollar obligation proper, only US$151 000 made its way out of the agency.

The story is the same across the board.

Under the Labour Union Training Project (647-0223), AID has channelled funds through the AFL-CIO's African-American Labour Centre (AALC) to "help black unions develop skills in organising, collective bargaining, health and occupational safety and grievance procedures.

"Additionally, the AALC seeks to encourage black unions to remain politically independent, democratic and sensitive to the benefits of a market-oriented economy."

Sounds good. In fiscal year 1988 US$1,7m was obligated. This time last year, AID predicted US$1,8m would in fact be disbursed. In the event, not a dime was spent.

One of AID's sexier South African projects is 647-0305: Human Rights Support, under which US$1,5m worth of grants are supposed to be doled out each year in four categories. Let me quote the official rubric:

"The Small Grants programme authorises US$500 000 for grants of US$10 000 or less to non-violent, community-based groups resisting apartheid.

"The larger Legal Assistance programme authorises US$650 000 for grants of up to US$100 000 to defend detainees or those charged with apartheid violations and to support legal challenges to apartheid-related laws or practices.

"The Democratic Alternatives programme authorises US$175 000 to support the involvement of blacks in developing multiracial political solutions to the sharing of political power. The Victims of Violence programme authorises US$175 000 to provide direct relief to the families of the victims of the current conflict."

This grew out of a plan devised by Republican Senator Nancy Kassebaum in 1984 and though some will view it as gross interference or, at the other end of the scale, as a cheap attempt at co-optation, it is a pretty neat way of showing that Washington cares in a manner that does not involve the destruction of the South African economy.

Pity, then, that of the US$3m obligated over fiscal years 1987 and 1988, only US$686 000 — about 20% — was disbursed.

Since its inception in 1986, Community Outreach and Leadership Development (674-0230) "has supported a range of community organisations and trained community leaders so they can be more effective in meeting community needs"

It also "focuses on seeking peaceful change and developing policies and practices that are basic to an effective, functioning democracy" By the end of last year, US$8,28m had been obligated, US$2,9m spent.

Most of AID's South African budget is devoted to education under three principal headings: Training of Disadvantaged South Africans (674-0213), the South African Bursaries Project (674-0230) and Educational Training and Support (674-0302)

The first provides scholarships to study in the US, the second bursaries to certain approved South African institutions The last "supports a network of community-based schools as models for a post-apartheid educational system, the development of a non-racial curriculum, an experimental secondary school scholarship programme, training for teachers and efforts to increase the number of blacks qualifying for university study".

On the available data, the funding for the scholarship programmes makes no sense whatsoever. Under the bursary project, non-government organisations in SA will theoretically receive US$10m this year to select and put 300 students through university. That works out at around R80 000 a head, a staggering sum even allowing that some students may have to repeat a year of their degree courses.

Some US$10m is also being budgeted to put a further 185 "disadvantaged" South Africans through American schools. That is about US$54 000 a student, which would be about right for four years at Harvard — except that most will not be attending Ivy League schools and will be receiving full or partial tuition waivers at the universities they attend.

As for Educational Training and Support, it has been getting the standard short shrift since its inception in 1986. As of the end of fiscal year 1988, US$4,9m has been obligated and US$925 000 paid out

That, at any rate, is the story as AID has presented it to Congress.

Something is wrong. Stay tuned. By next week we may have some answers.

rs later, in been forced steadily lower. er ... that's how I feel. Why ry on. People are getting very grumble among themselves but

W/E ARGUS 25/2/89 80

School fees for whites — mixed reaction

by VIVIEN HORLER
Weekend Argus Reporter

REELING under soaring interest rates and spiralling costs, white parents may soon be compelled to pay for their children's education.

Some politicians, teachers and schools are against the idea. But even organisations such as the Housewives' League, long the champion of the hard-pressed consumer, believe that "perhaps the time has come to insist that parents contribute".

Education and Culture Minister Mr Piet Clase said in Parliament this week his department was looking at ways of generating extra funds and cutting state spending. Compulsory tuition fees were one. He added that under no circumstances would any child be penalised because of his parents' financial position.

At present there are no compulsory school fees at any government school, but most schools do levy a fee which is used to pay for sports equipment and facilities, water used for sports fields and swimming pools, a percentage of the telephone bill and various teaching aids such as overhead projectors and tape recorders.

Voluntary

This fee is entirely voluntary and no school may enforce its payment or reject a child because of inability to pay. The amount is usually decided on by the school committee in association with the parent-teachers' association.

The number of parents who pay varies between 40 percent and 97 percent.

These voluntary fees can be as high as R480 a child a year (at Camp's Bay High School), R580 (Sacs) and R440 (Rustenburg).

It is not known what sort of fee structure is being considered, for instance, whether parents might be expected to cover the entire cost of tuition, including the school's salary bill, or a percentage. It is also not known whether the fees collected by a school would be for the use of that school, or whether they would go to a central pool and then be doled out.

Paying the salaries of 40 teachers and other staff could cost a school about R1,25-million a year.

The proposal to make fees compulsory, which has mooted for some time, has come in for scathing criticism from the Conservative Party. It is not fair, says the opposition's spokesman on education, Mr Andrew Gerber, to make whites pay for their children's education while blacks, coloured and Indians get it free.

"Equal rights"

"If the National Party stands, as it has said it does, for equal rights and equal duties, then it is not fair to make only whites pay for education. Whites already pay 90 percent of the personal income tax collected in this country — our people just aren't in a position to carry any more taxation, because that's what compulsory school fees would amount to.

Mr Gerber said he received many letters from people who couldn't afford the voluntary fees. How would they manage to pay compulsory fees?

Mike Ellis of the Progressive Federal Party attacked what he called the government's basic dishonesty on the subject.

"On the one hand they're putting pressure on the schools to raise funds, because they're not providing the schools with enough money, and on the other they are not giving the schools the right to demand those funds.

"With the present spiralling costs, the parents will have to pay and the government will have to insist on them paying, in order to take the pressure off the schools."

The proposal met with outrage from Miss Ellen Smith, headmistress of Ellerton Junior School where parents pay fees of R220 a child a year. "I certainly wouldn't welcome it. They should scrap the bureau for propaganda and cut the defence budget and put that money into education.

"I feel very, very sorry for the parents. Because this government harbours corrupt senior officials, parents will find they have to pay for education — yet according to the Declaration of Children's Rights, all children have a right to free education.

Heavier burden

"It's the poor old South African taxpayer, going to have to carry a heavier burden to pay for something they've had free for years."

But Mr Gordon Law, headmaster of Sacs, said compulsory fees would be "a move in the right direction".

"It costs between R5 000 and R8 000 to resurface a tennis court, and most schools have six courts. But where do schools find R36 000 every seven or so years? The school has to maintain its facilities — I don't think parents are fully aware of what the school pays for.

"The department never paid for sports equipment — and a good cricket ball costs R35 — and now they have stopped paying for sports facilities. So we have to pay for water and fertiliser, for the maintenance of squash courts, a new cricket pitch, part of the telephone bill.

"More and more has to be paid for by the schools and we won't stay solvent unless we have a fixed income."

Another city headmaster, who asked not to be identified, believed compulsory fees would be "an unfortunate step" because he doubted whether the school would see the fees it had levied — most, he believed, "would go to Pretoria".

"I am not opposed to parents paying fees — and 80 percent of our parents do — but I am opposed to this payment being compulsory."

Mr F C van Niekerk, principal of Kraaifontein Primary School, said compulsory fees would take some pressure off the school, but could make things difficult for some parents.

"We'd welcome it, but I'm not sure it would work everywhere because not everyone could afford it."

He said parents paid R80 a family a year at Kraaifontein primary, but this did not cover the school's expenses, and another R15 000 to R20 000 had to be raised from the tuck shop and through other fund-raising activities which took up a lot of time.

Mrs Sheila Baillie of the Housewives League, said the subject was "a difficult one" but added cautiously: "Within reason, perhaps it is fair to ask for some contribution towards education over and above taxation, and if it is found that when you ask some will pay and some won't, then perhaps the time has come to insist that people do contribute.

"Perhaps a means test will be necessary so that people aren't expected to pay some horrific amount."

The president of the South African Teachers' Association, Miss Gwen Jones, said the association was opposed to compulsory fees if payment was confined to parents. The education of the community's children benefitted the entire community.

She added that schools and teachers should play no part in the collection of what was state income, or in any process of legal enforcement which might follow a parent's failure to pay.

This was echoed by Mr Johan Lemmer, chief director of the Teachers' Federal Council.

"If it is essential to have compulsory fees, then the community as a whole must be approached. But it would be better not to have compulsory fees."

Parallels seen in US, SA education

Sowetan 23/2/89

(50)

"ECONOMIC status outweighs race and all other factors in accounting for differences in achievement levels," says an SA educationist about US education after a visit to the US and Israel.

THE time has come for South Africans to think beyond today and tomorrow and to focus on the type of citizen they desire in the future, in the view of Dr Johan van Zijl, the Indaba director of education policy.

He recently returned from a month-long study tour of comparative education systems in the United States and Israel.

Dr van Zijl, who related his observations at a meeting in Durban last night, said he had studied the process of desegregation in American schools — "a process which even today is contentious". He also looked into bilingualism, education standards and enrichment programmes.

In Israel, he investigated socio-political conflict within the education system, including a study of the division between Jews and other groups such as

FOCUS

Arabs and Moroccans, the gulf between the advantaged and disadvantaged in the community and the divergent approaches of religious and non-religious sectors among the Jewish people.

Dr van Zijl said he had observed many parallels in both systems and many lessons for South African education planners.

"A lasting impression of my visit to the United States was the intense public concern with educational issues. People were well-informed on educational developments and crises," he said

Dr van Zijl said education standards in the US were "widely regarded as atrocious" — with corporations spending 25 billion a year to teach employees skills they should have learned at school.

"Within the United States, there are more than 15 000 separate local school boards who set localised education policy. In other words, local boards adapt to local conditions and devise policies most suited to local needs.

Corresponds

"This pattern of local control corresponds with the education policy of the Indaba, which promotes the devolution of power to parents and communities"

Dr van Zijl said that there was an "effective stalemate for desegregation in the US" and that 97 percent of the nation's white population went to school outside the cities, in suburban school districts.

"City school districts, by contrast, accommodate various cultural groups including Negroes, Asians, Nicaraguans, Vietnamese and Hispanics

Status

"In spite of great concern over the under-achievement of black and Hispanic students, the factor of economic status outweighs race and all other factors in accounting for differences in achievement levels. The effect of poverty and its socio-psychological toll reduces the chance of academic success and perpetuates the cycle of unemployment and social crises"

Dr van Zijl said there was an increasing realisation in both the US and Israel that tertiary qualifications were not the only way to develop work-force talents

"To address this in the US, education is being moved back into the community through school-to-work programmes and the like

"Given the findings of the Natal regional and planning commission predicting 60 percent unemployment rate in the region by the year 2000, there is a great need for us to consider our own future," Dr van Zijl said

"If a large percentage of our young people are left to flounder in low-paid, futureless jobs or as unemployed, we face a country divided between the educated and prosperous as against the uneducated and poor We are shortchanging too many of our youth and, in the process, doing great damage to our country's future," he said

Inequality

In Israel, Dr van Zijl said, he noted inequality in the education system, with the Arab community "trailing in the allocation of resources and influence"

"However, Israel is striving to overcome this with the promotion of early childhood learning and enrichment programmes.

"Results indicate that children from this programme are more responsive and successful in school, while positive changes also occur in their parent-group.

"This programme concept now flourishes in many countries and merits South Africa's attention," said Dr van Zijl.

He said the tour had confirmed his conviction that South Africa needed to make schooling an "instrument of democracy, opportunity and social mobility".

"The search for equal and equitable education, matched with a genuine concern for educational effectiveness should be our constant goal" — Sapa

The Media Council

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The address is: The Conciliator/Registrar, SA Media Council, PO Box 5222, Cape Town 8000. Telephone: (021) 461-7117. Inquiries are welcomed.

Political comment in this issue by Aggrey Klaaste and Sam Mabe Sub-editing, headlines and posters by Sydney Matlhaku All of 61 Commando Road, Industria West, Johannesburg

• Write to the Editor at PO Box 6663, Johannesburg 2000 Nom-de-plumes can be used, but full names and addresses should be supplied or the letter will not be published

Education spending — more cash needed

50

MG 45 28/2/89

SINCE the introduction of the subsidy formula for the financing of education, the administration of the House of Representatives had found it extremely difficult to make ends meet in its education spending, the acting Minister of the Budget, Mr Chris April, told the House of Representatives.

Introducing the first reading of the Administration's Additional Appropriation Bill, he said he intended to ask the Department of National Education, which administered the formula, to investigate the administration's problems in keeping the education budget within limits.

Overspending had been inevitable and, of the total additional estimates of R213,2-million, the Department of Education and Culture required R123,05- million.

FURTHER ALLOCATION

Many representations for relief had been made to central government, but the government "has not been in a position to help us substantially".

"In order not to deprive our children of a decent education we had to cut back on other expenditure so that such savings could be transferred to the Department of Education and Culture."

Apart from such savings, he had approved a further allocation of R47-million from the State Revenue Fund to avoid an expected overrun on the Education Vote.

Unfortunately this meant the administration was now in the red, and would have to suspend an amount of R47-million on next year's budget.

Mr April

Mr Abrahams

Mr Les Abrahams (LP Diamant) said he agreed with Mr April on the insufficiency of funds for education.

The House was continually attacked by teachers' organisations over what they saw as attempts to cut down the number of teachers to cut costs; but anyone who knew the House's dedication to quality in education would realise that such a decision, if taken, would not be considered lightly.

He did not welcome an amount of R547 000 on the additional estimates for pensions benefits for staff of the University of the Western Cape.

EARLY RETIREMENT

The university had developed a habit of forcing staff into early retirement, even though they were still capable of carrying on with their jobs, because their personal political attitudes differed from those of a section on campus.

The Bill was read a first and second time with no objection from the official Opposition. — Sapa.

Clase: policy on no open schools sound

MGUS 8/3/89 50

THE policy not to open white government schools to all races was based on sound conclusions, including the provisions in the Constitution that education was an own affair of each population group, the Minister of Education and Culture, Mr Piet Clase, told the Assembly.

He was responding in a mini-debate to an interpellation question put by Mr Roger Burrows (PFP, Pinetown), who asked if opening state schools to all races was being considered in cases where the majority of the parents concerned had voted in favour of it.

Mr Clase said the Constitution's schedule determined that education was an own affair of each population group.

The Constitution had the majority support of all those eligible to vote and it had been endorsed in the 1987 general election.

Parents satisfied

This indicated that parents were satisfied that the education system, as it was now, provided sufficient security for group rights.

Mr Piet Clase

Mr Clase said parents making calls for schools to be opened to all races did so, either deliberately or unknowingly, in ignorance of the problems that could arise.

An example was if a great number of pupils of other races applied for admission to these schools instead of an expected few.

Most of the schools concerned either had few or no vacancies.

Mr Burrows said both the Acting State President, Mr Chris Heunis, and the new NP leader, Mr F W de Klerk, had made calls for national reconciliation and had indicated that the government would be taking a new look at the rights of people who wanted to associate with others outside the group context.

Mr Clase's department was the only one "digging in its heels against this."

So far, the parent bodies of 20 to 25 schools had voted in favour of being open to all races and although the PFP wanted all schools open, it was only now asking for these parents' wishes to be granted.

Education was an own affair, but Mr Clase's department was running integrated pre-primary schools, universities, technikons and now a teacher training college.

Mr Andrew Gerber (CP, Brits) said the Conservative Party supported Mr Clase's stand but it was ironic that the Minister was being whipped with a stick he himself had cut.

The CP had warned him of the consequences of allowing mixed sport and cultural activities at school level, and that open schools would inevitably follow.

The gaurantees of the government that white school classes would remain for whites only could not be accepted.

Mr Clase said Mr Gerber was confusing the concepts of "contact" with "integration," but that this could be debated at a later stage. — Sapa

De Klerk's speech on education welcomed

RDM 30/3/87

By Sue Valentine

The Black Sash education committee has welcomed Mr F W. de Klerk's call for "cost effective, quality education", but warned that it could not be implemented by the Government from the top.

Commenting on Mr de Klerk's address at the opening of the new campus of the Pretoria Teachers Training College recently, Ms Judith Hawarden, education co-ordinator and Transvaal regional chairman of the Black Sash, said genuine participation by all interested parties including professional educators, parents, students, teachers and civic organisations was needed.

RESTRICTIONS

"The first step is to unban the National Education Crisis Committee and other organisations involved in education, to lift the restrictions on NECC leaders and to allow them to start participating.

"Schools should be open and non-racial so that children can prepare for a new South Africa."

General secretary of the Transvaal Teachers' Association, Mr Hugo Ackerman said the TTA was very concerned about the availability of finance for education — and in the country generally.

Mr Joe Muller, co-ordinator of the education policy unit at Wits University, said the speech seemed to be too full of generalities to speculate on the NP leader's intentions.

"Although they've increased the education budget, it is nowhere near close to providing enough to cope with the growth of black student numbers in the education system."

EDUCATION – GENERAL

1989 — ~~[illegible]~~

MAY — ~~[illegible]~~ SEPT.

Funding education in inflationary climate

Cape Times 2/5/89 (54)

THE importance of education in our increasingly challenging world — both at a personal level and in terms of the general well-being of our country — is well recognized by everyone.

Besides a good primary and secondary education, some form of tertiary education is becoming more and more essential, whatever the chosen career path may be.

While the State has, until now, funded the bulk of primary and secondary schooling costs, it has done proportionately less for tertiary education and indications are that in the future it will be left even more to the individual to make private provision for this vital third phase.

At the same time, it is an unfortunate fact that the cost of education is rising rapidly, as can be seen from the accompanying chart where the annual cost has been projected — using the average rate of increase actually experienced over the past decade.

Certainly it is clear that the amount of money that will be required by the parents is likely to be considerable, and thus it would seem essential that some thought be given to how the funds can be made available.

Broadly speaking, there are probably four possible courses of action which need to be looked at in turn:

(a) Wait until the fees are due and pay them out of current income.

Of course, the big question here is whether you will be able to afford them.

(b) Hope for a scholarship or a bursary.

The incredible demand for scholarships means that only the brightest students can really have much of a chance.

(c) Take a loan when fees are due.

By PETER ATKINSON
Assistant GM (life marketing) Southern Life

Alghouth banks in particular are usually highly supportive of student loans, offering suitable finance at attractive rates, it would hardly seem provident to base a financial plan on the future availability of a loan, especially as the interest rates applicable would only be known at that time.

(d) Make prior provision via long-term savings.

The choice of investment vehicle is not an easy one, as one needs to take into account such things as the likely investment yield, the security of the investment, tax implications and flexibility to allow for changing needs and circumstances.

Popular choices are unit trusts, bank or building society investments and insurance plans, although the need to generate an after-tax yield on the investment which will preferably match or better the inflation rate suggests that one cannot afford to opt for the security of a prime fixed-interest vehicle in the long term.

Unit trusts have been proven to be excellent in the long-term situation where dividends are reinvested and use is made of the stabilizing effect of rand cost averaging.

Life assurance plans too have a successful record and would seem ideal, provided the period of investment is 10 years or longer.

A unique benefit offered only via insurance policies is that the plan could be structured to include a cash payout in the event of the death of the investor or even a facility whereby subsequent allocation to the investment could be guaranteed by the insurance company should the investor become disabled.

Thus it is the one way of taking care of those unexpected events which could otherwise result in the programme being terminated in midstream.

University fees

Present and projected fees for the years 1989-2009

		BA	B Comm	B Sc	B Bus Sc	Residence*
Actual cost for 1989		R3 200	R3 600	R3 800	R3 600	R4 490
% increase pa over past 13 years		14,67%	15,71%	13,65%	15,71%	14,37%
Year	Future costs after	R	R	R	R	R
	1 year	3 669	4 166	4 319	4 166	5 135
	2 years	4 208	4 820	4 908	4 820	5 873

these incidents occur and (b) what steps were taken by this Department as a result of these incidents?

B809E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(1) Yes, but only injured.

(a) (i) (1) 20 April 1988
(2) 14 September 1988
(3) 1 October 1988
(4) 19 January 1989
(5) 1 February 1989

(ii) (1) Inanda residential area
(2) Inanda residental area
(3) Imbali residental area
(4) Vryheid (Northern Natal Collieries)
(5) Inanda residential area

(b) (1) Case reported to the SAP.

(2) Six pupils suspended from school; SAP was called in.

(3) Two guilty pupils suspended from school; hostels searched. Action was taken against pupils possessing sharp instruments (arms).

(4) Corporal punishment administered to guilty pupils, with the consent of their parents.

(5) Security measures were itensified.

Natal: treatment of leukemia

*15. Mr M J ELLIS asked his Minister of National Health and Population Development:

(1) What facilities are there in Natal for the treatment of children suffering from leukemia;

(2) whether any hospitals in the Republic have a full range of facilities for the treatment of this disease; if so, which hospitals; if not, (a) why not and (b) what is being done to rectify this situation?

B810E

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

(1) All major hospitals, academic and regional hospitals in Natal are able to treat children suffering from leukemia; the hospitals concerned are:

Addington Hospital, Durban
R K Khan Hospital, Durban
Clairwood Hospital, Durban
King Edward VIII Hospital, Durban
Grey's Hospital, Pietermaritzburg
Northdale Hospital, Pietermaritzburg
Eshowe Hospital
Ladysmith Hospital
Port Shepstone Hospital
Newcastle Hospital

Patients from community country hospitals who require treatment are referred to the above hospitals when necessary,

(2) yes, the following information is furnished by the provincial administrations:

NATAL

The hon member is referred to my reply to point one.

TRANSVAAL

H F Verwoerd Hospital
Kalafong Hospital
Ga-Rankuwa Hospital
Johannesburg Hospital
Baragwanath Hospital
Hillbrow Hospital

ORANGE FREE STATE

Pelonomi Hospital
Universitas Hospital

CAPE PROVINCE

Tygerberg Hospital
Groote Schuur Hospital
Red Cross Hospital

(a) and (b) fall away.

Aids in RSA

*16. Mr M J ELLIS asked the Minister of National Health and Population Development:

How many cases of Aids were identified in the Republic, (a) excluding and (b) including the independent Black states, in 1988?

B811E

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

(a) 89 cases of AIDS have been identified of which 84 were South African cases and the balance from four foreign countries.

(b) The Republic of South Africa does not report on data pertinent to the independent National States.

Members of Parliament: visit to foreign countries

*17. Mr D J N MALCOMESS asked the Minister of Foreign Affairs:

(a) How many members of Parliament visited foreign countries at Government expense in the (i) 1987-88 and (ii) 1988-89 financial years and (b) what are their names in each case?

B812E

The MINISTER OF FOREIGN AFFAIRS:

(a) (i) Excluding myself and the Deputy Minister of Foreign Affairs, three members of Parliament visited foreign countries at the expense of my Department in the 1987-88 financial year, and

(ii) twenty-three in the 1988-89 financial year;

(b) The members of Parliament visiting foreign countries in 1987-88 were:

Dr S G A Golden
Dr J N Reddy
Mr A Williams

The members of Parliament visiting foreign countries in 1988-89 were:

Mr A S Akoob
Mr H J Bekker
Mr D de V Graaff
Mr J Douw
Mr A Fourie
Mr T George
Dr S G A Golden
Mr N Jumuna
Mr N E Khan
Mr A E Lambat
Mr J J Lemmer
Mr D Lockey
Rev E J Manikkam
Prof N J J Olivier
Mr M Rajab
Mr C R Redcliffe
Mr J L Retief
Mr I Richards
Mr G Shah
Mr H A Smith
Mr C J van R Botha
Dr J Vilonel

Katlehong: investigation into death of a certain person

*18. Mrs H SUZMAN asked the Minister of Law and Order:

(1) Whether there has been an investigation into the cause of death of a certain person, whose name has been furnished to the South African Police for the purpose of the Minister's reply, on or about 21 March 1989 at Katlehong; if not, why not; if so, (a) what were the findings and (b) what is the name of this person;

(2) whether a post-mortem has been held; if so, what were the findings; if not, why not?

B813E

The MINISTER OF LAW AND ORDER:

(1) and (2)

Yes, the cause of death of the person whose name had been furnished by the hon member, is being investigated. As soon as the investigation has been completed, the docket will be submitted to the Public Prosecutor for an inquest to be held. No particulars are therefore furnished at this stage because it may prejudice the investigation and anticipate the findings of the inquest.

Additional classrooms

*19. Mr S S VAN DER MERWE asked the Minister of Education and Development Aid:

Whether any additional classrooms were built in 1988 at schools falling under the control of his Departmentl if not, why not; if so, (a) how many additional classroom places were provided in that year and (b) what was the total cost of providing these additional classrooms?

B815E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

Yes.

(a) 88 865.

(b) R147 004 697.

Shortage of classroom places

*20. Mr K M ANDREW asked the Minister of Education and Development Aid:

Whether there was any shortage of classroom places in 1988 at (a) primary and (b) secondary schools administered by his Department; if so,

how many classroom places were short at (i) primary and (ii) secondary schools; if not, what was the average number of pupils per classroom at (aa) primary and (bb) secondary schools?

B817E

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(a) Yes.

(b) Yes.

The estimated shortage of classrooms (not shortage of classroom places) based on a basis of 40 primary and 35 secondary pupils per classroom are as follows.

(i) 1 782 classrooms (March 1988).

(ii) 2 730 classrooms (March 1988)

(aa) Falls away

(bb) Falls away.

Hormonal herbicides

*21. Mr R M BURROWS asked the Minister of Agriculture:

Whether he has at any time taken any decision regarding the prevention of sales and/or the use of hormonal herbicides in any part of South Africa; if not, why not; if so, (a) (i) in respect of which areas and (ii) when were these decisions taken, (b) what were the circumstances surrounding these decisions and (c) which herbicides were involved in each case?

B818E

The MINISTER OF AGRICULTURE:

(a) (i) and (ii) and (c) The particulars were fully published in Government Notice 89 of 16 January 1987, as substituted by Government Notice R.949 of 30 April 1987, which in it's turn was substituted by Government Notice R.1992 of 30 September 1989.

(b) Farmers reported damage to certain vegetable crops, allegedly caused by the herbicides indicated in the said Notices.

INTERPELLATIONS

The sign * indicates a translation. The sign † used subsequently in the same interpellation, indicates the original language.

Own Affairs:

Social pensions

1. Mr M J ELLIS asked the Minister of Health Services and Welfare:

Whether the Government intends increasing social pensions; if not, why not?

B828E.INT

The MINISTER OF HEALTH SERVICES AND WELFARE: Mr Speaker, the position of social pensioners receives constant consideration by the Government, and also by the Ministers' Council of the Administration: House of Assembly. I want to give hon members the assurance that if circumstances permit and funds can be made available for this purpose an increase in social pensions and allowances will always receive favourable consideration.

*In 1962 the Government set itself the objective of adjusting social pensions and allowances annually if it was in any way possible and if funds for this purpose could be made available. We were able to attain this objective, except in 1988. I realise that the Treasury could not make funds available during 1988 for an increase in pensions and allowances.

Nevertheless, we received a stream of appeals. We cannot simply say no to each plea and react negatively. Therefore I was grateful that during January 1989 considerable increases were granted to people receiving pensions and allowances. I want to point out that the basic pension for Whites increased by R154 per month, or 158,76%, from October 1979 to January 1989. Given all criteria these concessions were as generous as the Treasury could manage. This proves that the Government of the day is sympathetic towards our aged and under-privileged people.

†I can assure hon members that the Government is fully aware of the hardships experienced by the aged and other social pensioners to make ends meet under present economic conditions. Sight must, however, not be lost of the fact that the South African social pension schemes are non contributory by nature and that funds to finance these schemes are derived solely from taxation. The main objective of the schemes is also not to

make pensioners financially fully independent but merely financially to assist the family or the community to care for elderly, underprivileged persons. It has always been the Government's point of view that it is the duty of every citizen during his economically active life to provide for his old age or for times of need, even to such an extent that it will not be necessary to ask for assistance from the State.

One can realise that the country's relatively small number of taxpayers cannot be taxed indiscriminately . . . [Time expired.]

Mr M J ELLIS: Mr Speaker, we hear again that the Government is always giving consideration to the question of social pensions. The matter is under consideration again, we are told. I want to say, however, that the issue of social pensions is one that has been hotly debated in this House for a number of years. Opposition spokesmen for more than a decade have pointed out the gross injustices meted out by the Government to social pensioners, while hon Ministers from the governing party have in fact expressed their concern for the aged without really doing anything at all. One only needs to read Hansard over the past ten years—read all the debates that have taken place on this subject—to realise how sadly misplaced the Government's reasoning is, or rather how little the Government seems to care, while it is indeed the Government that should care for the aged.

Mr R J LORIMER: They do not care at all!

Mr M J ELLIS: Only last year we listened to the hon the Minister of Health Services and Welfare in this House trying desperately to convince us that the Government's decision not to grant an increase in social pensions during the 1988-89 financial year was justified; that in fact a R60 one-off bonus was all that was needed to ease the burden of the social pensioner.

Mr R J LORIMER: Scandalous!

Mr M J ELLIS: He tried to show then that social pensions had in fact increased by more that 213% between 1976 and 1987, and today we hear again about percentage increases. The statistics, however, are irrelevant. They are absolutely irrelevant in terms of the real needs of the aged and also in terms of what has happened to the South African economy. One hundred percent of nothing is nothing. Two hundred and thirteen percent of very little remains very little This is exactly what the increase in social pensions in rand and cents has meant over the past decade—very little.

With the increases in social pensions against the real inflation rate running at between 13% and more than 20% for the past 15 years, there is no doubt that social pensioners are much worse off now than they were ten years ago. There have been constant calls on the Government to raise the means test for social pensioners. Last year, in this House, the hon the Minister announced, and I quote—

. . . that consideration was being given to the means test for social pensions and allowances being built into a formula . . .

May I ask the hon the Minister what the outcome of such considerations is? He said again today that consideration is always being given to this but we never hear the result. Surely by now some decision must have been reached. There have been requests for years for the means test to be revised but to no avail. We have to face the fact that more and more desperate elderly people in South Africa are either not in a position to receive a social pension because of the inadequacy of the means test or, if they do receive a pension, it is grossly inadequate.

Against this background we have the Government setting aside R1 billion for little more than election pay-off extravaganzas such as the writing off of R460 million in Maize Board deficits and reintroducing diesel subsidies to farmers. These are obviously both aimed at securing the farmers' vote. Then we also have the extraordinary introduction, at a time when our economy can least afford it, of long service awards. [Time expired.]

*Dr W J SNYMAN: Mr Chairman, in December last year I made enquiries at a home for the aged in need of care and discovered that the average unit cost in respect of the organisation concerned amounted to R816 per month at that stage. It has certainly increased considerably since then as a result of the series of price increases in the meantime My argument is that if this is the case, how can the hon the Minister expect an elderly person who is completely dependent on his own resources and receives no other assistance, to live on an amount of R251 per month? It is impossible!

members of any other specified religious denominations?

B548E

The ACTING MINISTER OF MANPOWER:

(1) (a) 329
(b) 222

(2) (a) 162
(b) 5
(c) 10
(d) 4
(e) 0
(f) 0
(g) 2
(h) 39

Christadelphians	6
Glenridge Christian Fellowship	2
Jewish	1
Manor Community Church	1
Quaker (Society of Friends)	2
Rastafarian	1
Seventh Day Adventists	1
United Congregational Church	2
World Wide Church of God	23

Money spent on houses adjacent to specified lighthouses

313. Mr D J N MALCOMESS asked the Minister of Transport Affairs:

Whether any money is to be or has been spent on houses which are adjacent to the lighthouses at (a) Fish River Mouth, (b) Cape St Francis and (c) Danger Point and are the property of the South African Transport Services; if so, (i) how much in each case, (ii) for what purpose and (iii) who will be entitled to use these houses?

B656E

The MINISTER OF TRANSPORT:

(a), (b) and (c) Yes.

(i) Fish River Mouth — R26 200
Cape St Francis — R 2 507
Danger Point — R92 300

(ii) Fish River Mouth

Refurbishing and refurnishing of two houses and routine maintenance to the Lighthouse-keeper's house.

Cape St Francis

Refurnishing of one house.

Danger Point

Refurbishing and refurnishing of two houses and routine maintenance to the Lighthouse-keeper's house.

(iii) Lighthouse-inspectors, maintenance personnel, SA Harbours' clients, local and overseas counterparts, opinion leaders, etc.

The facilities will also be let to the private sector for the holding of seminars. In this manner income will be derived which would contribute towards keeping the houses preserved for the future.

Since lighthouses became automised the number of lighthouse-keepers was reduced from three to one in these instances. When assets become obsolete its economical viability is carefully determined whereupon consideration is extended to either demolish or otherwise restore it for practical use. The latter option was found to be justified.

SATS: pensionable service bought back

314. Mr D J N MALCOMESS asked the Minister of Transport Affairs:

How many employees who were still in the service of the South African Transport Services as at 31 December 1988, had bought back pensionable service?

B657E

The MINISTER OF TRANSPORT AFFAIRS:

12 405.

SATS: pensionable service bought back

315. Mr D J N MALCOMESS asked the Minister of Transport Affairs:

(a) How many South African Transport Services employees who bought back pensionable service have retired since the buying-back of pensionable service came into effect in respect of the Transport Services, (b) what total amount, excluding any interest on the amounts outstanding, did these persons pay to buy back such service, (c) what total amount was received by these persons in increased gratuities in respect of such service, (d) what total additional amount in monthly pensions is paid to them as a result of their having bought back pensionable service and (e) in respect of what date is this information furnished?

B658E

The MINISTER OF TRANSPORT AFFAIRS:

(a) 29 196

(b), (c) and (d) The information is not readily available and it will take much time and expense to gather such information.

(e) 17 April 1989.

Work-seekers registered at labour bureaux

320. Mr P G SOAL asked the Minister of Manpower:

How many males and females, respectively, were registered at labour bureaux as work-seekers in terms of the Guidance and Placement Act, No 62 of 1981, as at the end of each month in 1988?

B663E

The ACTING MINISTER OF MANPOWER:

(See table on cols. 947 and 948.)

Subsidy to certain taxi association

341. Mr C B SCHOEMAN asked the Minister of Transport Affairs:

Whether he intends providing any subsidy to members of a certain taxi association, the name of which has been furnished to the Ministers' Department for the purpose of his reply; if so, (a) why, (b) what will the amount of the subsidy be and (c) what is the name of this association?

B696E

The MINISTER OF TRANSPORT AFFAIRS:

No.

(a), (b) and (c) fall away.

Commuter traffic: subsidy to bus operators

360. Mr P C CRONJÉ asked the Minister of Transport Affairs:

What was the extent of the subsidy granted to bus operators in respect of commuter traffic in each of the four main metropolitan areas in the 1987-88 financial year?

B762E

The MINISTER OF TRANSPORT AFFAIRS:

Johannesburg/Pretoria	: R115 053 011,99
Cape Town/Peninsula	: R 37 211 683,61
Port Elizabeth/Uitenhage	: R 11 994 578,78
Durban/Pinetown	: R 55 652 221,87

The attention of the honourable member is drawn to the fact that the above-mentioned information was already supplied in my reply to question 68 of 24 February 1989.

Land Bank loans

403. Mr W J D VAN WYK asked the Minister of Finance:

(1) Whether provision has been made for persons or bodies other than *bona fide* farmers to be granted loans by the Land Bank,

(2) whether any such persons or bodies received loans from the Land Bank over the latest specified period of five years for which figures are avilable; if so, (a) why, (b) in terms of what statutory provisions or regulations, (c) what are the names of these persons or bodies and (d) (i) what were the amounts of the loans granted and (ii) on what dates were they granted?

B725E

The MINISTER OF FINANCE:

(1) Yes—in terms of section 21(1)(c) ter read with section 45 quat of the Land Bank Act, 1944 (Act 13 of 1944).

(2) No

(a), (b), (c) and (d) (i) and (ii) fall away.

Own Affairs:

State-subsidized private schools/State-controlled schools: attendance of non-White children

50. Mr C J DERBY-LEWIS asked the Minister of Education and Culture:

How many non-White children were attending (a) State-subsidized private schools and (b) State-controlled schools in each of the four provinces as at the latest specified date for which figures are available?

B685E

The MINISTER OF EDUCATION AND CULTURE:

	(a)	(b)	
Cape	2 351	27	(as at 1989-04-18)
Natal	1 716	3	(as at 1989-04-18)
OFS	196	7	(as at 1989-04-18)
Transvaal	5 486	68	(as at 1989-04-18)

*Children of diplomats and members of consular missions.

Education for self-reliance

(50)

B/Day 21/7/89

JAMES MOULDER

WHY DO we have an education crisis? Is there a cure? Both questions can be answered by flexing two tensions and deciding what must get priority: is it education for many or for a few? Is it an academic education or a practical education?

These tensions can be displayed in a grid that gives us four policy options:

	for many	vs	for a few
academic vs	1 = Education for unemployment		2 = Centres of excellence
practical	4 = Economic growth		3 = Manpower shortage

The first two options explain why we have an education crisis.

The first option is education for unemployment. It is where we are. By increasing the percentage of white candidates who received matriculation exemption from 25% in 1965 to 44% in 1985 we moved from elite to mass university education.

In 1945 the ratio of white university students to 1 000 of the white population was 6:1 000. In 1985 it was 28:1 000. A similar story can be told for black education.

For many matriculants, this policy leads to failure because the gap between matriculation and graduation is too big. For others it leads to unemployment, or underemployment, because they do not have practical skills they can market.

White students suffer this system quietly. It drives black students to sullen acceptance or hostile rebellion, to all the frustration that is encapsulated in their demand for liberation before education.

The second option, taken by itself, is a plea to put the clock back. If it is linked to other options it is a good idea.

Ken Owen has convinced me that we must have some centres of excellence, and not only at the university level.

It makes good sense to have a university, a technikon, a college of education, a small number of schools all operating at the highest level and insisting on the highest standards possible. More than a few we cannot afford; unless we continue to fund white education unfairly.

From the market's point of view, the first two options are extremely problematic. The bias towards an academic education leads to a shortage of people with technical and professional skills.

The other two options employ the idea of a practical education. A practical education is an eduction for self-reliance. It balances between technical training and academic theorising. It prepares people for work.

Because of a worldwide bias towards an academic education, many educators reject the idea that they must prepare their students for work. They refuse to link what they teach to what happens in the workplace.

But just as technical training that does not develop understanding is soon obsolete, so academic theorising that does not develop practical skills is an expensive luxury that few can afford. Because we do not have the resources to do all that should be done, some legitimate demands for education cannot be met.

For the next decade or so we will have to choose: should our education system give priority to people's growth needs (self-actualisation), or to their basic needs (self-reliance)?

It is not sufficient to give a higher priority to practical education than to academic education. If a practical education is given only to a few, then we still will have manpower shortages, especially in technical areas like engineering and professional areas like accounting.

The last option, therefore, is the best: a practical education for a majority. It is even better if it includes the idea of a few centres of excellence. It leads to economic growth — not as a sufficient condition, but as a necessary one.

Like every other policy option, this one is value laden. The other alternatives are also available. In fact, to a greater or lesser extent, they drive the present system.

But the system we have is sick. We have created a new one: a system that is biased towards practical education for most white students, as well as for most black ones.

☐ **Moulder is Professor of Philosophy, University of Natal.**

REPUBLIC OF SOUTH AFRICA

REPUBLIEK VAN SUID-AFRIKA

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Vol. 287 PRETORIA, 5 MAY MEI 1989 No. 11852

GOVERNMENT NOTICES

ADMINISTRATION: HOUSE OF DELEGATES

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 874 **5 May 1989**

INDIANS EDUCATION ACT, 1965

AMENDMENT OF THE REGULATIONS RELATING TO COMPULSORY SCHOOL ATTENDANCE FOR INDIANS

The Minister of Education and Culture has under section 33 (1) (k) of the Indians Education Act, 1965 (Act No. 61 of 1965), made the regulations contained in the Schedule hereto.

SCHEDULE

1. In this Schedule "the Regulations" means the regulations promulgated by Government Notice No. R. 581 of 15 April 1966, as amended by Government Notices Nos. R. 640 of 19 April 1974, R. 275 of 17 February 1978, R. 276 of 17 February 1978, R. 774 of 21 April 1978 and R. 2590 of 15 November 1985.

2. Regulation 3 of the Regulations is hereby amended by the deletion of subregulation (3).

DEPARTMENT OF FINANCE

No. R. 875 **5 May 1989**

CUSTOMS AND EXCISE ACT, 1964

AMENDMENT OF SCHEDULE 1 (No. 1/1/145)

Under section 48 of the Customs and Excise Act, 1964, Part 1 of Schedule 1 to the said Act is hereby amended to the extent set out in the Schedule hereto.

G. MARAIS,
Deputy Minister of Finance.

396—A

GOEWERMENTSKENNISGEWINGS

ADMINISTRASIE: RAAD VAN AFGEVAARDIGDES

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 874 **5 Mei 1989**

WET OP ONDERWYS VIR INDIËRS, 1965

WYSIGING VAN DIE REGULASIES BETREFFENDE VERPLIGTE SKOOLBESOEK VIR INDIËRS

Die Minister van Onderwys en Kultuur het kragtens artikel 33 (1) (k) van die Wet op Onderwys vir Indiërs, 1965 (Wet No. 61 van 1965), die regulasies in die Bylae hiervan vervat, uitgevaardig.

BYLAE

1. In hierdie Bylae beteken "die Regulasies" die regulasies afgekondig by Goewermentskennisgewing No. R. 581 van 15 April 1966, soos gewysig by Goewermentskennisgewings Nos. R. 640 van 19 April 1974, R. 275 van 17 Februarie 1978, R. 276 van 17 Februarie 1978, R. 774 van 21 April 1978 en R. 2590 van 15 November 1985.

2. Regulasie 3 van die Regulasies word hierby gewysig deur subregulasie (3) te skrap.

DEPARTEMENT VAN FINANSIES

No. R. 875 **5 Mei 1989**

DOEANE- EN AKSYNSWET, 1964

WYSIGING VAN BYLAE 1 (No. 1/1/145)

Kragtens artikel 48 van die Doeane- en Aksynswet, 1964, word Deel 1 van Bylae 1 by genoemde Wet hiermee gewysig in die mate in die Bylae hiervan aangetoon.

G. MARAIS,
Adjunk-minister van Finansies.

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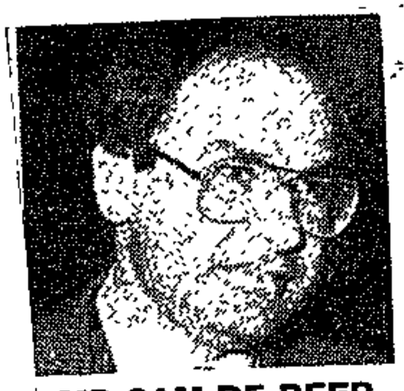


MR SAM DE BEER

MR ENOS MABUZA

Mabuza attacks racist schooling

THE satisfaction of the political aspirations of black South Africans cannot be fulfilled without the normalising of black education, said the Deputy Minister of Education and Training, Mr Sam de Beer.

He was speaking at the opening of the KaNgwane Legislative Assembly.

Earlier, the Chief Minister, Mr Enos Mabuza, criticised the "oppressive and paternalistic" South African education.

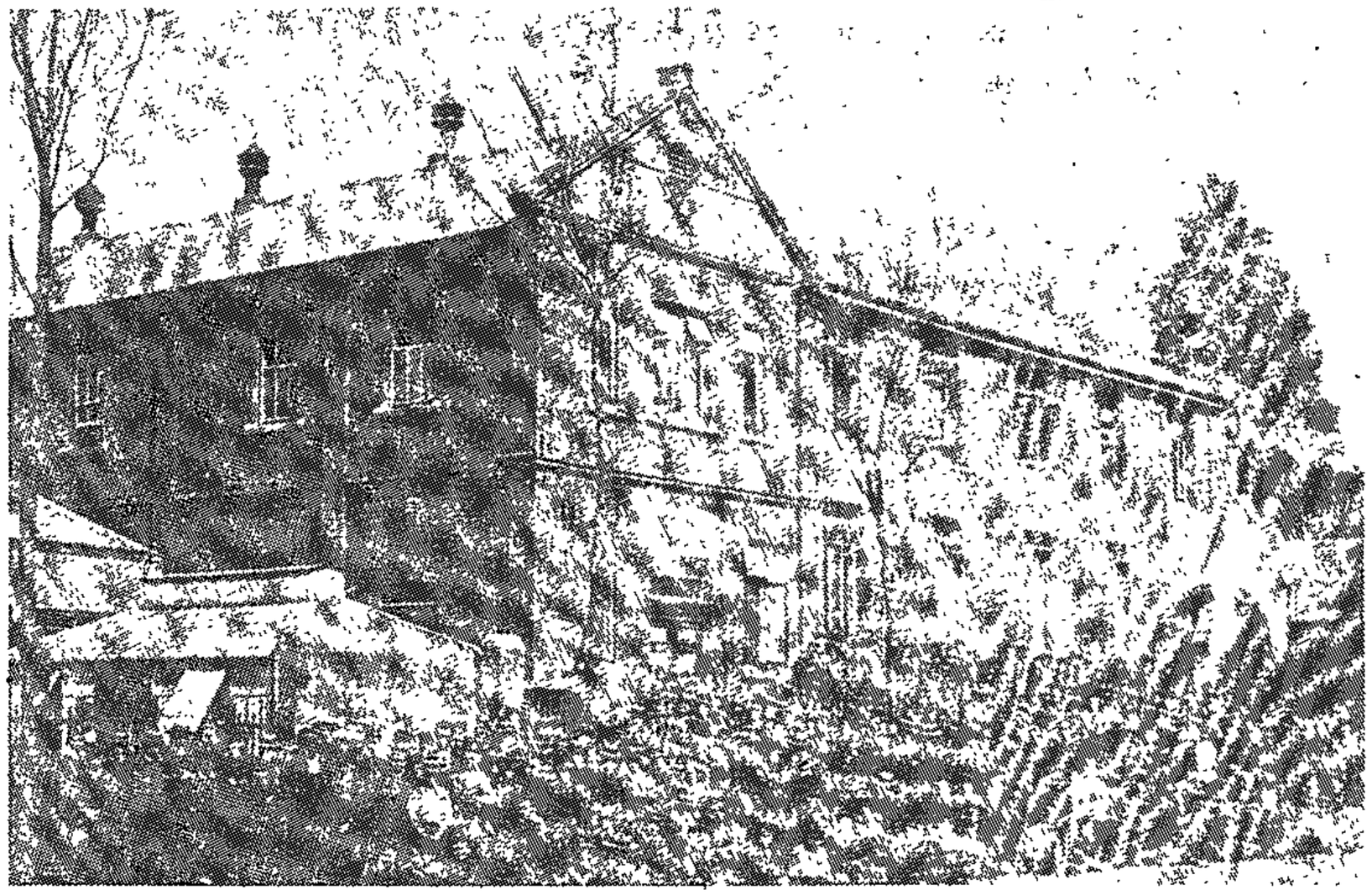
Mr de Beer said: "We are pressing for a better dispensation in education. Although we have limited funds we have a pace of improvement to which we adhere. Our priority at present is increasing secondary schools in rural areas where there is a marked shortage."

In his speech, Mr Mabuza said despite the Minister of Education and Development Aid Mr Gerrit Viljoen distancing his department's policy from the Verwoerdian policy on black education, there had been no changes to the system.

He said instead of repealing the Bantu Education Act of 1953, the Government was modifying the Act.

Star 8/5/89. (50)

Marist Brothers had a shaky start in Jo'burg



After the turmoil of the Boer War, Marist Brothers in Koch Street returned to normal in 1904.

By Sue Valentine,
Education Reporter

Johannesburg's first Marist Brothers school can hardly be said to have been opened because of demand, but 100 years later the brothers' influence in the shaping of education in this city cannot be denied.

When the three founding Marist brothers opened the doors of the newly completed building in Koch Street on October 9 1889, not a single application for admission had been received. However, Brothers Albert Dominic, Frederick and Euphrase simply stood at the doors and waited.

The first pupil, Peter Busschau arrived at about 9.30 am. Five more boys came shortly afterwards and at 10 am a wagonette of boys from the Holy Family Convent drew up, bringing their desks with them.

A century later there are three Marist Brothers schools in Johannesburg — Sacred Heart in Observatory, St David's College, Inanda and Marian College, Linmeyer with more than 2 300 girls and boys of all races under their tuition.

ESSENCE

All that remains as a reminder of the first Koch Street school is a high-rise hotel, the Mariston, which grew up next to the site. The school was demolished in 1965 with the Linmeyer school being opened in its place.

In a 1941 valedictory service when Brother Emilian retired as principal of Marist Brothers Observatory, he summed up what he saw as the essence of a Marist education — a view the schools still endorse today:

The aim was "not simply to cram young heads with knowledge, not to train athletes; but to train boys to think and do, part of the world for a more just society".

In 1975 the Catholic Education Council, representing all religious working in South Africa, resolved to admit black students to their schools. From 1976 black pupils were welcomed at Marist schools in Johannesburg.

The traditional notion of boys-only at Marist Brothers schools was overturned four years later when Marist Observatory merged with St Angela's Convent, Bezuidenhout Valley and the Yeoville Convent, to become the Sacred Heart College.

Marian College, Linmeyer also decided to go co-educational in 1980, but as yet St David's Inanda has not followed the same trend.

The first lay principal was appointed at St David's Inanda where brothers remained on the staff until 1984.

Since opening their doors to all, Marist schools have had to pioneer the path "open schools" should follow, ensuring they are truly "non-racial" as opposed to white schools with some black pupils.

A survey commissioned by the Catholic Bishops' Conference in 1986 showed curricula were still very much white-orientated with little respect for black culture.

MESSAGE

"Racial tensions are not unknown and do not go away simply by mixing. Racial harmony has to be consciously fostered," writes the editorial committee of the centennial magazine.

Referring to the founder of the order who was born 200 years ago this year, the Superior General of the schools, Brother Charles Howard says, by being messengers of peace and recon-

ADDRESS	CONTACT PERSON	TELEPHONE
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Grassroots 1st Floor 10 Corporation Street Cape Town 8000	Saleem Badat	(021)452-325
REFERENCE: alternative media, p. 50		
Grassroots Education Trust Industria House 350 Victoria Road Salt River 7925 Cape Town	Jinny Richards	(021)472-546
REFERENCE: pre-school education, p. 32		
Health Services Development Unit (HSDU) Medical School York Road Parktown 2193 Johannesburg	Cedric de Beer	(011)647-1111
REFERENCE: primary health care, p. 31		
Health Workers' Association Box 3 Booy Johar	Refiloe Bizwilloh	(011)852-7677
REFE		
Indep of S Box Auck Joha		26-7104
REF		

Among their old boys Marist schools list the likes of Jimmy Sinclair, who scored the first Test century in South African cricketing history in 1899, rugby Springbok Syd Nomis, golfer Fulton Allem, Natal University music professor Chris Ballantine, Justice Meisels, comedian Eddie Elksteen and former Star deputy editor, John Pitts.

The Second Vatican Council, Vatican II, held in 1962, was responsible for many of the changes that followed in Catholic schools around the globe. Part of its emphasis was on the need for their schools to be "sensitive to the call from every

n the spirit and mission of Marcellin Champagnat".

- Marist Brothers will host a number of activities as part of their centenary celebrations:
- On Sunday May 21 all three schools will host a Family Day at Marist Brothers, Observatory. Proceedings will start with a Mass at 9.30 am. There will be fun sports and other activities and all old boys and their families are welcome.
- On June 6 — Champagnat Day — there will be a concelebrated Mass at the Standard Bank Arena at 10 am.
- On Sunday September 17 a train ride from Johannesburg to Magaliesburg.

ADDRESS	CONTACT PERSON	TELEPHONE
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REFERENCE: black labor union development, p. 51		
Inkatha Private Bag X01 Ulundi 3838	Dr. Oscar Dlhomo	(0358)74-2016 74-933
Box 82 Tembisa 1628	Zora Khumalo	(011)920-2702
REFERENCE: black politics, p. 10		
Institute for Social and Economic Research Box 94 Grahamstown 6140	Prof. Peter Vale	(0461)22023
REFERENCE: policy skills training, p. 43		
Interchurch Media Program Box 9942 Johannesburg 2000	Rev. Bernard Spong	(011)726-7969
REFERENCE: alternative media, p. 50		
Inter-denominational African Ministers' Association of South Africa (Idamasa) Box 7051 Newton Park 6055 Port Elizabeth	Rev. De Villiers Sogo Patrick Pasha	(041)441-328 392-040
REFERENCE: intermediary organization, p. 53		

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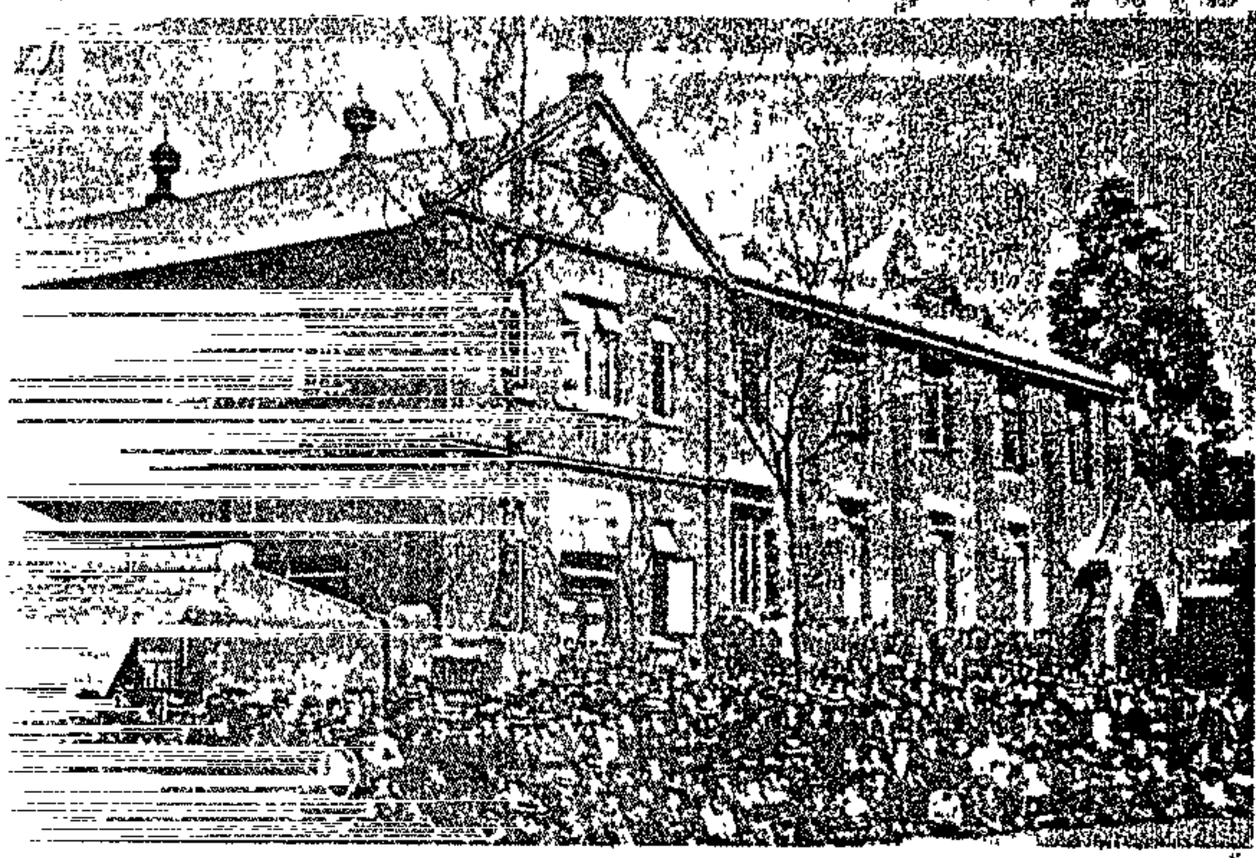

... the turmoil of the Boer War, Marist Brothers in Koch Street returned to normal in 1904.

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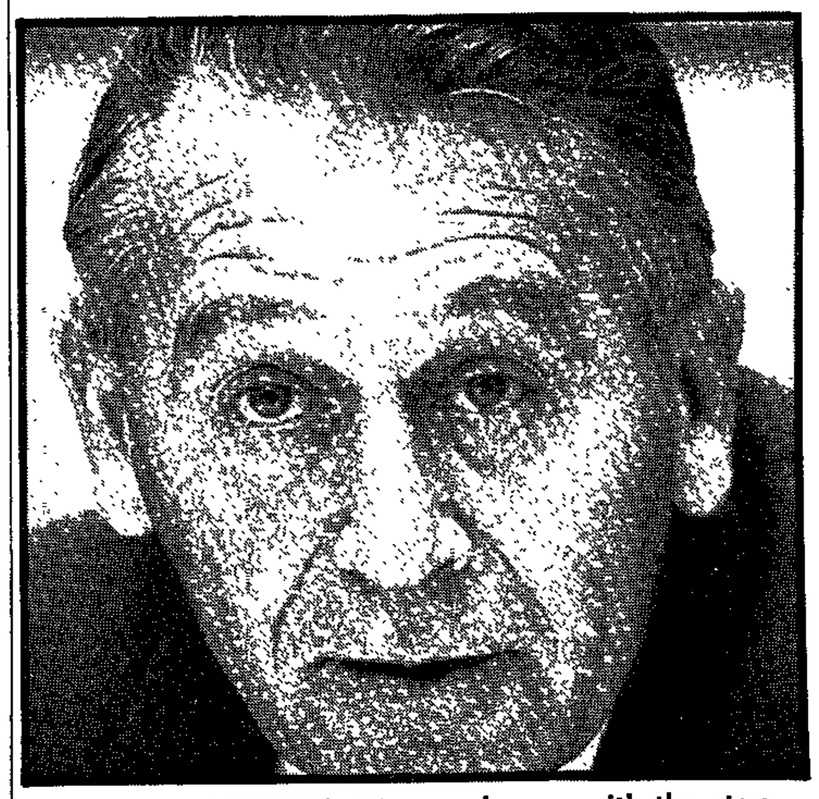
Education — present and future



DR SCHALK WALTERS: I'm very happy with the standards. I would always like to improve the standards, but if I compare this with the rest of the world I'm not dissatisfied.

FACE TO FACE

With Schalk Walters

Calling all parents of pupils at Cape Education Department Schools. Did you know that school uniforms are not compulsory at CED schools? Surprised?

Today our panel, comprising Education Reporter Dennis Cruywagen and staff reporters John Yeld and Karen Stander, talk to CED director Dr Schalk Walters.

A weekly feature in which personalities at the centre of the news are questioned by an Argus panel on issues of the day

The Panel

KAREN STANDER — Staff Reporter

DENNIS CRUYWAGEN — Education Reporter

JOHN YELD — Staff Reporter

DENNIS CRUYWAGEN: First of all Dr Walters, congratulations on celebrating 150 years in education, not you, but the department.

I am looking at reports of declining numbers at schools, teachers being retrenched. What does the future hold for teachers? Will more of them be retrenched? What do you think?

DR SCHALK WALTERS: *Well, first of all thank you for the congratulations. I would like to come back to that later on.*

We are an own affairs department catering for white pupils only and we have a drop in birth rate and accordingly a drop in pupil numbers. The drop in pupil numbers affected mainly primary schools up to a year or two ago. The last three years we have had a slight increase in the numbers — the intake level, that is Sub A — so to answer your question we expect the situation will stabilise over a period of time, but the effect of the drop in pupil numbers will only get its effect and its effect be felt in the high schools in the years to

the works section of it, it's a set procedure.

KAREN STANDER: There has been some speculation made that compulsory school fees are going to be introduced. Is there any indication of when this is likely?

WALTERS: *First of all I don't know whether it is going to happen at all, so I can't reply to when it is going to be likely.*

STANDER: Can you throw any light on the subject at all?

WALTERS: *No.*

CRUYWAGEN: What is your department's policy on open schools?

WALTERS: *The department's policy is simple. Being officials we have to carry out the law of whatever government is in power at that time. We've got no choice in the matter and I think it very bad for an education department to take any stance that would reflect opposition to a law which is part of our education system. People should act according to the law. So we just carry out whatever it is the policy of the department of the govern-*

and have a look what's happening in Australia or England or France or Germany because obviously we can't go there and we can't really convince them that it's like that because we have had this all these years. But we will have to cut down on financial support for extra-mural activities.

YELD: So you're happy with the actual standard of education.

WALTERS: *I'm very happy with the standards. I would always like to improve the standards, but if I compare this with the rest of the world I'm not dissatisfied.*

STANDER: Some schools have developed a new system which involves education for a future South Africa. As I understand it this means developing pupils' political awareness and fostering good relations between races. Is there any intention of following or adopting a similar system in the Cape Education Department and do you consider this important for the future of the country?

WALTERS: *I think first of all I must put this right*

got their own personal opinion about politics right up to the level of the director and higher — each one has his own personal opinion; whatever you do in class you must not colour it by your own feelings.

So, it is a very difficult thing to handle in the country so politically minded as South Africa at present. I think I feel for the teachers who have to be objective whereas their hearts feel otherwise.

So that is the kind of thing that one must think through and very carefully design such a programme. One can only make proper decisions, I think, if you do it with all the information available and not simply a cut decision.

YELD: In your 150 years obviously you've seen big changes in matric dances. Just recently some parents have been worried about the fact that children seem to be spending an enormous amount of money on clothes for the matric dance. Any comment on that one?

WALTERS: *As a father with a daughter ... No ... We*

vide them annually on a continuous basis. We do not wait until someone starts shouting. We do that annually.

CRUYWAGEN: Could you tell us what your findings for last year were?

WALTERS: *Unfortunately, I cannot.*

YELD: Reading through our education file I note there is a letter from someone in the Western Cape here, who was complaining that there was actually too much technology involved in schools now, too many extra things. She was referring partly to, possibly to computers and other things like that. She said we should get back to basics, probably not talking about slate and chalk. She perhaps thought there was too much going on, too many activities. Any comment on that?

WALTERS: *I'm not quite sure what is meant by the slate back to basics, I know what it means in America.*

It's interesting that both there and in the UK when they talked and discussed at one of the various committees and drafted documents on what should be

So if anyone would say at this stage too much technology I think they would refer to teaching methods rather than to what is being taught. Now I think that it would be foolish not to make use of all the modern aids available to do a better teaching job than just go back to talk and talk.

I think that would be foolish and a backward step.

STANDER: I wouldn't like to see what kind of classrooms they'd appreciate. Can you tell us a bit about your anniversary festival?

WALTERS: *Yes, I would very much like to do it especially because you serve the English-speaking community although according to your sales figures I think in Afrikaans The Argus is widely read.*

In reading through the history of the CED I think one should realise that the Cape Education department is perhaps a living monument to the initiative of the English-speaking community of the Cape Colony.

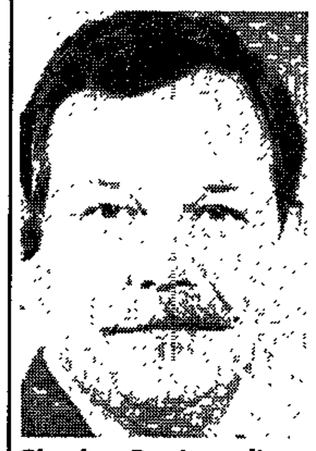
tains standard 10 which was beaten by Japan, but few other countries so the retention of the system is very high.

Now obviously it is very easy to get a system retaining 90 percent or more if you have examination standards. We are very proud that independent investigations by the University of the Witwatersrand and by the HSRC has shown that as a predictable university success we're about the best.

CRUYWAGEN: Could you tell me more about the cadet system at schools? Is the SADF involved in the cadet system — training pupils.

WALTERS: *Yes, the cadet system is a joint project in which both the education department and the Defence Force are involved. This is decided and whatever is done in a standing committee on which both parties are represented. They tell us about drill instruction and what procedure is to be followed and we look at the education programme and marry the two to find a happy medium which will serve both*

APPOINTMENTS



Charles Davies, director, NBS Holdings and Natal Building Society.

A M D Gnodde, chairman, Commercial Union Assurance.

Johan Kruger, general manager, National Insurers.

INVESTMENT

R50 for J

Business Staff

PENALTIES for insi trading have been sha ly increased — up to a million rands in s case — in a new bill sented to Parliament.

Fines for various ins trading offences are creased fourfold for offences, by the Compa Amendment Act.

The Act will also set by curities Regulation Pane regulate securities trading investigate insider trading

A memorandum to the says that "to serve as a d rent, a severe penalty is scribed for any contrave of the provisions relating sider trading, mainly bec the profits to be made by ing in insider information be exceptionally high".

Clicks

Business Editor

THE six executive director Clicks Stores have been gi restraint of trade payouts a aging R433 000 and costing company more than R2,5- lion.

This is disclosed in the fi cial statements accompany the group's annual report.

A spokesman said the on payments were made to en the continuation of the pre

So whereas the majority of retirements were in the primary school area, it will now become more so in the secondary schools and high schools and that is overall.

There is a second factor that should also be taken into account that whereas we have got a general drop in numbers in the primary schools and now the secondary schools, we also have a shifting population. The movement of the population is towards the suburbs and we've got the second most rapid developing area in the country, as far as we know, and that is the Table View area where we have to provide a new school and we have to try to open that school in January next year — I dont know if we are going to succeed in that — and have the second one to follow that on the drawing board immediately so in certain areas we have such rapid growth we can't keep up with it.

So basically the answer is: Yes, I expect further retrenchments with the emphasis towards the high school rather than the primary schools.

JOHN YELD: Dr Walters, who actually makes the decisions on the question of buildings when they become disused. You say you are an Own Affairs department, clearly in some of the other departments, for example, the Department of Education and Training, there seems to be a crying need for other buildings whereas in places like Wellington, for example, they have gone to people like the police — outside education.

WALTERS: Yes, if its procedure for and with any state buildings. If any state building isn't required by the department occupying it at present then it is alienated according to certain prescribed procedures, the first is we ask the department of Administration, House of Assembly if any of their departments require the building. If they don't, then we circulate it among other state departments if any of them would like the building. If none of the other state departments would like the building is sold by either public tender or public auction. There is a set procedure. We, ourselves, as education department do not handle works. That is, we just give notice that we don't require the building any longer and sounded by the other departments the buildings,

Department since April, 1980 is an executive department and not a policy-making department at all apart from implementation policy, that is, running the department from day to day and that type of policy decisions that may be required.

But overall national policy is decided by the Department of Education and Culture, House of Assembly called the Committee of Heads of Education and of which I am a member. All directors of the Provincial Education departments plus the Superintendent General together form the Committee of Heads of Education and they determine policy in this way; they advise the Minister regarding the policy of the department.

The answer is perhaps Yes and No. Yes, we frame our policy in such a way to try to not only improve relationships between the various cultural groups, we've also just lately published a new sports policy, which we encouraged that kind of thing, we also have a committee working on the possible introduction of political awareness as a component, or as a subject in our schools.

STANDER: Does that mean that if a school decided to abolish school uniforms it could do so.

WALTERS: Yes. *There is no prescription for the school, it is just a tradition.*

STANDER: Teachers have traditionally been unhappy with their salaries. Do you think they're justified — is there any hope of improvements in the near future?

WALTERS: *I cannot comment on this because I do not determine teachers' salaries, all education departments — how many of them — (I have to start counting for there's training and three others) are determined by the department of National Education.*

CRUYWAGEN: But don't you have any say in teachers' salaries, how teachers' salaries are determined? Can you submit a memorandum to the relative Minister in which you outline your concern that good teachers are resigning ?

WALTERS: We pro-

ses — the languages control has changed out the department's philosophy hasn't changed. I think we are still a department very happy with highly-qualified teachers, a very high remaining power, for example, roughly 73 percent of all entrants to Sub A at

Your question was whether we are going to follow the private schools — obviously perhaps not in detail — but in principle we're thinking along the same lines but we do not at present depart from policy statements regarding, we call it cross-cultural contact, sports and cultural activities. We do not have, as yet, a programme specifically called political education and political awareness, but it is on the cards.

STANDER: And the last section of my question was: do you consider this important?

WALTERS: *Ja, I consider everything important which will contribute towards a better South Africa eventually. We have to live together, that cannot be argued, I think it is a fact of life. Knowledge about political systems, political awareness, again with perhaps this proviso — one should be very careful at what level of development the child is prepared for, ripe enough, for making decisions at that stage. We should also make sure that all the relevant information is given, the information is not given biased — in a biased way. Obviously all teachers have*

cy prescriptions. Same as our latest policy document about school uniforms. We called on the local community and those subjects that we used to call the straight six in our system were mentioned, but in each case computer literacy was part of the new set of basics.

departments with this provisio that we do not see cadets as a para-military organisation as school cadets all over the Western world within countries as part of a tradition. (Just to note that the cadet system is also a British tradition).

school tradition and there is no way that a school with that tradition will change the uniform.

But it is really up to the local parent community — we do not prescribe school uniforms. It depends on the school committee in conjunction with the headmasters.

The same with matric dances, matric farewells and that kind of thing, it depends on the community and if they go mad about this I'm not going to stop them except to frown upon it. I think it's professionally unsound to spend R1 000 or more on a dress for a single occasion. But then perhaps parents should also now learn to say No to their children.

DR WALTERS: Yes, I expect further retrenchments with the emphasis towards the high school rather than the primary school.

But that has become the standard amongst the white education in South Africa. It is not the standard overseas but basically we have tried to, what perhaps in Britain is called the Public School system which is not public, it is private. We use that as a model for the type of education provision that's in the country, it a government system.

So, No, the educational standards, that is, what is compulsory education in the various curricula will not be affected. But we will have to cut down official support for some of the extra-mural activities which became practice over the years and people tend to accept as their right and their due.

It is very difficult to tell people who go overseas, sport facilities, sports coaching, drama coaching, whatever extra mural activities we offer.

DR WALTERS: Yes, I expect further retrenchments with the emphasis towards the high school rather than the primary school.

WALTERS: Yes, if its procedure for and with any state buildings. If any state building isn't required by the department occupying it at present then it is alienated according to certain prescribed procedures, the first is we ask the department of Administration, House of Assembly if any of their departments require the building. If they don't, then we circulate it among other state departments if any of them would like the building. If none of the other state departments would like the building is sold by either public tender or public auction. There is a set procedure. We, ourselves, as education department do not handle works. That is, we just give notice that we don't require the building any longer and sounded by the other departments the buildings,

And, I think if we look within the system that was established 150 years ago, the people have become used to it. We're providing, I think, a very expensive type of education in the RSA for a state education system. For example, if you compare with standards in the the western world you won't find any school system where the children are provided with sport facilities, sports coaching, drama coaching,

JOHN YELD: Mr FW de Klerk was recently quoted as saying the 10 years' plan for education had been set back quite significantly. Are you finding a cash shortage for the activities you would like to introduce at the moment as a result of that?

WALTERS: Ja, well I think that's very easy to answer. Anybody running any kind of department, any kind of operation always needs more cash. The question I think should really be does the fact that we have limited funds have an effect on the standard of education. And, if you put the question that way, I would say No. And obviously we should also then define exactly what is education and what is the government's responsibility regarding education.

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so whereas the majority of retirements were in the primary school area, it will now become more so in the secondary schools and high schools and that is overall.

There is a second factor that should also be taken into account that whereas we have got a general drop in numbers in the primary schools and now the secondary schools, we also have a shifting population. The movement of the population is towards the suburbs and we've got the second most rapid developing area in the country, as far as we know, and that is the Table View area where we have to provide a new school and we have to try to open that school in January next year — I dont know if we are going to succeed in that — and have the second one to follow that on the drawing board immediately so in certain areas we have such rapid growth we can't keep up with it.

So basically the answer is: Yes, I expect further retrenchments with the emphasis towards the high school rather than the primary schools.

JOHN YELD: Dr Walters, who actually makes the decisions on the question of buildings when they become disused. You say you are an Own Affairs department, clearly in some of the other departments, for example, the Department of Education and Training, there seems to be a crying need for other buildings whereas in places like Wellington, for example, they have gone to people like the police — outside education.

WALTERS: Yes, if its procedure for and with any state buildings. If any state building isn't required by the department occupying it at present then it is alienated according to certain prescribed procedures, the first is we ask the department of Administration, House of Assembly if any of their departments require the building. If they don't, then we circulate it among other state departments if any of them would like the building. If none of the other state departments would like the building is sold by either public tender or public auction. There is a set procedure. We, ourselves, as education department do not handle works. That is, we just give notice that we don't require the building any longer and sounded by the other departments the buildings,

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Mr Allan Hendrickse

Coloureds need 'R250m more' for education

CAPE TIMES 12/5/89

50

THE amount allocated to coloured education by the government was about R250 million less than was needed, the Minister of Education and Culture in the House of Representatives, The Rev Allan Hendrickse, said yesterday.

He and his department had "exhausted" themselves in trying to convince the authorities of the impracticalities they faced in satisfying community needs with the allocated funds.

But he and the Labour Party had not been known to crawl or beg and would not start to do so.

He strongly objected to the attitude of the National Party when dealing with the "obvious inadequacies" in the educational system for the coloured community.

Instead of allowing his department to utilise a disused white education college complex for the purpose for which it was erected, the complex had been handed over to the police, or the army.

"My colleague in the House of Assembly (Mr Piet Clase) argues that the policy not to open white government schools to all races, is based on sound conclusions. I ask myself how educationally and economically sound can such a policy ever be."

Mr Hendrickse said that after the allocations for universities and technikons, remuneration of personnel, and such things as contractual obligations were deducted from the budgeted R1,37 billion, a total of R143,8 million remained.

This had to cover post and telegraph expenditure, bus tranport services, lodging allowances, study grants, provisioning and equipping of educational institutions, repair and maintenance of equipment and furnishings, travel and subsistence costs "and so on and so on".

"The total needed for these latter items comes to about R396,37 million — in other words a shortfall of about R252,482 million."

● he department was fully aware of the shortcomings in its syllabuses and had committed itself to remedy the situation, Mr Hendrickse said.

Departmental study committees were finding ways of ensuring greater relevance in syllabuses and learning material. — Sapa

Star 12/5/89 (50)

Hendrickse slates R252-m shortfall

Mr Allan Hendrickse . . . strongly objects to the NP's attitude in dealing with the "obvious inadequacies" in the educational system

The amount allocated to coloured education by the central Government in the Budget was about R252 million less than was needed, the Minister of Education and Culture, Mr Allan Hendrickse, said in the House of Representatives yesterday.

Introducing his vote he said he and his department had "exhausted" themselves trying to convince the authorities of the impracticalities they faced in satisfying community needs with the allocated funds.

He strongly objected to the National Party's attitude in dealing with the "obvious inadequacies" in the educational system for the coloured community.

Instead of allowing his department to use a disused white education college complex for the purpose for which it was erected, the complex had been handed over to the police, or the army.

Unused school buildings

"How do you explain a lack of funds to build a school when just across the road a school building is half empty or even empty, unutilised?

"Yet, my colleague in the House of Assembly (Mr Piet Clase) argues that the policy not to open white government schools to all races, is based on sound conclusions. I ask myself how educationally and economically sound can such a policy ever be?"

Mr Hendrickse said that after the allocations for universities and technikons, staff salaries and contractual obligations, which his department were obliged to meet, were deducted from the budgeted R1,37 billion, a total of R143,8 million remained.

This had to cover postal expenditure, bus tranport services, lodging allowances, study grants, provisioning and equipping of educational institutions, repair and maintenance of equipment and furnishings, travel and subsistence costs "and so on and so on".

"The total needed for these latter items comes to about R396,3 million — in other words a shortfall of about R252,4 million."

For buildings and grounds, an additional R201 million had been provided to the Department of Local Government, Housing and Agriculture.

This was hopelessly too little to meet the needs for new schools, replacement buildings and extensions, boarding hostels and school halls

In addition, school grounds had to be developed from this allocation

"I ask myself the question, how can my department, with the best will in the world, beat the budget without affecting personnel expenditures? How can personnel expenses be cut without lessening personnel numbers?

"Taking into account the feeling in the community against the recognised shortfall in the past, is it justified that posts which have been allocated according to the approved personnel provision scale, be reduced?"

In his speech, Mr Hendrickse also said that:

- His department was commited to expanding pre-primary education.
- The shortage of teachers in rural areas might mean that the department might have to attach specific conditions to bursaries to teaching students.
- The department was experiencing a severe shortage of qualified teachers of the natural sciences at secondary level, and had therefore entered into a contract with the University of Port Elizabeth to give in-service science training to unqualified teachers
- Planning of campuses for technical colleges at Bethelsdorp and Athlone was at an advanced stage.

— Sapa.

threatened pay strike by WP players was common knowledge in rugby cir-

West Africa in Windhoek, Niel Burger returns at right wing in place of Kobus Burger.

Sonn lashes govt on subsidy

Cape Times 15/5/89

Staff Reporter

PENINSULA Technikon rector Mr Franklin Sonn has hit out at the government for "apartheid cutbacks" in subsidies which he says will inspire staff and students to increase their battle for equal treatment in education.

This "sheer nastiness" on the part of the state merely served to harden feelings and "inspire us to greater determination in our struggle".

Speaking at the Technikon's annual diploma ceremony on Saturday, Mr Sonn said it was experiencing grave financial problems.

"True to form and consistent with the pattern of modernised discrimination, the government has seen fit to allocate the Peninsula Technikon the lowest subsidy allocation of all technikons in South Africa for the financial year 1988/89."

Sonn lashes govt on subsidy

Cape Times 15/5/89 Staff Reporter (50)

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Committee to investigate education financing

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B/Daily 16/5/89

GERALD REILLY

THE financing and rationalisation of education is to be intensively investigated by a "high level" committee chaired by Transvaal Education Director P H Bredenkamp.

This was announced last night by Education and Culture Minister Piet Clase.

Educationists said yesterday the appointment of the committee was an effort to slow the escalating costs of education and particularly high costs of subsidising increasing numbers of university students.

Represented

Clase said the committee would urgently investigate strategies aimed at ensuring continuing cost-effective, quality education.

The Teachers' Federal Council, Federation of Parents' Associations, Finance, Education and Culture and National Education Departments and the private sector will be represented on the committee.

Meanwhile, senior university educationists have expressed concern at the rising numbers of aspirant university students and the lack of funds, which they stress, emphasises the need for screening out "non-university material".

Open schools 'fraught with difficulties'

ARGUS 16/5/89

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By MICHAEL MORRIS
Parliamentary Staff

OPENING South Africa's white government schools to all races would be "fraught with very practical difficulties," says Minister of Education and Culture, Mr Piet Clase.

There were "sound historical, cultural, educational and practical considerations which made opening schools undesirable", he said during debate on his budget vote.

Earlier Mr Clase faced criticism from the Conservative Party for giving in too readily to "leftist demands" to admit more blacks to educational institutions, and from the Democratic Party for doing too little to "normalise" education.

Mr Andrew Gerber (CP Brits) said the government had allowed itself to be intimidated by private schools and other organisations and was making one concession after another on the path towards "capitulation".

Paid tribute

He said the sum spent on blacks attending white educational institutions was about R307-million a year and was increasing.

Mr Roger Burrows (DP Pinetown) — who paid tribute to Mr Clase for allowing a degree of integration in various educational institutions — said he nonetheless "refuses to consider a chink in the racially separate white government school policy".

"He knows the policy must change — they all do. He knows that without mixed government schools free-settlement areas are a nonsense and Minister Heunis's statements regarding an 'open' group by their choice is so much rubbish," Mr Burrows said.

However, Mr Clase said that while arguments had been proposed to support opening schools to all, there were sound historical, cultural, educational and practical considerations which made this undesirable.

"Our present policy is founded on the constitution, which is an expression of the will of the majority of the electorate and is aimed at meeting the needs and ensuring the security of own communities."

Mr Clase

Mr Burrows

The department was conscious of the "realities" of South Africa, but it would be irresponsible to allow only certain members of other groups access to white schools while the vast majority would be denied access. It would not solve the educational problems of other groups, he said.

Among the problems that would be encountered if schools were opened would be the inconvenience stemming from the geographical siting of schools, transport difficulties, problems associated with mother-tongue tuition, changes in the ethos of schools where other groups gained admission, social tension and providing extra staff.

"The opening of schools of my department to pupils of all races would be fraught with very practical difficulties.

"I am occasionally requested to allow open admission on a selective basis, which encourages discrimination and tokenism. I am asked to ignore the practical difficulties arising for the children and communities concerned. I refuse to raise the expectations of hundreds of thousands of pupils and parents of other race groups, knowing that it is not possible to meet them in this manner.

"I am not insensitive to the needs of other communities ... but I am also sensitive to the needs of the community my department was established to serve and I have as a first priority the needs of that community," he said.

Probe into school fees complete, says Clase

THE Department of Education and Culture's investigation into education fees at white schools had been completed and a model had already been set up for comment from those concerned, said the Minister, Mr Piet Clase.

Speaking during his "own affairs" budget vote, he said a decision would be made on the structure of education fees after the findings on the model had been received.

Mr Roger Burrows (DP Pinetown) interjected this would probably only be released after the September 6 general election.

Mr Clase dismissed this, saying the government had not been held back until after the election in increasing the price of petrol, bread and other unwelcome news for the consumer.

The NP worked in the long-term interests of the country, not the short-term, Mr Clase said. — Sapa.

DR GERRIT VILJOEN

MR SAM DE BEER

Hand-picked members snag launch of new education body

Sowetan 16/5/89

By SAM MABE

FOCUS

THE launch of the newly-structured National Council for Education and Training which takes place in Pretoria today, will be interesting in many ways.

In terms of amendments made to the Education and Training Act of 1979, the new body will have representatives from parents who will constitute a third of the total membership of 24.

This is intended to give parents a say in the body that advises the Government on education policy for blacks. But not all parents are altogether impressed with the way the body is structured.

Of the eight regions that will be represented in the body, one of them, the Johannesburg region, is going to be conspicuous by its absence when members will be meeting the Minister of Education and Training and of Development Aid, Dr Gerrit Viljoen.

Thirteen chairmen of area committees in the region, which comprises Soweto and Alexandra and, representing 330 schools, decided they would not participate in the body after reaching a stalemate during a two hour meeting they held with Deputy Minister of Education and Training, Mr Sam de Beer, in Johannesburg last Friday.

Their differences with the Minister centred around the involvement of nominated members of the council, drawn from current and former DET employees, mostly school inspectors.

Another argument against the council was that the Government did not canvas parents' views on how the body was to be structured.

Their fear in operating within the structure in its present form is that despite the fact that their role is only advisory, they would in the eyes of the community take blame for unpopular government policies on education.

The parents started punching holes on the body on March 18 this year, the day they were to have elected a representative into it.

They had been given less than a week's notice to attend a meeting at the Johannesburg regional director's offices where elections were to take place.

After their initial differences with the regional director, Mr Peet Struwig, they sent a memorandum to the Minister requesting that he calls a meeting with them to discuss the "serious flaws" in the constitution of the new body.

At Friday's meeting they told the Minister that it called for courage for them to have agreed to involve themselves with government-created structures.

"We came in because we were forced by that parental instinct that demands of us parents to play a part in the mechanics that shape our children's destiny. We are forced to come in by our love for our children.

"We are in because of our love for South Africa and its people — above all, its future. We want to build bridges, not walls," a spokesman for the group told the Minister.

They could not, however, see their way clear to sitting on the same table with people whose loyalty was questionable. They said the whole system would lose its credibility because of the role of nominated members who were drawn from people suspected to be allies of the DET.

Mandate

The Minister argued that education policy was drawn by politicians who relied heavily on the advice of education experts. This was the role council nominees were going to play, he said.

The parents countered by saying that it was not the involvement of educationists they were opposed to, but how their involvement came about.

They don't have a mandate, Jo'burg parents claim

An argument they raised which seemed to make a lot of sense was that if there were educationists who were committed to serving the black community, their commitment would have to be tested by the community itself.

"They would have to demonstrate their commitment by facing the community and asking for a mandate to serve them

"They would then be elected on merit in the same way that we were elected at our respective schools where we serve as chairmen of management councils. There are many educationists who we could have elected into this body had we been given the opportunity," the parents said.

Another reason for rejecting the council was that if one person is to be elected into the body from the Johannesburg region, he would not be in a position to sufficiently represent the interests of all parents in Soweto and Alexandra

The feeling was that he would be involved in discussing matters with little relevance to Soweto as the council dealt with national education issues, including those affecting universities and technikons

"We would be happier to have all 13 of us dealing directly with the Minister on matters affecting the Johannesburg region which we understand better because we are in contact with actors in the education arena," commented one parent.

Adamant

The Friday meeting ended abruptly after the Minister said it had taken a long time to form the body and that it could not be dismantled so suddenly. He appealed to parents to get into the body and to raise their reservations from within.

The parents were, however, adamant that they would not go in. But their refusal to serve in the national body did not altogether mark the end of their involvement in their children's education.

They were not going to give up what they already had They said that they would serve at management council and area committee level, where there was "a measure of democracy in how they got involved."

They would also reserve the right to communicate directly with the Minister on matters affecting the Johannesburg region.

Political comment in this issue by Aggrey Klaaste and Sam Mabe. Sub-editing, headlines and posters by Sydney Matlhaku. All of 61 Commando Road, Industria West, Johannesburg.

• Write to the Editor at PO Box 6663, Johannesburg 2000. Nom-de-plumes can be used, but full names and addresses should be supplied or the letter will not be published.

'R1,62bn' for empty places at white schools

CAPE TIMES 16/5/89

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Mr Piet Cläse

Political Staff

THE 270 000 empty places at white schools meant assets worth R1,62 billion were not being used, the Democratic Party's spokesman on education, Mr Roger Burrows, said yesterday.

Speaking during the debate on the "own affairs" education and culture budget, Mr Burrows said each place at a school cost R6 000 to provide.

Despite this, he said, the minister continued to "fiddle with his one string" and state that it was National Party policy.

"He knows the (racially separate white government school) policy must change. He knows that without mixed government schools, free settlement areas are a nonsense, and Mr Heunis's statements regarding an 'open' group by their choice so much rubbish."

Mr Burrows said the cold, hard reality was that financially the policy could not continue.

Replying, the Minister of Education and Culture, Mr Piet Clase, said the opening of schools to all races would be "fraught with very practical difficulties".

'Communication gap' behind school tension

Cape Times 17/5/89

By TOS WENTZEL
Political Correspondent

CONCERN about rising tension in black schools in the Western Cape and the lack of trust and inadequate communication was expressed today by Mr Ken Andrew MP, the Democratic Party's spokesman on black education.

He said the fundamental problem was that a system of education which the black community did not want was being imposed on them.

The government had silenced movements such as the Democratic Teachers' Union and the National Education Crisis Committee and had made it impossible for the parent, teacher and student associations to function normally.

Mr Andrew called on the government to lift arbitrary restrictions on parent, student and teacher organisations, to withdraw the charges and lift the 14-month suspension of five teachers and to charge or release the detained I D Mkize teacher and students.

He said the parent-teachers-students associations should be allowed to function normally so that communications could be established. Communities should be allowed to play an integral part in the decisions affecting their schools.

These steps should be taken without delay. What was needed was one education system in a democratic and free South Africa.

Mr Andrew pointed said the cost of segregated education systems was underlined once again by the disclosure that 203 white schools had closed in 10 years. Few of the buildings were now used for education.

Also, there were a 250 000 empty places at white schools and facilities worth about R2 000-million were not being used.

● The Defend Democratic Teachers' Union Committee has called for the immediate resignation of Mr Leon Nel, deputy-regional director of the Department of Education and Training, writes The Argus Education Reporter.

The committee said Mr Nel had failed to identify the problems and had decided to use the iron fist.

Its warning to the DET of the folly of appointing "ignorant, verkrampte" white principals at black schools had been ignored.

Education 'before freedom'

Education processes were retarded and damaged by the politicisation of schools and programmes, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday.

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Speaking at the inauguration of the new Council for Education and Training, he said it was perverse and self-destructive to misuse educational institutions and processes to promote political goals.

"We all know what irreparable damage was caused by misguided people and pupils who boycotted and tried to reduce education to a state of ungovernability in the cause of the false and misleading slogan of 'Freedom before Education'.

"Fortunately black leaders, students and communities have come to realise that there can be no meaningful and lasting freedom, political emancipation, democracy or even good administration unless it is built upon a firm basis of sound education."

He said the slogan should be "Education is a prerequisite for real freedom." — Sapa.

British envoy pledges support for education

By Sue Valentine, Education Reporter

Star 17/5/89 50

British support for scholarship programmes, community projects and educational resource centres was pledged by British Ambasador to South Africa Sir Robin Renwick at a graduation ceremony at the University of the Witwatersrand last night.

As guest speaker at the ceremony at which more than 300 commerce students received degrees, Sir Robin stressed that the awarding of scholarships was at the centre of the British government's programme of support, which would total more than R45 million this year.

Part of the expansion of British aid included the opening of a new British Council centre in Braamfontein on July 1, which would include a reference library, a film library, films and art events, an exhibition area and a coun selling service for those interested in studying in Britain.

He said a university like Wits, with "its proud record of resistance to apartheid, deserves support — not ostracism through some half-baked academic boycott", adding that isolation was a self-defeating strategy.

Sir Robin paid particular tribute to assassinated Wits social anthropologist Dr David Webster, who he said in many ways embodied the independence of Wits.

Sir Robin attacked the disinvestment campaign, which all too often was conducted against the better employers in South Africa, not the worst.

"I really would be grateful if someone would explain to me how the sale of Mobil's assets here at a bargain price to a South African company ... can possibly help a single black South African. The union has expressed distress that it is unable to negotiate with the departing company. Unfortunately, you cannot negotiate with departing companies. It is only possible to negotiate with companies that stay."

He said it was up to each British company to make up its own mind, but added: "It is no use imagining that any foreign company that leaves is likely to return under some new and different regime. All the experience shows that those who have gone have gone for good."

Sir Robin said those foreign companies that stayed in SA had to give the strongest possible lead in providing equality of opportunity for all their employees and in contributing to black advancement.

They should develop the most advanced welfare, health, training and pensions programmes.

Britain could not perform miracles, but "what we can and will do is ally our efforts to yours. For it is only by working with those internal forces that we can hope to achieve change here."

He said about 700 South African students were receiving British government bursaries this year and it was hoped the number would rise to 1 000 by 1990.

Education demands sterner lifestyle

Star 18/5/89

This article has been written by a member of the Transvaal Teachers' Association.

Alan Paton warned us, more than 40 years ago, that *"We shall be careful, and knock this off our lives, and knock that off our lives, and hedge ourselves about with safety and precaution. And our lives will shrink, but they shall be the lives of superior beings."*

Our Minister of Finance now tells us that our domestic cars and our industrial machines will simply have to last longer. We learn that "Johannesburg is a city for the rich", that there is no cheap property left in this city — either to buy or to rent.

We take a roller-coaster ride to poverty as we pay tolls to travel on roads built with our taxes. We employ security firms to do the job once done by the police, and we have to pay more and more in an attempt to maintain the standards of our children's education.

Sacrifices

Black parents have, for decades, had to make immense sacrifices in an attempt to educate their children. Now the privileged whites face similar deprivation.

Many Witwatersrand high schools are short of one or more teachers. Who will teach our children mathematics, science and accountancy in the Nineties? One Johanesburg high school will bid farewell to five male teachers this term.

Indeed the despondency of T S Eliot's "Waste Land" seems to grip our materialistic society:

What are the roots that clutch, what branches grow
Out of this stony rubbish? Son of man,
You cannot say or guess, for you know only
A heap of broken images . . ."

Contrast these sentiments with the ringing confidence of Winston Churchill in the darkest days of 1941. Talking to schoolboys he said:

"Do not let us speak of darker days; let us rather speak of sterner days. These are not dark days; these are great days — the greatest days our country has lived, and we must all thank God that we have been allowed, each of us according to our stations, to play a part in making these days memorable in the history of our race."

If our society is to lift the gloom of these dark days we shall also have to embrace a sterner lifestyle. Paradoxically it is the schools in the most affluent areas that will be soonest affected. Teachers cannot afford to stay in a "rich man's town".

Communities will have to take the lead by facing up to some probing questions:

Can our society, in these times, afford to plough vast sums of money into sports sponsorships, promotions and entertainment? Some far-sighted companies have already transferred these budgets into education ventures. What can be done to persuade others that investment in education will produce a rich, permanent harvest?

Enhance

Are our schools' facilities being used to their full extent? Can they not serve the community in a number of worthwhile innovative areas? Are they serving every possible group? Can we afford to let them lie fallow?

Why are so many extra-lesson empires prospering? Why do study-skills courses proliferate? Have our senior teachers made every attempt to identify what the pupils, the parent and the teacher can do to enhance the learning process? How often do parents try to solve a problem simply by throwing money at it?

Is in-service training effective? Are our educational leaders focusing on the changed needs of a changing society? Is the money spent on education well spent? Are modern methods of time management being employed? Are regional courses stimulating and productive? Are our leaders leading by example?

Has every avenue been explored to keep the brightest and the best in teaching? Are teachers being properly utilised while on national service? During army camps?

Do parents realise that the average teenager spends more "awake" time at school than at home — Monday to Friday. Do they know what happens to a society where too many homes are broken, too many schools are crumbling, too many drugs are available to prevent young people from acquiring a sturdy sense of mercy and morality to guide their behaviour. Do they realise the teachers' vital role in combating the excesses of our society?

Are our children being exposed to the thinking, beliefs and aspirations of all the people of our troubled land? Can we afford to be insular, involved only in "own affairs"?

Can we afford to link our teachers with a bloated and unmotivated Civil Service?

Education policy and principle is being debated at the highest level. While we desperately wait direction, we must look to immediate, innovative, dynamic action from our communities and commerce. We must relish the challenge of meeting sterner days.

We must keep our teachers.

The career guide

DAN MONYEMORE, the new boss of Career Centre in Diepkloof, is not a political animal like his predecessor, Mrs Sebolelo Mohajane, but he is not lacking in political awareness.

Standing 1,6m and carrying not much fat on his tiny frame, he would not strike you as the type of person who'd have been considered for Sebolelo's shoes.

But to make a fair assessment of him, wait until he opens his mouth. That is when the giant within him starts emerging and when you'll understand why it took six months for the centre to replace Sebolelo.

SOWETAN Reporter

Former Social Responsibility Manager of First National Bank, Monyemore holds a BA degree from the University of the North and a higher diploma in education from Wits University.

Asked how he saw himself in relation to the image his predecessor had carved for herself, Monyemore was quick to state categorically that he puts professional service before everything else.

"But professionalism cannot survive in isolation from the socio-political factors that influence our lives. I cannot afford to be insensitive to what goes on in the socio-political arena.

With his kind of ambition Career Centre will soon carry his stamp. He is going to put a political flavour into careers about which the centre advises its students. He says that in tune with the current theme of black political, economic and educational empowerment, it would make more sense for his centre to talk of careers for national development, for national empowerment.

Power

He believes that it makes no sense for people to talk of the transfer of political power without looking at the transfer of technology, resources and expertise as well.

"Some people might take long to realise that, but that's the path we have to follow if our liberation is to be meaningful," he said.

Monyemore is future-orientated.

"I believe in relating everything I do today to the future, that is why the directorship of Career Centre had such a strong appeal to me. I see the type of careers our students choose now when leaving school contributing a lot in shaping the type of society we want to create in South Africa.

"Hence my belief that until the black community takes part in the mainstream professional fields, post-apartheid South Africa will leave us with the scales tipped in favour of our former rulers.

"I would like the youths who come to this centre for counselling on careers to think of careers not only for today's needs, but to see their careers as part of the national strategy for liberation," he said.

"Educational provision for blacks has been so inadequate that there is a closed-shop arrangement of some careers such as accountancy, sciences and engineering.

Technicon

"The bulk of the people who come to Careers Centre seem to think of education as a licence for access to university. Very few of them realise that there are other opportunities other than going to university. Technical education is one of the least that people think of.

"Our people tend to identify more with white-collar jobs than with getting their hands dirty in the various trades. Very few of them ask for opportunities in apprenticeship. They seem to want to pursue the traditional professions only which are in the main, teaching, medicine, law and others. We must help our students to outgrow that mentality fairly soon," Monyemore said.

Youth

"I see many opportunities ahead. I want to jerk up aspects of the centre that have the potential to turn this place into a force to be reckoned with. I think the centre has had a very low visibility. I want to build its image to make its impact on the end users as it should.

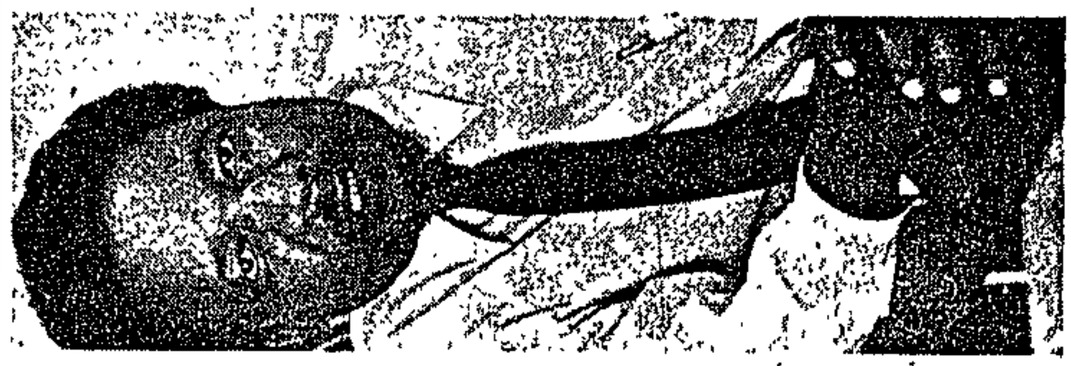
I invited youths, parents, school principals and career guidance teachers to talk about the centre and to ask for their input.

"I was disturbed by their perceptions that we were an elite group who catered for a select group of people. They have given us their views on how they believe this centre can be of help to the community.

"We will be going to professionals and other interested parties for more input.

"We have a post-matric bridging programme which bridges between school and employment or school and tertiary education. We have seen lots of youths who waste away after leaving school because of indecision as to what they want or are capable of doing.

"The centre gives them life skills training, assertiveness, job-seeking skills, decision-making and communication. We have realised that poor communication can at times weaken the chances of making inroads into the job market," he said.



DAN MONYEMORE

CAPE TIMES 19/5/89 (50)

Classrooms untenable in the rain

Political Staff

NEARLY half the classrooms at a higher primary school in Guguletu cannot be used when it is raining, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday.

He said six of the 14 classrooms at Vukukhanye Higher Primary School could not be used when it rained. This had been the case since 1987, he said in reply to a question tabled in Parliament by Mr Ken Andrew (DP Gardens).

There had been "repeated requests" from 1986 to date from the principal for repairs to the roof, the ceilings and window panes.

"The repair of fire damage has been approved in principle, but could not be carried out, at one stage due to unrest, and thereafter due to lack of funds."

The estimated cost of the repairs is about R400 000.

Dr Viljoen said there were plans to repair the damaged classrooms, roof, ceilings and window panes before the end of the year. The other repairs were be made during 1990, "subject to the availability of funds".

Parents should decide whether to open the schools, says TTA

B/Day 22/7/87 GERALD REILLY

PRETORIA — Government should concede the right to parents to decide whether a particular school should be open to all races, the Transvaal Teachers Association (TTA) said at the weekend.

It was reacting to Education and Culture Minister Piet Clase's statement in Parliament that his department's schools were for whites only.

The TTA had asked National Education Minister F W de Klerk and Clase to legislate to allow parents to make the decision. That was turned down flat.

Earlier this year, parent polls at Pretoria schools showed most supported opening the schools.

In contrast to the attitude of the TTA, the Transvaalse Onderwysvereniging's "disciplined" attitude was that it operated within the framework of the constitution and believed white schools should be for white pupils.

DP education spokesman Roger Burrows claimed there were 270 000 vacant places at white schools, a waste of R1,62bn in unutilised assets.

De Beer sees big boom in the number of black pupils

Political Staff

CAPE TOWN — An estimated 6-million black pupils will have to be accommodated in schools by the end of the century.

Deputy Education Minister Sam de Beer said on Friday that to cope facilities for at least 250 000 more pupils would have to provided each year until the year 2000.

"To accommodate them properly something in the order of 250 to 300 large schools need to be erected and equipped, and some 8 000 new teachers trained, every year," he added.

De Beer said, when opening Hlomphanang Secondary School at Soshanguve, near Pretoria, the number of pupils under DET jurisdiction and departments of education in self-governing territories was "increasing rapidly and it is expected to amount to roughly 6-million by the year 2000".

De Beer added: "When compared to the figure of some 800 000 in 1953, this can be termed an educational explosion."

"The education we provide must be in step with the needs of the world in which the child of today will be the adult of tomorrow."

It also had to prepare children for a new social and political dispensation.

Wits offers help with skill in English

50

Sowetan 22/5/89

By ALI MPHAKI

MANY people are employed in positions that demand a high level of communication in English.

They would like to improve their skills but are not in a position to commit themselves to long-term formal courses. Perhaps they do not have the necessary qualifications for entry into formal university courses.

The Centre for Continuing Education at the University of the Witwatersrand offers programmes to help meet these people's needs.

This programme is of particular interest to teachers, training officers, managers, media employees, and community leaders in all fields.

The communication studies and skills programme is designed to give students the opportunity to develop their skills; reading, writing, speaking and listening; and to extend their understanding of theoretical background of communication in their personal, professional and community life.

Further information and application forms can be obtained from the centre which is on the West Campus. Telephone number is 716-5509/10. The course starts on June 6, don't delay.

Six million black pupils by 2 000

Cape Times 22/5/87 50

ABOUT six million pupils would have to be accommodated in black schools in South Africa, including the non-independent homelands, by the year 2000, the Deputy Minister of Education, Mr Sam de Beer, said.

To cope with this increase, extra facilities for a minimum of 250 000 additional pupils would have to provided each year until the turn of the century.

"To accommodate them properly, 250 to 300 large schools need to be erected and equipped, and some 8 000 new teachers trained every year."

One had to take note of a few basic, but alarming, facts which could not be ignored, Mr De Beer said when he opened the Hlomphanang Secondary School at Soshanguve near Pretoria.

The number of pupils under the jurisdiction of the Department of Education and Training and its sister-departments of education in the self-governing territories "is increasing rapidly and it is expected to amount to roughly six million by the year 2000," Mr De Beer said.

StarStyle

Star 23/5/89. (50)

Learning to meet challenges

Children need to be taught the skills necessary to make correct decisions when faced with difficult life choices, says an industrial psychologist. This applies particularly to the choice of careers. **Penny Isemonger** reports.

Mrs Louise Holman says schools give children information about careers, but do not always provide skills to make correct decisions.

Many people have to face some sort of career change or change of circumstances every two years, says industrial psychologist Mrs Louise Holman, and they need the skills to make the correct choices.

Some of the changes which people have to deal with include a promotion, move sideways, complete change of career path, alteration in their marital status, coping with major personal drama, or moving to a different area. They need to be equipped with the knowledge to assess all these situations and handle them in the best way.

Mrs Holman says schools give children information about different careers, but do not always provide the skills to make correct decisions later in life.

In response to this need, Mrs Holman has put together a programme on career counselling which she takes into schools and works through with interested pupils.

Setting goals

"It is not my responsibility to get them into the right jobs; that is their responsibility. They must find out about the various options open to them and talk to people in the jobs in which they are interested.

"This is not the only career choice they'll have to make, but I guide them on how to go about it. You'd be surprised to find out how relieved children are to learn that this is not necessarily a final choice.

"I take them through a goal-setting exercise. They have to compile a word picture of where they see themselves when they're 30 and I take them through the various decisions they'll have to make. It is a reality-based exercise. It's surprising to see how conventional the aspirations are of unconventional-looking punks — they see themselves at 30 married with a bonded house, children and a good job."

Other interesting facts have emerged from her work over the past year. When asked who they admire most, many pupils nominate their parents (this even from some pupils who claim their fathers, and sometimes mothers, never say a nice or complimentary thing about them in spite of being high achievers).

A large number of boys say that they are particularly interested in cooking and often cook a meal at home, whereas there are quite a few girls who want to join the police or the army.

"Girls today are all looking for careers," says Mrs Holman. "They seem to feel that it is not the in-thing to want to be a housewife. And they see themselves continuing to work full-time once they start a family."

Mrs Holman considers first-hand knowledge of a job to be a most important part of a career decision, and encourages pupils to spend some time with people in the jobs they are considering.

"This had an amusing sequel," she says. "One mother telephoned me and asked: 'What have you done to my daughter; she's gone mad looking for jobs!'

"I explained that I was delighted to hear this. Pupils are encouraged to take their work books home and discuss their ideas with their parents.

"A few parents have telephoned me afterwards and thanked me, saying that this was just what they needed to help them with a career change."

Any child, she says, who is trying to decide on a career should first find out about themselves and ask people "How do you see me?" Then they should gather as much information about jobs as possible and put the two together in a long-term situation.

"There are many organisations which offer private career testing and guidance, but I felt there was a need to do this in bulk and on a group basis," she says.

"Youngsters must be taught to take control of their lives and realise that they are in control," she stresses.

The programme is divided into two three-hour sessions and given to groups of eight at a time. During the first session, the pupils complete recognised tests.

At the second Mrs Holman gives them each a handwritten draft report and they fill in a work book designed to help them learn more about themselves and their ambitions, and to develop their decision-making techniques.

All this is then discussed by the members of the group. The aim is to try to raise the pupils' self-esteem and make them feel good about themselves.

Top schools form body to fight for non-racial education

50

ARGUS 23/5/89

By DENNIS CRUYWAGEN
Education Reporter

SOME of South Africa's oldest and best-known white schools have formed an Open Schools Association to fight for the right of schools to admit pupils without reference to race or creed.

Chairman Mr Rodney Mazinter said last night: "The association believes an ever-growing number of parents across the language, racial and cultural lines consider their children's future in South Africa to be bound up in the happiness and contentment of all the country's peoples.

"So the best education should be accessible to all pupils."

SPIKED BY MINISTER

The association, constituted on April 4, covered 21 schools. He would not name them but said members included "some of the oldest and best known schools."

It is believed membership could include several city schools, including SACS, whose attempts to go "open" were spiked by a refusal by the Minister of Education and Culture in the House of Assembly, Mr Piet Clase.

Mr Mazinter said the association would work for the right to engage staff without reference to race or creed, canvass the support of schools and the public and help with the smooth introduction of non-racial education.

Outa teaches Prince Albert to fight 'false prophets'

AKIOS 23/5/89

By BRONWYN DAVIDS
Staff Reporter

CIVIL-rights crusader Mr Jan Outa Schoeman, who has a Standard 2 education, wants to uplift the people of Prince Albert by starting an education trust.

Mr Schoeman, 62, is a veteran of many court battles — "fighting injustices meted out to the people by municipalities and the police".

"Education," said Mr Schoeman, "is what the people need to fight the false prophets in the House of Representatives.

"TOO WEAK"

"These ministers are too weak to look after their people's needs. They should work in the community. Their idle hands create work for the Devil."

Mr Schoeman was in Cape Town to discuss establishing an educational trust with his attorneys.

He intends using a settlement from the Prince Albert municipality, awarded by the Cape Town Supreme Court in 1982.

PATCHWORK KING

Mr Schoeman fought eviction from his rented home all the way from Prince Albert Magistrate's Court to the Supreme Court and won.

Besides being famous for his court cases, Mr Schoeman is the patchwork king of the Klein Karoo.

He introduced simple patchworking to the poor and since then patchwork pants, dresses, shirts and jackets have become what he calls "traditional dress".

PENNIES FOR POOR

It is a small business which provides pennies for the poor.

As part of his education programme, which would be run by Prince Albert advice office, started by him 14 years ago, Mr Schoeman intends introducing principles propagated by the Small Business Corporation.

"And when the education trust gets off the ground many people will learn to read and write and be able to defend themselves against the false prophets," he said.

Career advice booklet

THE Careers and Training Guide will be one of the many interesting features of the Careers and Training Expo '89 which will take place from June 23-26 at the Exhibition Centre, Durban. (50)

The 100-page book will contain comprehensive career information; lists of bursaries sponsored by various training and corporate organisations as well as advice for anyone interested in improving their professional and technical skills.

A career is most definitely a way of life, not simply a means of making a living. Choosing the correct career or selecting the appropriate training has become extremely complicated and there is no doubt that a career in the future will not be the same as the career of today. It is important for parents or guardians to assist children with the planning of their working futures.

Competitions, which are open to all, will offer bursaries totalling over R35 000. These are included in the book. The competition draw for the bursaries will take place on the last day of the Expo. Sowetan 23/5/87

The *Careers and Training Guide* will be available later this month. The book will be distributed at the show free to scholars of all race groups — or it will be available by mail order for a cost of R5.

For further information contact the editor on: (031) 25-5723 or 304-4255.

Association reviews negotiating role

WITH the Industrial Council for the chemical industry falling away, the Transvaal Chemical Manufacturers' Association (TCMA) has reviewed its major function of negotiating industry agreements on behalf of members.

Now it will provide information to make representations on behalf of the industry and to formulate broad policy directives through consensus of the membership.

TCMA chairman Mike Spagnoletti says three major areas of focus are: industrial relations; manpower; and education, as well as health and safety.

In the industrial relations area the TCMA represents the industry at wage board hearings and other official industrial relations investigations. It also provides the membership with information and practical guidelines pertaining to key industrial relations issues.

Some of the issues which have been addressed include amendments to the Labour Relations Act, productivity bargaining, health and safety and public holidays. Seminars and information sessions have been well attended and more events such as these are planned for the near future.

In the manpower and education area the TCMA operates in conjunction with the SA Chemical Foundation, which is registered with the Manpower Department, with the objective of promoting physical science in schools and chemistry at tertiary level.

The main activities in this area include:

- Advice to companies on how best to allocate their educational budget;
- Identification of skilled shortages across the whole industry;
- In-service training of teachers of physical science by exposing them to the industry's needs and directions;
- Career guidance for schools using literature and exhibitions;
- Providing bursaries to students and awards to outstanding teachers of chemistry, while annual awards are presented to researchers for significant contributions to the industry;
- Enhancing the image of chemistry as a student with many existing career directions from which to choose;
- Acting as the steering committee for the industrial training boards for the chemical and allied industries; and
- Working with technicons to reduce overlap in courses and to give input on curricula related to the needs of industry.

Spagnoletti says there is growing public awareness of health and safety.

"This is especially pertinent to the chemical industry because of the growing number of hazardous materials being produced, which could have detrimental effects on the environment."

Controls

He cites incidents such as the Sandoz fire in Switzerland and the recent massive oil spillage in Alaska as rude reminders of the damage man may inflict on the environment and the subsequent damage to the image of the companies involved due to the negative publicity — regardless of where the fault lies.

As a result, companies are stirred into taking a pro-active stance in regard to safety procedures and strategic plans. Governments are prompted into assembling and re-evaluating controls over the handling, storage and transportation of these materials.

"The TCMA has played a very active role in this area, providing constructive input to those concerned, while drawing up regulations and subsequently disseminating information to member companies by means of newsletters and seminars," he says.

Bishops warn on education

Sowetan 25/5/89

THE Southern African Catholic Bishops' Conference has called on the Government to heed the calls of pupils, teachers and parents regarding the education crisis in the country's black schools.

SOWETAN Reporter

In a statement, the bishops warned that they feared the failure to solve the apparent constantly burgeoning crisis in black schools could culminate in a disaster worse than experienced from 1984 to 1986.

"We are concerned by reports of the retrenchment of teachers in Soweto. An inadequate supply of teachers could only aggravate an already inferior education system.

"There are also reports of dissatisfaction by pupils of racism practised by certain white teachers. The community expects teachers to groom its children for the future and not to submit them to abhorrent experiences which have for so long marred peaceful co-existence in this country.

The statement also said the Sacbc deplored reports of an intention to use soldiers and police in the administration of some schools in the Western Cape.

The statement added: "We have in the past called for the establishment of a single ministry of education. We repeat this call."

'Allow blacks to use empty schools'

MLW 25/5/89

Classroom swop call by Assocom

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The Argus Correspondent

JOHANNESBURG. — Top employers from the industrial and commercial sectors plan to join forces to press the government to use empty classrooms in white schools for pupils from overcrowded black schools.

Plans to form a special big business lobby to demand a sweeping overhaul of the education system were revealed in Johannesburg last night by the Association of Chambers of Commerce and Industry.

Assocom announced it was launching a joint operation with the Federated Chamber of Industries to start an urgent investigation into education problems to ensure a better flow of skilled talent from all races to business and industry.

The executive council of Assocom said in a statement that industry and commerce agreed that the education system was in a state of crisis.

"Continued fragmentation of the system and the wasteful duplication of facilities and administrative authorities can no longer be afforded," it added.

"Reform initiatives must be co-ordinated and properly directed to achieve optimum benefits."

The new employer lobby, with the unified voice of business on a nationwide scale, intended to press for the implementation of new policies, stressing the high economic costs to the country of the inadequancies of the current system.

Assocom president Mr Sidney Matus said there would be particular emphasis on using existing facilities for all races.

"If there are schools with vacant facilities in white areas it is expedient and right to fill them with black pupils who may be crowded out of schools in black areas," he said.

Group Areas

It was likely that both the Group Areas Act and the Separate Amenities Act would have to be tackled to remove obstacles.

"We are fast running out of white management skills. It is impossible to draw all the talent needed from the white population alone," Mr Matus said.

Manpower secretary Mr Vincent Brett said the financial implications of racial divisions in the education system were horrendous.

The shortage of high-level manpower had reached crisis proportions. Yet there were white school classrooms standing empty while black children were clamouring for classroom space, said Mr Brett.

Employers to urge Govt: open schools

TOP employers from both the industrial and commercial sectors plan to join forces to press the Government to swing open the doors of empty classrooms in white schools to pupils from overcrowded black schools.

SOWETAN Correspondent

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"We are fast running out of white management skills," added Matus. "It's impossible to draw all the talent needed from the white population alone."

Imposing a solution is not a solution

ONE of the striking differences between the United States and South Africa is the approach to solving the high drop-out rate in the black communities of these two countries.

In the United States it is a national initiative with parents and youth groups in the forefront. In South Africa black parents are encouraged to participate. But whatever solutions they suggest must maintain the status quo and conform to the country's racial laws.

Because of this, many parents refused to participate in government initiatives, they did not accept government policies. Observers now believe it is doubtful if the crisis in black education will ever be solved since parents are the most important component for this to be achieved.

There is a lot in common with the drop-out rate in America's black communities and this country's black townships.

Figures released by the South African Institute of Race Relations reflect the drop-out rate in South Africa's black schools at an average of 20 percent. Educationists in the US believe the drop out rate in many black American communities hovers around this figure.

As in South Africa, racism lies at the root of the problem. Although educational resources are not distributed along racial lines, blacks maintain that they always get the short end of the stick.

They argue that while their country is called the land of opportunity, it is in fact the land of opportunity only for the fortunate few, mainly white Americans and a few blacks. Living conditions for whites and blacks reflect this.

Slums

Blacks generally live in slum-like areas, known as ghettoes, while white areas are middle and upper crust with decent living conditions. The squalid conditions blacks live under resulted in numerous social problems, most notably an increasing frustration among the country's black youth and a breakdown in discipline. In the absence of discipline many parents lost control over their children — thus when these children dropped out of school there was nobody to question them. Teenage pregnancies were rife. After giving birth these young mothers joined the growing army of drop-outs.

The abuse of drugs by America's youth, which president George Bush described as "a scourge eating into the soul of the nation," has aggravated the crisis.

Poorer communities in the country, Blacks and Hispanics, bore the brunt of the "scourge."

Thami Mazwai, senior assistant editor of the *Sowetan*, has just returned from a eight-month stint in the United States. In this article he looks at the dropout rate in black schools in the US and how Americans differ with South Africa in solving it.

The black community, the poorest in America, has been hardest hit. Seeing a youth under the influence of drugs is like looking at a demented person, and when this youth wants the next fix he will do anything, even kill. Girls go to the extent of selling their bodies to get the next "fix." Profits in the drug racket, which is thriving despite a major anti-drug drive by the administration, has also lured young blacks out of school. With the drug trade getting more addicts and young pedlars, drop-outs increase.

Unrest

While social problems caused by racism and aggravated by drug abuse were responsible for the youths in the US leaving school early, in South Africa the problem was caused by the same racial problems, but compounded by political unrest. In coming to grips with this crisis, approaches differ[illegible] these countries.

In the US, school authorities worked hand in glove with communities. These communities formed organisations and elected officials, approving experts appointed by the government. Parents and youth groups were at the forefront of all initiatives.

But in South Africa the authorities are suspicious of community involvement unless government puppets are in control or part of committees. The government also created structures for the resolution of problems in black education. More often than not these structures were created without consulting organisations and leaders enjoying the community's support. In addition to this the government also appointed white officials and black puppets, many of whom were unwanted in the affected communities.

Hounded

Structures created by the community, instead of being welcomed, were hounded out of existence if they did not embrace government policies. The National Education Crisis Committee, formed at the height of school boycotts to save the situation, was now restricted. Most of its officials were detained and spent varying periods behind bars.

Just two weeks ago parents in Soweto refused to participate in a council because they had not been consulted about its formation. They wanted some of the nominated officials to be approved by the community. Despite the legitimacy of these reasons the government went ahead and launched the organisation.

The government's right to create structures, veto or approve community initiatives is not at issue, after all its participation is essential in major and sensitive community problems. However, if the community's right to be the major determining factor is subverted, and measures, sometimes consisting of brute force, are imposed, then no solution is being sought.

An unacceptable status-quo is being retained at black children's expense. This is what is happening.

Hidden strengths exposed

(50)

S/Times 1/9/89

OUTWARD BOUND is an innovative system which is helping to bridge the gap between secondary and tertiary education.

The organisation is an interpretation of the educational philosophy evolved by Kurt Hahn in Germany and Britain. He assumed that learning and understanding took place when people entered challenging environments.

In these type of areas, people must make choices, take responsible actions, acquire skills and work with others.

Outward Bound uses challenges found in the wilderness as its teaching medium. Participants are presented with a series of increasingly difficult physical and mental problems, none designed to be beyond their capacity.

By confronting difficult tasks, they call on hitherto unrecognised reserves of strength and perserverence.

Through direct experience the Outward Bound student is presented with evidence that he or she can succeed far beyond expectations. Through the same process of rising to unavoidable challenges, the student learns the necessity and the reward of working well with other people.

The Outward Bound Centre is in the Maluti mountains of Lesotho, where most courses take place. They are also available in Australia, Singapore, Kenya, Israel, Bermuda and Zambia.

The courses last from five to 15 days, and cost between R970 and R320. For further information phone (011) 53 2306.

B/Day 29/5/89

Assocom and FCI tackle 'inadequate' education

RIAAN SMIT

ASSOCOM has resolved to take the initiative in organising an employer lobby at national level to improve "the present inadequate education system".

The FCI had already approached Assocom to co-operate in a joint investigation into educational problems, Assocom said in a statement last week.

"Educationists, commerce, industry and government are all well aware that the country's education system is in a state of crisis. Continued fragmentation of the system, and the wasteful duplication of facilities and administrative authorities, can no longer be afforded."

Assocom said the lobby should represent the unified voice of business throughout SA and should include all major industrial and commercial organisations.

A researcher at the Institute for Race Relations (IRR), Monica Bot, suggested in the May issue of South African Foundation Review that a negotiating forum, representing the different interests in the private sector, be set up for influencing policy changes in education.

A recent report by the University Planning Committee at Natal University says the number of black matriculating school-leavers is expected to grow at 5,61% a year — from 25 080 this year to 98 187 in 2009.

White matriculating school-leavers will decrease by 0,32% a year from 31 034 this year to 28 609 in 2009.

The report makes it clear that "if the present 'own affairs' policy of government continues, whereby universities are identified for specific race groups, then illogicalities and impracticalities of enormous proportions will eventuate".

Figures compiled by the IRR show that 41 out of 1 558 black students who wrote matric mathematics (higher grade) in 1987 and 24 out of 601 who wrote physical science (higher grade) passed. In mathematics, 14 obtained a D symbol or higher, while the figure for physical science was eight.

Assocom and FCI to investigate education system

Cape Times 29/5/89

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From RIAAN SMIT

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White matriculating school leavers will decrease by 0,32% per annum from 31 034 this year to 28 609 in 2009.

The report makes it clear that "if the present 'own affairs' policy of government continues, whereby universities are identified for specific race groups, then illogicalities and impracticalities of enormous proportions will eventuate".

Figures compiled by the IRR show that 41 out of 1 558 black students who wrote matric Mathematics (higher grade) in 1987, and 24 out of 601 who wrote Physical Science (higher grade) passed.

For Mathematics 14 obtained a D symbol or higher and 8 obtained the same symbol or higher for Physical Science.

Ban on schools crisis meeting

Cape Times 30/5/89

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By CHARL DE VILLIERS

A MASS meeting scheduled to address the simmering education crisis in black township schools in the Peninsula was banned yesterday by the divisional commissioner of police in the Western Cape, Brigadier Roy During.

The ban came hours pupils were ordered to leave the grounds of at least one Khayelitsha school, Malizo High.

Brigadier During's decree prohibited a meeting, convened by the University of the Western Cape Association for Democratic Educators, planned for the Athlone civic centre tonight.

Gatherings "advising, encouraging, propagating, advocating or promoting" school boycotts in the Cape Town, Wynberg, Simon's Town, Bellville, Goodwood and Kuils River magisterial districts were also banned by the police order.

Western Cape president of the National Association of Democratic Lawyers, Mr Dullah Omar, a scheduled speaker at the Athlone meeting, said parents "very clearly" wanted to get their children back to school.

"Closing our eyes to the crisis is not going to contribute towards solving it."

Democratic Party MP for Claremont Mr Jan van Eck said: "The ban is not going to solve the problem. It is not going to get rid of the grievances; we are heading for a major crisis."

About 400 pupils and some 20 parents converged on Malizo High yesterday after a decision at the weekend that pupils would return to their schools, eyewitnesses said. They said some of Malizo High Schools' classrooms had been locked.

DP slams ban on education crisis rally

50

ARGUS 30/5/89

By DENNIS CRUYWAGEN
Education Reporter

THE banning of a rally to discuss the crisis in black schools in the Peninsula would aggravate rather than improve the situation, said Mr Ken Andrew, the Democratic Party spokesman on black education.

The rally was to have been held at Athlone Civic Centre tomorrow.

It was prohibited in terms of the security emergency regulations by Brigadier Roy During, police chief in the Western Cape.

He banned the rally from being held in the magisterial districts of Cape Town, Wynberg, Simon's Town, Bellville, Goodwood and Kuils River, as well as any gathering at which the non-attendance or opposition to the attendance of any public school, as defined in the Education and Training Act of 1979, was advised, encouraged, propagated, advocated or promoted.

Mr Andrew said education in black and so-called coloured schools had lurched from crisis to crisis in recent years, resulting in serious disruption.

"Repeated interference"

The communications channels between the authorities and the parents, pupils and teachers had been shown to be totally inadequate, he said.

"However, repeated interference by the security authorities in educational matters has continually bedevilled the whole situation.

"Brigadier During's latest ban on a meeting to discuss the current schools crisis will aggravate rather than improve the situation. The government should realise that education is not a forced-feeding process in which the State pushes down the throats of the recipient community whatever it thinks is good for them."

Real participation, real communication and fully representative educational decision-making structures were required if these crises were to abate and the quality of education was to improve, he said.

The crisis at black high schools in the Peninsula began when pupils started boycotting classes, demanding that I D Mkize High School teacher Mr Andile Jonas and four pupils from the Guguletu school be freed from detention.

Mr Jonas has been released but the stayaway has continued.

Attacked principals

Meanwhile, one of two white principals attacked at I D Mkize High School a month ago has gone on leave "to think about his position", leaving his deputy in charge.

Mr Leon Nel, deputy-director of the Department of Education and Training, said the position of Mr K Slabber was still uncertain.

But township sources are adamant that he should not return to his post.

Mr Slabber's car was stoned after pupils burnt the vehicle of Mr L Redelinghuys, principal of Crossroads Three High School, who was visiting I D Mkize High.

A Guguletu source said the white principal of another school in Guguletu was considering quitting. He had consulted his staff last week about whether or not he should stay on.

Meanwhile, lawyers say Luhlaza Senior Secondary School pupil Mvuleli Yengeni has been detained under the emergency regulations.

He is the brother of Mr Tony Yengeni, alleged leader of 14 people charged with terrorism.

SA schools will now enrol Mozambicans

Staff Reporter

PORTUGUESE schools in South Africa are now accepting for enrolment Mozambican children living in South Africa, said a representative of the Portuguese community, Dr Joao Fernandes.

He was speaking after a three-day meeting of 60 representatives of the Portuguese communities of South Africa, Swaziland, Lesotho, Botswana and Namibia held in Johannesburg.

Dr Fernandes said there were a huge number of Mozambican refugees and workers in South Africa whose children spoke only Portuguese and wanted to be taught in their own tongue.

'ABOUT A MILLION'

"One school in the East Rand has more than 20 children from Mozambique," he said.

During the meeting the effect of Portugal's integration in the European Community on the Portuguese community in South Africa was discussed.

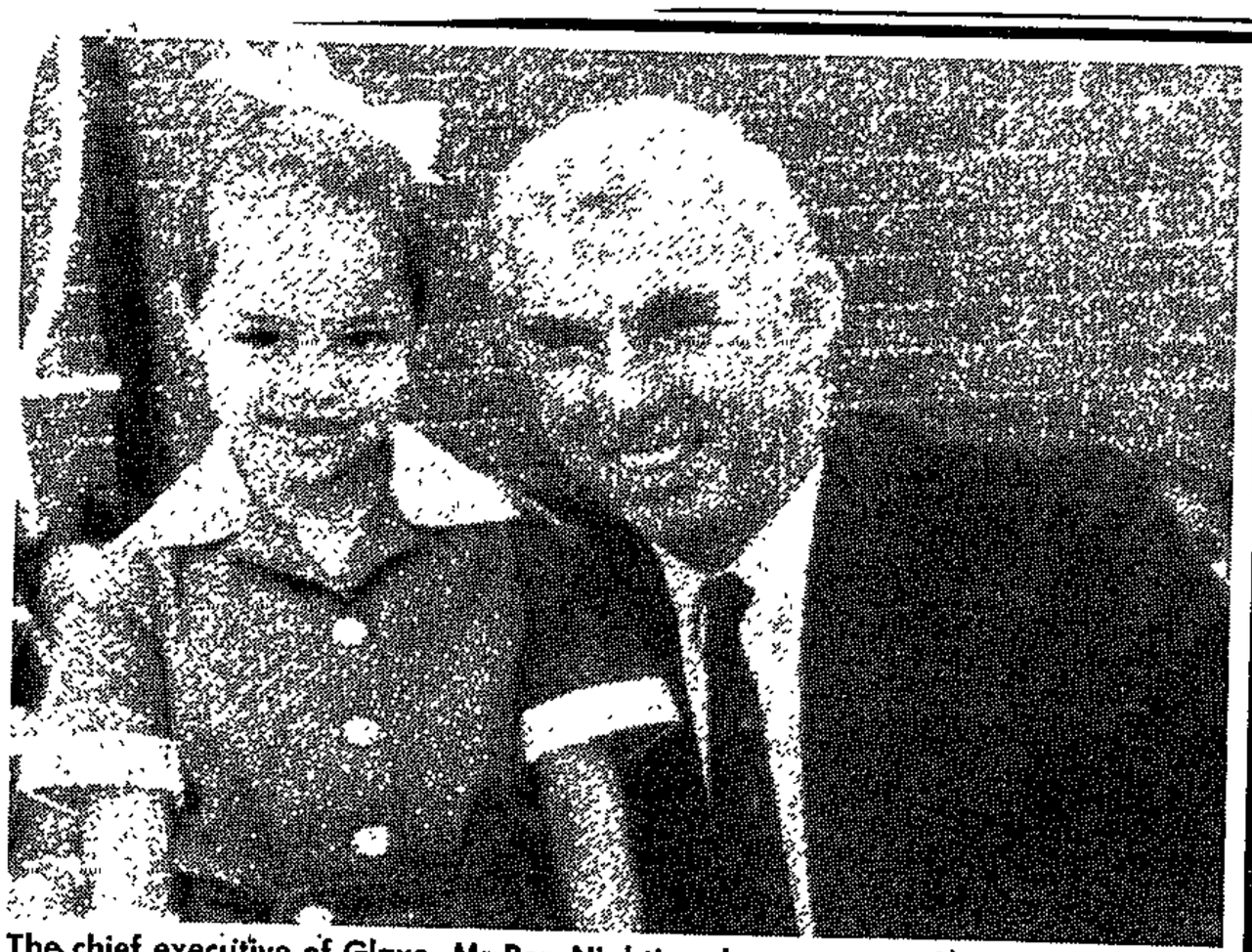
"Although Portugal's priority will be its integration in Europe, we feel that the Portuguese government must not forget that there are about one million Portuguese citizens scattered throughout southern Africa," he said.

The future of the 3 000 people of Portuguese origin in Namibia was also highlighted.

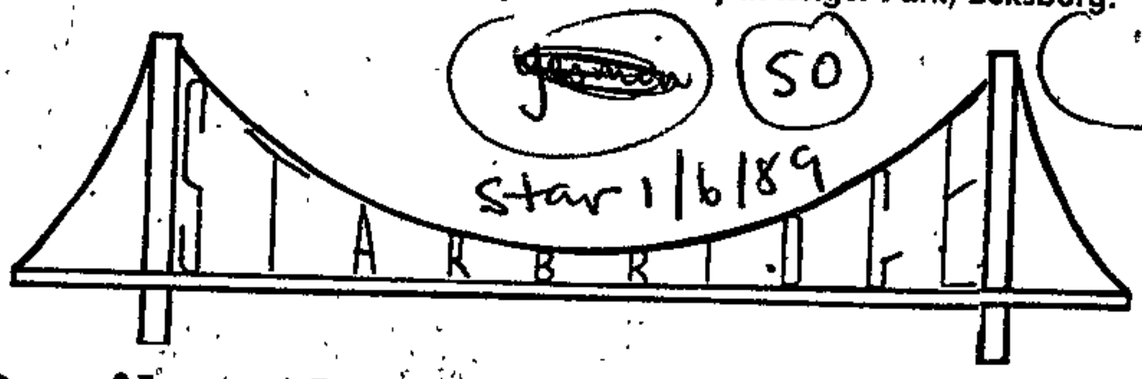
PENSION RIGHTS TRANSFER

The meeting also analysed negotiations between Portugal and South Africa on the transfer of pension rights from South Africa to Portugal and was informed that diplomats from the two countries met in March to discuss the issue.

The formation of an Institute of Portuguese Culture in South Africa, supported by the Portuguese government and charged with education and cultural affairs was also discussed.



The chief executive of Glaxo, Mr Ron Nightingale, meets pupil Janice Baatjies at the opening of the Goede Hoop School library in Reiger Park, Boksburg.



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Star 1/6/89

Pupils celebrate new library

By Winnie Graham

The drum majorettes strutted, the choir sang and the pupils applauded when a major pharmaceutical company gave the Goede Hoop Primary School in Reiger Park, Boksburg, a new educational library.

The company has established a programme of community activity in areas where its workers live.

It bought the books following discussions with a number of the area's primary school principals, who mutually decided Goede Hoop would benefit most from the project.

Glaxo, a subsidiary of the second-largest international pharmaceutical company in the world, installed the library and stocked it with a wide range of educational material.

The recent mid-day opening ceremony was a gala affair.

Local community dignatories, school staff, parents and most of the pupils joined the company's senior executives to celebrate the opening.

Mr Ron Nightingale, chief executive of Glaxo, told the gathering he hoped the company, parents, staff and pupils would combine forces to continue upgrading facilities.

"This is our first project in Reiger Park," he said. "The second will be at an adjacent school."

Mrs Linda Hermans, a Reiger Park resident and Glaxo employee, said afterwards: "The library is a big step forward in our children's education. It will enable them to study better ... we never had such opportunities."

● *Starbridge came into being to help close the gap between the races. If you have ideas how to achieve this, write to Starbridge, P O Box 1014, Johannesburg 2000.*

R30 000 boost for farm pupils by SA fruit industry

Argus 16/6/89

By CLIVE SAWYER
Tygerberg Bureau

PRE-SCHOOL education for children of farm labourers has been given a R30 000 boost thanks to a continuing fund-draising drive by Friends of Fruit, an association of fruit industry companies.

The sum was part of a total of R50 000 raised for the Rural Foundation.

The remaining R20 000 will be spent on sports facilities and five tertiary education bursaries for school-leavers from deciduous fruit farms.

The money was raised during the fruit industry's 1988 sports day.

Friends of Fruit has raised R100 000 since 1986 to support pre-school education and child care, said Mr Fred Meintjies of Unifruco, one of 13 companies involved in Friends of Fruit.

499 farm creches

The Rural Foundation had established 499 farm creches with the help of funds from Friends of Fruit, Mr Herman Bailey, a foundation spokesman, said.

The chairman of the foundation, Mr Frans Malan, said the number of children joining the programme had increased by 17 percent to 8 105 over last year — and 765 supervisers were now in service.

A training official for pre-school care was appointed last year to train creche supervisers and advise on the making of educational toys.

Mr Malan said the programme was a visible way for the companies involved in Friends of Fruit to show their awareness of their social responsibility.

"The concept established by the deciduous fruit industry is to develop the industry's own people, something which can be built on in co-operation with the agricultural sector," Mr Malan said.

Prizes worth R3 000 in poster competition

Prizes worth more than R3 000 are being offered in a country-wide schools poster competition being held by the National Film Library (NFL). 50

The theme is "Media in Education" and posters entered must illustrate the functions of the National Film Library. It is open to school pupils from schools and art centres which are members of the NFL. Star 2/6/89.

There are four categories — kindergarten to Std 2; Std 3 to Std 5; Std 6 to Std 8 and Std 9 and 10. The winner in each category will receive R500 cash, the art teacher R250 and the school a set of videos on art.

The closing date is June 29. Further information can be obtained from Mrs Dulcie Botes or Mrs Salasie Myburgh, telephone (012) 322-6625.

later this year.

Soweto schools to be repaired

Cape Times 5/6/89

(50)

Own Correspondent

JOHANNESBURG. — The spotlight is on black schools with the Soweto Council moving to repair damaged schools and the Department of Education and Training (DET) setting aside about R20-million on building new schools.

Soweto mayor Mr Sam Mkhwanazi sent letters to Soweto principals on Friday, urging them to list whatever needed repair at their schools.

He said the council had sought help with building material and expertise after the government had said it was not prepared to repair damage caused by pupils.

"We will get outside labour for primary schools, but will get pupils to help at high schools, thereby training those who wish to become artisans," he said.

The DET allocation was part of a plan to build new schools in Soweto and Alexandra, a DET spokesman said.

Fifty black South African pupils to study expense-free in Britain

ARGUS 5/6/89

50

The Argus Foreign Service

LONDON. — A group of about 50 young black South Africans will arrive in Britain at the end of August to begin a two-year study course at the expense of the British government.

During the course, at colleges in Edinburgh, Bristol, Kettering, Durham and Portsmouth, they will prepare for the British A-level examination which will permit them to go on to university or polytechnic.

The new batch is the third to arrive since 1987 under what is known as the British Undergraduate Fellowship Scheme.

Most of the first batch of 80, who arrived in 1987, are now at university or polytechnic doing degree or diploma courses.

The second batch of 89 will sit their A-level examination later this year.

A spokeswoman for the British Council, which is administering the scheme, said she thought none of the first batch of South Africans had "fallen by the way".

Those who failed the examination had been given the chance to re-sit it.

"Our aim is not to send them back as failures," she said.

"We see the scheme as going very well," she added.

"We have had visitors from South Africa who met the students and said how they were really benefitting from the course."

A holiday trip back to South Africa for the students is built into the scheme.

This usually comes at the end of the A-level examination.

The scheme, which will last five years, is costing the British government between R28-million and R32-million.

Library helps 'em to a living

(50)

Star 7/6/89

Municipal Reporter

There are still plenty of ideas for aspirant entrepreneurs besides selling boerewors hotdogs on street corners throughout Johannesburg.

The answer of what to sell, now that the craze has peaked, may be in the reference books which Johannesburg's librarian Miss Dot Evenden has singled out for guidance.

Stressing that the secret of being a successful entrepreneur is to offer a service not readily available elsewhere, her staff has identified books that may inspire a new idea.

"Food vendors will be fascinated by a new arrival, 'Street Food' by Rose Grant", said Miss Evenden.

"It contains over 10 items from all over the world, with recipes ranging from food on a stick, through sandwiches and Oriental noodles to sweets and drinks.

"Then there are 'How to Make Your Own Cane Furniture' and 'Writing for a Living'," she said.

For further information telephone Mr B Brooke-Norris at (011) 836-3787.

Library amnesty brings 'em back

By Jacqueline Myburgh (50)

About 2 000 books — some of them rare, others out-of-print and many irreplaceable — have been returned as a result of the Johannesburg Library's Amnesty Week. Star 8/6/89

"No fines, no questions asked", said the poster advertising the campaign — and it appears book borrowers were grateful for the opportunity to appease guilt or merely atone for forgetfulness.

Some of the volumes returned had been missing since the 1930s.

A library spokesman expressed surprise that some of the books dropped into the amnesty boxes originated from libraries as far afield as Durban and Windhoek.

The long overdue books dealt with a wide range of subjects — from literary criticism to bottle collecting.

Amnesty Week is over, but the library will still be thrilled to receive that Oxford Companion to Music which you took out two years ago for your daughter's school project.

Stayaway: Black schools still deserted

By ANDRE KOOPMAN

THE Department of Education and Training (DET) has confirmed that most black high schools in the Peninsula were yesterday deserted, with pupils entering the third week of a stayaway.

The regional director, Mr Leon Nel, said that pupils had not been attending school in all the Peninsula's black schools, with the exception of Isilimela Comprehensive in Langa, where attendance was 87%, and Sebenza High in Crossroads, where attendance was 82%.

He also confirmed that "exams had to be terminated" at black high schools with the exception of the two schools.

Mr Nel ascribed the stayaway and exam boycott to "groups of self-appointed Student Representative Councils (SRCs) who have made it their business to go from school to school to prevent pupils writing mid-year exams".

He said that pupils were being "intimidated" into staying away from schools.

About 300 pupils at Langa High had started writing exams this week but were forced to stop because of intimidation, he said.

The crisis, which had been simmering in black schools since the beginning of the year, came to a head about three weeks ago when pupils in Khayelitsha were teargassed by police after a series of meetings on their demand for SRCs.

Mr Nel said that the DET had not banned SRCs and were quite prepared to allow them at schools as long as they complied with certain requirements.

"We would like to have SRCs in the way that we see SRCs. They must be democratically elected by secret ballot so that pupils may not be intimidated.

"If the SRC is democratically elected we would like it to draw up a constitution with the assistance of the schools' guidance teacher and principal."

Mr Nel said that pupils should not make management demands relating to the hiring and firing of teachers.

Trouble began in the schools at the beginning of the year after the DET appointed three white principals to high schools in Guguletu.

Teacher organisations and students have also cited as reasons for discontent, the presence of the security forces at schools and the suspension of some teachers.

Destined to stay in the dark

By HENRY LUDSKI

FOR the children of the Maxonia farmschool outside Grabouw, the Palmiet river flowing past the town holds a certain irony.

Generating 400 megawatts when it reaches the Palmiet Pumped Storage Scheme — the largest Eskom hydro-electric plant in the Western Cape which came into operation a year ago — it provides almost enough power to light up Cape Town.

But it can't do the same for 209 children at the NG Sendingkerk church school, which has been without electricity for decades.

"The school doesn't have electricity because it simply can't afford it," says principal Mr CJ Louw.

Situated in one of the richest farming regions of South Africa, the problems of Maxonia, however, are not unique.

"Other farmschools are also faced with similar and sometimes much worse problems," said Stellenbosch University sociologist Johann Graaff.

Schooldays can be fun, even for rural children. But educationists warn of the "bitter harvest" that farmschools' inferior education will reap for these children

New generation

Farmschools have not been described as a "bitter harvest" for nothing.

And the two little boys trudging along Viljoenshoop Road outside Grabouw on a wet and miserable May afternoon are just another symptom of the same problem — a new generation of farmchildren, thousands of whom are destined to walk long distances to school.

"Many of them have to walk between two and five kilometres to get to school and on some rainy days, as many as a quarter of them don't turn up for school," said farmschool principal, Mrs SY Hardneck.

Said Louw: "Another problem is that many farmworkers move around so much that sometimes the children leave the school and just never return."

At many schools on the platteland, malnutrition is still a serious problem.

Said Hardneck: "Before a feeding scheme was introduced at our school a few years ago, it was found that the majority of children were malnourished."

Until recently, another serious problem was that of farmers roping in children to help on the farm during school hours.

Although this practice was banned by education authorities, it still exists in some areas, said Graaff.

Not only are farmschools faced with an alarming failure and dropout rate, but there is also a shortage of classrooms.

"Another serious problem at African schools is the problem of one teacher having multiple classes.

"The result is that he or she is often unable to give children individual attention," said Graaff.

"The central problem with rural schools in general, and farmschools in particular, is that private individuals often have to foot a substantial part of the bill for building costs."

However, as bad as the situation at schools may sometimes be, it is often the case of the doors of learning being closed to pupils before they are even opened

"The economic and social environment in which children and their families find themselves determines a great deal about their school performance before they walk in the school door," said Graaff

"While the living and working conditions of farmworkers vary considerably from region to region, the average farmworker's life is marked by poverty, powerlessness, insecurity and alienation. This has a marked impact on their children's schooling," he said

"Farmers and their children do influence schools in a crucial way It's the way in which he and his peers help to construct the environment in which farm children grow up

"This means that the wages he pays, his labour relations, workers' chances of promotion, their extramural activities and other such things are more important than the number of children sitting in a classroom, teacher qualifications or the number of textbooks available "

He said that low incomes and impoverished conditions mean, in some cases, poor health and malnutrition for school children, and in most cases, a lack of stimulation, encouragement or suitable study-environments

A study of South African children under the age of 15 showed that one in three black children showed signs of malnutrition These children had twice the exam failure rate compared to other children

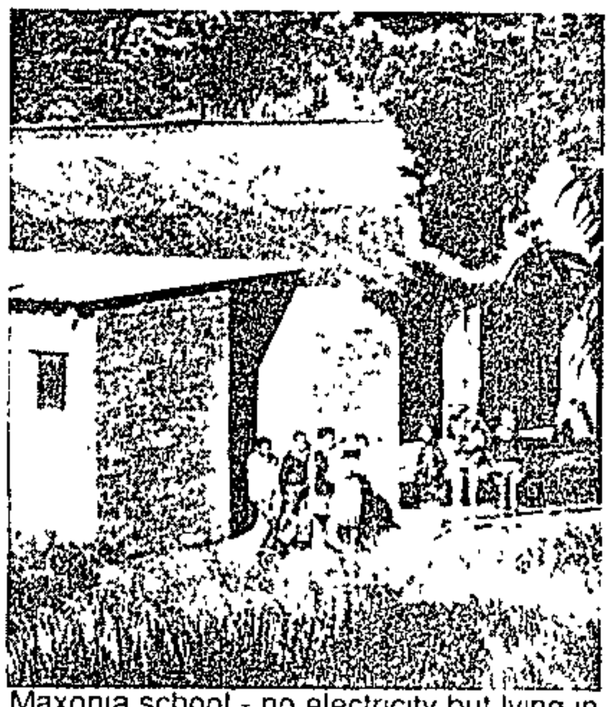
According to Graaff, the "disheartening" or even contradictory situation confronting educationists, is that there is often very little they can do to improve the situation by conventional methods

"The best way to improve schooling among farm children is not via schools, but through methods which rather address the social and economic context in which they conduct their lives," said Graaff

Another serious problem is the unwillingness and incapacity of the state to assume full responsibility for African schools

A further disturbing reality is that a significant proportion of farm children never go to school at all

Those at school never get to high school, simply because there are too few schools in the rural areas.



Maxonia school - no electricity but lying in the shadow of a giant hydro plant

Not all rural children are able to take advantage of public transport to get to school

When it rains, walking to school becomes a problem

Free Settlement Areas a poser

Sowetan 7/6/89.

Voting rights may be affected - Heunis

NON-racial local authorities could emerge out of Free Settlement Areas — but on the other hand Government plans for these areas could result in more Conservative Party controlled city councils, according to research released this week by the South African Institute of Race Relations

Examining possible consequences of the Government's plans for local government in residentially open areas, the latest *Quarterly Countdown* points to considerable confusion in the ranks of both government and its opponents

The local government in Free Settlment Areas Act provides that residents in these areas will be represented by multi-racial management committees which will have the power only to advise the local authority. At the same time, white voters in these areas will be entitled to remain on the white municipal voters' roll.

Provisions

According to *Countdown*, these provisions are now disconcerting government, as well as Opposition municipalities

The Government fears that segregated local government might become unworkable if large numbers of Free Settlement Areas are proclaimed. Hence the first meeting of the Free Settlement Areas Board was told by the retiring Minister of Constitutional Development and Planning, Mr Chris Heunis, that the Free Settlement Areas Act should be applied carefully "because it will affect voting rights."

On the other hand, *Countdown* points out, a situation could arise which might deter opposition municipalities from applying for Free Settlement Area status.

For example, if an entire town or city were declared a Free Settlement Area, a minority of white voters could elect to remain on the municipal roll, and this could create the opportunity for the Conservative Party to control the city council

Legal

Acknowledging this, a minority of NP MPs said they believed that the demise of legally enforced residential separation was inevitable and that Free Settlement Areas would gradually prepare white South Africans for this.

The chairman of the Free Settlement Areas Board, Mr Hein Kruger, has indicated that the Board will not seek to restrict the areas or necessarily be bound by white opinion.

"But because the Board can usually investigate potential Free Settlement Areas only if specified organs of government request this, its scope for expediting change will be limited," *Countdown* says, and adds that recommendations by the Board will be subject to the approval of an increasingly undecided government.

Plans

Further ambiguity exists in government plans for schooling in Free Settlement Areas, and it is likely that some form of multiracial schooling will eventually evolve in these areas.

While NP MPs said that the Government would not accept the opening of State schools to all races, this might happen by the back door because one option being discussed in government circles was to grant private schools the same financing that they would enjoy if they were State schools.

Other solutions being discussed within the Government were the establishment of separate black schools in Free Settlement Areas, or subsidising the travel of children to schools in segregated areas.

Proposals

Both of these proposals would encounter opposition from black residents' groups who are demanding nonracial schooling, *Countdown* says.

One further option under consideration was to transfer control of State schools in Free Settlement Areas to the House of Representatives or the House of Delegates, both of whom were willing to admit pupils of other races to their schools

Racial

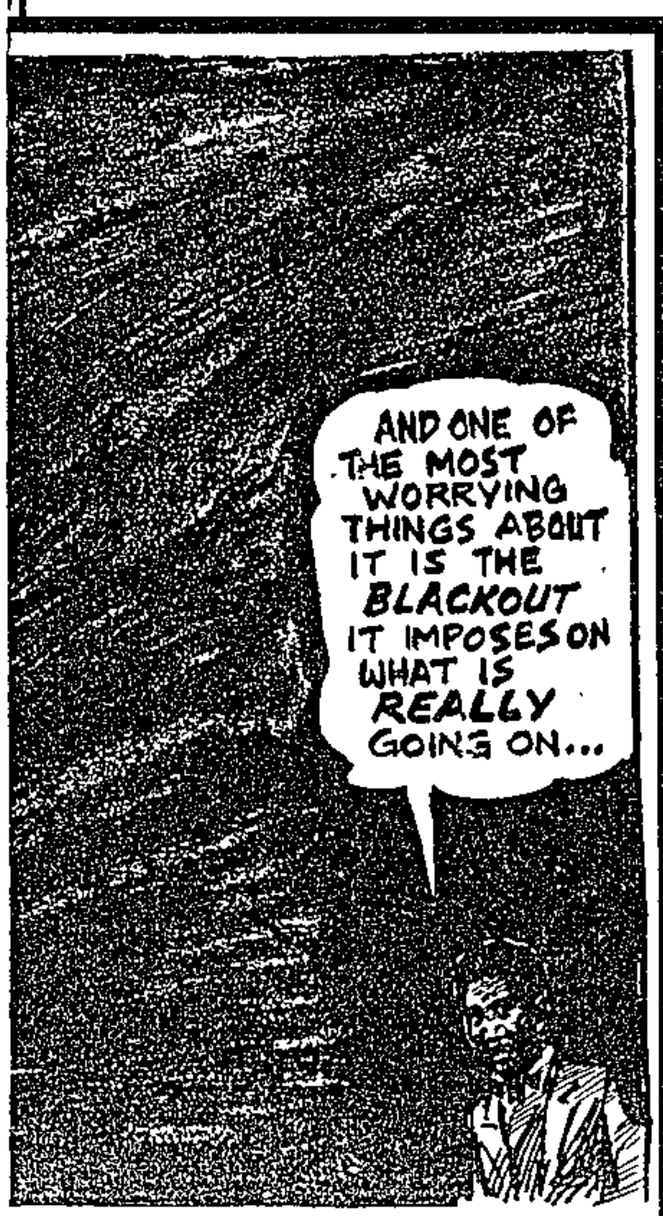
This would be another way to introduce nonracial State schools in Free Settlement Areas without opening white schools.

Quarterly Countdown is available from the Publications Department of the South African Institute of Race Relations, PO Box 31044, 2017 Braamfontein, at R9,50 inclusive, (R7,50 plus R2 postage and packing)

FOCUS

Chris Heunis . . . "Act should be applied carefully."

'Ambiguity in plans for schooling of all races'



The Media Council

THE South African Media Council is an independent body established to deal with various matters affecting media reporting and comment.

One of the council's functions is to receive and act upon complaints from members of the public who have not been able to get satsifaction by approaching a newspaper or other news media directly.

Complaints must relate to published editorial matter and should be lodged within 10 days of publication. But late complaints may be accepted if good reasons can be advanced.

The address is: The Conciliator/Registrar, SA Media Council, PO Box 5222, Cape Town 8000. Telephone: (021) 461-7117. Inquiries are welcomed.

Political comment in this issue by Aggrey Klaaste and Sam Mabe Sub-editing, headlines and posters by Sydney Matlhaku All of 61 Commando Road, Industria West, Johannesburg

• Write to the Editor at PO Box 6663, Johannesburg 2000 Nom-de-plumes can be used, but full names and addresses should be supplied or the letter will not be published

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Vol. 288 PRETORIA, 9 JUNE JUNIE 1989 No. 11949

PROCLAMATION

by the

State President of the Republic of South Africa

No. R. 89, 1989

PUBLIC SAFETY ACT, 1953

EDUCATIONAL INSTITUTIONS EMERGENCY REGULATIONS

Under the powers vested in me by section 3 of the Public Safety Act, 1953 (Act No. 3 of 1953), I hereby make the regulations contained in the Schedule with effect from 9 June 1989.

Given under my Hand and the Seal of the Republic of South Africa at Cape Town this Eighth day of June, One thousand Nine hundred and Eighty-nine.

P. W. BOTHA,
State President.

By Order of the State President-in-Cabinet:
G. VAN N. VILJOEN,
Minister of the Cabinet.

SCHEDULE

Definitions and application of Regulations

1. (1) In these regulations, unless the context otherwise indicates—

"Director-General" means the Director-General: Education and Training;

"Education Act" means the Education and Training Act, 1979 (Act No. 90 of 1979);

"hostel" means a hostel attached to a school, and where in the Afrikaans text "koshuis" is used as part of a compound word, it shall have a corresponding meaning in such word;

"pupil" includes a student at a college of education;

"school" means a public school as defined in the Education Act, and where in the Afrikaans text "skool" is used as part of a compound word, it shall have a corresponding meaning in such a word.

(2) No provision of the Education Act shall derogate from the validity of any provision of these regulations or of an order issued thereunder.

PROKLAMASIE

van die

Staatspresident van die Republiek van Suid-Afrika

No. R. 89, 1989

WET OP OPENBARE VEILIGHEID, 1953

NOODREGULASIES OP OPVOEDKUNDIGE INRIGTINGS

Kragtens die bevoegdheid my verleen by artikel 3 van die Wet op Openbare Veiligheid, 1953 (Wet No. 3 van 1953), vaardig ek hierby die regulasies vervat in die Bylae met ingang van 9 Junie 1989 uit.

Gegee onder my Hand en die Seël van die Republiek van Suid-Afrika te Kaapstad, op hede die Agtste dag van Junie Eenduisend Negehonderd Nege-en-tagtig.

P. W. BOTHA,
Staatspresident.

Op las van die Staatspresident-in-Kabinet:
G. VAN N. VILJOEN,
Minister van die Kabinet.

BYLAE

Woordomskrywing en toepassing van Regulasies

1. (1) In hierdie regulasies, tensy uit die samehang anders blyk, beteken—

"Direkteur-generaal" die Direkteur-generaal: Onderwys en Opleiding;

"koshuis" 'n koshuis verbonde aan 'n skool, en waar dit as deel van 'n saamgestelde woord gebruik word, het dit in so 'n woord 'n ooreenstemmende betekenis;

"leerling" ook 'n student aan 'n onderwyskollege;

"Onderwyswet" die Wet op Onderwys en Opleiding, 1979 (Wet No. 90 van 1979);

"skool" 'n openbare skool soos omskryf in die Onderwyswet, en waar dit as deel van 'n saamgestelde woord gebruik word, het dit in so 'n woord 'n ooreenstemmende betekenis.

(2) Geen bepaling van die Onderwyswet doen afbreuk aan die geldigheid van enige bepaling van hierdie regulasies of van 'n bevel daarkragtens uitgevaardig nie.

IMPORTANT RELATIONSHIP BETWEEN EDUCATION AND REALITY OF COMMUNITY LIFE

The key problem in the development of community education is that it has remained vague, argues SEDUPE RAMOKGOPA, executive director of Soweto's Funda community centre.

That was the gist of his recent talk – Education and Community: Reconstructing the Relationship – which was delivered at an Educational Opportunities Council forum.

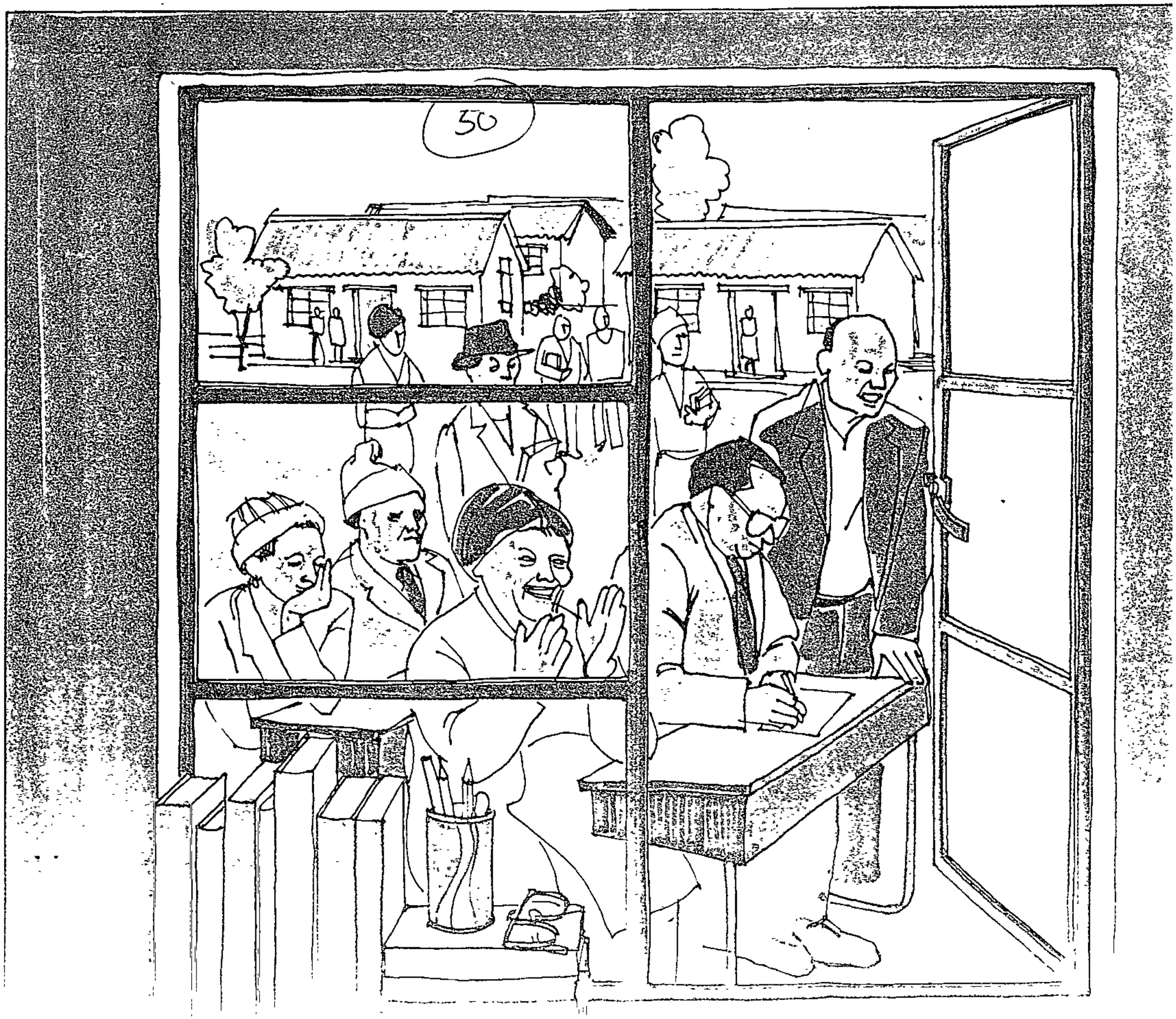
THE combination of the words "community education" is relatively meaningless. We should avoid making the mistake of believing that "community" plus "education" equals "community education", says Sedupe Ramokgopa.

Change – social, economic, political and technological – is continuous and, if community education is not a response to change, it is nothing

However, it is not a neutral or automatic response to change.

Community education should be a clear statement of how the education system as a whole relates to its different target groups in their various residential areas

In terms of current usage, I would suggest that the linking of "community" with "education" at the very least implies a readiness to negotiate – perhaps even to reverse – some of the traditional role relationships between the "us" and "them" of the educational process: producer and consumer, teacher and student parent, professional and lay person



Education aims for street credibility

WORKING WITH PEOPLE

The reciprocal quality of these relationships is crucial: community educators claim to work with people – not for them.

In this sense, community education must be about partnership and solidarity rather than paternalism and manipulation.

This fundamental element of role definition and reversal has wide-ranging implications for the nature of educative relationships, the contexts of learning and the potential for the redistribution of educational opportunity – both vertically within the individual's life-time and horizontally across the social structure.

The dynamic and always problematic relationship between education and the changing reality of life in the community should be at the heart of community education.

It should deliberately seek to reflect the changing and often grim reality of people's experiences and engage purposefully with it.

Education should be about the social, economic and political implications of new patterns, not only of learning and living – including the state of emergency, forced removals, mass unemployment and sanctions – but also of demography, race relations, family life, domestic and public gender roles.

If community education is to remain relevant to the experience, expectations and aspirations of the people in the community, it is essential that it is continually reconstructed to respond positively to the changing definitions of "community" reflected in the social reality of experience.

In this sense, we are talking about a general approach or orientation and a way of working with the people, based on definite value choices, rather than a particular educational package labelled "community education".

Consequently, in trying to resolve the problem of definition it may be more productive to change the question from "What does it mean?" to "How is it used?"

SHARED INTERESTS

This indicates that "community education" not only reflects its different historical roots in schooling, adult education and social action but also its concern to cut across the traditional professional/agency and statutory/voluntary divisions which have been outdated by change in society.

Community education is a way of bringing together various people involved in education who share common and competing interests and concerns.

It should provide a basis for the sharing of interests and differences as well as the definition of priorities, co-ordination of activities and possible collaboration in new initiatives at the local level.

In practice, this means recognising that people continue to learn, change and develop throughout their lives. Education is not exclusive to scholars.

Sadly, the reality of schooling for many remains the most anti-educational experience they ever had.

Community education should aim to compensate for this and to prevent it from happening.

If community education seeks to engage continuously and purposefully with people's changing experience in the community, it must incorporate in the learning process the educational dimensions of what happens outside the classroom.

STREET CREDIBILITY

In a sense, it could be said that community education is about giving education "street credibility"

This involves an understanding of both formal and informal educational processes and settings as well as a clear commitment to co-ordinated work between appropriate agencies.

Formal schooling becomes part of the beginning rather than the end of education.

Community schools should, therefore, be regarded as a necessary rather than a sufficient condition for community education

In short, community education is an attempt to make education open and inclusive rather than closed and exclusive, which is why in organisational terms comprehensive education had to come first.

As such, its basic aim is to make the educational system "user-friendly". How this happens depends on the nature of the local communities it serves.

What matters is that community education is happening wherever there is a conscious and consistent attempt to put people back at the centre of education

Indeed, it is all to the good that many practitioners are doing it without ever calling it "community education".

It is of no use to regard it as some kind of educational patent medicine let alone a universal remedy

Consequently, the essence of community education is to be understood as ideological rather than programmatic, reflecting essentially humanistic values which cannot be reduced to a prescriptive formula

Community education is still treated as a discreet, objective and static reality which can be exported and imported like some kind of pre-packed educational commodity

It is something that must be worked out with local people

Emphasis on technical know-how

By SAMKELO KUMALO

THE University of the Witwatersrand should be preparing whites and blacks for a new society, according to Soweto's Pace Community College headmaster and Wits Council member, Wilkie Kambule.

In an interview published in a recent edition of *Wits Review*, Kambule said: "When our students complete school to overuse the so-called liberal white universities."

Kambule suggests blacks students break through and attend Afrikaans universities.

"I was amazed when I saw the number of black students last year at Potchefstroom University and at RAU. Potchefstroom has about 400 black students.

The number of black students at Afrikaans universities should double, he said, but few bother to apply.

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"There are many school children perfectly capable of university work, but who have missed the fundamentals."

BRIDGING THE GAP

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academically oriented. Half of these should have been technikons, professional schools or trade schools.

Some students ask him to find them jobs but the only skills they offer are writing and reading.

Kambule hopes to make an impact as a member of the Wits Council by challenging the university to do something for blacks.

"When I become operative as a councillor I'm going to say: 'Just look at the vast reservoir of black people and

the changing and often grim reality of people's experiences and engage purposefully with it.

Education should be about the social, economic and political implications of new patterns, not only of learning and living – including the state of emergency, forced removals, mass unemployment and sanctions – but also of demography, race relations, family life, domestic and public gender roles.

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Consequently, the essence of community education is to be understood as ideological rather than programmatic, reflecting essentially humanistic values which cannot be reduced to a prescriptive formula.

Community education is still treated as a discreet, objective and static reality which can be exported and imported like some kind of pre-packed educational commodity.

It is something that must be worked on and worked out with local people.

This means developing a new quality of relationship between educators and their public, based on common ground and solidarity.

BREAKING BARRIERS

It involves a systematic attempt to break down attitudinal and institutional barriers that have been erected between home and school, the youth and adults, male and female, black and white and, perhaps most significantly, the individual and collective – the personal and political dimension of people's experience.

Given this core commitment of bringing education into a closer relationship with the community, it is possible to identify key themes which inform recent initiatives in several areas and help to show what community education today should be about.

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THE University of the Witwatersrand should be preparing whites and blacks for a new society, according to Soweto's Pace Community College headmaster and Wits Council member, Wilkie Kambule.

In an interview published in a recent edition of *Wits Review*, Kambule said: "When our students complete school they want to get to university – they feel very strongly that their chances of making an impact on society will be much greater. And all the students now feel that they must go to Wits. But then Wits has to tell them there are not enough places."

Kambule, who has taught for more than 35 years and was a senior tutor in maths at Wits, advises his students to consider the option of technikons rather than university.

UNIVERSITIES OVERUSED

"We need technocrats for the future. Countries cannot only be run by university graduates, that's why most of the countries of Africa have collapsed.

"I want you to try to get into technikons and get other skills," he told his students. "But I don't think one student (I spoke to) ever applied to a technikon.

"I've been telling them that we tend to overuse the so-called liberal white universities."

Kambule suggests blacks students break through and attend Afrikaans universities.

"I was amazed when I saw the number of black students last year at Potchefstroom University and at RAU. Potchefstroom has about 400 black students.

The number of black students at Afrikaans universities should double, he said, but few bother to apply.

"You can't remove the resistance against the Afrikaner who, by and large, is in the police force, government offices and is associated in black people's minds with the system.

"And yet they don't see that things are actually changing and that the Afrikaner, too, is willing to change. And the pace of change at the Afrikaans universities is very rapid.

"The greatest shock for the black community is that Wits is not taking sufficient black students.

"They maintain that any pupil who passes matric should be admitted to university. The points system at Wits is a form of exclusion and should be scrapped," he said.

"Black parents do not understand the points system, or that government funding is linked with the pass rate.

"Students would accept an entrance exam system as fairer than the points system. At least they would be satisfied that it was fair if they failed. Even then, the universities should not pitch entrance levels too high.

"There are many school children perfectly capable of university work, but who have missed the fundamentals."

BRIDGING THE GAP

Kambule said he would like to see problematic black students helped through the college system, as in the United States, where there is a bridge between school and university.

"At present, many students are put straight into the morass of university life. Some of them are destroyed."

The State has no vision in education, said Kambule. It has produced a revolt and this is going to carry on until the State collapses.

"We want an education system which is geared for an entirely different set up. The alternative has been called People's Education."

The people are saying they want to have a say in their education, which has so far been denied. They want to say what inputs are needed to best serve the interests of their future, said Kambule.

The government has denied this right because the government has a different view of the future for blacks.

Speaking on the crisis in education, Kambule said too many schools were academically oriented. Half of these should have been technikons, professional schools or trade schools.

Some students ask him to find them jobs but the only skills they offer are writing and reading.

Kambule hopes to make an impact as a member of the Wits Council by challenging the university to do something for blacks.

"When I become operative as a councillor I'm going to say: 'Just look at the vast reservoir of black people and see what you can do, because we've served the white people for too long.'"

The prospects for peaceful education depend on a resolution of the political situation. "The people are waiting," he said.

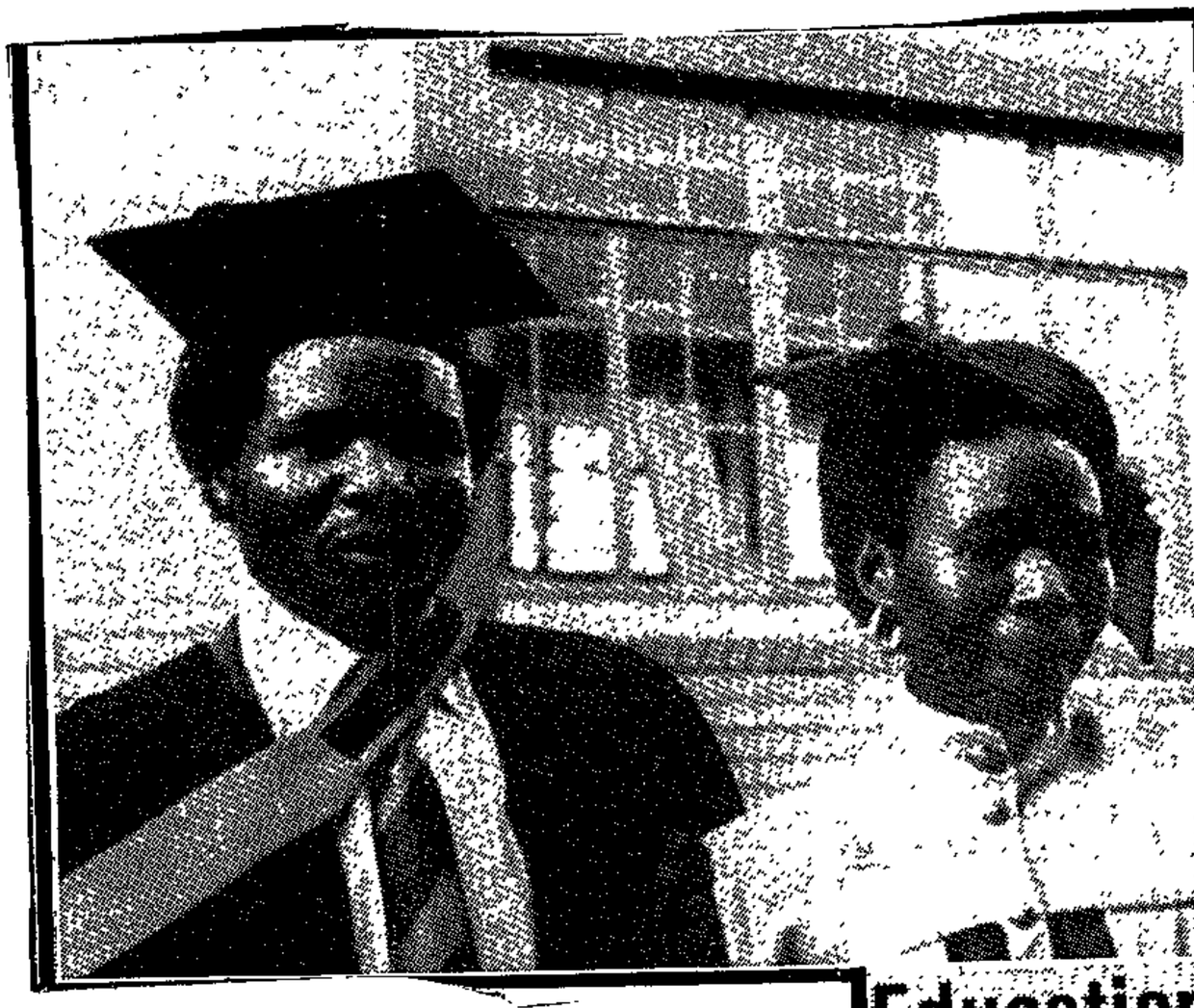
Pace is the only Soweto school running normally. "Even school inspectors don't know how we manage it."

Kambule tells the story of a group of youths who came to see him when all other Soweto schools had shut down.

He told them why Pace existed and that they should not interfere with the school.

When change comes "you'll be saying: 'We followed the revolution, we completed it but nobody knows about us.' Because you'll be uneducated", he said.

"We are educating people now. You boys can run around and disorganise the schools but if you study privately at night and read – I'm waiting."



Education so important

Sowetan 12/6/89.

Black youth had an inalienable right to air their political ideals, but this should not replace the thirst for decent education, the senior specialist in the orthopaedic department at Medunsa, Dr Eric Neluheni, said at the weekend.

Addressing a graduation function for a Soweto teacher, Mr Robert Tshabuse, pictured above with his wife, Neluheni said "all proud people must have political ideals. Liberation and education must go hand in hand.

The six — Angola, Botswana, Mozambique, Tanzania, Zambia and Zimbabwe — suggested that the EC should not renew South African loans and should start

great influence in South Africa, namely those in Europe and North America," Mr Mwananshiku said.

Spanish Foreign Minister Mr

that this extension might further hinder the creation of the climate necessary for a solution to the problems of South Africa," it said. — Sapa Reuter

Separate schools for free settlement areas — NP

Sta Times 13/6/89 (50)

Political Staff

THE government's viewpoint is that the existing policy of separate education should also apply in free settlement areas, according to the Minister of Education and Development Aid, Dr Gerrit Viljoen.

"However, I believe that strongly-subsidised private schools will probably become the preferred model for these areas," he said in the latest issue of

Leadership. He also confirmed his strong support for separate education and that should remain separate for the foreseeable future.

Asked why this was the case, Dr Viljoen replied: "Well, as far as the white community is concerned, it is the wish of the voters — very strongly so, and with great conviction.

"But, I think, if one now comes with the idea of Minister De

Klerk and Minister Heunis of a more flexible definition of groups, there may be groups who may wish to open up their education, as they may want to make their residential areas more open and more flexible.

"And the old approach that the same pattern must always be applied unchanged to everybody is certainly something that will receive a lot of attention in the negotiations for a new constitutional dispensation."

Building of schools in urban areas was frozen and this led to overcrowding.

1976 and the waves of discontent

Sowetan 14/6/89

50

FOCUS

THE 1976 unrest was sparked off by government policy on the use of Afrikaans as a medium of instruction in black schools. But that cannot be viewed in isolation from events that followed the Sharpeville massacre of March 21, 1960. Here, Sam Mabe gives an overview of the political climate in South Africa after Sharpeville and on the eve of the Soweto unrest in the second part of a series on events leading to the June 16 unrest.

FROM the late 60s to the middle of the 70s, a number of things happened which helped heat the political climate for unrest.

In 1971, Bantu Administration Boards were set up to take over the enforcement of influx control laws from white local authorities. For Soweto this meant the loss of a R2 million subsidy from the Johannesburg municipality.

To make up for this, house rentals were increased, children over the age of 18 who stayed with their parents were made to pay lodgers' fees.

Tense

As no houses were being built and the provision of services was deteriorating, tensions rose in the townships.

The administration boards spent the money they made from house rentals and beer sales to build townships such as Garankuwa, Mabopane, Mdantsane, Kabokweni and Pampierstad at bantustan boundaries.

All urban blacks were destined to go eventually to bantustans, where they could exercise their political rights. This was also in pursuit of a decision that no family housing would be provided for urban blacks if they worked within commuting distance of a bantustan.

The labour bureaux created to control the movement of blacks between towns and reserves led to a sharp increase in the prison population as more people got arrested for pass offences.

It was around the late 60s that discontent with government policy on university education brought black students together once again to address their common problems. Signs of political revolt started showing among them.

Leaders

Disenchanted with the leadership of the white-dominated National Union of South African Students (Nusas), they broke away and formed the South African Students Organisation (Saso) in 1968.

Like the PAC after its formation in 1959, Saso was quick to catch the imagination of blacks.

After its inauguration in 1969, Saso resurrected political activity in the black community. It spearheaded Black Consciousness (BC) and became instrumental in spreading the BC philosophy. In 1971 the Black People's Convention (BPC) was formed as an umbrella body to cater for black political activity outside university.

At the time, the authorities thought the advent of BC was going to facilitate the implementation of the policy of separate development. Many white liberals who were not wholeheartedly opposed to apartheid thought it a blessing that blacks were on their own opting for a different version of apartheid.

But they were mistaken. Black Consciousness became not only a unifying force among blacks but it heightened the level of their political awareness. It played an important role in creating the political climate leading up to the Soweto uprising.

The Government passed the Homeland Citizenship Act (Act 26 of 1970) which stipulated that every African in the Republic who was not a citizen of a self-governing area would acquire citizenship of one or the other of the self-governing areas.

If you have relatives in a particular area or identified yourself with people in an area by virtue of language or cultural background, you automatically qualified for citizenship of that area.

This created insecurity among blacks who had no ties with bantustans and who dreaded the idea of having to be forced to start a new life there.

The building of schools in the urban areas had been frozen and that resulted in a sharp increase in pupil enrolment in the few existing schools.

Neglect

There was overcrowding and the general conditions in most schools started deteriorating because of government neglect and cutbacks in expenditure on education.

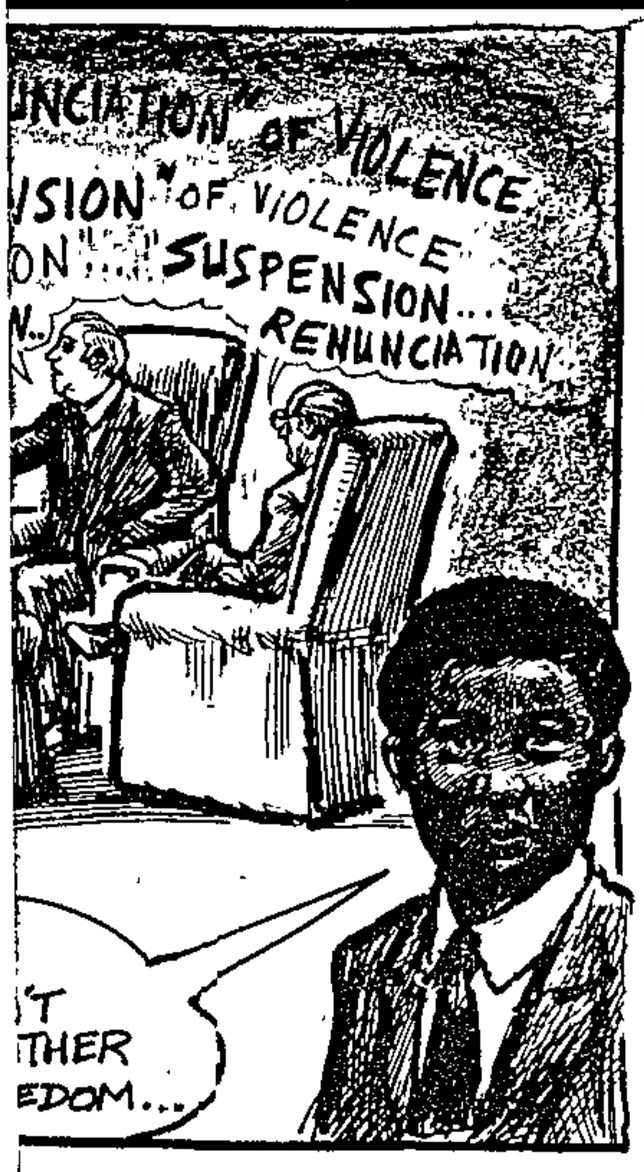
There were thousands of other youths who did not attend school because they were not prepared or could not afford to go to boarding schools in the bantustans. Most of them wandered in the streets with nothing to do.

Matric and Junior Certificate results were getting poorer in urban areas and better in the rural areas. There was a feeling among blacks that exam results were rigged to make bantustan schools more attractive.

Economic forces also came into play. There was a massive rise in the price of oil in 1973, followed by a sharp decrease in the price of gold around 1974 and 1975. South Africa entered a recession. Many workers were laid off and unemployment figures rose sharply.

There were too many people out in the streets — unemployed workers and youth not attending school. This was a recipe for a crisis. Labour unrest broke in Durban from around 1973 to 1976.

The collapse of Portuguese authority in Angola and Mozambique in 1974 raised the hopes of many blacks that things could change in South Africa too. Blacks started becoming more assertive in their demands for political rights.



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Library must be 'window to the world'

Star 14/6/89

By Shehnaaz Bulbulia

Gone are the days when severe, bespectacled and dowdily dressed women handed out books on loan.

Today's librarians are more dynamic, aiming to make the library more accountable to the community, says an international academic.

Whether a library is situated in a tiny town, ghetto or city, it should be the window to the world, says Dr Darlene Weingang, associate professor at the School of Library and Information Studies, University of Wisconsin-Madison, USA.

Professor Weingang visited this country recently to lecture on public libraries and a changing role based on developments in the United States.

She also focussed on womenpower and leadership and, on the administrative side, marketing and planning.

"Eighty-five percent of librarians in the United States are women, but men occupy the top-level management positions. In South Africa, the figure for the Witwatersrand area indicates that fewer women fill the top positions," says Professor Weingang.

Women need to take risks and assume control, be it in the library or in politics, but this means maintaining professional optimum.

The importance of continual professional education into the 21st century with an informed and information-rich population is vital.

To achieve this, she says, librarians should constantly update their knowledge and "libraries should move away from being Third World institutions".

Public libraries emerged as a result of people getting together to share books, says Professor Weingang.

"We have come a long way, but we've still a long way to go. Historically, libraries were the storehouses of knowledge, but it is insufficient to collect knowledge. Knowledge should be passed on."

To put this idea into practice, Professor Weingang says, librarians should find out the community's needs.

The information profession is important because it sells a commodity which is in demand but that information has to be speedily available.

"More than 90 percent of all scientists who have ever lived are alive today, so it indicates the demand for up-to-date information," Professor Weingang says.

To convert libraries into easy access points, libraries should move towards a more "technological-based system" rather than "people-based".

"This does not mean that we should do away with librarians, instead it means that libraries would have to cater to the changing socio-developements.

"For example, today's children are quite comfortable using computers and libraries should have those facilities."

Libraries that are inadequately equipped could stunt a child's academic development, adds Professor Weingang.

"It could retard the potential of all communities to develop on an equal footing with the more privileged communities."

B/Day 16/6/87 (50)

Unions 'a major source of power'

TIM COHEN

EDUCATIONAL disadvantage and economic exclusion were the central issues of contemporary SA politics and would continue to be so for many years, Urban Foundation chairman Jan Steyn said in New York yesterday.

In an address to the Carnegie Council on Ethics and International Affairs, a copy of which was released in Johannesburg, Steyn said black trade unions had been much more stable than political organisations in the last five years, and the biggest unions were now very powerful indeed.

● STEYN

"A representative of a leading mining house recently remarked in public that the fate of his corporation was as much dependent upon the National Union of Mineworkers as upon that of management or the shareholders."

But the other major source of power for blacks — the ownership of productive assets — was not anything like as encouraging. The black share of productive assets was pitifully small, but a number of tendencies already existed that would tend to affect the present situation beneficially.

Urbanisation was rapidly creating a much bigger and more concentrated market.

"Small black entrepreneurship is growing rapidly and becoming much more visible. The principal constraints to further progress are the lack of technical and management skills and the difficulties of financing.

"The SA education system is grossly deficient in technical and management training. The reasons are deep-rooted

"One is a poorly trained stock of teachers whose capacity to participate in innovative programmes is limited.

"Another is a persistent 'academic' bias amoung parents and pupils."

The difficulty in financing black entrepreneurial development were twofold, firstly how to grant and collect repayments on the loan without incurring administrative expenses; and secondly, how to make loans against assets that were not conventionally regarded as colateral or against no assets at all.

"We need to be flexible in our approach to the future. No single strategy can succeed to resolve the complex issues that we face.

"What I am sure of is that economic ruin will inevitably be followed by the construction of a new authoritarian political system with no guarantee of real development of people," he said.

Straw that broke the camel's back

Sowetan 15/6/89 (50)

BY the beginning of 1976, blacks had taken too many blows from the Government. The straw that broke the camel's back was the introduction of Afrikaans as a medium of instruction in secondary schools.

FOCUS

THE 1976 unrest was sparked off by government policy on the use of Afrikaans as a medium of instruction in black schools. But that cannot be viewed in isolation from events that followed the Sharpeville massacre of March 21, 1960. Here, Sam Mabe gives an overview of the political climate in South Africa after Sharpeville and on the eve of the Soweto unrest in the second unrest in the third part of a series on events leading to the June 16 unrest.

Most blacks regarded Afrikaans as the oppressor's language. And while they were still unhappy to have it as a subject, having it as a medium of instruction was inconceivable. Also, there were no teachers who were sufficiently proficient in the use of the language.

Parents and pupils held meetings to object to the ruling. But the authorities would not listen

Conservative Party leader Dr Andries Treurnicht, the then deputy Minister of Bantu Education, said whites were paying for black education and were therefore entitled to decide on matters affecting it

On June 16 pupils met at Naledi High School and decided on a peaceful demonstration against Afrikaans. As on March 21 1960 in Sharpeville, police overreacted in trying to break the march and killed Hector Petersen.

Hell

Then hell broke loose. The Government had started what took more than a year to finish and cost the country millions of rand in damage to property. But, worst of all, an estimated 575 lives were lost, 2 500 people were injured and hundreds others fled into exile.

The Government cracked down on political activists and was more ruthless than it had been after Sharpeville. Opposition was also greater as this time the police faced children who seemed more courageous than their parents had been. The decision to drop the ruling that Afrikaans be used as a medium of instruction did nothing to appease the youth.

Schooling was disrupted as children fled from police who were searching for student leaders. Work stayaways were called a few times. Rent increases, some of them as little as R1, helped to fan the fires of unrest.

Banned

In September 1977 Steve Biko, christened the father of Black Consciousness, was killed in prison. A month later, on October 19, 18 organisations, mostly BC, were banned.

These included two newspapers, *The World* and *Weekend World*.

Many community and political leaders were banned and detained without trial

Crushing

Within a few months, however, blacks regrouped and in 1978 Azapo was formed. During the first three to four years of its existence Azapo became the primary political organisation inside the country. But white media hostility, detentions and the banning of its leadership minimised its effectiveness to a great extent.

The face of black politics had changed. Crushing black opposition as happened after Sharpeville was not easy as more and more blacks were prepared to pay the price for their political convictions

The Cillie Commission, set up to investigate the causes of the unrest, blamed agitators. A marathon secret trial held in Bethal ended with 18 members of the PAC, including its president, Mr Zephania Mothopeng, being found guilty after they were blamed for, among other things, causing the 1976 unrest

A number of reforms were introduced in the years that followed the unrest The Urban Foundation was formed to improve the quality of housing in the townships The 99-year-leasehold system was introduced in 1978 and the Riekert and Wiehahn commissions investigated labour relations and manpower utilisation.

Their recommendations resulted, among other things, in the legalisation of black trade unions. Pass laws have since been scrapped and the permanency of blacks in urban areas seems to have been accepted by the Government

Government expenditure on education increased, more schools were built and there were some changes to the school curriculum But none of the changes introduced has come anywhere near meeting the demands of pupils

The Government is still spending about R700 on a black child and R3 000 on a white child The situation in most schools is still chaotic Most schools are still overcrowded and teachers are overworked as they have to teach in 42 periods in one week with no time in-between to prepare for lessons

Worse

The situation seems destined to get worse as less money is going to be spent on black education National Education Minister Mr F W de Klerk announced recently that education was in a "tight spot" and that the Government could no longer meet the cost of upgrading black education

The Government's 10-year plan aimed at bringing the standard of black education on a par with that of whites seems to have fallen flat

But in most schools the Government seems more preoccupied with security than with education

The allocation of its funds bears witness to this About a week ago, barracks to house between 800 and 1 500 policemen that cost the Government R11,8 million were opened in Soweto.

Political comment in this issue by Aggrey Klaaste and Joe Thloloe. Sub-editing, headlines and posters by Sydney Matlhaku All of 61 Commando Road, Industria West, Johannesburg.

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The Government cracked down on political activists and was more ruthless than it had been after Sharpeville. Opposition was also greater as this time the police faced children who seemed more courageous than their parents had been. The decision to drop the ruling that Afrikaans be used as a medium of instruction did nothing to appease the youth

FOCUS

THE 1976 unrest was sparked off by government policy on the use of Afrikaans as a medium of instruction in black schools. But that cannot be viewed in isolation from events that followed the Sharpeville massacre of March 21, 1960. Here, Sam Mabe gives an overview of the political climate in South Africa after Sharpeville and on the eve of the Soweto unrest in the second unrest in the third part of a series on events leading to the June 16 unrest.

Schooling was disrupted as children fled from police who were searching for student leaders. Work stayaways were called a few times. Rent increases, some of them as little as R1, helped to fan the fires of unrest.

Banned

In September 1977 Steve Biko, christened the father of Black Consciousness, was killed in prison. A month later, on October 19, 18 organisations, mostly BC, were banned. These included two newspapers, *The World* and *Weekend World*.

Many community and political leaders were banned and detained without trial.

Crushing

Within a few months, however, blacks regrouped and in 1978 Azapo was formed. During the first three to four years of its existence Azapo became the primary political organisation inside the country. But white media hostility, detentions and the banning of its leadership minimised its effectiveness to a great extent.

The face of black politics had changed. Crushing black opposition as happened after Sharpeville was not easy as more and more blacks were prepared to pay the price for their political convictions.

The Cillie Commission, set up to investigate the causes of the unrest, blamed agitators. A marathon secret trial held in Bethal ended with 18 members of the PAC, including its president, Mr Zephania Mothopeng, being found guilty after they were blamed for, among other things, causing the 1976 unrest.

A number of reforms were introduced in the years that followed the unrest. The Urban Foundation was formed to improve the quality of housing in the townships. The 99-year-leasehold system was introduced in 1978 and the Riekert and Wiehahn commissions investigated labour relations and manpower utilisation.

Their recommendations resulted, among other things, in the legalisation of black trade unions. Pass laws have since been scrapped and the permanency of blacks in urban areas seems to have been accepted by the Government.

Government expenditure on education increased, more schools were built and there were some changes to the school curriculum But none of the changes introduced has come anywhere near meeting the demands of pupils.

The Government is still spending about R700 on a black child and R3 000 on a white child The situation in most schools is still chaotic. Most schools are still overcrowded and teachers are overworked as they have to teach in 42 periods in one week with no time in-between to prepare for lessons.

Worse

The situation seems destined to get worse as less money is going to be spent on black education National Education Minister Mr F W de Klerk announced recently that education was in a "tight spot" and that the Government could no longer meet the cost of upgrading black education.

The Government's 10-year plan aimed at bringing the standard of black education on a par with that of whites seems to have fallen flat.

But in most schools the Government seems more preoccupied with security than with education

The allocation of its funds bears witness to this. About a week ago, barracks to house between 800 and 1 500 policemen that cost the Government R11,8 million were opened in Soweto.

Political comment in this issue by Aggrey Klaaste and Joe Thloloe. Sub-editing, headlines and posters by Sydney Matlhaku. All at 61 Commando Road, Industria West, Johannesburg.

• Write to the Editor at PO Box 6663, Johannesburg 2000. Nom-de-plumes can be used, but full names and addresses should be supplied or the letter will not be published.

SA's education crisis not restricted to blacks

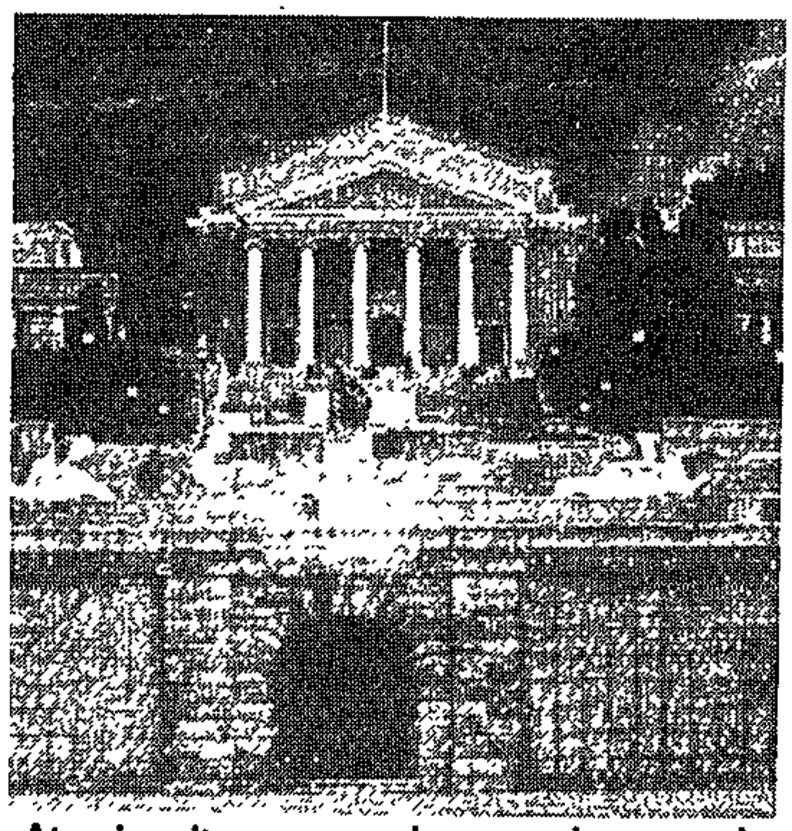
Star 16/8/87

(50)

In educational terms South Africa is an underdeveloped country, with the school system suffering from years of ideological neglect, segregation and lack of resources, argue the authors of an article in the latest issue of *Optima* magazine. Education reporter **SUE VALENTINE** reports.

In white schools the academically biased and Eurocentric syllabuses, closed cultural circuits and authoritarian teaching methods have become a problem.

In black schools some of the most negative results of the system are the loss of self-respect, tolerance, teachers' morale and the pupils' will to learn.



At university many students need to attend bridging courses because of their lack of preparation for the new environment. About half those who attend are white.

While the proportion of university students among white South Africans is higher than the proportion of students in most countries, South Africa suffers from a low general level of education with an adult illiteracy rate of 50 percent.

These features, along with the absence of free, compulsory education for the majority of the population, are some of the many aspects of the crisis in white and black education systems highlighted in an article by Ms Jane Hofmeyr and Mr Rod Spence, published in a recent edition of *Optima* magazine.

They challenge the notion held by many whites that the "education crisis" is over, pointing out that in a large number of urban black schools very little education takes place.

Education at such schools is still disrupted and recently they have become the target of looters and disaffected youth.

In educational terms South Africa is an underdeveloped country, subject to all the forces and pressures that characterise other developing nations.

There is a general shortage of resources — human, financial and material — and those that are available will not be sufficient to meet the challenges of the future, implying in turn, the need for priorities to be established.

The education system from which the country's economic, social and political needs must be met "is characterised by centralised, authoritarian control, separate education for different population groups, a vast bureaucracy and a multiplicity of education departments.

"Decades of segregation, ideological neglect and rising pupil numbers have resulted in huge backlogs of provision and gross inequalities between the white and black systems."

According to the article, despite considerable improvements recently such as increased financing, lower teacher-pupil ratios and better qualified teachers, black education has continued to decline.

Self-respect

The authors stress that while the material deprivation will be difficult to reverse, some of the most negative effects are found in intangible areas, "in loss of self-respect, tolerance, teachers' morale and students' will to learn".

The search for relevance and legitimacy in education has prompted a large alternative education movement, particularly "People's Education for People's Power", which looks forward to a non-racial, unitary, democratic South Africa with an education suited to this ideal.

Ms Hofmeyr and Mr Spence argue that while the impetus for participation in and control over education is growing in black communities, the Government has shown its determination to maintain control over the schools.

There is also a growing need for adult education opportunities, as well as for the increasing number of "street children" who have dropped out of school, failed, rejected the system or cannot find employment.

However, all is not well in white schools either, where, the authors suggest the segregated system of education is increasingly irrelevant

For more than 10 years educationists have complained that the matriculation certificate has been devalued.

"With its academically-biased, Eurocentric syllabuses, closed cultural circuits and authoritarian teaching methods, white schooling has become problematic to tertiary educators, employers and those who share a vision of a common, non-racial society."

Attempts are being made at universities and in the private sector to support disadvantaged students and to bridge the gap.

Bridging courses and academic support programmes (ASP) have not only been confined to black students. Forty to 50 percent of students in courses run by ASP are white. Their presence indicates their lack of preparation for university study.

Bias

While there have been some successes, many problems have also come to light. Competence in the English language, student involvement in identifying their own strengths and weaknesses, the validity of matriculation results and the need for reliable cognitive tests sensitive to cultural bias are among the many issues still needing to be resolved.

Nevertheless, this field of education is one which is being pursued and researched and forms a rich source of experience for the "open" universities — Wits, Cape Town, Durban and Rhodes — concerned with equipping students so that they can make a contribution to South Africa's future.

PEOPLE AT THE TOP ARE ON THE MOVE — SEE PAGE 15

APPOINTMENTS

MANPOWER MIRROR by ROBYN CHALMERS

PAGES AND PAGES OF THE BEST JOBS IN SOUTH AFRICA

CSIR arm tackles the skills shortage

S/Times 18/6/89 (50)

THE standard of science and technology today will determine the quality of life in South Africa tomorrow, says Foundation for Research Development group executive Rein Arndt.

FRD is one of the two operational group activities of CSIR My interview with Dr Arndt and the tour of the new FRD headquarters in Pretoria were both illuminating, and a little disturbing

Disturbing because I have seldom come across such a convincing argument for the desperate position SA will face if it does not reassess its educational priorities

I do not wish to undermine the severity of the situation, but the skills shortage is becoming a tired subject Therefore, Dr Arndt makes great sense when

Rein Arndt selective training the key to shortage

he stresses the importance of appropriate, even selective, training.

Author Anastassios Pouris says in his book Hidden Crisis that by world standards, SA has a small number of scientists and engineers for every million people

North America is the highest with 126,2, Israel next with 87,3. Europe, excluding the USSR, has 48,6 and SA only 16,6. Although I do not intend making the mistake of comparing a predominantly Third World country with developed nations, the figures are pertinant because they show how far SA has to go if it wishes to compete fully on an international level.

Government figures show that in 1986, 5% of graduates received degrees in engineering, 11% in natural sciences (chemistry, zoology, etc), 2% in mathematics and 82% in other subjects.

The figures also disclose that of the 150 000 blacks who matriculated in 1987, 25 000 gained university entrance standard and 500 had mathematics as a subject.

Dr Arndt says although the shortage of skills has been identified, nobody can define the existing manpower needs in certain areas

"FRD is determining those needs. It is obvious that we have a shortage in science and technology because of the mismatch of jobs and skills.

"We realise that to limit the loss of manpower potential in these two areas, promising candidates have to be identified and encouraged at an early age.

"We will grant bursaries from 1990 to undergraduates concentrating on fields of study where we believe SA lacks manpower.

In addition, FRD has launched a Manpower Provision Action programme to investigate problems in science teaching in schools We will take steps to make pupils more aware of career opportunities in science and technology The programme will also identify promising candidates for study in these fields.

He says a large percentage of SA's population is becoming involved in the service industry, which has to have a strong manufacturing industry to survive This in turn relies on a solid technician base, headed by scientific leadership and managed by creative thinkers.

"The economy unites a nation far more than politics In order to interest our blacks in science and technology, we have to show them a positive alternative — a route out of poverty"

Dr Arndt believes a slightly unconventional method of education could surpass the physical problems of appropriate education in mathematics and science The first step is to identify existing teachers of excellence in mathematics and science.

The theory is that good teachers attract the best pupils The two come into contact by either moving the teachers to the children or vice versa, or by educating children through video programmes. The teachers will monitor their progress

"To do this we need the involvement of industry at all levels Industry cannot help only by identifying the teachers, it can make career opportunities clearer, provide financing for these alternative educational methods, and can monitor the end product.

"On an informal level, industry should become more appreciative of outputs than inputs — SA as a whole is too reliant on qualifications and ignores performance."

Productivity is, of course, an issue. Dr Arndt says one of the main reasons for the manpower shortage is the state of SA's economy This can be resolved only by increasing productivity in manufacturing

"People in this field are often not effectively trained at a higher level SA's productivity rate is among the lowest in the developed world.

"If we can eliminate the shortages, which we can, and increase our productivity rate dramatically, I believe SA can become one of the strongest industrial nations in the world"

Black pupils in South Africa: Destined to be hewers of wood and drawers of water?

Sowetan 19/6/89 (50)

Education, or training?

FOCUS

THE 1976 unrest was sparked off by government policy on the use of Afrikaans as a medium of instruction in black schools. But that cannot be viewed in isolation from events that followed the Sharpeville massacre of March 21, 1960. Here, Sam Mabe gives an overview of the political climate in South Africa after Sharpeville and on the eve of the Soweto unrest in the second unrest in the third part of a series on events leading to the June 16 unrest.

EDUCATIONAL institutions in South Africa have over the past 13 years been turned into sites of struggle in which authorities have been challenged to change the education system.

What has changed so far is the name of the education department. The school curriculum, teaching methods and values inculcated in the minds of pupils have not changed significantly to meet current demands. The system is still rejected as inferior and irrelevent.

The Government sees the main function of schools as reflecting the society it serves as it is, and to convey the accumulated values and wisdom of that society without challenging them.

But on the other hand, very little seems to have been done in identifying the weaknesses inherent in the Bantu Education system and in proposing viable solutions, except for dismissing it as an irrelevant system that turns its recipients into drawers of water and hewers of wood.

In some cases, detentions and bannings of those involved in bodies such as the National Education Crisis Committee have thwarted attempts to address education problems.

It would seem, however, that for as long as black education is not applied to real life situations, it will not pass the relevancy test.

Education is expected to equip the learner with knowledge and skills required to help conquer or deal effectively with the challenges of life and of the environment in which the living environment. It must also equip him with the capacity for taking independent decisions, identifying and solving problems and providing for his material, spiritual and intellectual needs.

But black children study to pass examinations. After many years at school, they emerge with certificates showing the number of subjects they have passed and the symbols they acquired.

But the school subjects and the learning methods applied do not prepare them for life after school.

Memory

Pupils are forced to memorise everything they are taught and at exam time, they are expected to regurgitate everything as it was sold them without sharing the process of thought. Judge Poster has

discipline which often takes the form of corporal punishment. A good pupil is expected to obey orders and not make decisions nor question the whys and wherefores of what is taught.

Historically, the teacher is regarded as an omnipotent abd infallible demigod whose teachings can only be questioned by "disrespectful" and "cheeky" pupils.

Orders

A culture of silence is inculcated through the use of monitors or prefects to spy against those who speak during lessons or study periods. Questions, even if meant to seek clarity on specific issues, are seen as a challenge to the wisdom or authority of the teacher who at times might be embarrassed by the fact that he is not sufficiently knowledgeable to answer the questions

As this method of teaching discourages initiative, logical thinking and analysis of subjects, pupils leave school as trained rather

punish misbehaving or "stupid" pupils has also had negative effects. Instead of teaching children self-discipline, children are disciplined through the use of the stick.

The stick introduces at an early age in the mind of a child the belief that as a worker he will not be capable of self-management or creativity and that he can only work under constant supervision or coercion or threat of dismissal.

The use of manual labour as punishment not only violates the conception of the dignity of labour, but it entrenches a negative attitude towards manual work. Many youths would rather roam the streets without jobs rather than become engineers, electricians, plumbers, welders or motor mechanics.

Hence, there are very few technicians in the black community because blacks do not want to dirty their hands in the various trades that are now open to them.

Attitudes

Growing up with a negative attitude towards manual labour and having cultivated white collar ambitions, pupils leave school with high expectations which are often shattered when they realise that desperately to keep a

Red Cross workers strike

No-confidence vote passed on director

By SAMKELO KUMALO

THE majority of the members of the Johannesburg branch of the South African Red Cross Society went on strike this week following the dismissal of one of its members a few days ago.

According to reliable sources, only one black worker is believed to have been reporting for duty since the strike was initiated on Monday.

Following the dismissal of Bongani Khumalo, Southern Transvaal's assistant regional director this week, workers decided to picket the regional headquarters in De Villiers Street and the national head office in Jeppe Street, demanding Khumalo's unconditional re-instatement.

Due to a lack of response to the workers' demands, they then submitted a memorandum to the head of the International Red Cross Committee and a Red Crescent delegation in Pretoria on Tuesday.

Meanwhile, the long awaited meeting with regional director Neil Ross – at which Khumalo was supposed to publicly state his case – ended with the staff passing a vote of no confidence in Ross, who did not arrive.

The staff stressed their determination to continue with the strike until Khumalo was re-instated.

On Friday Ross wrote his striking staff a letter (right), stating that if they do not resume their duties tomorrow at 8am he w[illegible]

orders without asking why, who will do as told and often only when and as told. They will accept the powers that oppress them as an inevitable and unchallengeable part of life.

The use of the stick and manual labour to

Those with good memories are certificated and those with poor memories are condemned as stupid.

At school absolute obedience, subordination and passive and conforming attitudes are nurtured through the administration of strict

proached for comment on the events he said: "Khumalo remains expelled and there is no other action which we can take in re-instating him.

"If he feels he was unfairly dismissed, he must then use the channels that are available to him and he is aware of what he should do."

W[illegible]

repared to reveal anything further.

"The letter of his dismissal has already been sent to him by registered mail and he should receive it shortly."

Ross said he was aware of the memorandum that the Red Cross workers handed in Pretoria on Tuesday week, but he was not aware of its contents.

He rejected Khumalo's allegations that racism was rife in the organisation and said it was not true that facilities like ambulances were "racially distributed".

Khumalo last week refused to accept the dismissal letter when it was handed to him by Ross, claiming that Ross did not follow the organisation's procedures and was not competent to fire him.

According to Khumalo only the regional chairman and the executive have the power to hire or fire either the director or his assistant.

The strikers have resolved to continue the action and to consider further ac-

[illegible]

tents and threats contained in the letter and issued a warning of tragic conse-

THE SOUTH AFRICAN RED CROSS SOCIETY
(Southern Transvaal Region)

TO: REGIONAL OFFICE STAFF, COMMUNITY ORGANISERS & BRANCH SECRETARIES

12th May 1989

Dear Staffmember

Th[illegible]

s of the last few days have caused me much distress. Not because of nal attacks on me, because I know them to be untrue, but for one ly. Sight has been lost of the sole purpose of our existence - the n of suffering and the provision of care and protection to those in e are the people who have and will suffer as a result of the current We must all recognise that the Red Cross, its ideals, principles , and the South African Red Cross Society itself are more important dividual or group of individuals.

that this Region has committed itself to the extension of its all communities in the Region and that we have, with the help of pendent consultants, re-examined our mission and objectives. We on, and the Regional Council has approved of, a new direction for We will now be concentrating our energies on those areas that are rd with the mandate, ideals and principles of the Red Cross and Movement. We face an enormous challenge to fulfill these new [illegible]als and we cannot afford to have our energies diverted, or we will fail and it will not be us who ultimately suffer.

I will continue to work with all employees and members of the Red Cross in the Region, towards the progress and improvement of the SA Red Cross in this Region and towards the fulfillment of the declared objectives of the Region. We will continue to create the the opportunities and channels neccessary to develop and implement plans and strategies for this purpose. Any concrete and constructive proposals, within the limitations of our resources, have been and will always be welcome.

For this reason, we cannot allow the current work stoppage to continue any longer. Unless those involved return to work at 8.00 am (08h00) on Monday, 15 May 1989, we will be forced to consider disciplinary steps against them. Ultimately this may lead to their dismissal, though that is something we would prefer to avoid.

We have not, and do not intend, to victimise anybody for any reason whatsoever. Furthermore if those involved return to work as requested no disciplinary action will be taken against them. Obviously no staff will be paid for any time not worked.

I expect that each member of staff declares his or her loyalty to the South African Red Cross Society and commits him or herself to working, through the channels of the Society, for the progress and improvement of the Society and the ideals, principles and mandate of the Red Cross and Red Crescent Movement.

Let us please focus our attention on the sole reason for our existence as a Red Cross Society - the practical and compassionate alleviation of human suffering.

Yours Sincerely

NS ROSS
REGIONAL DIRECTOR
/nsr

Unless those involved return at 8am on Monday, May 15, 1989, we will

Centre geared microchip era

Star 19/6/89

(50)

By Sue Valentine,
Education Reporter

The importance of education to equip students for a future which will be regulated by the microchip was an important reason why the Gold Fields Centre for Educational Technology was established at Unisa, the chairman and chief executive of the sponsoring company said at the weekend.

Speaking at the opening of the centre, Mr Robin Plumbridge said it was essential that technical laboratories were founded so that students could become more technically literate.

"If the eduation system of South Africa is the mirror of our society, it presents a sorry picture of the present. Planning already done for the future becomes an anachronism."

Mr Plumbridge said millions had been spent entrenching the present dated system when economists, politicians and educators should be concentrating on the future and devising strategies to cope with its demands.

The centre will advise on media-selection, planning, the optimal use of multi-media packages and new developments in communication methods and techniques.

Learning trouble show

STAR 22/6/89 (50)

Education Reporter

People interested in finding out what education facilities and career opportunities are available for children with learning disabilities can meet the specialists on Saturday June 24 at Woolworths Court, Eastgate.

The co-ordinator, the Forest Town Parent-Teachers Association, is keen to encourage the private sector to create opportunities for people with learning disabilities.

Exhibitors include 28 special schools, institutions and associations throughout the PWV area.

The exhibition opens at 9 am and closes at 5 pm. For further information, contact Mrs Kathy Barrable at 53-6968 (w) and 53-5905 (h).

Uphill battle for 'people's education'


Van den Heever

Teachers committed to alternative education in South Africa, still have an uphill struggle, says high school principal and Cape Teachers Professional Association deputy-president, Randall van den Heever: South 22-28/6/89

THE challenge of people's education in the 80s is the challenge for the establishment of a democratic system of government in the 90s, says educationist Randall van den Heever.

Speaking at the annual conference of the Cape Teachers' Professional Asociation (CTPA) in Upington this week, Van den Heever said teachers should not "kid" themselves that pursuing curricular innovation in the classroom meant that they were addressing the full problem confronting education in South Africa.

"If our students in the Cape are harassed, bullied, beaten and imprisoned because of their commitment to fundamental political change in this country, then it is an educational matter of very serious consequences for us as their teachers.

"If the head of a primary school pupil is chopped off in class in a ruthless act of retribution during the bloody conflict in the Pietermaritzburg area, it is an educational matter for teachers.

"If there is a development of growing militarisation in the Upington area with army helicopters hovering over primary schools during intervals, it is an educational matter which teachers have to address."

Vehemence

He said students had the right to question the morality of the society towards which education directed them, and teachers must stand by them and protect and nurture that right.

"We as teachers must examine with an open mind the underlying reasons to the ideological conflict in Natal, and if we see such a key negotiator in a possible settlement between the warring factions as Mr Archie Gumede, being restricted by the government at a critical stage of the peace initiative, we must have the courage of our convictions to condemn government for this grossly insensitive and oppressive measure.

"And as educators we cannot stoop to the same opportunistic levels as the government to simplistically and deviously attribute the Paballelo conflict to "black-on-black" violence. This is a classical case of blaming the victim.

"The tragedy which occurred in Paballelo must rest full square with the government whose policy of divide-and-rule backfired with disastrous consequences for them.

If teachers wished to remain credibly committed to the programme of people's education, they could not shun their broader community responsibility.

"The most notable initiative on the front of 'People's Education' in recent times, was conducted by the University of Essex which organised a 'Struggle for People's Education' conference in March this year at which several leading academics working both inside and outside South Africa met to discuss the present state of 'alternative' research.

Among the main points to emerge from the conference were that strategies would have to be devised on how to conduct the struggle for reforms in a manner which will produce both reforms and the intensification of opposition to the existing educational system.

"Because the loss of academic contact time during schools boycotts is a matter of serious concern to parents, the freedom movement has to plan an effective strategy to deal effectively with the loss of schooling during the next peak in mass resistance.

"A very interesting analysis was made about the present status of student politics.

The concern was expressed that students often viewed solidarity with their peers who oppose the authority of the educational institution in question (albeit legitimate authority) as synonymous with direct political opposition to the state.

"Questions about the accountability of students as well as their concept of 'democratic' procedures were also raised.

"All these questions were raised in a spirit of comradeship with students, and the outstanding role of students in liberation politics was appreciatively acknowledged."

He said concern was also expressed about the domination of the intellectual space in South Africa by white intellectuals.

"A call was made on the democratic movement to plan a strategy of intellectual empowerment of black academics.

"It was also suggested that research-funding organisations operative in South Africa should seriously take into account the relevance of research and the training of black academics."

Van den Heever said one of the main challenges of the alternative education concept had always been the fact that the state was still administratively in control of education and clearly determined not to allow alternative curriculum designs in their schools.

"We have to accept too, that the 'coloured' own affairs education authorities have even become more paranoid than the government itself about the so-called 'political evils' they see in the alternative education programme.

"The most disappointing reactionary feature, however, is the total insensitivity which many teachers develop to the alternative education concept in these times of enforced order' at schools.

He said many teachers were "back to their authoritarian ways" of bullying and intimidating pupils in class.

"It is not so much disappointing that there are teachers who prefer authoritarian control over democratic participation in school. The most alarming thing is that during times of turmoil and student activism at schools, most of these teachers would display supportive gestures to the demands for the democratisation of the decision-making structures at schools, and turn their backs on these principles as soon as 'order' is restored by the state."

He said there was a clear difference in the perception of the exam-orientated departmental officials on the one hand, and progressive educators in our classrooms on the other.

"It is becoming clearer by the day that the departments by means of their inspectors and subject advisers are determined to improve the embarrassing examination results from Sub A to Std 10 by any means possible, and totally regardless of universally-accepted principles.

"Matriculants are forced to enter exams on the Standard Grade merely on the basis of whether they will pass or fail in that particular subject.'

Encouraged

"The broader base that HG course will provide to a pupil who wants to go on to university, is not an acceptable argument to the department. The point of the matter is the state of matric results.

"Teachers are encouraged by subject advisers to teach only what is relevant to the examination. The teacher who can coach his pupils most successfully in exam technique is regarded as successful.

"Teachers who attempt to provide a 'full' education and stimulate creative and critical thinking in pupils often do not get results, because the school system is not geared for their kind of teaching. They therefore often fall into the category of 'poorer' teacher."

He said the department's policy with regard to prescribed textbooks was once again showing signs of stagnation, after a brief flickering introduction of more relevant texts.

"We must remember that the present relative calm at schools and universities is artificial and brought about by state repression as manifested in the state of emergency, the restriction of organisations and the detention of community leaders.

"Despite these repressive actions, the broader community has already been so effectively conscientised over the years that tried and tested mobilisation strategies are ready to run at a moment's notice."

Music library has been sane haven since 1914

(50)

Star 22/6/89

Stoep Talk

OLGA HOROWITZ

Filled with the sound of music is a library in Johannesburg which probably does a lot to help keep citizens sane.

The city's music and record libraries — with rooms a passage away from one another — have been a happy hangout for music lovers since 1914.

My haunt is the record section which lends out about 600 records a week from its wide repertoire of classics, all now in well-worn but still beautifully designed sleeves.

There are about 550 borrowers of scores a week in the other section.

This home of music is housed just over the road from The Star, in Elizabeth House, which coincidentally also houses another amenity, the "Liz" pub, a popular haunt of journalists.

Acoustics

Soon after the turn of the century the Johannesburg Public Library was pleased to give shelf room to books about music and musicians. In 1906 a reader asked for some standard works on acoustics and musical theory. The library obliged with two music dictionaries — Grove's and the Oxford History of Music. The library still has them — the latest editions of both.

In 1914 came a request for music scores with the hopeful thought: "Perhaps 10 years hence you'll also be stocking gramaphone records and music rolls for pianolos."

A year later came the first music scores ordered from abroad by the Library Committee. They were bound in 315 volumes.

In 1937 the Record Library received its first records — a set of double-sided discs recording the ceremony at the coronation of King Gorge VI, donated by J Langley Levy. This was a royal beginning. Came World War 2 and nothing was done until, in 1946, a Johannesburg librarian, Miss Speight, using her own equipment, held regular lunch-hour recitals of recorded music.

The music library of the Johannesburg City Orchestra was acquired in 1953.

By the way: If you stand around for a bit waiting for attention while the librarian gives specially close concentration to a telephone call, just be patient.

Star 22/6/89 (50)

Participants learn language at the same time

New literacy course totally unconventional

By Sue Valentine

Flying in the face of convention which says literacy training must be done in the vernacular, a language training institute in Johannesburg is successfully teaching language and literacy simultaneously.

Teaching them together, people don't have to learn in two separate and different stages, say the directors of Interman who have devised courses and materials relevant and adaptable to the needs of business and industry.

Literacy course

The language/literacy course, a precursor to the Job Orientated Language Training (JOLT) they have offered for some time, runs over a period of 60 hours.

"People who have never written with a pen in their lives before can make their first symbols after 12 hours of training.

" After 20 hours they are able to write their first words," says managing director Ms Ava Venter.

"At the end of 60 hours people who could not read or write are fluent in a vocabulary of 350 words in English or Afrikaans and can identify those words and understand them when written in short sentences.

"This is about the equivalent of a Standard One level."

Feedback from trainees shows how the course opens new horizons.

Confidence level

Not only can they read the safety signs on display in the workplace, identify labels and take on more responsible work, their confidence level is raised and they are able to participate in their environment

"To receive the full benefits, people should follow up their basic literacy training with the JOLT course," says Ms Venter.

"The value of being skilled in literacy training, as opposed to being a language teacher, makes it easier to identify problem areas people might experience when learning a new language."

Private schooling requires careful financial planning

W/E ARGUS 24/6/89 (50)

● Martin Spring is editor of Personal Finance Newsletter.

THE primary purpose of education is not supposed to be to prepare a child to gain material advantage in life.

The most-quoted objectives over the centuries have been "the formation of character", "to leave a man in the condition of continually asking questions" or acquiring "knowledge not of fact but of values".

Nevertheless, eventual material advantage for their children has become the principal motive of most parents in education. One reason is the clear financial benefit in life that the well-educated generally enjoy over the less-well-educated.

Another is the increasing technical complexity of our society, so that a boy or girl is unable to aspire to many careers without years of specialised preparation.

The South African educational system is largely free that is, paid for by taxpayers rather than parents — yet tens of thousands of parents consider it worthwhile paying heavy fees (up to R17 600 a year) for private education.

More than 10 percent of white pupils — about 93 000 — attend private schools, as do some 14 000 black, coloured and Indian children. The numbers every year.

Fees at senior schools range from the modest to the very expensive, though in special cases sub-economic fees are accepted from parents in financial difficulties.

However, the decision whether or not to opt for private education is not only related to financial circumstances, but also to parents' values. There are many arguments for and against. Briefly, here are a few of them.

FOR:

● Private schools are more innovative.

● Because they often have better teachers and smaller classes, they can give more attention to the individual pupil.

● They are exposed to a wider range of social experience because of the racial, cultural and geographical spread of pupils' origins.

● They inculcate more strongly the English liberal traditions.

● They give the right religious training.

● They produce better exam results.

● They provide the "right" social environment. They enable a child to make personal contacts of value in later life, in business and socially.

AGAINST:

● They are socially or religiously selective, so the child is exposed to a narrower range of social experience than at a government school.

● They breed snobbery.

● They are too "English", not enough "South African".

● There is no correlation between class size and education achievement, so the smaller average class size is irrelevant.

● They do not in fact achieve better academic results.

● They are undemocratic.

● They depend on the later advantage of the "old school tie", but we live in times when this means less and less.

If, having weighed up these arguments, you decide in favour of private schooling for your children, plan it carefully.

Compare the schools that it's pratical for your children to attend, according to their fees, academic and sporting records, laboratories, music room and other facilities, your impressions of children who already attend the schools, and what the parents of such children have to say about the schools.

Schools do not always insist on pupils being of the "right" religious denomination, and if that is not very important to you, you may find that the "wrong" denomination provides the "right" education in other respects.

Calculate carefully what it's all going to cost — probably around R6000 a year for tuition alone, double that for boarders.

If you have to withdraw your children in later years because of circumstances, it's better not to start them in private schools at all.

If you opt for State schools, you should still try to shape the course of your children's education. Some government schools are far better than others. Find out about these in the same way as if you were comparing private schools.

Despite the zoning system, which gives priority in admission to children living close to a school, many excellent State schools will accept pupils from outside their zones. Alternatively, it may be worthwhile your planning to move house to bring your children into the right zone.

Notwithstanding the mother-tongue rule, it is becoming easier for English families to enroll their children in Afrikaans schools, and those few who have done so often speak highly of the advantages that this provides in our multi-cultural country.

Government schools are largely free, although compulsory tuition fees were recently introduced. In addition, parents are expected to shell out for uniforms, parent-teacher association levies, and even exercise books.

There is no legal obligation to provide uniforms -- children may wear what they like to school providing it is clean and respectable. If you're not prepared to take cost-cutting that far, at least shop around when buying uniforms.

Danger of elitist learning

S/Times 25/6/89

(50)

Keep the Government out of labour relations and educationists out of education, says Anglo American group consultant of industrial relations and public affairs Bobby Godsell.

He was speaking at a seminar on labour issues in Namibia, addressing the question of how Namibia can learn from South Africa's manpower situation.

He said the first lesson Namibia could learn from SA was the importance of liberating labour relations from political control.

"The Rand Revolt of 1922 taught the Government two lessons — the limits of coercive control and the need for labour and manpower to cooperate. Those who are closest to the action should determine fair wages and conditions of employment, not bureaucrats or the Government."

Mr Godsell says the second important lesson to be learnt by Namibia is not to go the route of SA and educate people to be industrially illiterate and innumerate.

"State education is aimed at getting people into university, yet no more than one in five can usefully go. The system is run by professional educationists who teach what they themselves hold dear and produce professional people.

"The world of work does not rank high. The whole concept of education is wrong. Instead of producing only the critical thinker, we should rather educate the person to be useful in society in all senses — to be a critical thinker, but also to be economically useful.

"We have developed a profoundly elitist idea about education. Vocational and technical education has the connotation of people who can't quite make the grade."

Mr Godsell says the State has ignored the recommendations of the De Lange Commission into education, which advised against the present academic bias of the SA system.

He believes education should be privatised, and a closer relationship set up between parents and teachers.

One of the greatest areas of concern within this whole debate, which has raged for some time now, is that about 30 000 black matriculants are roaming the streets each year with no jobs.

These are the hard facts. There is obviously a wide gulf between what universities produce and what industry needs. This is what schools, technikons, universities and other educational bodies should be addressing.

Mr Godsell says surely, after 12 years of training, one can expect a student to have basic cognitive skills. The emphasis must be on producing a good citizen, who can be economically active.

Mrs Miriam Sofe is dedicated to her pupils

(50)

Mrs Miriam Sofe has dedicated her life to teaching farm children.

MANY teachers her age bask in the comfort of teaching inside warm classrooms in the townships but Mrs Miriam Sofe (32) gets fulfilled by dedicating her life to the children of farm workers.

By THEMBA MOLEFE

A disused barn on a farm at Rusoord, near Vaal Dam, is school for Sofe and her children. All the pupils from Sub A to Standard Five — share the dilapidated barn.

Sofe and a colleague teach the classes in turns. If she lectures to, say, the Standard One group, the rest of the school do written work or wait for their turn outside the barn.

Deprived

Sometimes the occasional sound of a bull's bellow drowns Sofe's voice as she teaches. But now she is used to it, she says.

After obtaining a Senior Primary Teacher's Certificate 10 years ago Sofe went directly to the farms.

"I did it out of choice. If I do not teach these deprived children who else will?" she says.

She smiles as she recalls asking one of her "urban" colleagues if she ever considered teaching on a farm.

"The woman regarded me with contempt and said that was the last thing she would do. When I probed further she bluntly told me she was not mentally retarded. I could only sympathise with her," Sofe says.

She says this kind of attitude does not help to improve the conditions at farm schools because very few qualified teachers volunteer to take up posts there.

Another saddening factor, Sofe says, is that many of the children start school very late in their lives because the farmers employ them and decide when they should go to school.

"Many of the children start school at the age of eight and in my school there are 18 and 19-year-olds in a Standard Five class," Sofe says.

Miriam Sofe is *Sowetan's* Woman of the Week

Her day begins at 4.30am when Sofe leaves her comfortable home in Sebokeng to travel for three hours by bus to Rusoord.

At that time many of her colleagues are still in bed in the townships.

It is the same bus which collects her pupils in the farming areas of Three Rivers and Meyerton.

Many cannot afford the bus fare and have to walk distances of up to 15 kilometres to the school, she says.

"The Department of Education and Training can do very little because the farms are private properties at which it has no jurisdiction at all," Sofe says.

She says the children do not have too many learning problems and are not retarded as many people seem to think.

"Their major problem is deprivation and isolation. I would be happy to see many people, even urban schools, visiting the farm schools. I think it would stimulate their minds and make them feel wanted."

Sofe recalls the day she took 50 of her pupils on a train ride.

"I have never seen people as excited as those children on that day. Many of them were seeing a train for the first time in their lives and even refused to use the seats and insisted on sitting on the floor. They enjoyed the ride despite their trepidation."

A mother of two, Sofe says she was not born on a farm but in Kagiso on the West Rand and spent her life in the townships.

Sofe said she would not stop teaching farm children.

"I belong here, not in the double-storey schools where teaching is synonymous with eating a sandwich. I mean, the struggle is also on the farms."

Non-racial school threatened with closure by council

Star 26/6/89 SO

A Roodepoort non-racial school for children with learning difficulties has been threatened with closure after complaints by a neighbour.

The director of the board of governors at St Elmo's school, Ms Moira Short, said: "We advertised last August that we would be opening a school on the premises and people had 28 days in which to lodge objections.

"Yet the Roodepoort City Council has allowed a complaint to be submitted five months later, in February this year."

Ms Short said the council had told them their premises were unsuitable and permission for them to run a school there was therefore refused. They have been given until the end of this year to vacate the building.

Ms Short said the facilities at the school complied with Transvaal Education Department regulations.

She added they would appeal against the decision.

"We don't intend to stay in this building for ever, but applications are pouring in and we just want time to get established."

Teachers indicted at UCT festival

ARGUS 27/6 81

By DENNIS CRUYWAGEN
Education Reporter

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OPPRESSED people were creating an anti-intellectual culture in a backlash resulting from apartheid and poor education, according to Mr Brian O'Connel, rector of the Athlone College of Education.

"And we, the teachers, stand indicted for allowing it to happen," he said while opening a Teachers' Cultural Festival at the University of Cape Town yesterday.

Teachers stood accused of uncritically teaching "uncritical syllabi".

"We must, through our cultural action for freedom, restore the credibility of intellectual labour," he said."

He said pupils had since 1976 "had to make their own sense of what was occurring and how to respond to it". Now teachers were discovering that the status of education had been devalued.

The pursuit of knowledge was deemed to be effort wasted in "bourgeois activity". Teachers had become alienated from the working class and were perceived as purveyors of values inimical to revolutionary interests.

There was also a growing belief that a new society would herald a new culture with new knowledge available to all who were oppressed.

This argument followed logically from the notion that present knowledge was meaningless in the fight for freedom and that the working class was being educated solely to provide labour in "this capitalist economy".

The festival pointed the way towards a People's Culture but it was not enough "to bring drums and dances to UCT".

Now is time to try to salvage education system

Star 27/6/89

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On June 16, Education Reporter Sue Valentine commented on an article in a recent edition of "Optima". The authors identified grave problems in black and in white education. Today **A MEMBER OF THE TRANSVAAL TEACHERS' ASSOCIATION** suggests that the time has come to move from the identification of problems to the sharing of short-term solutions and the search for long-term solutions.

Since December 1988 The Star has published regular columns highlighting the ever-increasing despondency about the future of our educational systems.

Traditions of excellence, involvement and commitment are threatened by materialism, ineptitude and misplaced ideology. Lectures, conferences and keynote addresses have identified the problems; the high roads and low roads, the crossroads and dirt roads, the dead ends and danger zones.

Now we wait, more in hope than in expectation, for direction from a to-be-elected government. Can we do anything more than wait? How close we already are to the moribund state of Waiting for Godot.

Vladimir: Well? What do we do?

Estragon: Don't let's do anything. It's safer.

Vladimir: Let's wait and see what he says.

Fortunately, there are thousands who are presently doing more than Waiting for Godot. Now is the hour for those men and women of vision and energy to meet, to share short-term solutions to common problems, to move towards long-term solutions for overwhelming questions.

The Transvaal Teachers' Association (TTA) plans a meeting of such people — businessmen, industrialists, community leaders, educationists (even politicians would be welcome).

There will be no theoretical lectures, no pontifications, no abstract ideological discussions (there have been enough of those). All who attend will have the opportunity to speak and to listen. The entire programme will consist of workshop sessions.

Can concerned South Africans salvage the educational system at this late hour? With the combined input of community leaders, parent bodies, commerce, industry and educationists a great deal can be achieved. Consider some possibilities.

Some white schools and colleges have already closed, others will follow. Surely these institutions could be used for academic support programmes, for bridging courses, for adult education, for technical education, or skills training? Could they become the pioneers of innovative, dynamic non-racial systems, rather than decaying institutions turned over to decaying civil servants? Community leaders must consult educationists.

Endangered species

South Africa produces 1 200 engineering graduates a year compared with 4 000 a year in Australia. Senior mathematics and science teachers are becoming an endangered species in high schools. Industrial giants compete for a shrinking pool of human resources. The creative use of graduated national servicemen is a short-term solution. A more flexible use of ex-teachers and trained scientists from industry is also possible. Industry and defence must join forces with education.

In secondary schools the formative, non-academic subjects (such as youth preparedness, moral preparedness, guidance, Bible education, physical education, classical music) absorb one lesson in every six. Are these courses meeting the needs of all communities? How could they be even more relevant and supportive? There is an urgent need for counselling, for follow-up systems, for individual attention. The lectures and theory are not enough. Time has to be created to deal with individual problems.

Social workers, psychologists and parent groups need to advise educationists.

In 1988 R2 500 was spent on each white pupil, R800 on each black pupil. This gap will have to be closed. What can be pruned from the white vine before pupil-teacher ratios increase? What are luxuries and what are necessities? Educational planners must listen to principals.

What can parent groups do to ensure an all-round education for their children? How can we ensure that "centres of excellence" survive? The Transvaal English Medium Parents Association will be speaking and listening.

There may be many misconceptions about this exercise in creative thinking, sharing and communication. It is not meant to undermine any initiative or replace any authority. It aims at harnessing the immense resources available, to use them to better effect for the good of all.

The leaders of our multiplicity of education departments should not feel threatened by this exercise. When one talks to people of different beliefs one does not necessarily endorse those beliefs; when one questions the validity of existing systems one does not necessarily show disloyalty to existing leaders.

This gathering does not undermine or replace the annual conference of TTA. That conference has to face the overwhelming question of achieving a relevant and just system of education in the 21st century.

This will be an occasion for people of vision to gather, to communicate and to share. Perhaps you have ideas or would like to be represented? TTA's address is PO Box 27822, Yeoville, 2143. The date is September 2. The venue is the Johannesburg College of Education.

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Fellowship offered at Harvard campus

A CHALLENGING and exciting opportunity exists for black South Africans now in the middle of their careers to improve their skills by winning a fellowship later this year to Harvard — one of the most prestigious universities in the United States.

By JOSHUA RABOROKO

The deputy director of the South African Institute of Race Relations, Mr Theo Coggin, says that applications can now be made by candidates who wish to study in the 1990/1991 academic year.

He emphasised that candidates should already have a proven record in their field of ability and a clear idea of how they would want to use their newly-acquired skills in South Africa, should they win a fellowship.

The Harvard/South African Fellowship Programme offers study for a year at Harvard and includes the payment and accommodation fees, a subsistence allowance, required books and a return air ticket. Coggin emphasised, however, that the fellowship did not allow for the support of family.

Generally speaking, those selected for fellowships have been in the age bracket 30—40, although there is no age restriction.

Application forms can be obtained from Harvard/South African Fellowship Programme, South African Institute of Race Relations, PO Box 32597, Braamfontein 2017. The closing date for applications is 30 September 1989.

Chem 2/7/89 (50)

From prison cell to head of new school

1976 rebel Seth Mazibuko comes of age

By SELLO SERIPE

THE solid walls of Robben Island prison and several spells in detention have failed to break Seth Mazibuko who is now the head of an independent school, Bophelo/Impilo Institute.

The school, which started in central Johannesburg in March, is the project of the Bophelo/Impilo Community Association, which started co-ordinating its activities under its present name in 1982.

The association was initiated by two concerned and energetic women, Anastasia Thula and Dr Ellen Khuzwayo.

Thirty-two-year-old Mazibuko is "father" to 200 students and heads a staff of 13 teachers and five part-time teachers.

There are 32 matric students who sit for their National Senior Certificate this year.

Mazibuko, of Diepkloof, Soweto, holds a degree in Business Administration from Unisa which he obtained after serving five years on Robben Island for sedition.

He also has a diploma in community development from Wits University.

The Bophelo/Impilo School is funded by the Canadian government, though students pay R85 a month.

"We have also approached a major transportation organisation for sponsorship," Mazibuko said.

Mazibuko praised his staff for the success of the school.

"When the school started, we had no money and teachers sometimes had to endure three months without pay," he said.

"Our students are exposed to integrated education. For example, we set tests based on current news and students have to do extensive research. We also offer French."

Mazibuko's involvement in community-based organisations dates back to the early 70's when he was a senior executive in the banned SA Students Movement.

Shortly before the Soweto riots in 1976 he was a member of the now-banned Black Community Programme.

When the government clamped down on 19 organisations and hundreds of activists in 1977, Mazibuko was also "picked up".

He was detained for 10 months under Section Six of the Terrorism Act – now called Section 29 of the Internal Security Act.

As the result, he was unable to write matric exams

Three months after his release, Mazibuko was detained in King Williams Town, and joined his 10 of his Soweto colleagues in a sedition trial o widely known as the "Soweto 11" trial.

The trial dragged on for 10 months and involved UDF national publicity secretary Murphy Morobe and activists Dan Montsisi and Sibongile Mkhabela.

At the end of the trial in 1978, Mazibuko and his 10 co-accused were found guilty and sentenced.

Mazibuko passed his matric on the island the following year.

He currently works for SA Institute of Youth Community Projects and the SA Council of Churches.

Besides his job, Mazibuko is on the executive council and planning committes of the following alternative education programmes: St Ansgars College, Centurion Academy, Institute for Progress in Educational Excellence, Schools of the Resurrections and Uwezo College.

Seth Mazibuko: "Our students have to do extensive research."

Project is launched to unite the youth of Soweto

By LULAMA LUTI

A PROJECT to unite Soweto youth and develop their leadership skills has been launched by the Youth Desk of the South African Black Social Workers Association (Sabswa).

Two workers from the association's Johannesburg branch, Tony Kanengone and Busi Tedile, said the project aims to give direction to youth and bring out their latent talent.

"They have great expectations which when not fulfilled make them disgruntled," explained Tedile.

According to Kanengone, the desk was established in 1978 after the 1976 student uprisings in reaction to the lack of creative activity. "The programme has now developed to the extent that it seeks to cater for their needs while they search for change.

"It seeks to unite them, thus giving direction, while at the same time promoting their latent talent." Programmes offered to the 15 Soweto youth clubs affiliated to the association's desk include career guidance, educational lessons, and leadership courses.

Lessons in these subjects are conducted at the Ipelegeng Centre on Saturdays by volunteer teachers.

Tedile said the leadership courses teach leadership dynamics and instil in them a sense of responsibility.

Kanengone said it was difficult to co-ordinate the programmes.

"At present, we only have a part-time co-ordinator, and those who want to help, do it in their spare time.

"On the other hand, youth group members, whose ages vary from 9 to 24, carry on with activities on their own and the co-ordinator comes in at an advisory level."

Asked how they catered for the needs of the youth in Soweto, both Kanengone and Tedile said their needs varied, so the association provided guidance, but was not prescriptive.

Said Kanengone: "We are not ignorant of the socio-political set-up around so we emphasise the importance of community activities."

Those interested in the Sabswa Youth Desk can phone Busi Tedile at (011) 986-2108 or 984-4284.

Busi Tedile... hopes that through Sabswa, the youths' latent talents can be exposed.

Sabswa social worker, Tony Kanengone ...aims to give direction to Soweto youth.

An ecological look at learning

Star 4/7/89

Sue Valentine

An ecological perspective on how to facilitate learning is the theme of the 15th annual Southern African Association for Learning and Educational Disabilities conference, to be held at the University of Pretoria next week.

Three different aspects will be covered. On Monday July 10 "The Child" will be the focus. On Tuesday "The Child and the Home" will be the theme and on Wednesday speakers will examine "The Child and the School".

Topics include "The basis of good nutrition and its effect on learning" and "Child enrichment through parental involvement" and "The Child at Risk".

Registration closes on July 6. Anyone interested in attending should telephone (011) 716-5295 or 788-7465 (a/h).

Education crisis is examined

(50)

STAR 5/7/89

By Sue Valentine,
Education Reporter

Appalling university pass rates, academic support programmes and the need to look beyond formal schooling to tackle South Africa's education crisis were some of the issues examined at the AIESEC conference in Johannesbug.

AIESEC (International Association of Commerce and Economic Students) is based on tertiary campuses throughout South Africa and is hosting its 12th annual winter school at the Witwatersrand Technikon.

Wits educationist Ms Jan Hofmeyer said 267 608 students attended universities in South Africa while only 60 232 went to technikons.

In most other countries this situation was reversed.

"The number of universities in South Africa should be cut by a quarter and vocational and technical education should be encouraged,"she said.

The segregated, unequal education system on which all tertiary education rested resulted in white and black students being underprepared for tertiary education.

Academic support programmes should help prepare students for higher levels.

A progressive admissions policy should be introduced.

The director of Career and Resource Development Services, Ms Lente Louw, said that education involved much more than merely schooling, adding that everyone — from big business to family households — should be involved in the process.

Funda hosts lectures on art, culture

Sowetan 6/7/89

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THE Council for Black Education and Research and Funda Centre have jointly organised a series of lectures to promote community awareness of indigenous arts and culture.

The theme of the lectures is: *The Arts: Towards Social Reconstruction.* The lectures will be held on Saturdays from July 8 to August 19 at the Funda Centre, Diepkloof, starting from 10am.

"Indigenous arts and culture is beginning to enjoy more attention as a source of "national identity" for those seeking socio-economic solutions for a post-apartheid society.

Viability

It is also a source of economic viability for those who are taking advantage of international interest in South Africa," a statement by the organisers said.

Demonstrative exhibitions and performances will be organised to enhance presentation and discussions. The last day of the series will be marked by a festival of music, dance, fine arts and drama.

Star 6/7/89 (50)

US commission to raise funds to help blacks

By David Braun, The Star Bureau

WASHINGTON — The US Congress is to set up a special commission for southern Africa to provide for the training of disadvantaged South Africans and Namibians for middle-management jobs in government and business.

The House of Representatives has passed a law providing for the United States Commission on Southern Africa, which is to raise funds from the private sector.

The law defines disadvantaged South Africans so as to include refugees living in other countries.

The commission has been established by the House because of the great disparities between whites and blacks in South Africa, particularly in education, health care, employment opportunities, and availability of housing.

The House cited a June 1988 report of the *Weekly Mail* which stated more than a million black children between the ages of seven and 16 (21 percent of the school age population) were not attending school in South Africa, and that in 1988 more than 21 000 black pupils were not admitted to schools, while more than 23 000 spaces were vacant in white schools.

Congress also noted the tremendous disparities between blacks and whites in respect of medical professionals and health care services available to them, and the high level of unemployment among blacks.

The commission has been proposed at a time when there is growing support in Congress and the administration to bump up support for South Africa's deprived people, while cracking down more on the Government and the white community.

The commission is to be composed of 11 persons: seven appointed by the president (no more than four from the same party), one appointed by the Speaker of the House of Representatives, one by the minority leader in the House, one each by the majority and minority leaders in the Senate.

The commissioners will serve for a term of four years and no person may serve consecutive terms. They will not be paid for their services, except by way of a refund for their expenses.

The funds to be raised by the commission may not be used for programmes conducted by or through organisations financed or controlled by the South African Government.

The law says: "Such funds may only be used for programmes which in their character and organisational sponsorship in South Africa clearly reflect the objective of the majority of South Africans for an end to the apartheid system".

'A golden opportunity lost'

By ISMAIL LAGARDIEN

IT'S final: the all-white Barnato Park High School for Girls will close at the end of the year.

The school is in the nascent Grey/Free Settlement areas of Hillbrow and Berea — the main supply area for the school.

With the dwindling number of white families there, the number of pupils has dropped to less than a third of its capacity.

In announcing the closure, the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said the decision followed a request by the school's management council.

"The drastic decline in pupil numbers over the past few years and the subsequent inability of the school to provide tuition that met pupils' individual needs were the reasons for the council's request," Clase said.

The Democratic Party and educationists see the closure as a case of paradise lost. Ian Davidson, DP councillor in the Johannesburg City Council, said that the Department of Education and Training "had here an opportunity to take a bold step and open the school to all races and prove that non-racial education can work".

It was a shame, he said, that black children who live in the area were bussed all the way to Soweto while Barnato Park was to be closed.

"This shows the reality of the National Party's Five-Year Plan," the chief whip of the DP in the council, Mr Paul Asherton said yesterday. "They'd rather close a school than share it."

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Sowetan 7/7/89

(50)

Star 7/7/89

Commission on SA gets R2,7-m grant

By David Braun,
The Star Bureau

WASHINGTON — The proposed US commission to provide special training opportunities for disadvantaged South Africans is to kick off with a grant of $1 million (R2,7 million) from the American government.

The commission, created by Congress, will primarily raise its funds from the US private sector.

According to congressional sources, it will not confine its activities to sponsoring the training of disadvantaged South Africans for middle management jobs in business and government service.

It could also be involved in correcting other imbalances between white and black South Africans, such as in health facilities and housing.

Not a cent of the commission's money is to go to any individual or organisation connected with the South African Government. The funds are instead to be channelled through organisations which are known to be committed to the abolition of apartheid.

Refugees from South Africa, such as those in neighbouring states, may also qualify for training sponsorship from the commission's funds.

Needy pupils given R2-m

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Sowetan 7/7/89.

THE Education Aid Programme (EAP), an emergency funding programme for needy students, has issued more than R2 million in bursaries to about 2 000 in South Africa.

This was said by the Reverend Sipho Tselane at a Press conference in Johannesburg yesterday. Tselane is on the executive of the EAP.

Tselane was with the chairman of the Kagiso Trust, Mr Achmat Dangor, former National Educational Crisis Committee member, the Rev Molefe Tsele and officials of EAP, Ms Peta Qubeka, Ms Angie Ramorola and Ms Monica Dladla.

The EAP was launched in January to educate students who were released from detention. Needy students who could not afford the fees but had the potential to benefit their communities, were also considered.

According to figures there were 310 studying social science; 262 in law; there were 310 studying social science; 262 in law; 244 studying economics; 198 in administration and 79 in science.

The EAP was granted R2 942 005 by the Kagiso Trust and R2 040 810 had now been used.

Mrs Helen Suzman

W/E ARGUS 8/7/89

Bursaries to UK named after Helen Suzman

Weekend Argus Reporter

HELEN SUZMAN is the first prominent South African to have a series of British bursaries named after her.

The Helen Suzman awards, 10 scholarships for study in Britain, were announced by British ambassador Sir Robin Renwick at the opening of the Grahamstown Arts Festival today.

The bursaries will mark the "contribution made to the struggle against apartheid by the member for Houghton, Mrs Helen Suzman, MP, during her 36 years in parliament".

They are offered to candidates "capable of making a contribution to the achievement of a democratic and non-racial society in South Africa".

Twenty new scholarships will be offered to black students at Rhodes University in Grahamstown by the British Council, Sir Robin also announced.

The British Council already finances a number of scholarships at the universities of the Witwatersrand and Cape Town.

● Further details about these awards can be obtained from the British Council at Suite 501, Main Tower, Cape Town Centre, Foreshore.

Results 'depend on school, not race'

Star 8/7/87

(50)

A CRUCIAL new study commissioned by the Department of Education in Britain has shown that West Indian and Asian children perform as well at school as white youngsters — as long as they receive the same teaching. Given attitudes in South Africa about race and education, the study could have important implications here. SUE LEEMAN reports.

LONDON — A child's ethnic background has little to do with how he performs at lessons. What does make the difference is the standard of the school.

This is the central finding of a report independently carried out by the respected Policy Studies Institute for the Department of Education.

Researchers looked at the teaching of a broad range of subjects in various multiracial comprehensive schools around Britain and interviewed more than 2 000 parents.

Government Ministers and officials are making capital of the fact that their findings directly contradict studies by various local race relations units that West Indian and Asian children need special attention because they are being disadvantaged at school, not least by the harassment and racial prejudice they are reported to suffer.

Ministers say the report proves that children from ethnic groups other than white are performing as well in the classroom as white children — and from now on there should be less emphasis on colour differences and more on improving teaching standards.

The PSI researchers found large differences in the economic well-being of white people and those belonging to other ethnic groups, but said it was a "common racist tactic to ascribe these differences to differences in educational background".

The extent and the implications of educational disadvantage between various ethnic groups should not be exaggerated, the report cautioned.

The researchers found that, at school-leaving level, the educational lead whites had over other groups was small. Any exam result differentials were usually attributable to the differing standards at schools rather than the ethnic group of students.

"In other words, what school a child goes to makes far more difference (in terms of exam results) than what ethnic group he or she belongs to."

On the question of the impact of racial hostility, the report said that, even though victims tended to be lower achievers in the first two years of secondary school, they seemed to have more positive feelings about school in the second year than white children. "They seem to face fewer difficulties at school than are manifest to them, and there is no evidence that racial hostility at school is an important factor for 12 and 13-year-old children."

This view was borne out by parents. "When asked in what ways they were dissatisfied with the school, parents rarely mentioned racial prejudice or hostility of any kind. Just one percent of parents mentioned racial attacks, or that black and white children don't get on. Only eight out of 2 075 parents interviewed mentioned racial prejudice among teachers."

The bottom line, said the report, was that some schools were simply much better than others, "and the ones that are good for white people tend to be about equally good for black people".

There was much that could still be done in secondary schools to make what they offered more acceptable and attractive to children and parents belonging to a number of different cultures. "There is also much that needs to be done to make secondary education reflect the broader outlook that is needed in a multicultural society."

But it warned that multicultural education "should not be seen as a method of improving the performance of racial minority groups, but as an aspect of good education for all pupils".

Cape Times 10/7/89

'50% of people illiterate in SA'

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Staff Reporter

ONE million blacks between the ages of seven and 16 do not attend school and about 50% of the people in South Africa are illiterate, according to University of the Western Cape education lecturer Mr Graeme Bloch.

He was speaking on the crisis in black schools at a Nusas festival held at UCT.

Mr Bloch said that 21 000 black pupils have not been admitted to schools while there are 23 000 vacant places in white schools.

He said that the latest school boycott in the Western Cape is over "for the time being", as pupils have decided to "link up with workers and organise themselves". "The struggle for the schools is no longer a struggle for the students only," he said. "Education is headed for disaster unless teacher and student structures co-ordinate nationally. The schools need to become zones of the struggle."

The problems in black schools include the lack of money, resulting in a lack of text books and equipment and teachers who are under pressure and overworked, he said.

"There is anarchy, apathy and disillusionment among the teachers. Inspectors are breathing down their necks to control and monitor the students."

Mr Monse Tulwana, a spokesman for the Defend Democratic Teachers' Union Committee (DDC), said that the committee wished to express its total disapproval of the DET's approach to educational matters.

In 1988 the DET admitted issuing a document requesting principals to supply information regarding the involvement of Mr Ken Andrew, organisations like Sacos, the Western Cape Students' Congress, UCT and UWC.

They also required the names of "leftist/radical teachers", groups active in the school, what their activities were and the names of their leaders.

reach is educational: a dance demonstration with a lecture by JDA director Corinna Lowry.

"I adapt my lecture to the age and level of the audience," says Lowry.

"But generally I trace the African roots of jazz dance, show how it has evolved and describe the discipline that is required to make a professional dancer."

"We have performed to audiences of all sizes, from as few as 30 to 1000. Some places have been difficult for the dancers — like doing floorwork on cold concrete surfaces in winter. It's quite an experience."

Lowry said every township performance was a logistical achievement because in some cases the children were being exposed to this kind of art for the first time and that there was not much organisational infrastructure.

Dance Outreach is designed to touch a response in children, especially the black youngsters. Many of them already work together making dances and are stimulated by the fact that dancing can be a profession.

The JDA said that it reached 4000 children last year and aims to get 10000 children this year.

This growth has been made possible by funding from private business which enables the dancers to be professionally committed to the project.

The lecture demonstrations are free of charge and staff of schools and community centres who are interested in hosting a presentation should contact Mildred Blum at the foundation on telephone (011) 402-7797/8 on weekdays between 9am and 1pm.

Soli Philander, Noria Mabuela and Margaret Williams appear in Pact's *The Blacks* at the Grahamstown National Arts Festival.

Christopher Booysen and Paula Pereira perform before schoolchildren in Soweto.

Dance transcends cultural barriers

By ELLIOT MAKHAYA

DANCE Outreach, the unique cultural communication project of the Johannesburg Dance Foundation (JDA) is being performed in black townships for school children.

A jazz dance demonstration was recently performed at the Kopanong Centre in Dobsonville.

Based on the premise that the art of dance transcends cultural barriers, Dance Out-

Nats repeating colonial mistakes, says Worrall

Star 12/7/89

The Star's Foreign News Service

LISBON — Dr Denis Worrall, here to brief Portuguese officials on pre-election issues in South Africa, says the National Party risks being as near-sighted on reform as the ousted Portuguese dictatorship.

"Portugal postponed its decision to de-colonise and thus lost control of the process," he said yesterday.

"The National Party, under whatever leadership, looks like making the same mistake in important decisions it has to take."

Dr Worrall said he had discovered that leaders abroad "recognise the dangers ... of locking themselves into support" for the National Party.

Dr Denis Worrall ... Nationalists making errors of Portuguese dictatorship.

He met the deputy secretary-general of the ruling Social Democratic Party, Mr Luis Manuel Geraldes, and the State Secretary for Foreign Affairs, Mr Jose Durao Barroso. Dr Worrall flies to Rome today on the last leg of his European tour.

(Report by Sandy Sloop, 58 Rua dom Louis Coutinho, Lisbon)

W German education offer

Star 12/7/89

MUNICH — West Germany wants to contribute actively to the improvement of education for black South Africans, its Foreign Minister, Mr Hans-Dietrich Genscher, said after a meeting in Bonn yesterday with a South African activist, Mr Eric Molobi.

Mr Molobi, who works for a West German education foundation in South Africa, thanked Mr Genscher for pressing for his release from detention last December. — The Star's Foreign News Service.

R60m training plan on cards

W/E ARGUS 5/7/88

By DICK USHER
Business Staff

A R60-million training plan with national implications has been developed by the Kwazulu Training Trust.

The training will range from basic education to technical and business skills.

The trust's MD, Brian Stewart, visited Cape Town this week for meetings with others involved in training and education, to canvass business leaders and to publicise the trust.

He said the trust was the largest training organisation in Southern Africa and over the past two years had initiated a large-scale study of the manpower and developmental needs of the region at the request of the Kwazulu Cabinet.

This study had determined a goal of training about 10 000 people over the next five years of whom it was expected about 6 000 would start their own businesses.

"There is no doubt that a similar need exists on a national scale," said Mr Stewart.

"Training activities and vocational training cannot be tackled in isolation from issues such as limited access to land for black farmers, access to capital, illiteracy and the requirements of the labour market.

"A further dilemma is that no matter how much capital you pump into job creation it will not work unless human skills are upgraded."

He said the ethos underlying the trust's training was to humanise the circumstances in which the majority of South Africans lived by giving them skills and access to employment.

"It humanises the situation by creating meaning in a meaningless situation leading through economic betterment to empowerment," said Mr Stewart.

This also necessitates a shift in emphasis from traditional manufacturing activities towards real linkages between self-reliant Third World manufacturers and First World industrialists.

Mr Stewart foresaw a progression towards service industries, cash crop farming and manufacture of consumer and industrial products.

"Although this is a regional initiative it is part of the solution to a national problem," he said.

Mikhail's Navy

Black engineers crucial component of our future

Star 20/7/89

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CLIFF McMILLAN, a leading civil engineer and the man who has done most to encourage blacks to take up engineering, sees signs of hope in a formerly disastrous situation. A director of Ove Arup, he is is the founder of Protec, a past president of the SA Institution of Civil Engineers and current chairman of its education committee.

The most disastrous long-term legacy of apartheid will be the human resources and skills shortage it created via separate education.

Many would describe our dilemma primarily in political or economic terms.

Serious as these are, history has examples of successful and fairly rapid political settlements and economic transformations.

The human resources crisis, by contrast, will take decades to resolve, even under optimal political and economic conditions and an enlightened education policy.

With our shaky economy, high population growth and half the population at schoolgoing age or younger, we simply don't have the resources for conventional formal education solutions to succeed.

Long-term solutions, such as a non-racial education system, are important, but in the interim it is imperative to develop and expand intermediate solutions rapidly.

No prospect

Despite the quantitative increases in black education this decade, a growing number of black matriculants have no prospect of any useful employment.

At the same time we face a desperate shortage in managerial, engineering and technological skills.

Between 1960 and 1984 the number of pupils in primary and secondary schools increased by 5 million, while enrolment in technical education increased by only 110 000, of whom 80 percent were white.

Of the tens of thousands of students who sat the DET examinations in 1987, only 464 gained university entrance to study engineering

Statistics abound demonstrating the shortage of techological skills and our disastrous position compared with competitor nations.

We need greater commitment, especially to a technolgical culture in society and particularly in our education system, and this should be reflected in resources allocation.

It is vitally important to recognise and support the initiatives which are being taken to overcome these problems

Behind the scenes a quiet revolution has been taking place in recent years. From almost a zero base in the early 80s, nearly 25 percent of first year intake into engineering faculties at Wits, Cape Town and Natal is from disadvantaged backgrounds.

Academic support programmes are playing an important role at these universities.

Failure rates are still alarmingly high, but significant numbers of these candidates are graduating at our technikons and universities.

The problem is to increase the supply of matriculants with the necessary qualifications and aptitude.

The anatomy of disadvantage inherent in the black education system particularly is characterised by such things as rote learning, poor teaching (particularly in maths and science), poor language ability, disadvantages in cultural and home environment, and breakdown of communication with parents and teachers.

Part of the solution is private schools Various private school initiatives have grown up with the specific objective of addressing these problems.

It is a costly option available to select candidates only and cannot be reproduced on a mass scale.

An important contribution is Protec (Programme for Technological Careers). Protec is a non-formal enrichment programme to develop the potential of students hampered by disadvantaged conditions.

It identifies high school candidates with maths and science ability and who have an interest in careers in technology.

The programme focuses on a holistic approach to providing non-formal input across a broad spectrum of needs, and covers maths, science and English, career guidance and life skills. It involves about 70 contact days per year outside formal school hours.

Protec has demonstrated in seven years that it is a cost effective and reproducible model which can make a major impact on the present crisis without having to wait for fundamental change to take place.

High pass rate

Protec now has more than 2 700 students in Std 8, 9 and 10 actively involved in 11 branches.

Last year, 513 Protec students wrote Std 10 examinationswith an 87 percent pass rate.

Almost half obtained matric exemption with maths and science, an outstanding success compared with DET pass rates

Compared with DET results for the whole country, the Protec results represent a significant contribution to the numbers of matriculants with maths and science.

Qualitatively, the contribution is even more significant. The holistic approach prepares students to participate in the world of work and take responsibility and initiative.

For employers offering bursaries and in-service training, risk is minimised by choosing these students.

Mr McMillan ... history has shown us examples.

Protec has also succeeded in maintaining credibility across a broad spectrum, including among donors and employers as well as the student communities.

Yet despite all these initiatives, employer commitment has probably declined recently, mainly because of disinvestment.

The last recession seriously undermined the investment in bursaries and training.

The extent to which progress will be made is directly dependent on the commitment of employers in providing bursaries, in-service training and a work environment which will contribute to overcoming the background disadvantage.

Models are in place Some are very effective. None is perfect.

Concerted support from employers is needed to make them so.

Outreach 'class' grows to 2 000

By Sue Valentine, Education Reporter

The Outreach programmes offered by St Alban's College in Lynnwood, Pretoria, which reach more than 2 000 students, were highlighted by speakers at an open day at the school this week.

Chairman of St Alban's college management committee, Mr Don MacRobert said the Outreach programme began when the school defied legislation and admitted black students in 1978. Star 20/7/89.

Since then it had grown into numerous programmes which involved the more efficient use of school facilities in the afternoons, at weekends and during the holidays, which the De Lange Commission of Inquiry into Education had called for almost a decade ago but which few schools have implemented.

Challenging the view that white school standards deteriorate when black pupils are admitted, college headmaster Mr Ronnie Todd said such claims were "absolute rubbish."

"Some of our most motivated and academically gifted children are black. Last year four black boys passed matric at the college, each with two distinctions.

He said of the 120 Std 3 pupils being given extra English lessons two afternoons a week at St Alban's newly-established Campus 4 in Soweto, all were now among the top six pupils at their own schools.

"It is frightening when one realises the millions who aren't getting the opportunity offered by the Std 3 Outreach programme."

Two other such programmes have been running for Std Three pupils in Mamelodi for some time.

'Education brings self-sufficiency'

Star 20/7/89

Black people must be educated so they can be self-sufficient, the deputy director of the Department of Education and Training for the Highveld said yesterday.

Speaking at the official launch of kwaThema Fundisani-Ithuteng Project in the township's civic centre, Mr Ronald Motau, said the biggest enemy of black people was not Aids but aid from other people. Education could make people self-sufficient.

The formation of kwaThema Fundisani-Ithuteng Project had created hope that self-suffiency was possible.

The project was formed after three kwaThema taverners gave R4 000 to assist Std 10 pupils.

One taverner, Mr Bogart Moeketsi, said the money would be used to give extra tuition.

Mr Moeketsi said he hoped that other people would give more money so that the project could also provide bursaries for those who had passed matric. — Staff Reporter.

Library at centre for aged flooded

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West Rand Bureau

Damage estimated at thousands of rands was caused when a burst water pipe flooded a library and caused an internal wall to collapse at the Robert Palk Centre in Krugersdorp on Sunday night.

Star 25/7/87

An employee at the centre for the aged arrived at work yesterday morning to find the old section of the building under rubble and mud, according to Mr Robert Palk, chairman of the centre.

BOOKS DAMAGED

The weight of the water caused the ceilings to sag and the walls to collapse.

The leak occurred above the library and about 6 000 books were damaged.

Nationwide protests over Zonnebloem

By DOCTORSON TSHABALALA

CLASSES at colleges throughout the country were disrupted this week following student protests over grievances and the planned closure of Cape Town's Zonnebloem Teachers' College.

In the Western Cape, picket protests were held at the Peninsula Technikon and at the Bellville, Athlone, Sally Davis and Hewat Training colleges.

Students dispersed

The only reported arrests were those of three students at the Athlone College in Paarl after the police ordered them to disperse.

At the Perseverance College in Kimberley, an unconfirmed number of students were arrested and later released.

There were class disruptions at Dower in Port Elizabeth and Sydenham and Bechet in Durban after students joined the protests.

Mass meeting

Demonstrations were also held at the Rand College in Johannesburg while picketing at a teachers' college in Upington continued this week.

Mass meetings at most of the colleges have been planned for the end of this week.

In a statement issued by SRC's at tertiary institutions in the Western Cape, students said they planned to intensify the protests against the "high-handed and authoritarian" attempt to close Zonnebloem College.

District Six

They said the closure was part of a "scheme to destroy all symbols of resistance to the proclamation of District Six as a white area".

Meanwhile, police have confirmed the arrest of three Mitchells Plain pupils following incidents at schools in the area surrounding the birthday celebrations of Nelson Mandela.

The pupils are expected to appear in court soon in connection with public violence charges.

The police unrest report stated that high school pupils stoned and damaged a police vehicle in Athlone. A woman was arrested. There were also reports of incidents at schools in Bonteheuwel.

Details of the incidents cannot be reported in terms of the emergency regulations.

Education of SA children 'falls short'

Being at school is one thing, but learning is another, a CSIR conference in Pretoria has been told. **Education Reporter SUE VALENTINE reports.**

The education of children in South African still falls far short of the minimum regarded as essential for a developing country, says the chairman of the Anglo American and De Beers Chairman's Fund, Mr Michael O'Dowd.

Speaking at the three-day Southern African Conference on Education Technology being hosted by the Council for Scientific Research (CSIR) in Pretoria, Mr O'Dowd said the minimum period for a child to attend school in developing nations was usually regarded as six years.

In the First World, the accepted goal was 10 years.

But being at school was one thing, and learning another, he said. In many First World countries children still emerged functionally illiterate after 10 to 12 years of formal education.

The crisis in South Africa in recent years has been precipitated by the failure or malfunction of methods used to expand the educational system.

Mr O'Dowd said it was important not to think too much in terms of crises, with their implications of emergencies, but rather to prepare for a long haul.

Educational technology was relevant to South Africa because it did not have the resources to provide all children with the education they ought to have.

"The search is therefore on for any methods which are more cost-effective than those currently in use. If we can teach children equally effectively for less money, we will be able to teach more children — or some children more. This is what we need to do."

He said most educational technology developed in the First World appeared to be of a luxury nature.

"Luxurious, nice-to-have educational technology is something which we should not ignore, but we must face the fact that it has very little to offer in our current situation."

Mr O' Dowd sad his impression of educational technology suggested that the areas in which machines could replace teachers were limited.

Books became available thousands of years ago, and "some people, both talented and motivated, have been educating themselves out of books with little or no help from teachers for hundreds of years".

Mr O'Dowd warned against an over-confidence in the use of television as a teaching aid. He pointed out that there had been ample time for films to have become established educational aids, but over 60 years they had not.

Most educational technology was an aid for the outstanding teacher and not a means of replacing a teacher, nor a crutch for the weak teacher.

"The effective use of high-powered educational equipment makes greater demands on the teacher than talk and chalk. If this is true, it does not invalidate educational equipment, but it alters its significance."

One clear exception appeared to be the interactive computer, which could replace the teacher in one of the most tedious and time-consuming tasks: marking of exercises, where no judgment was required.

"The interactive computer has the additional great advantage that marking is instantaneous and the feedback much more effective ... but even here the question of cost-effectiveness has to be faced."

The cost of equipping one teachers' training college with the necessary equipment for effective drill just in mathematics exceeded R250 000.

Mr O'Dowd said the chances of equipping all schools in this way seemed an impossibility in the foreseeable future.

He did not intend to disparage technology, but emphasised that the technology which contributed to human progress was that which was cost-effective — and people who were pursuing its development should have the words "cost effectiveness" ingrained on their hearts.

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Schools not open to mixed meetings

Star 28/7/89

50

By Therese Anders, Highveld Bureau

Racially mixed political meetings can be held in Transvaal white government school halls only if the Minister of Education and Culture has given his approval.

This was the response of the Transvaal Education Department's director of education, Dr Pieter Bredenkamp, to a query by The Star after Democratic Party co-leader Dr Zach de Beer's meeting in Witbank last night had to be switched from a school hall to a hotel.

The principal of a Witbank government school had given permission for the DP to hold the De Beer meeting in his hall without realising a multiracial audience was expected.

Once this came to his attention, the party was forced to find a new venue.

Now higher education within reach

By PHANGISILE MTSHALI

MORE and more people every day are realising the importance of a college education. If not for themselves, then for their children.

People want their children to have a better future and to make use of new opportunities they never had.

In the past money has always been a problem. Parents were faced with the task of suddenly raising large amounts of cash, up to R12 000, for a three-year diploma. The result was that many intelligent and gifted children were denied the development of their natural skills and talents.

This financial problem has been solved with the introduction of Eduplan instead of struggling at the last minute to find thousands of rands. Eduplan allows parents to set aside a small amount on a regular basis and to send their children to the college, university or technicon of their choice.

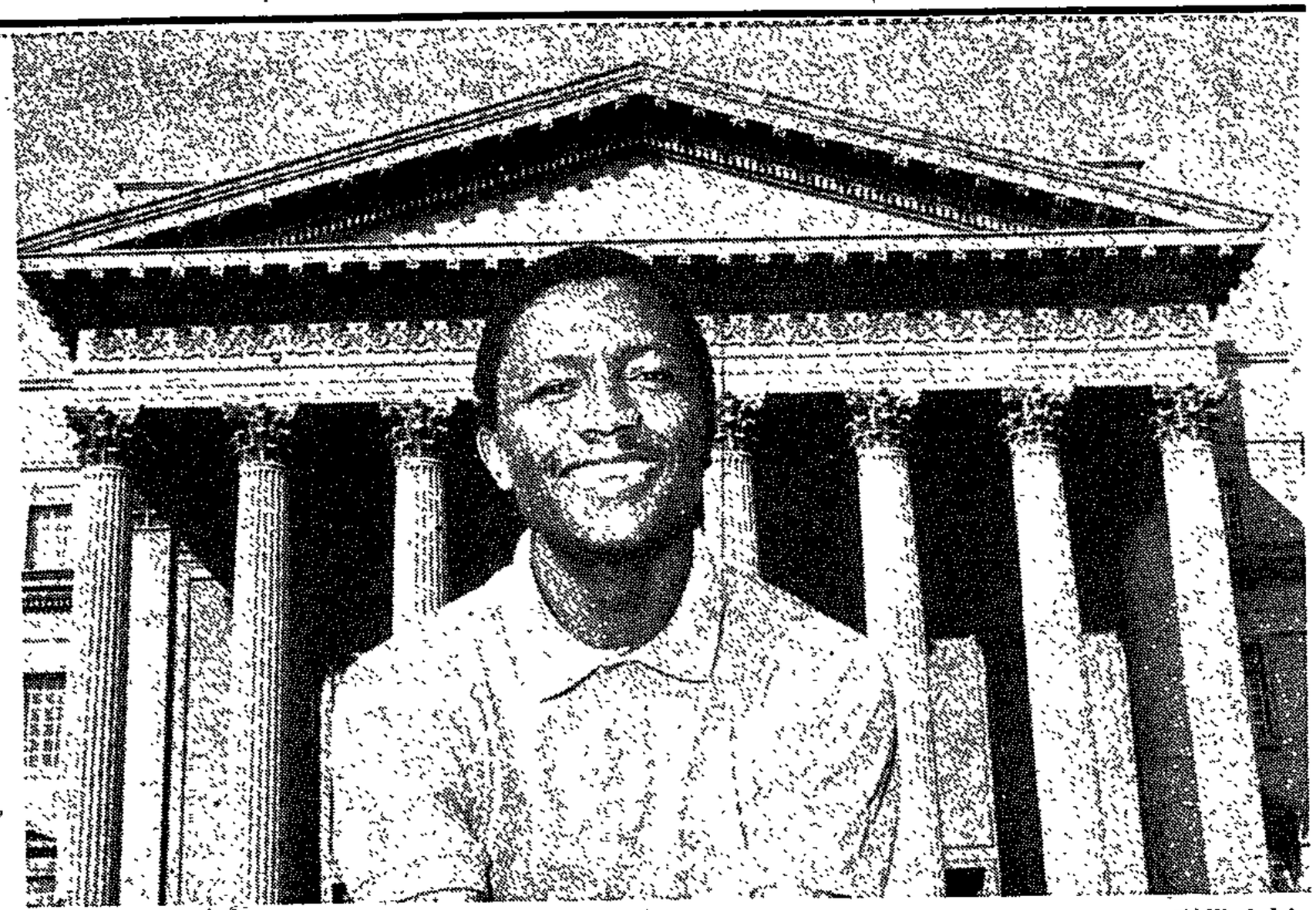
Guaranteed by some of the largest companies in the country, Eduplan is regarded by financial experts to be the ultimate answer to a fast-growing need in Southern Africa.

Example:

- R10,00/week for 15 years plus inflation fighter at 10% pays out R39 004,16 (estimated values).

Guaranteed for life!

A unique feature available provides an immediate cash payment should the parent or guardian die.



A University of the Witwatersrand graduate, Mr Windsor Leroke, won a two-year Fullbright Scholarship to the United States where he will be studying for his MA in industrial sociology at the University of Pittsburgh.

Twenty white schools face crisis like JGHS

50 By Sue Olswang Star 11/8/89.

Johannesburg High School for Girls could not be allowed to die because its history would be repeated as more and more schools in South Africa's white metropolitan areas faced the same crisis, said Brother Neil McGurg, principal of Sacred Heart College, when addressing a meeting of more than 500 people at the school last night.

"It won't end here. This predicament is shared by at least 20 other schools," Brother McGurg said.

Last night was the first formal meeting between the Save Our School (SOS) committee and parents. Messages of support were received from the Transvaal Teachers' Association, the Old Girls' Club, the Union of Democratic University Staff Associations, the Faculty of Education at Wits University, Actstop, the *Early Times* monthly newspaper, St Mary's Cathedral, and many old girls.

Ms Sharon Bond, chairman of the interim SOS committee, said they had already made representations at high level to central government. SOS has so far collected 4 000 signatures in its petition drive.

The aim was 20 000 signatures and a petition drive would be held this Saturday by pupils and others concerned about the school. Once all the petitions have been collected they will be sent — with a poll of the community and a survey of parents — to the Minister of National Education, Mr F W de Klerk.

Breaking the silence

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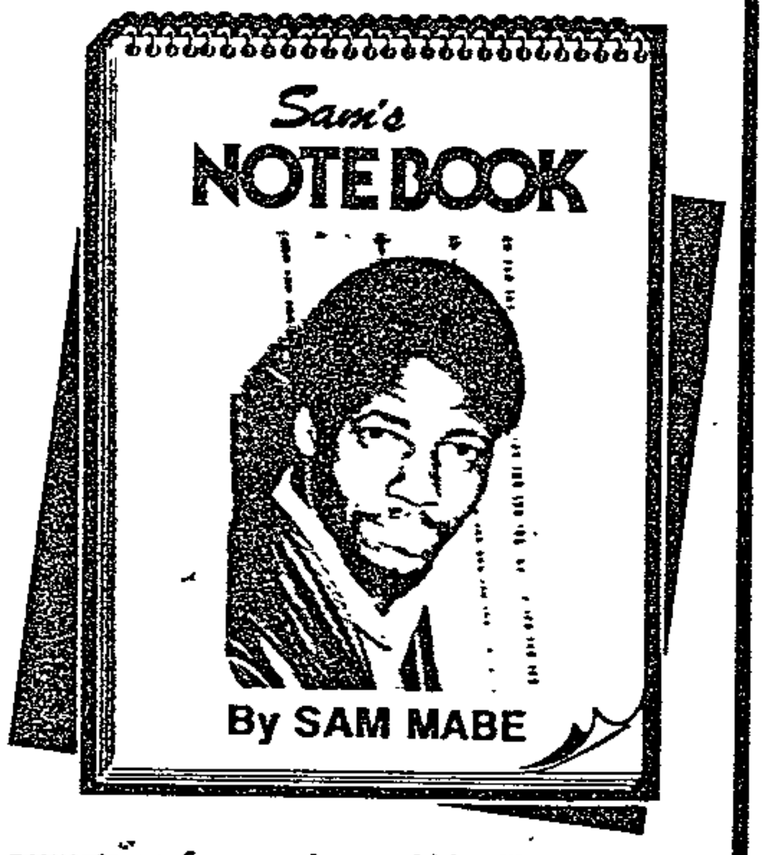


UNLESS the ideas espoused here are proved unworkable, I will continue challenging parents to play an active and more meaningful role in education.

When talking about the rebuilding of structures that have collapsed in our communities, education is one of the structures that should be rebuilt as a matter of urgency. This is where we stand a better chance of building bridges between ourselves and our children.

It is also in this field where we could possibly regain our children's respect that we lost when they decided to physically take up the fight for change in education.

We can only resume our rightful positions of leadership if we are seen to be doers and not mere spectators at a show in which we should be actors.

We all want our education system to be changed, but we don't seem to be doing enough to bring that change about. Some people seem to think that we will get the change by merely demanding it from the Government through Press releases or hard-hitting speeches we deliver at public meetings.

That is not enough. By now we ought to have gone past the phase of identifying what is wrong with our education system. We should be introducing some of the changes we want.

A dream

That system, call it education for liberation, education for transformation, people's education or whatever, is still a dream because there is no way the Government is going to allow people who have no vote to have an education system of their choice.

We should accept, therefore, that the type of education we want can only be introduced by a Government that identifies with the aspirations of the majority of the people in South Africa.

The National Party Government is not on our side and there's no reason to believe it will have a change of heart in another year or even 10 years. So our primary and long-term goal should be to remove the NP Government and in its place install a popular government that will share our national aspirations.

But while the struggle to get that sorted out goes on, there are short-term goals that can be tackled now. We have our children at school who continue to receive the education we have rejected. Something has to be done about that. And this is where parents have an important role to play.

We could be creating structures or taking over and transforming existing structures that can be used to advance our cause.

While the struggle for change in education goes on, children have to be in class. But we as parents should give them reason to feel they have something worthwhile to stay for in the classroom. We have to restore their faith in education.

Our mistake is to think that until liberation comes, there is absolutely nothing we can do to change our education system.

To build a nation, you have to first build the personhood of those individuals who will constitute components of the nation you want to build. To achieve this means developing the individual's mental, physical, moral, cultural, spiritual, intellectual and other faculties.

But we cannot leave this responsibility in the hands of a Government we did not vote for. We must and can do this ourselves.

There are structures for parental involvement in education at our schools which can be used effectively if our agenda is to help our children develop into tomorrow's leaders.

'Turn the process of learning into a dialogue which gets children to participate'

Hopes

Outside of the formal teaching that goes on everyday at school, we should from time to time allow our children to talk about their hopes and fears. We should get them to give their views of what goes on around them and how they see the future. This is how we will break the culture of silence among them.

There is no law that prevents us from getting children to dramatise their set books for better understanding, or getting them to compose poems which will reflect their daily experiences, instead of learning *Amakeia* or *Muskietejag*.

Sporting and cultural activities - which have an important role to play in cultivating the confidence and leadership potentials in children must be given a serious look.

At the moment, our children sing or engage in sports for purposes of participating in competitions. That must be changed. In the past, some of our cultural values were upheld through story-telling.

What stops us from doing that now. Why don't we change teaching methods by moving away from the usual teacher-knows-all system by turning the process of teaching into a dialogue which will get children to be participants in the process of their learning?

They will be able to talk, to ask questions, to express their own views, to debate issues and do research. In this way they will learn how to think and not what to think.

We must get teachers to create a new climate in the classroom. We must involve teachers in meetings we hold to discuss education. I know some teachers are afraid of attending such meetings. They are afraid of black education officials who are alleged to intimidate them.

We must face these people and talk to them about our aspirations. Maybe we can only isolate them once we have given them the opportunity to declare their standpoint and we are satisfied that they have chosen to stand against the wishes of the people.

How universities can survive

Philophy Professor James Moulder has described a path for South African universities to follow, reports SUE VALENTINE.

IF South African universities are to survive into the future and meet the demands of the country's economy, several guidelines need to be adhered to and certain assumptions avoided, says Philosophy Department head at the University of Natal, Maritzburg, Professor James Moulder.

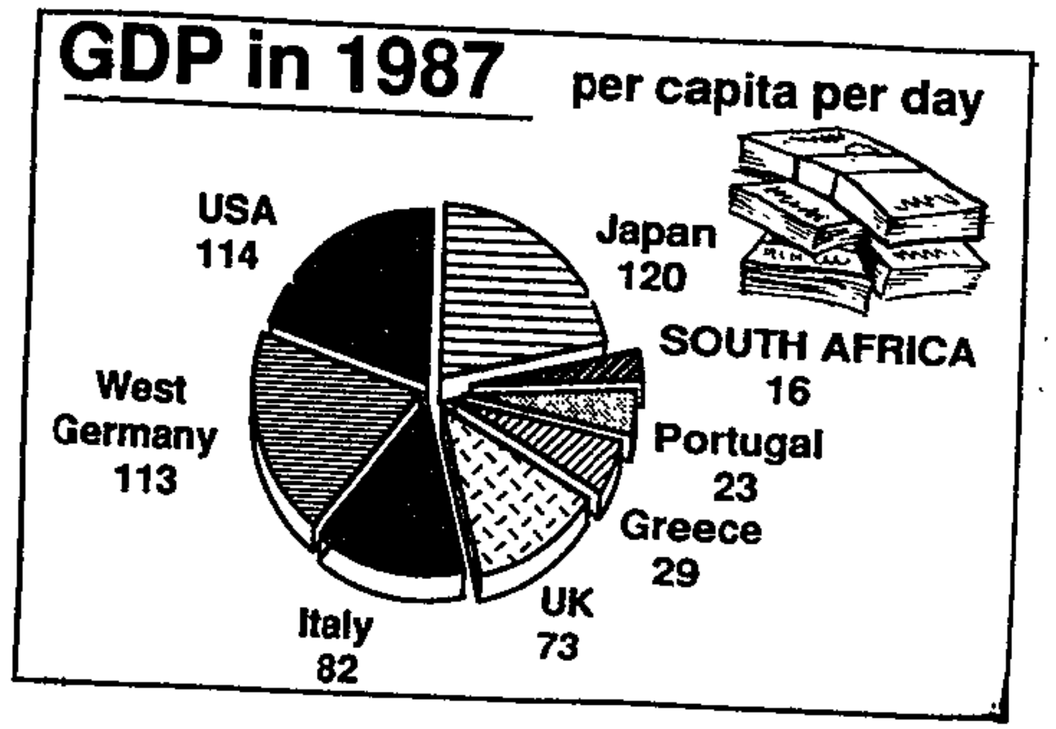
COST

In a paper delivered at the recent conference of the Union of Democratic University Staff Associations at Pretoria University, Professor Moulder suggested eight negative policy guidelines (what should not happen) as well as a positive plan to put universities on course for a successful future.

● "Thou shalt not assume South Africa is a wealthy country."

South Africa's economy was more like Portugal's than Japan's, said Professor Moulder. Japan's gross domestic product per capita in 1987 was R120, Portugal's was R23 and South Africa's R16.

● "Thou shalt not forget that half of South Africa's adults are neither literate nor numerate."



No wonder Japan was nearly eight times as wealthy as this country when it had a uniformly high standard of education in rural and urban areas, he said.

● "Thou shalt not forget that many good primary schools, rather than a few excellent universities, are the key to a strong economy."

According to World Bank reports, primary schooling increases productivity in all sectors of the economy and it promotes attitudinal and behavioural change that contributes to economic development.

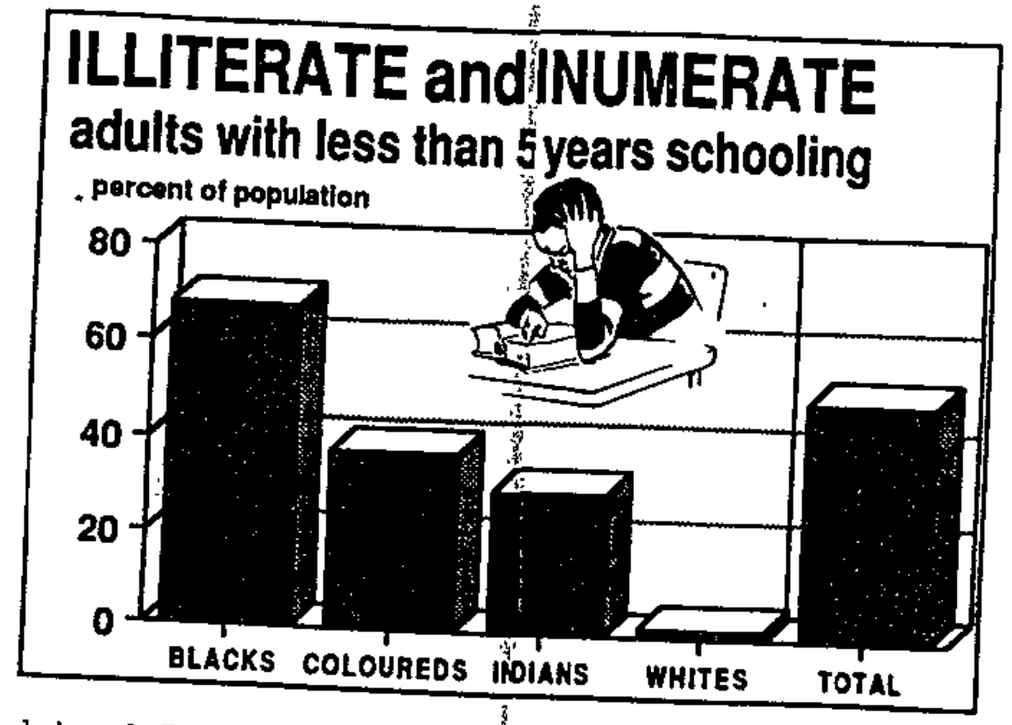
● "Thou shalt not be able to replicate the white education system for a decade or so."

Excluding teacher salaries, the 1986 per capita spending on white pupils (R514) was much more than that spent on Department of Education and Training students (R182), but even this amount was nearly six times more than the R33 spent on Kwazulu pupils.

apartheid wasted but he calculated that if only a quarter of the money wasted by the system in 1986 had gone to education, then R417 would have been spent on each of the 6,3 million pupils in the different education departments. This was still less than the R514 spent on white pupils, but was exactly the amount spent on Indian pupils.

● "Thou shalt not regard white matriculants as an elite."

The requirements white children had to meet to matriculate had been diluted,



claimed Professor Moulder. In 1965 25 percent of candidates achieved a pass with university exemption; in 1985 it was 44 percent.

● "Thou shalt not try to run mass universities as if they are elite institutions."

The dilution of the matriculation requirement changed elite universities to mass institutions. In 1945 the ratio of white university students to a thousand of the white population was 6. In 1965 it was 15, in 1985 it was 28 and in 1986 it was 30.

These ratios are much higher than the United States's 12, Australia's 11 and the United Kingdom's 5.

Mass universities can be defended, says Professor Moulder, but only if they allow for centres of excellence and match matriculation and graduation requirements.

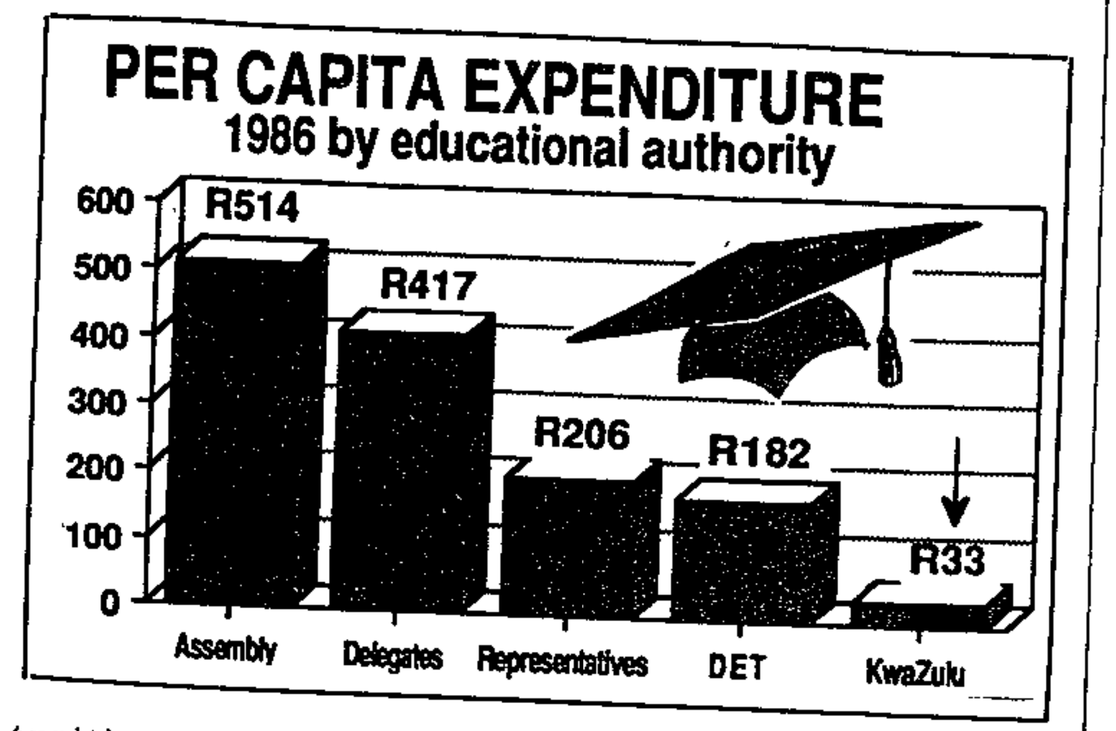
They do not do so at present and that is why so many white matriculants fail at university.

● "Thou shalt not go back to elite universities in a decade or so."

In 1986 every BSc student cost the taxpayer R9 600 and every BA student cost R5 200. What was wasted on a student who failed could have educated between 158 and 290 children in Kwazulu.

Some academics plead for tougher matriculation requirements — reducing the number of white matriculants from 44 percent to 20 percent.

"In theory that's a good idea," said the professor, "but the public is unlikely to accept a big drop ... because we've built more universities than technikons, the many students who don't matriculate will have limited opportunities for tertiary education."



Academic support programmes have been favoured as containing the solution, but the cost is prohibitive.

● "Thou shalt not rate excellence at research higher than excellence at teaching, or the other way around."

Not ashamed

South Africa has mass universities. There's no way back to elite institutions, but we should not be ashamed of what we've got, he says.

Professor Moulder suggested the following steps for universities:

● Departments should decide whether they want to excel at undergraduate teaching or postgraduate teaching and research.

● Departments that get at least seven points out of nine in a rigorous national and international peer group review are allowed to specialise in postgraduate teaching and research.

● Departments that wish to excel at an undergraduate level should be allowed to do so, but will be subject to regular and thorough review.

None of these proposals should threaten a university's search for excellence. Neither goal should be seen as superior to the other. Departments should be allowed to choose what they want to be good at, but only if they've proved themselves capable.

"West Germany, a leader in the Western world, as well as the newly industrialised nations of the East have many more students at technikons than at universities. Why shouldn't we?" asked the professor.

Youth group formed

SOUTH African youth must understand that education is their future and they must make it a top priority in their plans, Dr Frans Masango, director general of the newly formed South African Youth Foundation (SAYF), said. Sowetan 8/8/89

He was speaking at the launch of the SAYF, which claims to be giving practical solutions to the education crisis in South Africa.

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Bursary trust

He said the SAYF is a private, non-political organisation started in May to educate, unite and create awareness of the importance of studying among the youth.

The SAYF intends to start a bursary trust and publish a book on education agencies.

Among its patrons are Mr Tom Boya, Mrs Marina Maponya and Mr Richard Maponya.

Suzman to give away most of cash

Cape Times 8/8/89

By ANTHONY JOHNSON
Political Correspondent

SOUTH AFRICA's longest-serving MP, Mrs Helen Suzman, plans to use the "major part" of her golden handshake when she retires next month to set up an educational trust fund for black women.

Mrs Suzman, whose 36-year tenure as MP for Houghton ends on September 6, will be entitled to a gratuity of about R200 000.

Officials in Pretoria said yesterday that an ordinary MP like Mrs Suzman would receive a yearly pension of R75 111.

Mrs Suzman said yesterday that she wanted to devote the major share of her gratuity to setting up the trust.

The trust would be geared specifically to women because their educational needs often took a back seat within financially-strapped families, she said.

The formula used to pay golden handshakes to MPs is based on their maximum salaries before retirement and the length of parliamentary service.

(Report by A Johnson, 122 St George's Street, Cape Town).

Helen's handshake for black education

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Political Correspondent

Houghton MP Mrs Helen Suzman is to plough most of the R200 000 "golden handshake" she will earn for 36 years in Parliament into an education trust for black, coloured and Indian women.

Star 9/8/89

Mrs Suzman retires next month.

She said yesterday she had already set up the trust, which would be known as the Helen Suzman Scholarship Trust.

It would probably send one woman to university a year, starting in 1991 when the trust had earned some interest.

However, Mrs Suzman said there was a possibility the trust fund could be added to.

"I just thought it would be a nice thing to do," she said. "I am devoting it to black women only because their educational needs generally take the back seat in the family's economic plans.

"I have also specified that it should be for education in South Africa only. I don't want people going overseas on it."

Mrs Suzman pointed out that the British Ambassador, Sir Robin Renwick, had already announced that the British Council would be setting up 10 bursaries in her name.

The formula for calculating the golden handshake of MPs is based on their salary before retirement plus length of service.

MPs receive their full final salary as pension after 15 years' service and Mrs Suzman's is likely to be about R75 000.

'Ed-U-Kate' helps kids in townships to read, write

Star 9/8/87

By Winnie Graham

A Reef commercial artist, Mr Bob McKay, and a colleague, Mr Abie Abrahams, have pooled their talents to provide under-privileged children in the townships with books to improve their reading and writing skills.

The men have not only designed an educational system — known as Ed-U-Kate — which aims at helping children to learn to read, but are also circulating a "cover and trace" book designed to improve co-ordination and writing skills.

A selection of writing and drawing cards which can be traced and swopped among the children is included in the kit. The project is being funded by private enterprise.

The men showed the teaching aids to principals and teachers at the Funda Centre in Soweto this week.

"We had tremendous response. Already more than 30 000 sets of 'Cover and Trace' have been circulated in Soweto,"Mr McKay said.

A teacher, particularly impressed with a drawing card made to illustrate the hymn "All things bright and beautiful", told him the project helped the children in four areas: writing, reading, English and religion.

Mrs Jane Dakile, a retired headmistress, told the meeting that pupils at her school had tried out the system and "developed the best handwriting in Soweto."

The cover and trace cards are being circulated without charge to schools.

Mr Abrahams said it was possible that the 30 000 sets in circulation would be used by "millions" of children within two or three years.

"It has been found that by tracing shapes and letters, children's handwriting improves markedly within six months," he added.

"Ed-U-Kate", a personalised reading system, is proving as popular with boys and girls who identify with the two children in the stories.

The teaching aids are not yet available to white children.

Mr McKay said if they were distributed comercially, they would be priced in such a way that for each one sold one would given to an under-privileged child.

● **Starbridge was launched to close the gap between the races. If you have ideas of how this can be achieved, please write to Starbridge, Box 1014, Johannesburg 2000.**

(50) Star 15/8/89

Major bid to encourage reading in SA

Excited pupils of the Moshoeshoe Primary School gather around "Puffin" after the presentation of books to the school in preparation for the national Readathon.

National Readathon planned

South Africa's National Readathon has been launched with the presentation of books to pupils of the Moshoeshoe Primary School in Daveyton.

Puffin, a member of the Penguin Books group, urged the pupils to identify stories from books and to practise reading their favourite stories for the day of the Readathon, which will take place nationwide on September 13.

The Readathon is a national reading day, intended to raise awareness of the importance of reading in all walks of life.

It is sponsored by Puffin Books and organised by Read Educational Trust and the Children's Book Forum in Cape Town.

On the day, children, parents and teachers throughout South Africa will read and tell stories to one another.

Two international personalities, Ellin Greene, who is recognised as one of the world's top story tellers, and Shelley Harwayne, a leading authority on books and story-telling, will be visiting South Africa to participate in the Readathon and other Read events

"Parents are encouraged to participate in the Readathon and, in turn, to encourage their children to read both on the day and every day thereafter," said the national director of Read, Mrs Cynthia Hugo.

She said that Read would encourage schools throughout the country, which had decided to seek sponsors for their Readathons, to "twin" with less privileged schools and to use the sponsored income to buy books for those schools.

The Readathon has the support of a wide variety of educational and community organisations.

It forms part of READ Month, a major programme of national READ events, which include the College Festival of Books (September 2), the READ Conference and Workshop (September 4 to 6), and the Junior Festival of Books (September 18 and 19).

If you, your school or your local community centre would like to find out more about the Readathon, telephone Thandi Chaane at READ on (011) 339-5941.

English class is chance for action at farm school

(50) Star 15/8/89.

By Sue Valentine

For children at Witkoppen Farm School, their English lessons twice a week are a chance to get up from their desks and sing and dance.

Not your traditional way of learning a language but a method being successfully employed by Michael Mount Waldorf School in their outreach programme to the pupils of the farm school.

"For the first three years, children can still learn by imitation," says Ms Silke Reid who uses songs, rhymes and games to teach English to the grade ones and twos at the school.

She said for nearly six hours a day the children spend their time behind their desks in the cramped classrooms. In this passive situation they are expected to tackle their lessons.

At present Michael Mount's outreach programme to the farm school comprises swimming and crafts lessons and bi-weekly English lessons for the grade ones and twos.

Michael Mount principal, Ms Rose Bryant said a broader programme which involved teaching science, maths and English to older children within the primary school on Saturday mornings was in the pipeline.

Learning English is just a game . . . Grade Ones at Witkoppen Farm School follow the lead from Ms Silke Reid — part of the Michael Mount Waldorf School outreach programme.

50 Star 15/8/89

Project Genesis leads hundreds to literacy

Stoep Talk

OLGA HOROWITZ

Literacy, it is generally accepted, is the key to quality life.

This theme will be discussed at a symposium in Welkom on Wednesday when all who know and care about the need for everyone to read and write will be welcomed at the Welkom Club.

Dr Boet Schoeman, deputy director-general of the Chief Directorate of Population Development, will talk on the influence and implications of illiteracy in our country.

A practical plan of action will be presented by local expert, Dr Sandy D'Oliveira, director of Operation Upgrade, Durban, who for 22 years now has unlocked the boon of literacy waiting within once-illiterate men and women.

Not only does Dr D'Oliveira believe that everybody should be helped towards literacy, but that, once literate, their new energy should be properly directed.

The innovator of several teaching methods, he is now working on a new project he calls "Genesis". It aims to help newly literate black men and women to use their new skill to become self-supporting.

He suggests a rural village programme to serve as a working model, also training centres throughout the country's rural areas.

I chatted to Dr D'Oliviera on his way to Welkom. He had with him chapter and verse of the entire design for such a system.

"Literacy classes will be held before and throughout Project Genesis" he says. "The project will search for, and then control, a life-saving water supply. It will provide simple follow-up readers to the newly literate villagers on preventive health care and gardening practices." This down-to-earth, direct approach is a basic feature of all activities of Operation Upgrade.

The Operation plans to bring 25 000 redundant and illiterate black workers to a Std 4 level of literacy in six months.

Dr D'Oliveira's swift path to literacy has worked time and again and has brought useful work to people who can now be trained in practical fields such as plumbing and building.

Britain in R100-m education donation

Star 16/8/89

By Winnie Graham

The British government is to spend R100 million in South Africa in the next five financial years to narrow the huge gap between white and black education, British Consul-General Mr John Massingham said at Baragwanath Hospital near Soweto yesterday.

Mr Massingham said: "Many British companies do not heed the uninformed calls for them to disinvest precisely because they are all too aware that to run away from the South African scene does nothing to resolve the country's problems.

"Indeed, they are conscious that to run serves only to make matters worse for the disadvantaged."

The British government ran a considerable aid programme in South Africa. Its efforts were aimed at the disadvantaged and assisting in self-help schemes.

"We do not offer charity but a contribution to the community-based projects of all sorts aimed at enriching people's lives," Mr Massingham said.

Britain was conscious that disinvestment had left a legacy of fewer job opportunities and much reduced funds for social responsibility programmes.

Almost every British company economically active in SA was making notable contributions in "social investments".

Mr Massingham was speaking at the presentation of a film, "Asthma and Your Child", made by a British pharmaceutical company, Glaxo. The film will be seen by 2 million people a year in an effort to make asthma better understood and less frightening.

Sowetan 16/8/89

R125 000 aid for education project

(50)

A presentation of teaching aids worth R125 000 was this week made to Read Education Trust for its "imaginative" Read Aloud project.

Graphtec Holdings' donation of book packages for the Read Aloud campaign included development, production coordination and graphic design materials as well as computer hard and soft ware.

Read

Graphtec, a major distributor for visual communications material, has been supporting Read, an independent, profesional organisation assisting disadvantaged South Africans to overcome illeteracy, for two years.

"We believe social responsibility programmes have a better chance of success when closely linked to business opportunities," the donor's chief executive, Mr Frits Waldeck, said.

"Illiteracy is a major obstacle to growth in our industry and by providing basic schooling we are ensuring the future of the visual communication indutry".

Career guidance a must for the youth

Sowetan 16/8/89

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It has become urgent that the problem of career guidance for the youth be placed on the agenda for a future South Africa, according to the chief executive of Careers Centre, Mr Dan Monyemore.

In the centre's annual report released last week, Monyemore said careers for a future South Africa posed an exciting challenge to any young man or woman who had an ambition to survive and to prepare for opportunities for a new society.

"I am referring to careers for empowerment and education for national development," he said.

"The maxim that the future of all nations depends on the proper nurturing of their youth is still applicable today and for posterity," said Monyemore.

He challenged the youth to do some personal inventory and not to ask what their land had to offer them, but what they had to offer for the future. He also called on parents, educators, donors, the youth and the community, who he said were partners and stakeholders in the education of the young, to take tomorrow seriously.

He added: "That our education system is bedevilled by fundamental problems is a matter of fact, but as one wiseman said we can turn our stumbling blocks into stepping stones. It is my serious contention that despite the difficulties faced by communities, there are opportunities that the youth can identify and pursue vigorously for a brighter future.

"What the youth must understand is that life is like a relay race. The parents have run their distance and the youngsters must take over the baton to the finish line.

"The youth have the energy and the potential to succeed but the stakehoders such as parents and other interested parties have the goodwill and the experience to offer. The Careers Centre is a definite resource to facilitate that process."

A call to rebuild

(50)

CHANGE in education cannot be achieved by demanding it from the Government through the media or by hard-hitting speeches delivered at public meetings, *Sowetan* assistant editor, Mr Sam Mabe, told a lunch hour meeting at Wits University yesterday. Sowetan 17/8/89

"There is no way the Government is going to allow people with no vote to have an education system of their choice," he warned.

"We must turn every institution into an institution of learning. In our homes we must talk of transformation."

In his speech, titled "Education for Liberation" he called for the rebuilding of structures of a new nation.

"Transformation of society must be preached in church sermons, social, youth, women's and cultural clubs," he said.

Voting by conscience

Sntk 17-23/8/89

Overcrowded classrooms, dilapidated school buildings, a cutback in bursaries for student teachers — these are some of the fruits of five years of tricameralism, writes RANDALL VAN DEN HEEVER, deputy president of the Cape Teachers Professional Association.

AS the countdown to the government elections on September 6, 1989 begins, position statements will become the order of the day. As always the position of the teacher, as state employee on the one hand and community servant on the other, will once again be the subject of intense debate.

As a teacher and leading member of the organised teaching profession, I have to ask myself whether five years of tricameralism has really brought about the improvements in education promised by those Members of Parliament who claimed to represent the interests of the people.

In considering this, I do not even take into account that the very concept of an ethnically divided parliament is rejected by the democratic community in the country. The only yardstick I will apply is based on the simple test of meaningful educational reform on the one hand, and the legitimacy of the education policy in the eyes of education constituents on the other.

Disrepair

One of the fundamental tenets of the government's reform policy was the undertaking to bring about equality in education.

Mr P W Botha made this pledge in May 1980, when he was still Prime Minister. But in 1989, the Minister of National Education and National Party leader Mr F W de Klerk, publicly admits that this goal cannot be realised.

In fact, all signs point to a distinct deterioration in the quality of education under the control of the House of Representatives:

- school buildings are in a state of disrepair;
- classes are overcrowded while white school buildings stand empty;
- bursaries to student teachers have become a periodic point of conflict;
- thousands of teachers are under threat of retrenchment;
- the subsidies of the University of the Western Cape and the Peninsula Technikon have been dramatically reduced;
- symbolic and historic institutions such as Zonnebloem are under threat of closure;
- attempts at contextualising school curricula to meet the demands of the people are supressed with religious fervour.

So much for the promises of equality. In education we are even more unequal now than before the introduction of the tricameral system.

As far as the legitimacy of the educational policies of the House of Representatives is concerned, it can be reported that there was never a time when the education administration and the constituency of teachers and parents that it serves has been so severely estranged from one another.

The crux of the crisis is that the Minister of Education in the House of Representatives Rev Allan Hendrickse is clearly at odds with his role as Minister of Education on the one hand, and leader of a political party in the government's tricameral reform programme on the other.

The Minister's tendency to claim educational policy as the exclusive domain of his party, almost totally excluding the directorate of education, the organised teaching profession, and the democratic structures representing parents, has unleashed a new monster of totalitarianism in our midst.

His outright rejection of the recommendations of school committees and departmental selection committees on the appointment of principals and deputies at various schools, crisis upon crisis is being wreaked in town upon town.

And when these communities appeal to the Minister for an opportunity to state their case, they are often not even afforded the courtesy of a reply.

This gross insensitivity is compounded by the fact that the Minister is not prepared to brook any dissension from the body officially representing the viewpoint of teachers, the Cape Teachers' Professional Association.

And in having to deal with the strongly principled CTPA leader Mr Franklin Sonn, the Minister is forced to stoop to still more questionable forms of intimidation in an attempt to crush the resistance to his "rule".

For instance, the Minister recently launched a bitter personal and political attack on Mr Sonn at a Labour Party meeting, accusing him , among other things, of being "dishonourable".

Therefore as far as my limited test of education administration is concerned, the tricameral system has neither "reformed" educational policy positively nor improved administrative functions in the department.

For teachers, therefore, there can be no justifiable reason to vote in the elections of September, 1989.

(Report by RP van den Heever, 58 Glenhaven Avenue, Glenhaven.)

EDUCATION

Threatened species

The recently appointed inquiry into the rationalisation (which many educationists fear spells closure) of Natal's under-used

Finance 18/8/89.

white teacher training colleges has been met with an urgent call to admit black student teachers immediately and follow a nonracial training programme.

Andre le Roux, rector of one of the three threatened colleges in Natal, Edgewood, has made the call before — but this time he could be fighting for the life of his college, which he estimates would cost about R100m to replace.

Designed to cater for 1 200 student teachers, Edgewood now trains about 600 students. In Maritzburg the drastic drop in enrolment has led to the Natal College of Education no longer admitting full-time students, and running instead as a base for correspondence courses. Like Edgewood, the Afrikaans-medium Durbanse Onderwyskollege is running at half capacity.

This has prompted the Natal Education Council to appoint a committee, headed by Justice Booysen, to investigate the rationalisation of white teacher education.

Le Roux sees the crisis facing training colleges as a straightforward matter — a decline in white population, coupled with an increase in permanent posts for married women, has emptied the training colleges to the point where the volume of white teachers needed in the past has been halved.

Already some white high schools in Natal have closed, and many more are amalgamating — the latest is likely to involve Northlands and Beachwood Boys' High schools in Durban North.

Yet in KwaZulu — which is often literally down the road in the jigsaw puzzle which makes up KwaNatal — schools are bursting at the seams, with teacher:pupil ratios of ridiculous proportions and teacher qualifications seriously inadequate.

KwaZulu Education & Culture Minister Oscar Dhlomo, a former headmaster and university lecturer, says KwaZulu would need to double its present teaching force of 27 000 by the end of the year to meet the expected explosion.

And the teachers it has are underqualified — Dhlomo said more than 70% of black teachers in KwaZulu had a Standard 10 or lower qualification, while most of the rest had no more than a two-year diploma from a training college.

Mutual help

It seems the different crises facing black and white education could go a long way towards solving each other, if education — and teacher training — became nonracial. So many of the country's top educationists are advocating similar approaches that they cannot all be wrong — let's hope someone in government is listening. ■

SA 'cannot afford' to teach all

Star 18/8/89 Staff Reporter

South Africa cannot afford to educate fully all its children, the deputy director-general of National Health and Population Development, Dr Boet Schoeman said at a literacy symposium in Welkom yesterday.

He said South Africa was threatened by a serious development crisis due to rampant population growth which disturbed the "necessary balance" between available resources and population numbers.

Far-reaching negative socio-economic implications for the country could occur as a high population growth retarded development and led to poverty and low living standards, resulting in a high fertility rate, Dr Schoeman said.

Recorder used in army trap

Star 18/8/89 Own Correspondent

CAPE TOWN — A recording apparatus was fitted to a non-commissioned officer in the South African Defence Force to trap three national servicemen who were court-martialled for disclosing military information to the End Conscription Campaign (ECC).

The court-martial convictions and sentences on the three servicemen — Mr Heinrich Mönnig, Mr Peter Plüddemann and Mr Desmond William Thompson — were set aside by a Full Bench of the Supreme Court on Wednesday.

Mr Mönnig was a storeman, Mr Plüddemann worked for an SADF magazine, *Kontak*, and Mr Thompson was attached to the public liaison section.

'Wit Wolwe' pamphlet sent to union boss

Star 18/8/89 Staff Reporter

The president of the Post and Telecommunications Workers' Association (Potwa), Mr Kgabisi Mosonkutu, has received a pamphlet purportedly sent by the "Wit Wolwe".

The pamphlet, which was posted from Johannesburg on August 14, was delivered to Mr Mosunkutu's Pimville, Soweto, home on Tuesday.

The pamphlet glorified convicted mass killer Barend Strydom and the Afrikaner Weerstandsbeweging (AWB). It warned the Mass Democratic Movement that other Barend Strydoms would take care of them if they continued with their defiance campaign.

Mr Mosunkutu has reported the matter to the police.

Campaign to mobilise parents

STW 18/8/87 (50)

By Paula Fray

The crisis in white schools in Johannesburg had not been caused by the influx of black people into the inner city, but by demographic realities, Brother Neil McGurk, headmaster of Sacred Heart College in Observatory, said last night.

He was speaking at the launch of an "All Schools for All People" campaign in Johannesburg.

About 12 education, church and political organisations are participating in the campaign, which aims to find ways of mobilising parents at schools affected by low numbers to reach out to children in their areas who do not have access to schools.

The campaign will concern itself with issues and obstacles preventing the opening of schools to all races.

Brother McGurk said there was not only a crisis in black education: "We also have a crisis in white education."

Referring to the declining number of white pupils, he said about 1 million pupils started school annually, of whom about 7 600 (7,6 percent) were white.

"There are 1 179 349 places available in white schools nationwide. There are only 871 751 white school-going pupils. This leaves 307 598 vacancies ... 26 percent of the places are vacant," he said.

In Johannesburg the number of pupils had dropped by 13 150 since 1985. If white schools were rationalised now there would be about 25 empty schools.

While central city schools had shown the largest drop in enrolment, all suburbs within 12 km of the city centre were seriously affected, he said.

(50) Cameron

Pupils fight unjust expulsions

By DAN DHLAMINI

SEVERAL clashes between pupils and teachers at Carletonville and Potchefstroom schools last week have aggravated fears by parents that the conflict could spread to all Western Transvaal schools.

Matters came to a head this week when two Standard Eight Boitshoko Secondary School pupils in Ikageng, Daniel Buthelezi, 18, and Meshack Duma, 18, were expelled for late-coming.

Buthelezi, who lives at a farm about 20km away from his school, told *City Press* he and his friend, Duma, had spent the weekend at his house, and walked to school on Monday as they did not have bus fare.

The two said they had tried to explain their problems to the headmaster, K J Tlhapi, but he ignored them and told them to go home.

Education and Training Diamond Fields region assistant director Thomas Merabe, told *City Press* the expulsion had been reversed and the boys ordered to return to school.

The dissatisfaction reached the Madibeng Primary school this week as Merabe said he would investigate complaints relating to principal Nti Mahlwane.

A former detainee, Jackie Khuzwayo, 13, claims that he has been expelled from Madibeng by Mahlwane. Khuzwayo had only been re-admitted this year after spending some time in detention since 1986.

Another ex-detainee, April Mohau, 18, a Std 5 alleges that he is being harrassed by the headmaster.

Mohau, who claims to have been detained 17 times since the state of emergency was imposed, said Mahlwane threatened that she would get him detained because he was inciting other pupils.

In another incident at Ikageng, a pupil said he was going to seek legal advice after he was allegedly assaulted by Boitshoko school teachers.

Abraham Matroos, 17, a Standard Five pupil at Lesego Primary School, said 22 teachers, including the principal, each gave him six lashes with a cane for "causing disturbance" at their school.

Matroos said he had gone to Boitshoko as he had agreed with pupils of that school to try to solve their grievances, but after hurling a stone on the roof to seek "support and action", some pupils caught him, and brought him to the angry teachers who punished him.

Assistant Director Merabe confirmed that some Boitshoko staff members severely punished a boy whom they thought was a hooligan. He said Matroos did not explain to Boitshoko teachers that he attended at Lesego.

Pupils in the two townships claim that class captains and pupils' councils are not effective and they demand democratically elected students representative councils.

Some of the rules that pupils said they rejected were:

- Punctuality on the part of those who live far from school.
- Pupils will be responsible for any damage to or theft of school property.
- Compulsory wearing of school uniform.
- Punishment before explanation for minor offences.

The pupils also alleged sexual harassment and drunkenness on the part of teachers.

These allegations were dismissed as unfounded by Merabe.

Soweto faces High Noon of crime among 'Jack Rollers'

Soweto's crime wave can be traced to the "Jack Rollers" and their philosophy that love is just a ball game, reports **STAN HLOPE.** Other motives are more institutionalised.

The wave of crime and violence sweeping through Soweto is rooted in high unemployment, school drop-out rate, drug abuse and a break-down of family structures and general discipline, according to community leaders and educationists.

At an anti-crime conference in Soweto at the weekend, delegates blamed the police for failing to respond to people's complaints and turning a blind eye to the increasing number of drugs being smuggled into the township.

The conference aimed to tackle an escalating crime-rate and violence which those attending said had to be nipped in the bud.

The conference, organised by the South African Council of Churches, was attended by a broad spectrum of community leaders, educationists, social workers, students, businessmen, trade unions and welfare organisations.

Breaking new ground

It was the first time a meeting of this kind had been called specifically to deal with crime.

The wave of violence involves gangsters calling themselves "Jack Rollers". They have been committing rape, murder and robbery since the beginning of the year.

The gangsters are believed to be high school drop-outs and frustrated activists who prey on female pupils and young women. The name "Jack Roll" is taken from a hit album by an American duo, "Womack and Womack", who sing: "Love is just a ball game, sometimes you lose, sometimes you win — jack roll".

Dr Nthato Motlana, a veteran community leader, said: "Parents have lost control of their children and this has led to a general lack of discipline. Everybody concerned, social workers, churchmen, teachers, and community leaders needed to work together to solve the problem.

"Police are also to blame for the increase in crime. When called to attend to a rape incident, for instance, they say there are no vans. But when people are said to be terrorists, 10 vans will rush to the scene immediately," Dr Motlana said.

Mrs Sheila Sisulu of the SACC echoed Dr Motlana's sentiments and denounced the Department of Education and Training's age restriction, which she said contributed to the high number of drop-outs. The education system did not prepare pupils for responsible participation in the community.

Mrs Sisulu said factors which were contributed to the crime rate were lack of recreational facilities, repression of community organisions, inadequate parental care and control, increase in drug abuse, smugglers' apparent collaboration with certain aspects of State machinery, police turning a blind eye to drug smuggling, shebeens selling liqour indiscriminately and lack of communication between parents, teachers and pupils.

The conference, in a bid to find short-term solutions, resolved to identify the leaders of the gangsters, educate and politicise them, organise a delegation to go to various schools and address pupils on the problem, establish a monitoring group to revive street committees, give drug smugglers a strong warning, involve churches in informing their congregation about crime and to form an anti-crime capaign.

As a long-term solution the conference resolved to establish youth centres and crisis centres for rape victims.

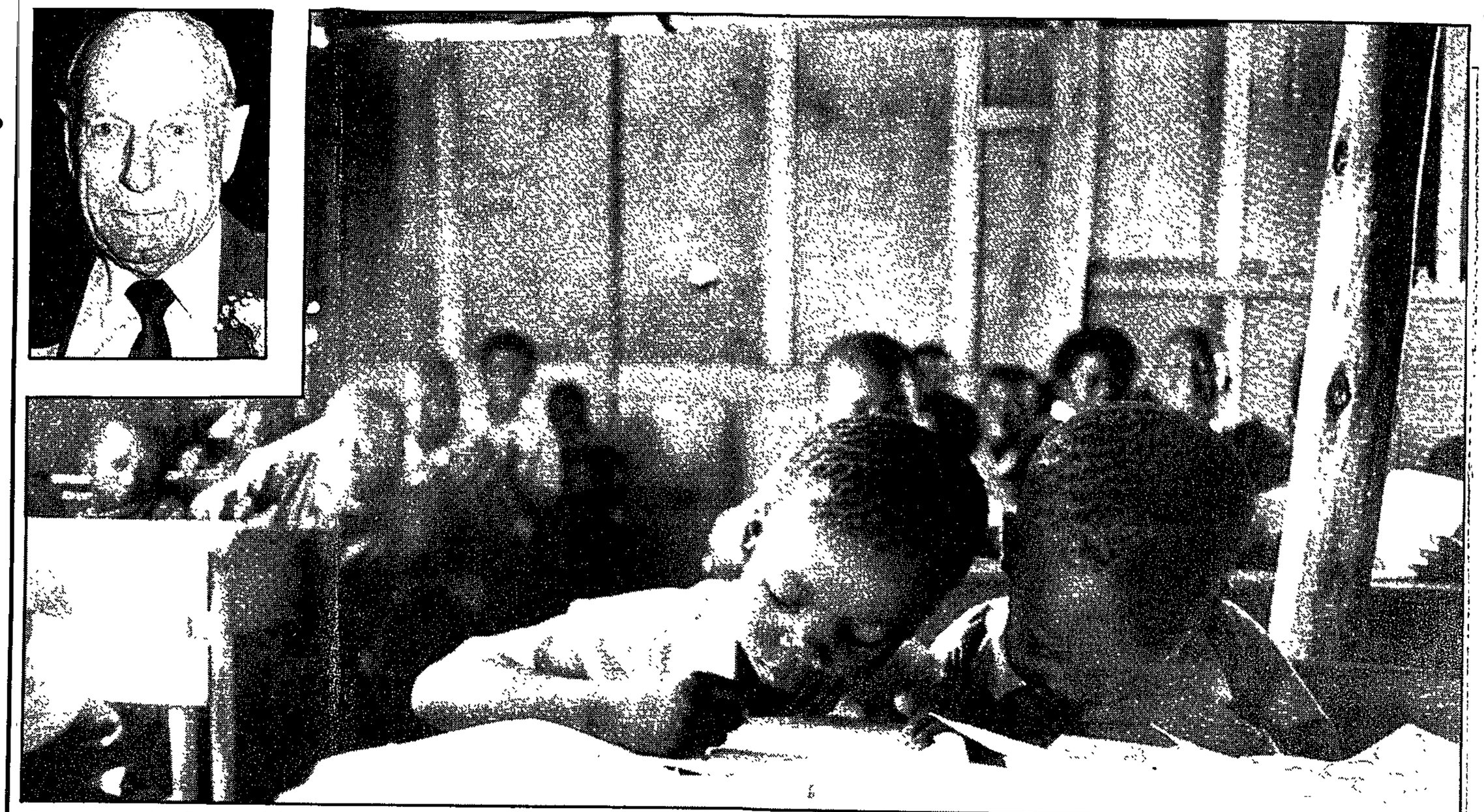
Long list of causes

In a statement the South African National Institute for Crime and Prevention and Rehabilitation of Offenders (Nicro) attributed the high rate of crime to inflation, unemployment, lack of accommodation, inferior accommodation, disintegration of family and community life, cultural impoverishment, tribalism, poor education, negative parental figures, gang formation, negative influences in and outside prison, poor police protection and the state of emergency.

The Soweto Chief of the CID, Brigadier M Stoltz, said police were doing their best to combat crime in the township. He said police had conducted a crime prevention operation at the weekend.

Brigadier Stoltz blamed the public for not coming forward to report the alleged incidents to the police.

The Soweto police chief appealed to victims to lodge their complaints so police could do their job effectively. He admitted that the number of the weekend's murder cases (24) was unusually high but said the police were coping with the crime in the area.



Learning to write. Children of the Winterveld, at school in a classroom built of hardboard, concentrate intently on their work. At the top left is Operation Upgrade director Dr Sandy D'Oliveira.

Literacy: first step away from poverty

While virtually every white in South Africa can read and write, only 52 percent of the black population is literate. Dr Sandy D'Oliveira, director of the Durban-based Operation Upgrade, has devised a plan of action to combat illiteracy which he outlined at a symposium in Welkom. **WINNIE GRAHAM reports.**

When thousands of black workers were retrenched a few years ago, Dr Sandy D'Oliveira saw the tragedy as a golden opportunity.

It appeared logical for him to assume that the first to lose their jobs would be the least qualified, of whom the illiterates would compromise the majority. He asked his staff to get together 10 redundant and illiterate workers and to bring them to their training centre for an intensive literacy course.

Only four were located but classes went ahead. The workers were given classes of four hours' duration. At the end of the same week they were able to write a test at Std 4 literary level. Their marks were: 97 percent, 98 percent and two got 100 percent.

While the classes were being held, Dr D'Oliveira got in touch with the training director of the Natal Training Centre in Pinetown. He agreed to accept the men for skills-training at the close of their intensive literacy class.

Although the men were not asked to return on completion of their course, they did, proudly showing off their certificates. In the different areas of their training all had received an 'A' or a 'B'.

Since February 1987, Operation Upgrade [illegible] free of charge, for illiterate and unemployed black workers. They are given a hot lunch, free books and R2 for bus fare. About 20 men a month are becoming literate and they are being accepted by the Natal Training Centre for further skills training.

According to Dr D'Oliveira, setting the illiterate on the road to literacy is the first step in his emancipation from hunger, poverty and disease. He regards it as a fallacy to infer illiteracy implies lack of intelligence, or that a lack of "book-learning" has made the illiterate mentally ill-equipped.

"He has the mental equipment, but has been forced to use it to develop along more accessible avenues," he said. "In equating illiteracy with stupidity, we expose our own ignorance of the rich, untapped human potential is stifled by illiteracy."

He stresses that literacy involves not merely reading, talking, writing and arithmetic. It also involves listening, speaking, viewing, interpreting and thinking.

Most people believe literacy in an adult is attained when it corresponds with four to six years of schooling but Dr D'Oliveira believes this is an uninformed generalisation. He is not dogmatic about standards but suggests that literacy corresponding with seven years of schooling (Std 5) is more realistic. However, where there is a background of illiteracy, he says, there is a grave danger of regression.

"Emphasis must be placed on retention of the neo-literate's newly acquired skill through the provision of material written in a graded and controlled vocabulary," he says.

Newly literate people, however, are no more interested in reading only children's books than educated people — and at one time the only reading material available for new literates was children's books.

It was the late Dr Frank Laubach, a world literacy pioneer, who first emphasised the need for providing helpful books not only to encourage people to practice their new found ability but also to help them find answers to their "burning life [illegible]

Operation Upgrade was established by Dr D'Oliveira and his wife 23 years ago. They have since trained 12 000 literacy teachers in one or other of nine languages.

They plan to extend their programme throughout South Africa and are training all volunteers willing to teach illiterates to read or write. It takes a week to train a teacher and Operation Upgrade, he says, will train any individual wanting to help illiterates.

The cost of making an adult literate is about R50.

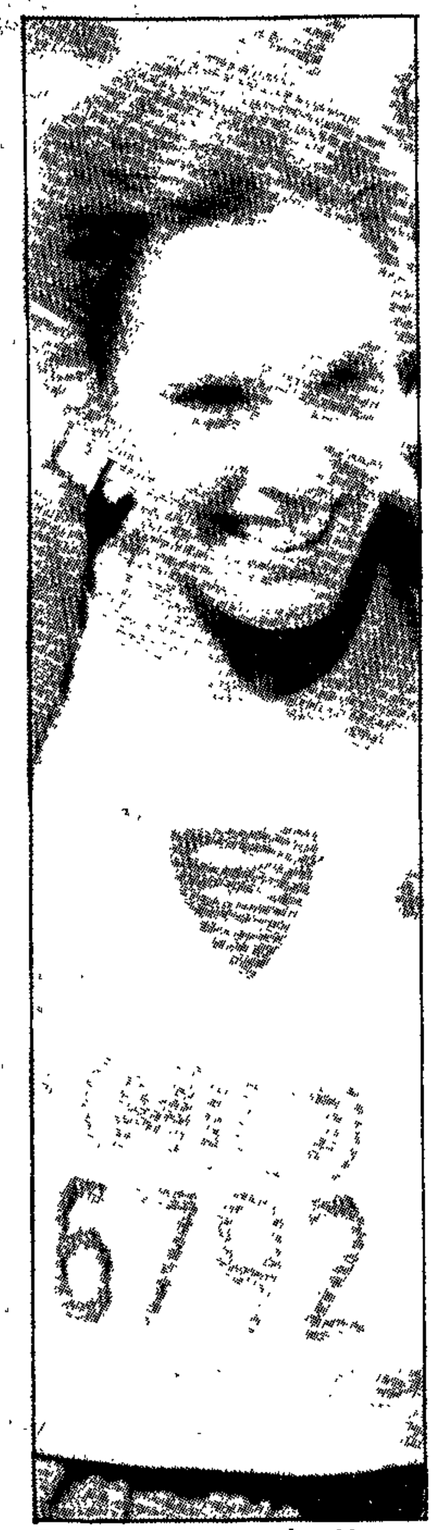
Dr D'Oliveira quotes statistics to show that one in nine American adults cannot read at all, 65 percent of US prison inmates cannot read and one in every three mothers who receive "Aid to Families" cannot read. A total of 85 percent of juvenile delinguents are illiterate and 40 percent of Americans say they have never read a book.

He said: "It is an indisputable fact that in countries where the population is predominantly illiterate, there is also a low living level, hunger, disease and a high birth-rate ... The eradication of illiteracy is basic to any programme of human development.

"In Taiwan, illiteracy has been virtually vanquished [illegible] unemployment [illegible]

South African education on a slide to mediocrity

(50) Star 24/8/89



Teacher Frith van der Merwe ... earns more as a runner.

On August 5 Benoni athlete Frith van der Merwe, set a record as she won the City to City Marathon. In three hours and four minutes the schoolteacher earned R27 500. She will take 18 months to earn that as a teacher.

The minimum wage for a floor sweeper in many factories varies between R850 and R900. A young woman with a BSc degree and a teaching diploma (four years of tertiary study) earns little more than R1 000, after tax and deductions, in her first year of teaching. Typists would expect to earn more than that after six months of training.

Few can begrudge Frith van der Merwe the rewards she reaps for her phenomenal talent and dedication. Few can quibble with the concept of a reasonable minimum wage, provided it is truly earned.

But equally few realise the increasingly tragic consequences that the imbalances in our society are having on our schools. Black education is faced by awesome political and sociological problems.

Dedication

White education is on a steady slide towards mediocrity. The mood in the profession has moved from anger to despair.

On the Witwatersrand, primary school teaching is largely a woman's profession. Standards of care and tuition are high — owing to the dedication and devotion of women teachers. In high schools men are an endangered species. Schools of 1 000 to 1 300 pupils which, two years ago had 20 to 30 men on the staff, now struggle to find 10 or 11.

Schools exist not only to prepare pupils for examinations, but to develop their powers of thought, of taste and of judgment. Good teachers are essential to nourish this growth. Managing a high school classroom is a complex business. It requires a care and concern for

A MEMBER OF THE TRANSVAAL TEACHERS' ASSOCIATION highlights the injustices in the payment of people who have the responsibility for the education of the nation's future citizens.

Teaching profession in a mood of despair

young people; a fine grasp of the subject; a thorough understanding of the art of communication; a sense of humour; a balance.

Teachers are vital role models to young people trying to grow up amid the supersell pressures of a sick society. If we allow the best, the brightest and the most balanced to drift from the classroom and sportsfield, our country will be forever impoverished.

Fortunately, our teachers are a resilient breed and the Transvaal Teachers' Association (TTA) is a determined organisation. We believe there are answers. They should, of course, come from the Government, starting with a divorce of the teaching profession from the bloated civil service.

The English-speaking South African must accept much of the responsibility for the crisis facing English high schools, many of which already cannot fill vacancies for (especially) senior science, maths and accountancy teachers.

The answer lies in creative lateral thinking, in challenging myths and distortions. The answers can be found if we bring together the many people and organisations who are already at work, changing the face and form of education. These people must talk to one another and share.

The TTA will be hosting a three-hour "think tank" at the Johannesburg College of Education on September 2. There will be no speeches, no lectures, no keynote addresses. Each delegate will sit at a table with nine other concerned leaders in education, commerce or industry as some, or all, of the following topics are "workshopped":

- How could schools with declining numbers be used most productively?
- What are the necessities and what are the luxuries in white education?
- How can existing facilities (including schools and colleges) be used most productively?
- What aspects of education should parents have to pay for?
- Could semi-privatisation work in our schools?
- What legitimate reimbursements can be made to teachers?

Servicemen

- Can national servicemen be used more productively?
- Should the bursary system be changed?
- What steps can be taken to make the public aware of the crisis?
- How can teachers be remotivated? How can we communicate the joy of teaching?
- What appropriate audio-visual or computer material is available?
- Could key teachers be used in more than one school?
- Should schools be encouraged to set up winter/summer/Saturday schools?
- What can be done to move problem pupils out of the way of those who wish to learn?
- Can sponsorship save education as well as sport? Instead of sport?

There are no easy answers to such daunting problems but what answers there are will have to come from those who care. If you can be part of the solution, telephone the TTA on (011) 642-5139.

Cape leaders in education 'dismayed'

Cape Times 30/8/89

Staff Reporter

EDUCATION leaders yesterday expressed their "dismay" and "disappointment" at the last-minute decision by the Regional Commissioner of Police to cancel yesterday's "urgent" meeting on the education crisis.

Addressing a press conference at St George's Cathedral at 1.40pm, the rector of the University of the Western Cape, Professor Jakes Gerwel, said he was informed at midday that the meeting had been cancelled by the commissioner, Major-General Philippus Fourie.

Police said in a statement that General Fourie had called off the meeting "in view of discussions between Mr Adriaan Vlok, Minister of Law and Order, and the Rev Allan Hendrickse, Minister of Education and Culture in the House of Representatives" and "the minister's proposed discussions with principals of various schools in the Cape Peninsula".

General Fourie was to have met a delegation of education leaders, including Prof Gerwel, the principal of the University of Cape Town, Dr Stuart Saunders, and the rector of the Peninsula Tecknikon, Mr Franklin Sonn, at 2pm.

The delegates said they wanted to discuss certain things with the general, including "provocation on the side of the police" when dealing with students.

Mr Sonn said the police also did not seem to recognise the authority of the education leaders nor allow them time to speak to students and defuse potential confrontations with police.

"This cancellation is not the way to solve the problems," Prof Gerwel said.

(Report by P Collings, 122 St George's Street, Cape Town.)

MEETING OFF . . . The rector of the University of the Western Cape, Professor Jakes Gerwel (centre), discloses that the Regional Commissioner of Police had cancelled a meeting with education leaders to discuss the education crisis. On the left is the rector of Peninsula Tecknikon, Mr Franklin Sonn, and on the right is the principal of the University of Cape Town, Dr Stuart Saunders.

Biggest careers guide fair

SOUTH Africa's largest and most exciting careers fair will be held at Shareworld between September 25 and 30. Organiser Mr Syd Catton said:

"The choice of a career is the most important decision made in the life of a young adult. Not only for their future but for the future of the country." Sowetan 30/8/89

"Most young people recognise this, but how many actually know what possibilities are there for them?" he asked.

Over 200 career-orientated talks will be given by more than 100 business people and career speakers during the five-day career event.

There will also be over 200 career films screened in the cinema complex at Shareworld.

A mixture of fun and work has been arranged for the thousands of young people expected through the doors of Shareworld.

A music festival, competitions, prizes, promotions and a wide spectrum of career promotions are scheduled.

Careers 2000 has arranged for over 150 exhibitors to be present. Big business has snapped up the space and companies such as Anglo American, South African Airways, Iscor and SASOL are participating.

For further information call Maggie at (011) 643-8471.

Educationists deplore police cancellation of meeting

ARGUS 31/8/89

By JOHN YELD, Staff Reporter

THE last-minute decision by the divisional commissioner of police, Major-General Phillipus Fourie, to call off a meeting with leading academics and parents has been slammed as "unilateral", "astounding" and "alarming".

General Fourie had been scheduled to meet University of Cape Town vice-chancellor Dr Stuart Saunders, University of the Western Cape rector Professor Jakes Gerwel, the rector of the Peninsula Technikon, Mr Franklin Sonn, and other academics, teachers and parents earlier this week to discuss recent police action at educational institutions.

The meeting was called off by General Fourie at the 11th hour — ostensibly because of an earlier meeting between Minister of Law and Order Mr Adriaan Vlok and the Rev Allan Hendrickse, Minister of Education in the House of Representatives, and because of a proposed meeting between Mr Vlok and local principals next week.

At a Press conference at St George's Cathedral hall, Professor Gerwel said police actions were often provocative and inflamed tempers.

"Frightening regularity"

He had had first-hand experience of this, and he "unhesitatingly" backed Archbishop Desmond Tutu's claim that teargas had been deliberately fired at them in Guguletu last week.

"These scenarios are repeated at numerous schools with frightening regularity. In contrast, where police have kept their distance, there were no problems.

"If students are allowed to protest peacefully, there is no need for violence or casualties."

Dr Saunders said there was a "great deal of disorder and violence".

"People are being hurt. It seems to me there is a spiral of violence which simply has to be broken."

General Fourie's "unilateral" decision to cancel the meeting was "quite astounding and quite alarming, at a time when there was an urgent need to talk and discuss what is clearly a very, very serious matter", Dr Saunders said.

Police spokesman Bridagier León Mellett said yesterday Mr Vlok would meet "some of the principals and parents" fairly soon. He said a date had been set but declined to reveal it.

He referred The Argus to the emergency media regulations regarding allegations of police action, and said in addition that police could not be expected to comment on "wild allegations" which gave no definite details.

(50) STAR 31/8/89

Teaching illiterate adults to read and write is hard work

By Winnie Graham

Teaching adults to read and write can be a thankless task.

Ask Ms Zukisa Kene, education officer for the Urban Foundation in Bloemfontein, who has tackled a literacy project in the township of Mangaung with, to date, indifferent success.

"The truth is, people are afraid to admit they cannot read or write," she said.

"Not all appreciate they are not to be blamed for their illiteracy."

Before starting a literacy project in the local YWCA hall in Mangaung recently, Ms Kene recruited 22 people for the classes. Only four turned up.

She carried on valiantly — even when her pupils couldn't always make it.

Marketable skills

Ms Kene knows why literacy is not regarded as that important. People struggling to survive, she says, are more interested in marketable skills. They would rather spend the time learning something like needlework or bricklaying — skills they can "sell" when the course ends.

"Before we teach adults to read and write, they have to be convinced of the advantages," she said.

"Illiterate people who have coped without literacy skills don't always see the value of book learning."

She is now re-thinking her strategy to encourage adults to take advantage of the programme.

Ms Kene's literacy project is just one of five or six with which she is involved.

One of the most successful is the "Easing into English" programme in the township, attended by as many Afrikaans-speaking children as black children.

Another is the matriculation enrichment project, aimed at reducing the failure rate among pupils and concentrating on subjects such as English, biology and mathematics. Winter and spring schools are held annually.

This year's programme takes place at the Hodisa Technical School and will be attended by 150 pupils from September 18 to 22.

Career Week, intended for school drop-outs as much as for matriculants, is another popular feature.

Many of the Urban Foundation's Bloemfontein projects are held at the YWCA Hall, which has become a focal community centre, running sewing classes for women, youth programmes for young people and a library for all.

Storytime for small children is held in the afternoons and children have the opportunity of playing with educational toys, also stocked by the library.

Mrs Berthe Mokgele, the programme director, said the YWCA in New York had recently sent them a crate of books to supplement their stock.

"What we need more than anything are chairs for the hall," she said. "After more than 20 years, our original ones are falling apart."

ADMINISTRATION: HOUSE OF REPRESENTATIVES

DEPARTMENT OF EDUCATION AND CULTURE

No. R. 1868 **1 September 1989**

COLOURED PERSONS EDUCATION ACT, 1963

AMENDMENT OF REGULATIONS

The Minister of Education and Culture has under section 34 of the Coloured Persons Education Act, 1963 (Act No. 47 of 1963), made the regulations contained in the Schedule hereto.

SCHEDULE

DEFINITION

1. In this Schedule "the Regulations" means the regulations published by Government Notice No. R. 1898 of 21 November 1963 in *Regulation Gazette* No. 257 of 4 December 1963, as amended.
2. The following chapter is hereby substituted for Chapter O of the Regulations:

"CHAPTER O

HOSTELS

01. The provisions of this Chapter shall not apply to a hostel attached to a school of industries, a reform school or a State-aided special school.

STATE HOSTELS ESTABLISHED IN TERMS OF SECTION 3 (1) (c) OF THE ACT

Control

01.1 (a) (i) A State hostel shall be under the overall control of the head of the educational institution under which the hostel falls, hereinafter referred to as 'the head', which head shall be responsible for determining the policy in respect of the educational, financial and administrative matters within the framework determined from time to time by the Director-General.

(ii) If more than one hostel is attached to an educational institution the head shall exercise overall control over all such hostels.

(b) (i) Every State hostel shall be under the direct control of a housemaster who shall be appointed with the approval of the Director-General.

(ii) The housemaster shall perform the educational, financial and administrative functions in connection with the hostel and shall be responsible to the head.

(iii) Where a hostel is attached to more than one educational institution the housemaster shall be responsible to the head of the institution designated by the Director-General.

(c) The Director-General may in his discretion terminate the services of a housemaster with a minimum of one calendar month's notice.

(d) In addition to the head and the housemaster, supervisors shall be appointed at each State hostel who shall assist with the execution of the educational programme of the hostel and the maintenance of general discipline in respect of boarders.

01.2 At each State hostel a matron and other approved non-supervisory staff shall be appointed to perform the daily domestic duties in connection with the hostel under the supervision of the housemaster or the person whom he authorises to exercise such supervision.

ADMINISTRASIE: RAAD VAN VERTEENWOORDIGERS

DEPARTEMENT VAN ONDERWYS EN KULTUUR

No. R. 1868 **1 September 1989**

WET OP ONDERWYS VIR KLEURLINGE, 1963

WYSIGING VAN REGULASIES

Die Minister van Onderwys en Kultuur het kragtens artikel 34 van die Wet op Onderwys vir Kleurlinge, 1963 (Wet No. 47 van 1963), die regulasies in die Bylae vervat, uitgevaardig.

BYLAE

WOORDOMSKRYWING

1. In hierdie Bylae beteken "die Regulasies" die regulasies by Goewermentskennisgewing No. R. 1898 van 21 November 1963 in *Regulasiekoerant* No. 257 van 4 Desember 1963, afgekondig, soos gewysig.
2. Hoofstuk O van die Regulasies word hierby deur die volgende hoofstuk vervang:

"HOOFSTUK O

KOSHUISE

01. Die bepalings van hierdie Hoofstuk geld nie ten opsigte van 'n koshuis verbonde aan 'n nywerheidskool, 'n verbeteringskool of 'n Staatsondersteunde spesiale skool nie.

STAATSKOSHUISE INGESTEL KRAGTENS ARTIKEL 3 (1) (c) VAN DIE WET

Beheer

01.1 (a) (i) 'n Staatskoshuis staan onder die oorhoofse beheer van die hoof van die onderwysinrigting waaronder die koshuis ressorteer, hierna 'die hoof' genoem, welke hoof verantwoordelik is vir die bepaling van beleid ten opsigte van die opvoedkundige, finansiële en administratiewe aangeleenthede binne die raamwerk wat van tyd tot tyd deur die Direkteur-generaal bepaal word.

(ii) Indien daar meer as een koshuis aan 'n onderwysinrigting verbonde is, is die hoof oorhoofs in beheer van al sodanige koshuise.

(b) (i) Elke Staatskoshuis staan onder die regstreekse beheer van 'n koshuisvader wat met die goedkeuring van die Direkteur-generaal aangestel word.

(ii) Die koshuisvader verrig die opvoedkundige, finansiële en administratiewe werksaamhede in verband met die koshuis en is aan die hoof verantwoordelik.

(iii) Waar 'n koshuis aan meer as een onderwysinrigting verbonde is, is die koshuisvader verantwoordelik aan die hoof van die inrigting wat die Direkteur-generaal aanwys.

(c) Die Direkteur-generaal kan na goeddunke 'n koshuisvader se dienste met 'n minimum kennisgewingtydperk van een kalendermaand beëindig.

(d) Benewens die hoof en die koshuisvader, word daar by elke Staatskoshuis toesighouers aangestel wat behulpsaam is met die uitvoering van die opvoedkundige program van die koshuis en die handhawing van algemene dissipline ten opsigte van kosgangers.

01.2 By elke Staatskoshuis word 'n matrone en ander goedgekeurde nie-toesighoudende personeel aangestel om die daaglikse huishoudelike pligte in verband met die koshuis te verrig onder die toesig van die koshuisvader of die persoon wat hy magtig om sodanige toesig uit te oefen.

APARTHEID BAROMETER

EMERGENCY DETENTIONS

A total of 100 people were being detained under the Emergency regulations on December 30, including 72 in the Western Cape, accoring to the Human Rights Commission. Those in Emergency detention on Wednesday came from the following areas: Western Cape (72); Northern Transvaal (10); Natal (4); Western Transvaal (2) and Eastern Transvaal (1). These figures do not include yesterday's spate of detentions.

An HRC report of August 26 said that a total of 57 people were being held under the Emergency regulations on August 24, including 39 in the Western Cape.

The latest issue of *Human Rights Update*, published by the Human Rights Commission, said that a total of 2 547 people were detained under the Emergency regulations between June 10 1988 and June 9 1989. Of the 734 of them whose political affiliations are known, 612 were UDF members, seven were UDF and Cosatu members, 55 were Cosatu members, one was a UDF and Nactu member, two were Nactu members, 46 were members of National Forum organisations and 11 were members of the SACC and other organisations.

They came from the following areas: Natal (927); PWV (827); Eastern Cape (296); Western Cape (130); Transvaal country (85); OFS (32); Northern Cape (13) and unknown (237).

Of the 893 Emergency detainees whose details were known 421 were community or poltical activists, 354 were students or teachers, 90 were trade unionists or workers, 10 were clergy or church workers, 10 were journalists and eight were professional people.

The HRC report states that at least 219 of those detained under the 1988 - 1989 Emergency were children aged 17 or younger.

The report states that from June 9 to June 30 1989, 153 people had been detained under the Emergency regulations, 76 of them from Natal and 33 from the PWV.

SECURITY DETENTIONS

The latest edition of *Human Rights Update*, published by the Human Rights Commission, states that a total of 906 people were detained under the security legislation of South Africa (including the "independent homelands"), 886 in 1988 and 107 in the first six months of 1989. A total of 123 people were being held as on June 30, 1989.

Those held in 1987 and 1988 came from the following areas: Transvaal (315); Bophuthatswana (454); Natal (125); Western Cape (97); Transkei (224); Ciskei (96); Venda (68); Eastern Cape (35); OFS (15); Northern Cape (4) and place unknown (359).

They were held under the following forms of legislation: Section 29 Internal Security Act (847); Section 31 ISA (97); Section 50/185 Criminal Procedure Act (two); "homelands" security legislation (842) and unknown legislation (6).

Those detained in 1988 had the following fates as at June 30 1989: Still Held (67); Awaiting Trial (85); Released within 48 hours (12); Released after longer period (78); Charged and Acquitted (11); Charged and Convicted (3); Escaped (2); Died in Detention (one). Therefore by June 30 1,16 percent of all security detainees held in the first six months of 1989 had been convicted of any crimes by June 30 this year.

Those detained in the first six months of 1989 were held under the following legislation: Section 29 ISA (41); Transkei Public Security Act (65); Ciskei National Security Act (one).

when 48 were detained, followed by April when 17 were detained. 65 of these detainees came from the Transkei, 19 from Transvaal, 13 from the Western Cape, eight from the Eastern Cape and one from both Natal and the Ciskei. By June 30 1989 43 of those detained in the previous six months were still being held, 22 were released without charge, 39 were awaiting trial, one had been acquitted, one escaped and one had been convicted. This means that 0,92 percent of those detained under the country's security legislation in the first six months of 1989 were convicted of an offence.

Of the 123 detainees being held under the country's security legislation on June 30 this year 14 had been held since 1987, 29 were detained in the first six months of 1988, 37 were detained in the second six months of 1988 or at an unknown month that year, and 43 during 1989 60 were being held under section 29, 13 under section 31, one under section 28, 30 under the Transkei Public Safety Act, nine under the Venda Maintenance of Law and Order Act, six under the Ciskei National Security Act and four under the Bophuthatswana Internal Security Act.

According to the HRC 74 people were being held under the Internal Security Act at the end of July 1989 and 49 under the security legislation of the "homelands".

PRISONER OF CONSCIENCE

JOYCE MABUDAFHASI, National Education Crisis Committee executive member, was detained under the Emergency regulations on August 14 this year and is still being held. In January this year she was released after 25 months in Emergency detention.

Mabudafhasi, a community leader from Mankweng, near Pietersburg, was a founder member of the NECC. In May 1986, while employed as a librarian at Turfloop University, she was seriously injured when her house was bombed late at night. She left the area and went into hiding, but was again detained in December that year and was only released in January 1989. At the time of her 1986 detention she was involved with negotiating a return to classes by Port Elizabeth students on behalf of the NECC.

During her 1986 - 1989 detention her father died and her mother, who was living in Venda, suffered a stroke.

Mabudafhasi, who is in her late 40s, has four children.

BANNED BOOKS, PUBLICATIONS AND OBJECTS

Banned for distribution and importation: Dome — Welcome to the Pleasure Dome (SRC, Durban); Bigger than ... GNP 999 B gramaphone record (Bigger than Jesus recorded by Kalahari Surfers at Shifty Studios, January 1989); Journal of the Socialist Workers Party of South Africa (Socialist Workers Party of South Africa, London); Buckskin 11 and Buckskin 12 Recoil (Roy LeBeau); Scope vol 29 no 16 August 1988 (Republican Press, Durban); Spur 4 Rocky Mountain Vamp (Dirk Fletcher), More of the World's Best Dirty Jokes (Mr J); Desk Pad of Colour Code: Desk 1 1989 — calender (Swan Publishing Company, Pinetown); Maggie's Nude Female Photos (Beau Brummel, Warmbaths); Prank no 154 (Sonskyn Uitgewers, Roodepoort); Gazelle August/September 1989 (Vielen Promotions, Torfontein); Bunny Girl August 1989 (Sonskyn Uitgewers, Roodepoort); Spur 23 San Diega Sirens and Spur 24 Didge City Doll (Dirk Fletcher); Escape to Paradise — film; Black Sands — film; Axexa — film; Madam Bovary — film; Nam Angels — film; Tonight ...

A third force in the Cape school strife: The mothers

On one side of the escalating conflict in the Western Cape, the police. On the other, the students. And in between them, the mothers, who march across the lines to rescue their children, GAYE DAVIS reports

EVEN the police do not try to interfere with the mothers of the Cape Flats schoolchildren.

At the first sign of any "action" at school gates, the mothers stride purposefully across to the school gates, summon their children and march them home, thumb and forefinger firmly attached to reddening ears.

Many parents are not allowing their children to go to school during these days of blazing barricades and running battles with police, fearing they will be arrested or shot.

And there are some mothers whose fear for their children's safety translates into furious anger at the police.

Like Ghalima Daniels, who this week told how she approached policemen who were firing teargas at a high school near her Mitchells Plain home.

She asked a policeman why he was firing teargas at the children and he replied: "We are giving them teargas for breakfast."

"If that is the attitude of the police, how are we expected to control our children's actions against them?" she asked.

Daniels was speaking at a press conference called this week in the wake of an attempt by a delegation of leading educationists, parents and school principals to effect a meeting with the divisional commissioner of the South African Police in the Western Cape, Major-General Flip Fourie.

The delegation included the University of the Western Cape's rector, Professor Jakes Gerwel, University of Cape Town vice-chancellor Dr Stuart Saunders and Peninsula Technikon rector Franklin Sonn.

They wanted to discuss with police ways of defusing the tensions which, they believe, threaten to throw education in the region into its biggest crisis since 1985.

Two hours before the meeting, Gerwel was told Fourie would no longer be meeting them, in the light of discussions Minister of Law and Order Adriaan Vlok had held with the minister of "coloured" education, Allan Hendrickse — and talks Vlok proposed to hold with principals.

Dismayed by the rebuff, Gerwel said: "Events are beginning to bear a frightening similarity to 1985.

Undeterred ... a youth leads the way Picture: BENNY GOOL, Afrapix

"Unless there is discretion and restraint on the part of the police we face a disaster — with serious loss of life and disruption of education in this part of the country."

Increasingly indiscriminate stonings and torchings of vehicles which find their passage blocked by burning barricades have given the government a stick with which to beat the "mass democratic movement".

But there have also been incidents where the police stand accused of reacting aggressively, without provocation — and in some cases, eliciting a violent response

Police have certainly developed their method of dealing with the media. "Get the photographers" is the standard first order from police, and the signal that security forces are about to act. Reporters tell of hearing these instructions given shortly before the security forces were unleashed on protestors

In the eyes of some, the heightened state response is deliberately intended to fuel rather than quell the embers of discontent, creating a climate of insecurity calculated to stampede white voters back into the safety of the National Party laager.

"If the police didn't come the children would get bored It's happened a couple of times: tyres have been burned, the police haven't pitched and kids have gone off home," a teacher told the *Weekly Mail*.

There are also deep suspicions that the state is using *agents provocateurs*.

Advice office workers in Mitchells Plain refer to the situation as "Jump Street" — after a TV programme in which police infiltrate schools by passing themselves off as students.

At one Mitchells Plain high school, several students were arrested and charged with public violence after being identified by two young women who had been seen earlier mingling with students at a barricade.

When Gerwel and Sonn ran through clouds of teargas last Wednesday to appeal to police to stop firing at a march of UWC academics, students and workers, they were intrigued to see black and coloured youngsters "dressed like students", one of them wearing what appeared to be a United Democratic Front T-shirt.

Delivering sermons in several Anglican churches in Cape Town last Sunday, Archbishop Desmond Tutu called on young people to stop stoning vehicles and erecting burning barricades.

"I want to call especially on our young people who may be frustrated and impatient. Don't let's undermine a noble struggle by being provoked into acts of violence — the stone-throwings and the burnings ... let the violence come from the system."

Tutu's is not a lone voice. MDM representatives have been urging similar restraint at meetings and rallies, warning of the presence of *agents provocateurs*.

But it is not something that can be

ANOTHER CHURCH SERMON ... WITH SOME UNUSUAL

at all was young, white, Afrikaans-speaking and very formal.

"Under the circumstances, you are most welcome," he said. "The government wants to tell us we can't speak. We

The pain of resistance. A Mitchells Plain pupil, Gary Gordon, after being shot at a school demonstration Picture: ERIC MILLER, Afrapix

Mannenberg 1989 ... people flee as police break-up a protest meeting Picture: ERIC MILLER, Afrapix

After a slow start, E Cape gets defiant

The defiance campaign was slow to start in the Eastern Cape but has now swept the townships, reports LOUISE FLANAGAN

BORDER organisations hit hard earlier in the Emergency are re-emerging in the defiance campaign.

The campaign started slowly but within days thousands of pupils were on the march in towns throughout the area. Organisations are gearing up for an anti-apartheid rally this weekend and pupils are talking about exam boycotts because they were refused the right of peaceful protest.

The Border region was badly hit by the Emergency, providing a disproportionately high number of detainees. Many organisations virtually ceased to function.

Over the last few months, however, organisations have started to regroup. At the height of the detainees' hunger strike, the co-ordinating Border Crisis Committee was launched. This was followed by the secret launch of the Border Civics Congress, which is made up of 15 civics or steering committees and is still growing.

The defiance campaign started with one-off marches in Stutterheim and King William's Town to schools and a Dutch Reformed Church.

Last Friday the hospitals were targeted and about 100 people were treated at East London's Frere Hospital after entering through the whites-only section. The protest was monitored by police but no patients were harassed. Black Sash worker Patriot Dyani was briefly detained.

A man known to local activists as a security policeman, Captain G Schooling, was allegedly wearing a white coat with stethescope in the pocket. He also carried two guns and a pair of handcuffs. Hospital authorities said the man was a volunteer from St John Ambulance

Defiance campaigners demanded that the hospital publicly declare its commitment to desegregation.

An open air church service in King William's Town had to change venues after the municipality withdrew permission for the use of a stadium.

By Monday, scholars throughout the region were planning to march on schools. Prestigious whites-only government schools were targeted.

In East London, pupils from at least four black schools tried to march to Selborne College. However, police sent them back to their schools where police guarded the gates.

About 100 pupils from Ebenezer Majombozi High in Duncan Village went to a taxi rank near Selborne College. However, police surrounded them and declared the area "an operational area".

In King William's Town, hundreds of pupils marched on Dale College Police stopped them but allowed a small delegation into the school. In Queenstown 2 000 pupils marched on Queen's College. Police allowed 20 pupils into the school.

In Fort Beaufort, 3 000 students were stopped by police before they could get to the school.

● A police spokesman for the Border region said they had monitored the marches on the schools but no action was taken. He said he didn't know anything about Dyani being held or about police masquerading as doctors.

A day at the zoo runs into the law

A GROUP of about 30 pupils from a school in Qumbu, Transkei, arrived in East London on Tuesday for a school tour that included a stop at the zoo and the harbour.

Unfortunately they arrived the day after thousands of Border pupils marched on schools in East London, King William's Town, Fort Beaufort and Queenstown as part of the defiance campaign.

Police turned most of the defiance marchers back and were obviously taking no more chances ... when the Qumbu group arrived at the city hall.

A large contingent of riot police in a Buffel, three trucks and several cars, with dogs in tow, surrounded them A lone white schoolgirl was whisked away from the bus stop outside the city hall by police The pupils were allowed to go after one of their teachers fetched the bus.

The Border police liaison officer Lieutenant-Colonel Trevor Hayes said afterwards that the police were on a "routine patrol" and stopped to see what was happening. They left when they found out the pupils were on a school tour.

"The pupils were definitely not mistaken as a gathering of defiance campaigners. The police take exception to any attempts to link this innocent incident to action which the police have had to take in recent incidents involving the so-called defiance campaign by the MDM," he said. — Elnews

turned off, like a tap.

Student activists say they are concerned about the level of violence. The people whose buses are stoned or whose delivery vehicles get set alight and looted are central to the notion of student-worker alliance and members of their own communities.

But they don't feel they can come out and say there will be an end to it. "Often it is non-students — the gangsters and criminal elements — who are responsible. And over them we have no discipline," one said.

Another concern is the detention of high-school leaders.

According to Moosa Kaprey, chairperson of the National Education Crisis Committee in the Western Cape: "The police ask who is responsible for the burning barricades, the stoning of vehicles? Our question for them is, who detains our students? The struggle is disciplined, but when they take away the leadership it is bound to break down."

FEATURES

we are beaten up."

His words struck a chord: days before, police had taken action against pupils at a nearby school.

But there were other wrongs to address: groups of homeless people in the areas whose shacks were going to be torn down, who faced harassment, arrest and removal because they had no land of their own.

"Even though they only live under plastic sheets, they are sick and tired and have decided to resist ... hopefully those of us who call ourselves progressives and comrades will be there when they do," he said.

But it was the next speaker, a member of the interim committee co-ordinating the defiance campaign in the Western Cape, that people were waiting to hear. The information they would get about the week's events could never be found on the pages of their newspapers.

They were told of reports that in Mitchells Plain, where police and students behind burning barricades have been clashing almost daily, student informers were being paid R10 a head for each student arrested, that students were being encouraged to make petrol bombs.

Meetings like this are taking place in communities throughout much of the greater Cape Town area. Some are banned, others are not. But even if banned, some still go ahead.

Then, with warnings of a "large police presence" ringing in their ears, they went out into the night.

Children kept at home for safety

Argus 4/9/89 (50)

By MICHAEL DOMAN
False Bay Bureau

PARENTS at a Lansdowne primary school have decided to keep their children at home until Thursday as a result of police action at a high school last week and other possible activity during the general election on Wednesday.

York Road Primary School principal Mr William Riffel confirmed the parents' decision and said there were no pupils at his school today.

The school is near Groenvlei High, where police took action last week, including firing teargas which affected primary school pupils.

● A placard demonstration by about 300 parents of Sunnyside Primary School pupils, near Hewat College, was held on Thursday after voters in the area were told the school would be a polling station in the election. It is believed that this plan has since changed.

(Report by M Doman, 122 St George's Street, Cape Town)

All set for the Readathon

Preparations for the National Readathon on September 13 are well on schedule, according to READ Education Trust director, Mrs Cynthia Hugo.

Several business people and community leaders have indicated their willingness to participate.

The event, which is organised by READ in conjunction with the Children's Book Forum, is being linked to READ's successful Adopt-A-School programme.

Mr Jolyon Nuttall, general manager of The Star, is one of the business personalities who are involved in Adopt-A-School and who have committed themselves to read to pupils at sponsored schools.

He will read at the Tshebedisano Primary School in Soweto. Mrs Hugo will read at the Philip Kushlick Primary School for handicapped children in Soweto.

The Readathon, which is sponsored by Puffin Books, is a national reading day, intended to raise awareness of the importance of reading. On the day, children, parents and teachers throughout South Africa will read and tell stories to one another.

Two international personalities, Ellin Greene, well-known story-teller, and Shelley Harwayne, an authority on creative writing, will be visiting South Africa to participate in the Readathon and other READ activities.

"Parents are encouraged to participate in the Readathon and, in turn, to encourage their children to read both on the day and every day thereafter," said Mrs Hugo.

Schools which would like to participate are requested to telephone Ms Thandi Chaane at READ (011) 339-5941 or Ms Anne Greenwall of the Children's Book Forum on (021) 461-8535.

8/9/89

Star

Illiterate adults not reached

Only 1 percent of illiterate adults were being reached, Mrs Edna Freinkel, the principal of the Rebecca Ostrowiak School of Reading, said today.

The school is one of a host of voluntary and commercial literacy organisations in South Africa which celebrates International Literacy Day today. (50)

Next week, starting on Wednesday, the Centre for Continuing Education at Wits will host a three-lecture series on the challenges of teaching literacy.

Star 8/9/89

(50)

8/9/89

Cape Times, Friday, September 8, 1989

Cape Times

End schools boycott plea

THE regional chief director of the Cape in the Department of Education and Training, Mr Bill Staude, has appealed to parents in the Peninsula to urge their children to stop the school boycott.

In a radio interview he said the attendance figures at all black schools in the Cape Town circuit had dropped to zero by Wednesday.

Mr Staude said schools would have to lengthen the school day and use the September holidays for teaching if they wanted to complete this year's syllabus.

Pupils who failed this year might not be accommodated in the same standard for another year because of the strong demand for places at schools, Mr Staude said. — Sapa

Lieutenant Gregory Rockman

'Ashamed' policeman ordered not to talk

Staff Reporter

THE police lieutenant who charged the riot squad this week with "brutality" in suppressing demonstrations said yesterday that he had been told by his superiors not to speak to the press.

Lieutenant Gregory Rockman said he had also been told to make a statement to the police about his claims of alleged misconduct by the riot squad.

Lt Rockman, 30, who has been in the police force for 15 years and is stationed at Mitchells Plain, said he was told that if he did not make a statement he would be summoned before a magistrate.

Lt Rockman had said he was "ashamed to be a policeman" after he witnessed the riot squad whipping 30 school children and "storming" shoppers and bystanders in Mitchells Plain on Wednesday.

"I see the riot police as oppressors not protectors. They are supposed to protect people. The riot police do as they please and they are supposed to liaise with the local commander but they do not.

"If the riot unit withdraws from the area, I think things will settle down. I don't agree with violence. Violence breeds violence."

Lt Rockman said yesterday: "If I submit a statement for criminal charges against the riot police, I will only make a statement to the Minister of Police in the presence of the Commissioner of the Police so that the highest authority can give their instructions as to what should be done."

He said he would be leaving the force soon to study law.

"I got phone calls from all over the world, congratulating me, after the article was published," he said.

● Archbishop Desmond Tutu yesterday praised Lt Rockman, saying he had acted with considerable courage, and thanked him "on behalf of my people".

50

Literacy workshop is 'sold out'

This column ran a brief item last week to announce a workshop on literacy for Centres of Concern on the Witwatersrand. These centres are great little places where workers in the suburbs can meet across the colour bar and grow in learning of money-earning skills.

"We expected 30 to 40 people. Some 90 enthusiasts came along" says a gratified Mr Edward French who heads the new Zenex Adult Literacy Unit in the Wits Centre for Continuing Education. Mr French specialised in literacy at the Human Sciences Research Council from 1970 to 1989.

Now, together with Linda Wedepohl of the university's Rural Outreach Project, he will lead a series of three lectures on literacy at Wits on three Wednesday evenings, tomorrow, September 20 and 27.

Linda took an active part in creating a rural literacy programme for the Montagu/Ashton areas in the Cape. Based on this experience, she has now published "Learning from a Literacy Project".

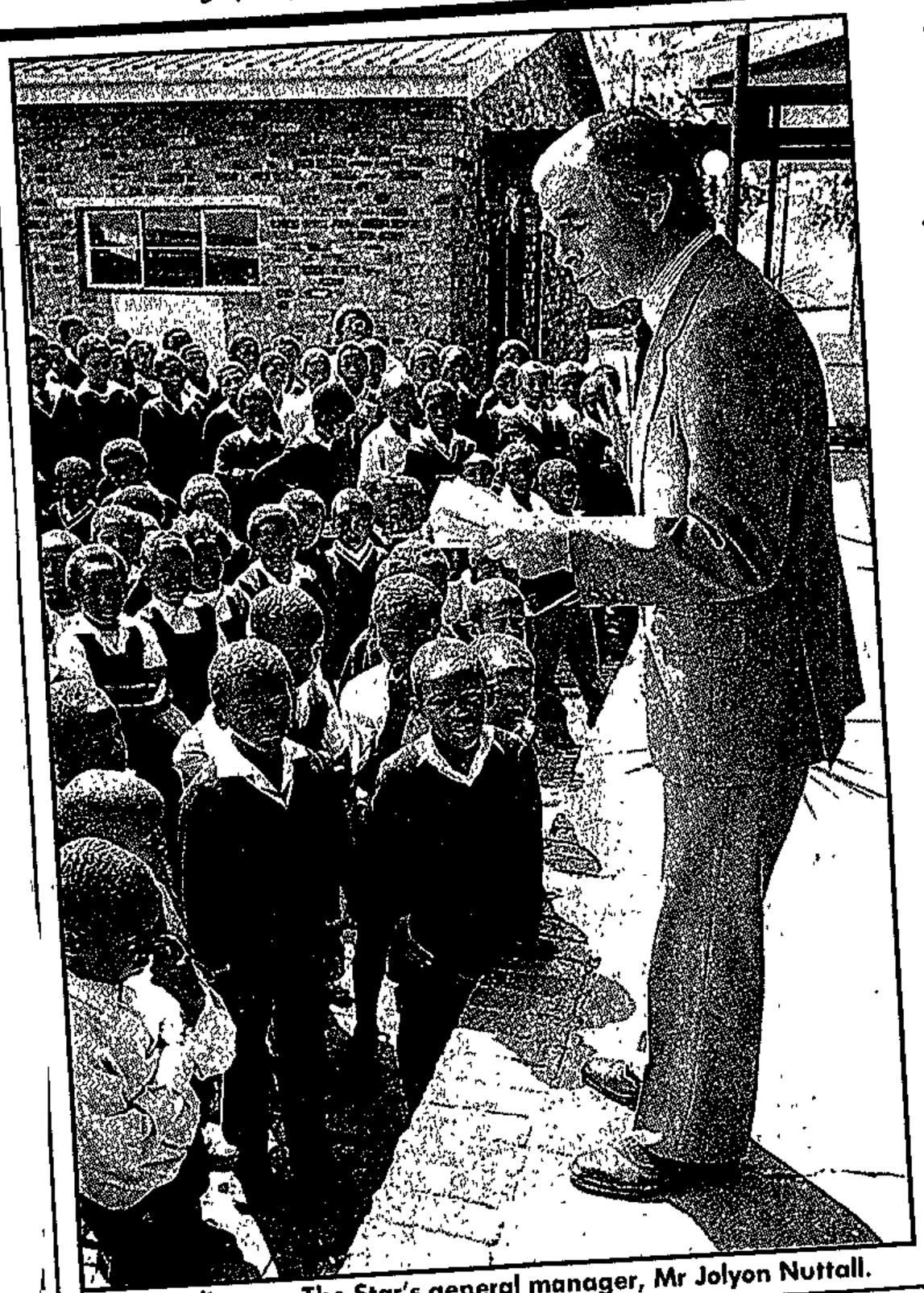
"The lectures will move from general questions about literacy to the social history of literacy in South Africa," says Mr French. "They will conclude with reflections on recent practical experience in helping communities to become literate."

"They will pose interesting thoughts: should becoming literate be viewed as one of the major requirements and goals of modern society? If so why is literacy so inadequately promoted in South Africa? What can we learn from world thought and local experience? What are the future prospects for literacy in SA?"

Mr French believes in local initiatives, such as the Centres of Concern, and local ownership of literary projects.

Registration for the course is essential. Phone Centre for Continuing Education 716-5509/10 or 716-8026.

Star 14/9/89 (50)



Reading . . . The Star's general manager, Mr Jolyon Nuttall.

Children experience joy of books

Thousands of schoolchildren throughout South Africa celebrated the joy of reading when they took part in the country's second national Readathon yesterday.

At 10 am teachers at participating schools halted lessons, and asked the children to read — either quietly to themselves, or aloud.

The Readathon, sponsored by Puffin Books, is intended to raise awareness of the importance of reading.

Children, parents and teachers read and tell stories to one another.

It was organised by the Children's Book Forum in conjunction with READ Educational Trust.

After the first Readathon, many leading business people and community leaders expressed a desire to participate.

These included the general manager of The Star, Mr Jolyon Nuttall; the director of the Market Theatre, Ms Gcina Hlope; author Mr Chris van Wyk; and Mr David Brindley, who has just rewritten "e'Lollipop".

B/Day 14/9/89

Top judge calls for system to aid defendants

SUSAN RUSSELL

EASTERN Cape Judge President Mr Justice Kannemeyer has asked the Cape Law Society to assist in evolving a system which will give accused people in all criminal courts access to an attorney.

● MR JUSTICE KANNEMEYER

According to a Press statement released by the Association of Law Societies yesterday, the Judge President also asked the Cape Law Society to make attorneys available at a reasonable rate to assist *pro deo* counsel during capital offences heard in the Supreme Court.

Mr Justice Kannemeyer expressed his concern at the fact that attorneys were not briefed to assist counsel in capital offences.

The judge was also concerned at the large number of accused people who were undefended in all courts.

He criticised the Supreme Court's *pro deo* system where young and inexperienced advocates were left to defend accused people facing a possible death sentence without the services of an attorney.

"This is hardly the most satisfactory manner of defending a man whose life is at stake," he said.

"Any accused in this position will certainly face his trial and his future with certain apprehension."

Mr Justice Kannemeyer said it was also very disturbing that the system provided for a plaintiff in a divorce action to receive either legal aid or a pauper assistance with the services of an attorney and counsel.

At the same time a person whose personal liberty was at stake and who might be sentenced to a long term of imprisonment, was often left to defend himself.

Call for drastic overhaul of SA education

GERALD REILLY 50

PRETORIA — Education in SA was in crisis and in need of drastic restucturing, just like education in the rest of Africa, Pretoria University vice-rector Flip Smit said yesterday.

Speaking at a seminar on "Education in Africa — There are Solutions" he said adjustments to demographic and economic realities would be painful and politically difficult.

But without these adjustments education in Africa and in SA could never accommodate the growing numbers of potential pupils.

Standards would sink further and education would be unable to play its role in the raising of productivity and general living standards.

The fact that conditions were worse in other countries than in SA helped little in alleviating the problem.

Smith said pupils in tertiary education in Africa had increased from 20 000 in 1960 to more than 500 000, while the number of universities increased from 21 to more than 100 and graduates from 1 200 to 70 000 in 1983.

In SA too this was the pattern, with more than 50% of black graduates in the humanities and only about 6% in physical sciences.

The cost per student was unbelievably high — 60 times more than for primary education. B/Day 14/9/89.

New mass-based schools movement to launch

W/Mail 15-21/9/89.

By THANDEKA GQUBULE

THE restricted National Education Crisis Committee decided at a meeting held at a secret venue earlier this month to launch a national front to be called the Mass Democratic Eduation Movement.

Former NECC national executive member Iaron Rensburg told the *Weekly Mail* this week "conditions that prompted students to take to the streets nationwide in 1984/85 are today not only prevalent but glaring."

Former NECC members, students and teachers from the Western Cape, Eastern Cape, Natal and the Transvaal decided at the clandestine meeting to hold regional conferences over the next six weeks to launch the "broad mass-based educational movement".

The possiblity of launching the Mass Democratic Education Movement as the educational wing of the Mass Democratic Movement was one of the major issues debated at the secret conference.

According to an interim committee elected to prepare for the launch of the movement, "students, parents and teachers are rebuilding their organisations to offer a dynamic challenge to apartheid education".

Some startling proposals for protests were also suggested, including having parents register their children at white schools.

The conference discussed the possibility of introducing a single school uniform for all pupils who supported a "democratic and non-racial education system".

In line with the call for open schools, the uniform would be chosen after consultations between pupils, teachers and parents but not with the various education departments.

The conference also decided that a top priority was the creation of a national students' organisation and pledged to provide the resources needed for building unity among high school pupils.

Students from around the country told the conference of corporal punishment, racism in schools, the lack of toilet facilities and school books and over-crowding.

Students also reported that troops and security officers continued to monitor their schools.

Another concern was the shortage of teachers, particularly for subjects such as maths and physics, as a result of DET policy to freeze the number of teaching posts.

Other issues discussed were the high failure rate among matriculants and the fact that detainees were not being re-admitted to schools.

The conference also noted that the Western Cape was in the forefront of resistance in education.

Rensburg said the crisis in the classrooms throughout the country had manifested itself in frightening ways.

"We have noted the breakdown in relations between parents, teachers and students. The conflict between students has manifested itself in gangsterism and rape," he said.

There were encouraging developments in the Western Cape, particularly where parents had become involved in the search for a solution to the crisis, he said.

He cited an incident in the Cape where parents crowded outside Mondale High School in Mitchells Plain during a raid by police who wanted to arrest pupils for public violence.

The NECC's secret conference was preceded by one held in Mazimbu in Tanzania on August 19 by the African National Congress, the South African National Student's Congress, the South African Youth Congress and representatives of various teachers' organisations in South Africa.

The Mazimbu conference examined ways in which the community could become involved in creating alternatives for schoolchildren's education.

The Mazimbu conference coincided with a day-long anti-crime conference held in Soweto by the South African Council of Churches. The conference was attended by SACC general-secretary Frank Chikane, representatives of the Congress of South African Trade Unions, Progressive Teachers' Committee, various parents' committees, the Soweto Civic Association and the Soweto Cultural Committee, Azanian Youth Organisation and the Azanian Students' Movement.

Discussions focused on crime in schools, in particular the recent spate of rapes, abductions and kidnappings of Soweto schoolchildren.

The conference blamed the breakdown in Soweto schools on "an education system which does not prepare young people to become responsible members of the community".

Dissatisfaction with the state of education in South Africa was highlighted over the past few weeks with protests throughout the country.

Top-secret schools meeting with ANC

THE South African Youth Congress, the South African Students' Congress and teachers from various parts of the country held secret meetings with the African National Congress in Tanzania and Zambia last month.

Sayco and Sansco are both restricted in terms of the Emergency.

The previously unreported conference coincided with the 10th anniversary of the ANC's Solomon Mahlangu Freedom College in Mazimbu, Tanzania. Sayco president Peter Mokaba shared a platform with Julius Nyerere, former Tanzanian president, at a celebration rally at the college.

The conference explored ways in which people's education could be implemented in South Africa and looked at the experience of the ANC college.

Sayco then went on to Zambia for a congress attended by a high powered delegation of the ANC, including Alfred Nzo, general secretary of the ANC, and Thabo Mbeki, director of international affairs.

The four-day congress discussed the current Mass Democratic Movement defiance campaign.

A statement released by Sayco in Johannesburg this week said: "Our discussions with the ANC ranged from understanding the present balance of forces in South Africa to very topical issues like repression.

"Negotiations and sanctions and youth problems were discussed. The ANC and Sayco delegations also concurred in their understanding of negotiations."

'Hanged man murdered'

(50) W'mail 15-21/9/89.

By THAMI MKHWANAZI

RELATIVES of a Soweto school teacher and member of the restricted National Education Union of South Africa, Oupa Sebone — who was found hanging from a rafter at his home — believe he was murdered.

Lawyers said the state pathologist merely reported that the death was "consistent with hanging".

Pathologist Dr Michelle Vorster, who conducted the postmortem examination two days after Sebone, 38, was found hanging, confirmed this.

Vorster said she was not able to say more until the inquest hearing. However, she did not overule the possibility of either a "murder hanging or a suicide hanging".

Family members said that except for traces of blood on the mouth, signs consistent with hanging were not evident when his body was found at his Zone 1 Diepkloof home on the afternoon of August 28.

A teacher at Thutolore High School in Meadowlands and a member of Neusa, Sebone died 10 days after he had been detained and allegedly interogated at Sandton police station.

According to his family, he was allegedly detained on the evening of August 17 while on his way to the taxi rank after attending a meeting at the Central Methodist Church in Johannesburg.

Sebone's relatives allege he was released the next morning and dropped off at his home by security police.

Except for traces of blood on the mouth, signs consistant with hanging were not evident, family members said.

Members of the family also said they had seen a hole the diameter of a "ballpoint pen" behind his right ear when they inspected his body

● The public relations division of the South African Police in Pretoria said they had no record of Sebone's detention. They confirmed his death and said it "is the subject of an inquest investigation".

MDM 'education wing'

THE restricted National Education Crisis Committee decided at a meeting held earlier this month to launch a national front to be called the Mass Democratic Education Movement.

According to *The Weekly Mail* yesterday, former NECC national executive member Iaron Rensburg told the newspaper this week that "conditions that prompted students to take to the streets nationwide in 1984/85 are today not only prevalent but glaring".

According to the newspaper former NECC members, students and teachers from the Western Cape, Eastern Cape, Natal and the Transvaal decided at the clandestine meeting to hold regional conferences over the next six weeks to launch the "broad mass-based educational movement".

The possibility of launching the Mass Democratic Education Movement as the educational wing of the Mass Democratic Movement was one of the major issues debated.

According to an interim committee elected to prepare for the launch of the movement, "students, parents and teachers are rebuilding their organisations to offer a dynamic challenge to apartheid education".

Some startling proposals for protests were said to have been suggested, including having parents register their children at white schools.

The conference discussed the possibility of introducing a single school uniform for all pupils who supported a "democratic and non-racial education system".

In line with the call for open schools, the uniform would be chosen after consultations between pupils, teachers and parents but not with the various education departments, *The Weekly Mail* reported.

The conference also decided that a top priority was the creation of a national students' organisation and pledged to provide the resources needed for building unity among high school pupils.

Students from around the country apparantly told the conference of corporal punishment, racism in schools, the lack of toilet facilities and school books and over-crowding. Students also reported that troops and security officers continued to monitor their schools.

Another concern was the shortage of teachers, particularly for subjects such as maths and physics, as a result of DET policy to freeze the number of teaching posts.

Other issues discussed were the high failure rate among matriculants and the fact that detainees were not being re-admitted to schools.

Rensburg told the paper of the crisis in the classrooms throughout the country had manifested itself in "frightening" ways. "We have noted the breakdown in relations between parents, teachers and students. The conflict between students has manifested itself in gangsterism and rape," he said.

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Youth, student movements meet ANC in secret to 'discuss problems'

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"Negotiations and sanctions and youth problems were discussed. The ANC and Sayco delegations also concurred in their understanding of negotiations." — *The Weekly Mail.*

Workshop to debate 'English in society'

(50)

Star 19/9/89

A two-day workshop to debate issues relating to the use of the English language in all aspects of society will be held by the PEOPLE Trust on September 30 and October 1.

The PEOPLE Trust, which stands for "Promoting English on Primary Level Efficiency", is made up of a group of black professionals and is a non-profit organisation.

The objectives of the two-day workshop are to promote English language proficiency on pre-school, primary, secondary, tertiary and adult level for all South Africans and to look at the Suggestopedic and Creative Acccelerated Learning Method.

This programme has been evaluated by the Human Sciences Research Council over a two-and-a-half year period and in tests has provided the best learning results.

Representatives from employers and employees in commerce, trade and industry, educators, the teaching profession, students, pupils, training organisations, foreign embassies and community organisations will be present to offer maximum input.

The workshop will be held at the Alpha Training Centre in Broederstroom. For more information contact the PEOPLE Trust at 462-1620.

Wits seminar looks at thinking skills

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STAR 20/9/89 Education Reporter

Whether or not South Africa needs an academy for cognitive development will be the subject of a seminar to be held by the division of specialised education at the University of the Witwatersrand on Monday.

The seminar, to be held in conjunction with the Career Education Foundation of SA, aims to identify the common needs and interests of southern African education and training institutions for introducing programmes which develop thinking skills.

Seminar organisers are the heads of specialised education at Wits — Professor Mervyn Skuy, and Prof Willie Rautenbach, chairman of the Career Education Foundation board of trustees.

The seminar will be held in room 102, second floor, education building, west campus from 9 am to 4 pm.

Sowetan appeals to all - read a book today!

By AGGREY KLAASTE
Editor

"READ a book today".

That is the appeal that the *Sowetan* is launching today as part of the Nation Building initiative.

The aim of Nation Building is to restore the shattered structures of society and to prepare our communities for a future in which every South African will have his or her own place in the sun.

We can do this in a number of ways: by building family relationships, by teaching our children, by taking pride in our cultural heritage, by training our leaders, by striving always for the best in everything we do.

To achieve all these things, we need to READ so that we can learn from the experiences, the thoughts, the ideals, the goals of other people. Our appeal to our readers is "Read a book today". We ask you to buy one book every month and place it in a special place in your homes so that every family member has a chance to read it.

Reading builds the mind, it strengthens the spirit and it sharpens the wits. Our future demands people with insight who can think for themselves. Reading is the way to acquire these skills.

In fact, so sure are we of the importance of books and of reading that we have "adopted" a non-profit publishing outfit known as Seriti sa Sechaba. This is a non-profit company whose aim is to publish works that will be of assistance to the self-reliant people's organisations that work for change in South Africa. Their slogan is:

"A reading nation is a great nation."

List

We could't agree more! And our aim will be to give as many of our readers as possible the opportunity to read more.

Here is a list of publications that are available from Seriti sa Sechaba:

Women In South Africa:

A collection of short stories from the heart by 20 South African women (R18.50); *Moments of Truth* by Portia Rankoane: A collection of poetry from the pen of a young Soweto woman (R9.95); *Ayikho Inkomo Yobuthongo* by Linda Mantange: A collection of Xhosa plays highlighting the need for commitment and hard work (R9,95); *Letters to Jesus* by Sybil Malie Dlamini: These letters were written during difficult times for Sybil. She wrote daily letters to her friend Jesus (R12.95); *A Pot of Poetry* by Cikizwa ka Mokoena: A book with a poem for everyone (R12.99); *Black As I Am* by Zinzi Mandela: She was 15 when she wrote these poems. They are as relevant today as they were then (R15); *Xhosa Fireside Tales* by Nombulelo Makhupula: An enriching encounter with our culture and heritage (R24.99); *My First Day at School* by Stella Ntsihlele: Vusi tells us all about his fears at school (R8.50).

The above prices do not include GST and a postage fee of R2.50, which must be included with every book order.

If you would like to purchase any of these books, cut out the coupon below and send it to:

Seriti sa Sechaba Publishers, 4th Floor Royal St Mary's Building, 63 Pritchard Street, Johannesburg 2000 OR PO Box 62384, Marshalltown 2107.

The telephone number is (011) 337629-4/5, and the fax number 337 6237.

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Please do/do not put my name on the Seriti sa Sechaba mailing list and always send me information about your new books.

Professor Guy Butler ... big contribution to advancement of English.

English Academy medal for Guy Butler

Staff Reporter

Professor Guy Butler, an honorary life vice-president of the English Academy of Southern Africa, will become the first recipient of the English Academy Medal at a function in Johannesburg tomorrow.

The medal is awarded for conspicuous service in the cause of English over a number of years, or for performance of some single act in the service of English.

Professor Butler was largely responsible for changing the original concept of the 1820 Settlers Memorial in Grahamstown to establish it as a conference centre. The change included the staging of the annual Grahamstown Festival.

Professor Butler was the first to identify the need to harness modern linguistic theory to the teaching of English as a second language.

He took the lead in establishing the Institute for the Study of English in Africa, a primary source of theoretical knowledge for organisations teaching of English as a second language. He also helped establish the Shakespeare Society in South Africa.

NATION BUILDING The power is in your hands

Unemployed? This day might just do the job

By PHANGISILE MTSHALI

THERE will be something for the unemployed and the youth during *Sowetan's* Nation Building Week.

Job Market Day is set for Monday October 16 at the Vista University Auditorium, starting at 2pm.

Various speakers, experts in their fields, will give talks on career guidance.

"There is a need to break up the barriers created by values and attitudes that have kept black youths away from certain careers - especially in technical fields," *Sowetan* assistant editor Mr Sam Mabe said.

Speakers will include Professor Es'kia Mphahlele, director of Council for Black education and Research. He will talk about education for living; Dr Gordon Sibiya, director of Science and Engineering Academy of South Africa, will talk on mapping the future of black people in science and engineering education and the director of Careers Centre, Mr Dan Monyemore, will speak on career guidance for future South Africa.

Mr Lawrence Mavundla, director of African Council of Hawkers and Informal Business, will lecture on job advantages in the informal sector; Advocate Dikgang Moseneke, director of the Democratic Lawyers Association, will talk about creating the legal order.

Also on the list are National African Federated Chamber of Commerce Mr Sam Motsuenyane; director of co-ordinated marketing, Mr Ruel Khoza; director of National Association of Democratic Lawyers, Advocate Mathole Motshekga and Professor John Makhene, director of Community Education Trust.

"The exclusion of career guidance from black schools has contributed to difficulties faced by the youth when choosing careers," Monyemore said.

"Career guidance is a responsibility of all people involved in the educational process, including parents. Unfortunately parents usually give uninformed guidance to their children. Sometimes it is the pupil's fault because they make inquiries about careers too late and sometimes limit themselves to a 'soft option' rather than attempt a technical careers," he said.

Different companies and community organisations will man stands advertising job opportunities they provide. These include South African Breweries, Small Business Development Cooperation, Zikhuliseni Community Programme, Funda Centre, Putco, Anglo-American Corporation, Rand Mines, Edgars and Sabta.

Mr Dan Monyemore, Careers Centre director, will speak at Job Market Day.

principal at Ntuzuma.

Schools throughout Ntshongweni, near Hammarsdale, reopened a fortnight ago after closing for months following the death of several students in faction fights.

Schools at Molweni, near Pinetown, have had to close their doors on several occasions this year after disruptions at the schools.

Cosmos Dlamini, a pupil at KwaMashu's Kwesethu Junior Secondary School, was recently fatally wounded by members of the KwaZulu Police. The shooting lead to weeks of boycotts and protest at the school.

The office of the KwaShaka High School principal at Umlazi was gutted by fire this week. Student expulsions led to a week-long class boycott.

Teachers and students recall a list of shocking incidents, including police and vigilante raids, which have taken place at their schools – creating an atmosphere which prevents serious learning.

There are now only six weeks left before the end-of-year examinations.

According to a KwaMashu English and economics teacher, many schools in the area have only managed to complete 11 of the 32 weeks of learning in the work schedule.

With this record it is not surprising that, of the 200 students who wrote their matric exams at one school last year, only four obtained university entrance.

Teachers, students and even principals admit the banning of the Congress of South African Students and the National Education Crisis Committee, and the subsequent crackdown on students' representative councils under the state of emergency, has been detrimental to teacher-pupil co-operation.

"The NECC was fully representative of all parties. It was capable of giving direction, especially in the times of trouble in the [illegible] 1986 period," said the principal of an Umlazi school.

His colleagues echoed his sentiments.

"By sending the army and police into our schools to arrest or detain pupils and teachers, the government stands to be blamed.

"These police and soldiers don't even have the courtesy to call at the principal's office first when they raid."

While most students still recognise [illegible] learnt that many are now toothless.

A student activist said SRCs not only failed to guarantee the safety of students, but SRC members have also been detained under the emergency regulations.

"Some SRC members have been to disband in fear of their lives," said the student, who did not want his name published.

"We find ourselves in a situation where we try to normalise the state of [illegible] fully co-operating with teachers and headmasters. All this is done against the will of the authorities in Ulundi and Pretoria, as they do not recognise SRCs.

"Right from the beginning they have not been negotiating with us in good faith."

The activist drew attention to the plight of teachers.

"KwaZulu Education and Culture Minister, Dr Oscar Dhlomo, recently threatened to introduce legislation in the KwaZulu Legislative Assembly barring teachers from being unionised. He also threatened to take drastic steps against teachers who join or attend union meetings."

Coupled with this is a strong disillusionment with the education system as a whole.

A Std 8 pupil told how fellow pupils in many schools sat through many periods in succession without a teacher showing up.

When *City Press* went to the school during school hours, pupils were milling around as if it were a social centre.

Clearly, a stalemate has been reached in which teachers blame pupils and pupils blame their teachers.

Teachers complain of lack of job satisfaction.

They attribute this to a number of factors, including bungling on the part of the KwaZulu Government's Department of Education and Culture.

For example, it was alleged that newly-qualified teachers spend up to eight months without pay while the authorities at Ulundi tell them "we are still sorting out your papers".

Even after eight months, teachers still have to travel to Ulundi to collect their cheques.

In an attempt to sort out their grievances, many teachers have defied Dr Dhlomo's threats of "drastic measures" against them by joining the National Education, Health and Allied Workers Union, a Cosatu affiliate.

Many of the schools visited by *City Press* were poorly kept.

There were few windows and doors; chairs and desks were in short supply and the walls were covered with graffiti instead of educative murals.

At the time of going to press, the KwaZulu Department of Education and Culture had not responded to allegations made in these stories.

New teaching master plan

KWAZULU has launched a master plan in response to the crisis in many schools under its jurisdiction.

In a policy speech in the Kwazulu Legislative Assembly recently, KwaZulu Minister of Education and Culture and general secretary of Inkatha, Dr Oscar Dhlomo, said education liaison committees (ELCs) were central to the plan.

Their aim was co-operation between teachers, Inkatha, community councillors and the police in "trouble spots".

ELCs would consist of members of the KwaZulu Legislative Assembly, chairmen of Inkatha regional committees, chairmen of school committees, police station commanders in KwaZulu, mayors and magistrates, and principals of all affected schools.

Asked why parents and students were not represented on ELCs, Dhlomo said parents were represented on school committees, while pupils were not directly represented for administrative reasons.

"But there is nothing to prevent these committees from consulting with student leaders from time to time."

Dhlomo appealed for full co-operation with the plan "to ensure that children learn in peace".

Meanwhile, nearly 2 000 teachers from KwaZulu's Department of Education and Culture and the DET have now joined the National Education Health and Allied Workers Union.

In June this year, Dhlomo said his government would only recognise a "professional body" of teachers – in this case the Natal African Teachers Union (Natu), an Inkatha affiliate.

"We are not going to recognise any trade union that claims to be speaking on behalf of teachers and will take drastic steps against teachers who join or attend meetings of any union."

■ On Thursday at least 37 pupils, five teachers and three journalists were arrested in Durban's Cross Street towards the end of a protest march through the city's main streets.

About 500 Phambili High School pupils and teachers took to the streets to protest against the abduction of two pupils from the school, Bheki Mchunu and Mzwandile Siphika, in Ntuzuma last Friday.

They were allegedly abducted by vigilantes from the nearby Lindelani squatter camp, whose self-appointed mayor Mandla Thomas Shabalala was recently acquitted of murdering a pupil and attempting to murder five others.

Phambili is an independent school sponsored by the US Agency for Development Aid.

According to eye-witnesses the march was peaceful. The marchers were halted by police who told them to wait for a certain major, but soon two police vans approached.

There was chaos as police started to sjambok them. Seven pupils were treated for injuries at King Edward Hospital, some having fallen from a low bridge to Cross Street below. They were not asked to disperse.

Those arrested appeared in court on Thursday. Their lawyers, Linda Zama and Dhaya Pillay, said all were released on R100 bail. They are due to appear in court again on October 5.

SAP Public Relations Officer for Natal, Lt-Col Charl du Toit, confirmed that people were arrested because no permission had been given for the march.

MDM to launch education wing

BY S'BU MNGADI

NATIONAL consultations are underway to prepare the launch of a new education crisis body – the Mass Education Movement – amid further breakdowns in education around the country.

The MEM – the education wing of the Mass Democratic Movement – was conceived at the National Education Crisis Committee's conference near Johannesburg in early September.

It is hoped the new body will revive the objectives of the NECC, which was banned in terms of the state of emergency in February last year along with the UDF, SA National Students' Congress (Sansco), Azapo, SA Youth Congress and other anti-apartheid organisations.

The launch of the MEM was inspired by a conference – attended by representatives from the ANC, Sayco, Sansco and various teachers' organisations inside South Africa – held in Mazimbu, Tanzania, on August 19.

High on the agenda was the "appalling state of affairs" in South African schools.

Describing the Johannesburg conference, NECC national executive member Iron Rensburg said: "Many delegates felt the launch of the MEM should be delayed until the necessary consultation had taken place at grassroots level.

"The people have already unbanned the NECC," they argued.

It was suggested that consultation in all regions of the movement should entail workshops, mini-conferences, seminars and public meetings.

The national launch of the MEM is expected to take place in mid-October.

Meanwhile, in Natal – particularly the greater Durban region – effective learning in some schools under KwaZulu's Education and Culture Department and the DET has ground to a halt, though students still go to school.

An *City Press* investigation found education elsewhere in the region has also been seriously interrupted.

Ironically, the schools hardest hit by sporadic incidents of disturbances are still respected as having some measure of interest in education. Many of the "silent" schools are in a semi-permanent state of boycott.

Apathy – to learn and teach – has resulted in schools being transformed into social centres and battle grounds.

Teachers and students are vulnerable to teargassing, sjambokking, rape, abduction, detention and even murder.

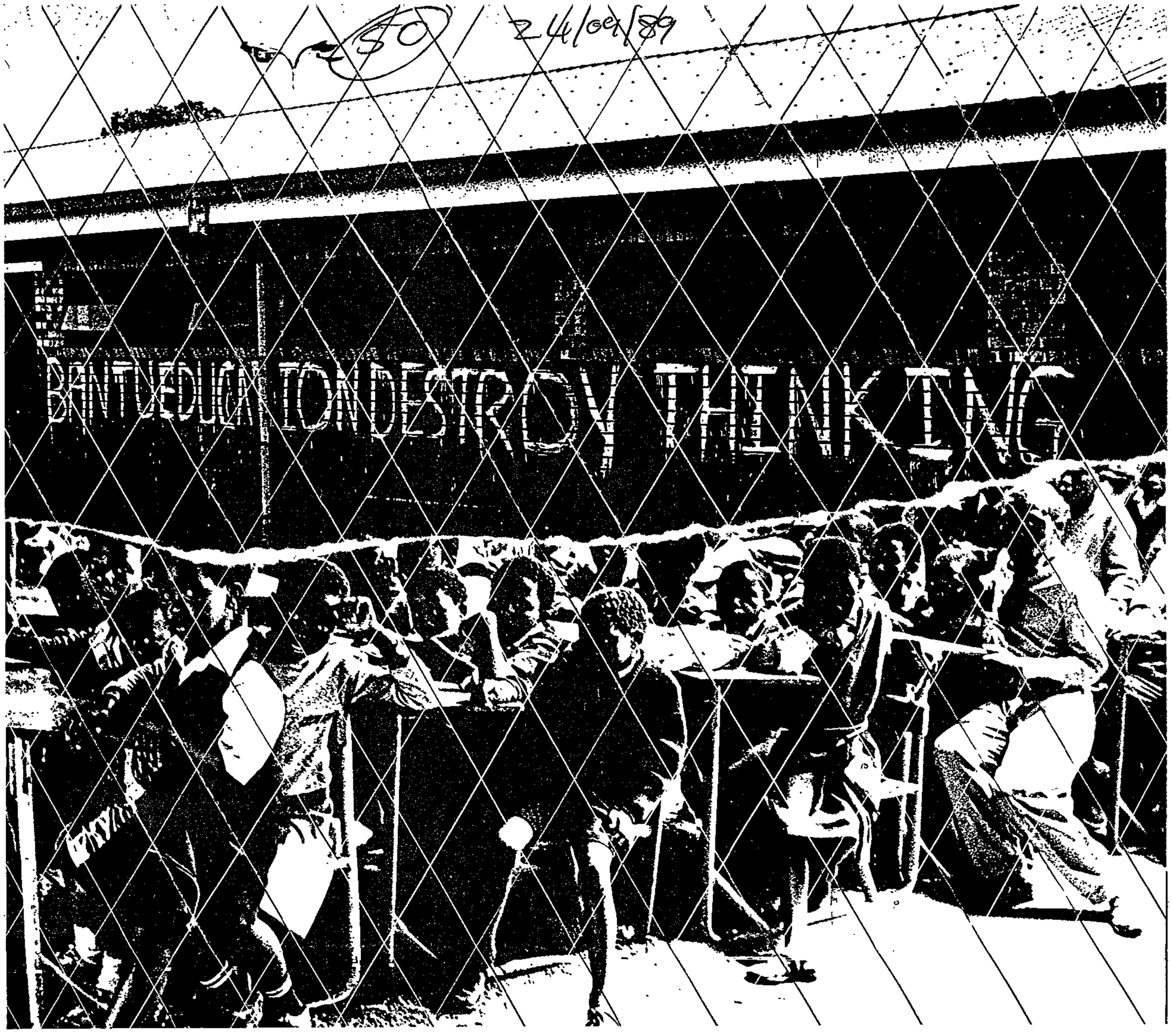
Students and teachers recited a long list of incidents that threatened normal education.

With less than six weeks left before end-of-year examinations, a KwaMashu teacher said that after 32 weeks of effective learning, many schools on her circuit were still struggling to finish the syllabus.

raids, student drug-gang warfare and teachers who are never in class. This could be the stuff of a paperback novel, but sadly it is a measure of the education crisis faced by many schools under the jurisdiction of the KwaZulu Government.

Disillusioned teachers have lost control over students and many schools have dropped far behind in their teaching programmes. Students run wild as SRC's lose their grip and some principals are even praising the direction given by Cosas and the NECC during the period of upheaval in 1985 and 1986.

S'BU MNGADI spent two weeks talking to students and teachers, visiting schools and questioning the authorities to find out what is really happening.



KwaZulu schooling crisis is deepening

IT was 10.25 on a Wednesday morning.

A senior student lazily rung a bell marking the end of a period.

The teacher and three pupils – one absorbed in a book, and the other two taking notes from *City Press'* Learning Press – remained unmoved by the bell.

Outside, students shuffled their feet as they swopped classes.

Others were already on their way home after sitting through only four lessons.

There was still one lesson to go before the first break but the courtyard had become a hive of activity. A cloud of smoke – a mixture of cigarettes, dagga and mandrax – billowed from the nearby toilets.

At a bus stop in Kings Road, opposite Clermont's Ziphathele High School, a teacher chatted to a friend while his colleagues sat on the steps, watching helplessly as pupils trickled in and out of the gate.

The scene at this school is not uncommon. The situation is the same at many junior secondary and high schools in the greater Durban region.

A two-week *City Press* investigation of schools in Clermont, KwaMashu, Umlazi, Ntuzuma, Ntshongweni, Mpumalanga, Inanda and Inanda Newtown revealed that class attendances ranged from as low as five students to almost full capacity.

Teachers, students and educationists agree that effective learning has given way to shocking activities.

Sithenegile Junior Secondary School in Clermont was recently invaded by children from the nearby Umqhele JS School.

The incident was allegedly instigated by drug-taking pupils bent on avenging the death of a fellow student.

This was preceded by the murder

S/Times 29/9/89

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Home of Tomorrow's Leaders

THE INTERNATIONAL SCHOOL OF BOPHUTHATSWANA

LESEDING-LA-ONA 1990 IN-THY-LIGHT

"Education is more than academic achievement – it encompasses the development of social, moral and cultural values to enable the children of today to become the leaders of tomorrow."

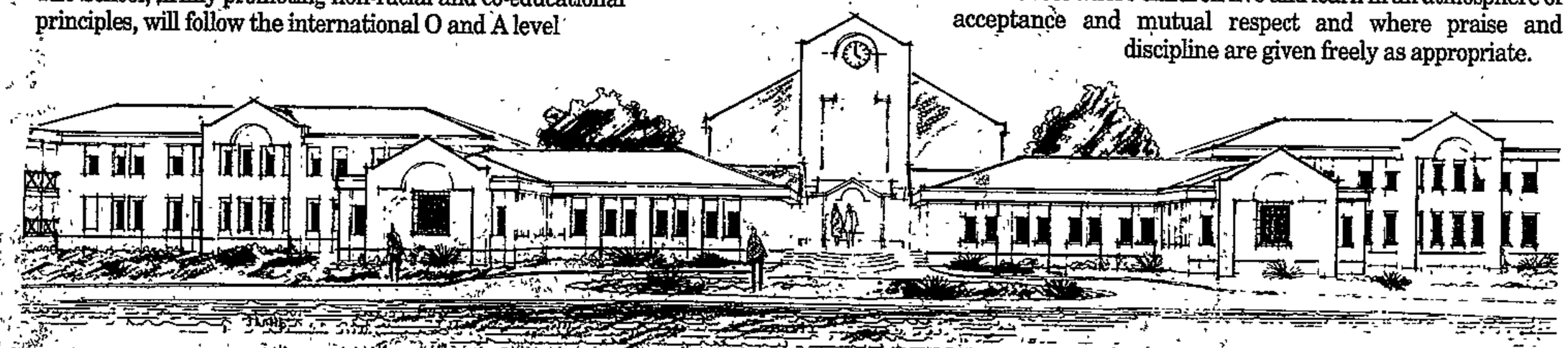
This is the heartfelt philosophy behind the International School of Bophuthatswana, situated between the historic town of Mafikeng and Mmabatho, the prosperous new capital of Bophuthatswana. This independent, fee-paying School will open its doors in January 1990. It will provide the highest quality of education to boarding and day students between the ages of 11 and 18 years with the best modern facilities and internationally recognised teachers.

The School, firmly promoting non-racial and co-educational principles, will follow the international O and A level syllabuses of the University of Cambridge. This will enable students to aspire to the highest level of international secondary education.

The International School has special goals for special people – our children. It is committed to providing a stable and caring environment in which children of all nationalities can develop their potential to the full in order to lead fulfilling and rewarding lives.

Because of the high standard of education, pupils are required to follow a comprehensive entrance procedure. For further information please telephone Mrs Vivienne Hambleton at (0140) 811102.

"Love your neighbour as you love yourself" (Mark 12:31) is the ethos of the School where children live and learn in an atmosphere of acceptance and mutual respect and where praise and discipline are given freely as appropriate.



DOES YOUR CHILD DESERVE LESS?

Education a 'basic human right'

(50)

Education Reporter

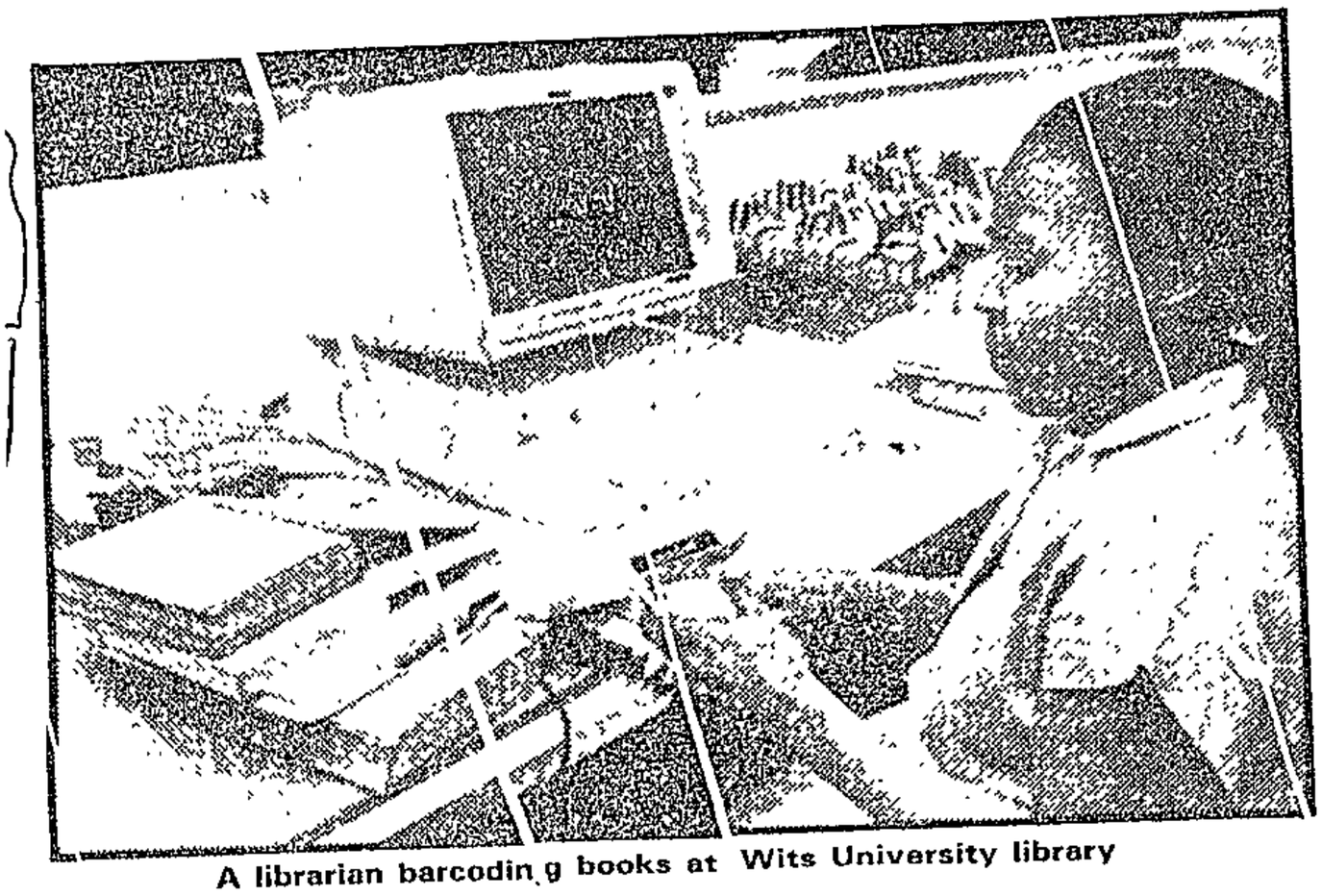
Education is the quintessential human right, and without it there could be few others, said advocate Mr Edwin Cameron of the Centre for Applied Legal Studies at the University of the Witwatersrand.

In an address at the weekend to the Transvaal Teachers' Association conference at the Johannesburg College of Education entitled "Human Rights and Education", Mr Cameron said education was unavoidably political because it dealt with the way in which societies defined themselves and their future. Star 25/9/89

Referring to the demands laid down in the 1955 Freedom Charter, he said that in most education circles today, "they would probably be regarded as unexceptionable.

"But 30 years and more have passed since the modest claims of the Freedom Charter were formulated. They have been three-and-a-half decades of deepening crisis in black schools."

It was only to be expected that there was more to human rights in education than "merely a commitment in principle to equal education".



A librarian barcoding books at Wits University library

Wits library system coming on line

THE process of barcoding the formidable book collection of Wits library began in a small way four-and-a-half years ago and is now beginning to come on line in the various divisions.

The first division to be barcoded was the overnight library, as a matter of urgency because of the huge volume of books reserved and taken out daily.

"The Kardex system was getting unmanageable and it was taking a student up to three-quarters of an hour to reserve a book," said automation librarian Julie Wilcocks.

"We employed two Kelly Girls who came in over one vacation to place the labels on and enter the information onto computer as quickly as possible."

The second priority was the main library, Wartenweiler, where barcoding the books — about 250 000 — took four-and-a-half years because it was combined with a comprehensive stocktaking exercise.

"For the first time in 15 to 20 years we were able to establish which books were missing," Wilcocks said. "It turned out to be about 5%, which is higher than we expected."

The Wartenweiler system came on line at the beginning of this year and of the university's 15 libraries, the medical school library in Parktown, the business school and engineering libraries were ready to go live. The biophysics and educom libraries were halfway ready.

The other Wits University libraries would not be able to go live until sufficient hardware was available, Wilcocks added.

The library's barcoding system consisted of two numbers. One, the master number, contained the title, author and catalogue number information. The second barcode was an issuing number which was preprinted and entirely random but was different for each book. If there were 10 copies of one book, the master number for each copy would be the same but the issuing number different.

"Other libraries combine this information in a single code," Wilcocks said. "The Bloemfontein (UOFS) library, for example, has a longer number. But we found the two numbering system was more efficient because if one number is lost we can still trace the book through the second number."

The barcode information was stored on a computer programme which Wits developed for itself and all staff were trained to use it.

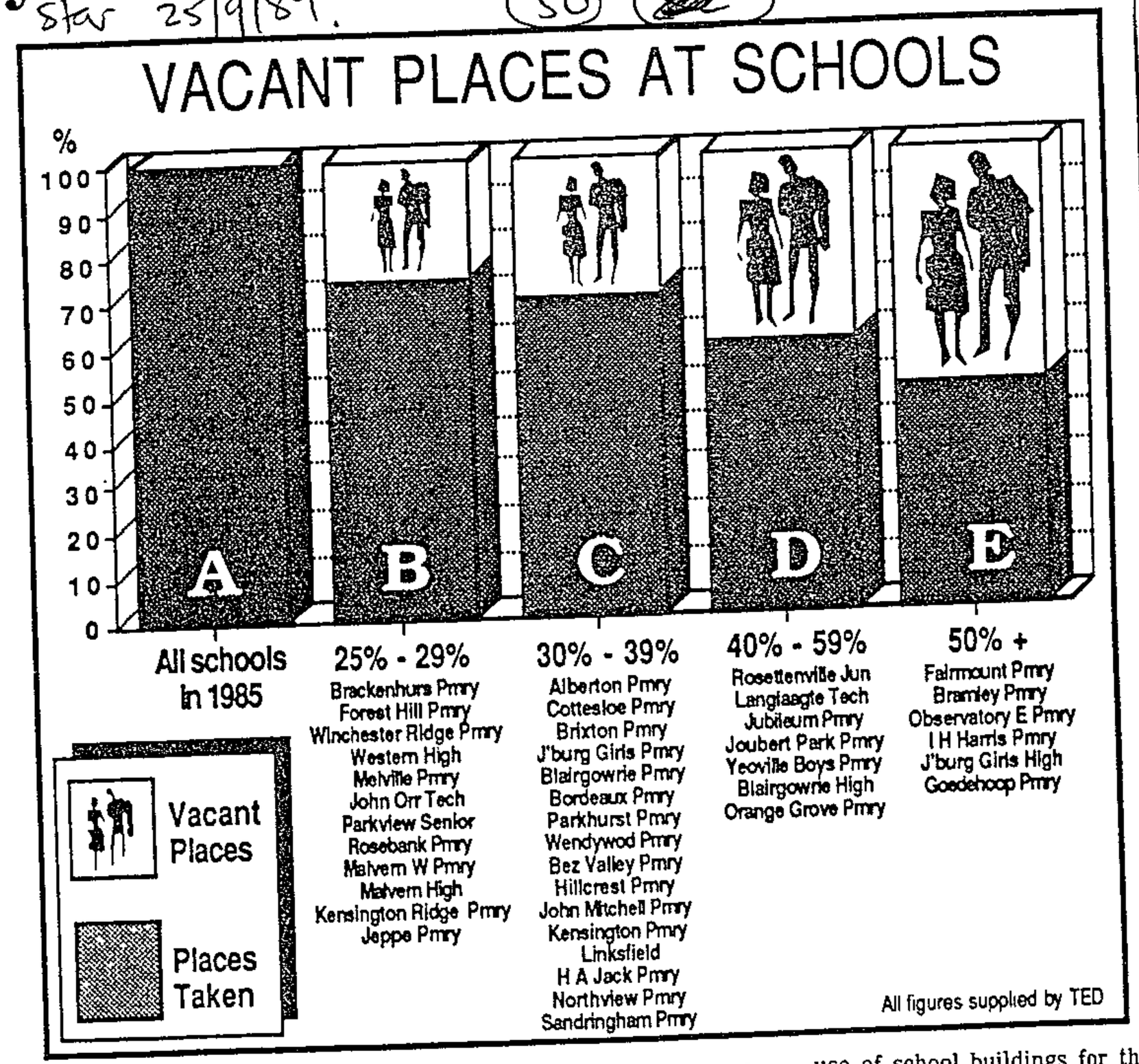
Barcodes were read by a hand-held gun-shaped scanner which read the number at a distance of about 15cm. Wilcocks said this type of scanner was most appropriate for library users because the pen-shaped scanner which was traced across the barcode would cause wear after numerous issues.

Since so much of the Wits barcoding system was developed and implemented in-house, Wilcocks was unable to suggest how much it had cost the university. But she estimated a computer package of the appropriate size for circulation and issuing of books would cost around R1m, excluding maintenance, new releases and staff time.

Put money where your mouth is, FW

Star 25/9/89. (50)

The All Schools for All People campaign urges the State President to include education in his new vision for the country, reports **Education Reporter SUE VALENTINE.**



The national education crisis is one of the major problems facing South Africa which has not been adequately addressed by President de Klerk, says the All School for All People campaign.

In an open letter to Mr de Klerk, the ASAP says the situation at Johannesburg Girls High School offers the Government the opportunity to demonstrate clearly what is meant by reform in education, and the organisation appeals to him to open all schools to everyone.

The letter draws Mr de Klerk's attention to the fact that he has promised the country "a new vision" — suggesting the eradication of apartheid and the provision of political rights for all citizens — and that he has described the election results as an overwhelming mandate for reform.

Long journeys

Referring to the changing demographic nature of the inner-city areas, the ASAP says none of those areas has been provided with government schools to accommodate the young people living there.

"At present, hundreds of black Hillbrow residents are forced to send their children on journeys of up to 60 km a day to attend school, and the closure of Johannesburg Girls High School would force white residents of that suburb to suffer a similar fate."

The ASAP rejects the option of private school education for black people living in "grey" areas — a proposal Mr de Klerk allegedly made at an election meeting.

"Private schools provide education for only 2 percent of the entire student population, and education is a human right rather than a privilege to be enjoyed by the few who can afford it."

The letter urges the State President to prevent the closure of Johannesburg Girls High and to allow it to become what the parents, teachers, pupils and the community want it be — a nonracial government school.

Keeping the school open would partially alleviate the crisis faced by inner-city residents and ensure the continued use of school buildings for the purpose for which they were constructed at public expense.

The letter appeals to Mr de Klerk to make a major contribution to solving the education crisis in the cities.

"We call on you to open all schools for all people. Such an action would be a source of great encouragement to all who strive for a just and peacefully negotiated solution to our country's problems."

STAR POINTS

Education is key to shared SA, say blacks

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Star 25/9/87

The desperate search for a common bond among South Africans, black and white, will go on until all are educated in the same way.

This is the view of nearly 90 percent of black readers in the initial response to The Star's request that they should tell out-of-touch whites what they feel about the future of our country.

This is no "survey" of opinion. It is merely an articulation of views of some of those who care to speak out, compiled by **JOE LATAKGOMO, Senior Assistant Editor.**

Most black readers say that the simple solution to the "race problem" is for all children to start their schooling together in South Africa.

At levels above primary school, most black readers wish for exchange programmes enabling whites and black pupils to swop schools.

They say that teachers should also be involved in exchange programmes, because teachers are in a position to help shape pupils' minds.

While the mechanics of such programmes have not been addressed in the letters so far received, most black letter writers firmly believe that education could be used as the most important vehicle for better race relations.

The alternative, most say, will be continued strife, tension and lack of understanding.

Contact through sport at secondary school level would also help create better race relations.

So would inter-school debates on current issues.

However, most accept this as a long-term remedy, and believe that in the short term, adults should play a role in creating better race relations by getting to know blacks beyond the work-place.

This could involve family outings of blacks to whites, and whites to black families.

It is esential, say many, that there exist a genuine desire to create friendship, and family contacts should not be used by whites merely so that they may tell their cocktail circuit friends about "my black friends".

Most black writers have identified South African society's obsession with race as the major stumbling block.

They suggest that whites have been told so much about *swart gevaar* that they genuinely believe it exists. Black readers believe that unless whites get to know blacks better, this fear will persist. Most blacks letter writers emphasise that their community has no intention of "driving the whites into the sea".

The theme "forgive and forget" comes through in most letters, even though readers point out that white fear is based on the possibility that blacks may want to avenge the treatment they received from whites in the past.

The provision of housing is also a major concern to most of the black readers. Some believe that only full participation in government can address this problem, which means one-man-one vote. The need for a negotiated settlement, which should be preceded by the release of black leaders from jail, the unbanning of black political organisations and the lifting of the state of emergency, is seen as a necessary prerequisite for stability.

Whites have also responded to some of the letters published. While the general reception has been positive — most felt that although they had certain views on black perceptions they had never thought about how to respond.

Some whites have reacted with criticism.

One suggested that The Star was "paying blacks to criticise whites". Another suggested blacks should be sent to Auschwitz "for the final solution". A third criticised The Star for publishing letters from blacks "in our editions", and suggested we publish them only in the Africa Editions.

Yet another suggested "let us civilise our black brothers and sisters ... teach them the beauty of discipline and pride, and the bridges will build themselves".

Some points from readers:

- The South African economy is built on all the people resources of this country. "White greed" has led to the decline of the economy.
- Whites believe they are superior, and blacks inferior.
- Blacks want equality, not domination.
- Peace-loving white voters should signal their demand to government that they want to get out of the blinkered view of the nation's needs.
- Apartheid has wreaked havoc on family and social structures.
- Blacks and whites have suffered equally under apartheid.
- There is a compulsive need for action now.
- Immediate rejection of apartheid is the only solution.
- We must save our country from becoming another Beirut.
- Whites must be willing to share — or lose all.
- Blacks do not dream of trekking to Lower Houghton or Illovo, but seek the right of choice as to where they wish to live.
- Whites should get out of their racial shells.
- Birth control will be successful only if it is depoliticised, and the education and general standard of living of people is improved.
- Blacks have opened their hearts, but whites have failed to see this; instead they see it as a sign of weakness and stupidity.
- Both blacks and whites have much to forgive and to be forgiven.
- Repressive measures can lead only to further violence and defiance.
- If whites cannot even treat their domestic servants decently, how can they respect other black people?.
- Whites will be hit equally hard by sanctions.
- Criminals are created by the structures which society makes for itself.

Star 26/9/89. 50

TTA plea to Minister

Call to end race bar in schools

By Sue Valentine,
Education Reporter

The Transvaal Teachers Association (TTA) has called on the Minister of Education and Culture in the House of Assembly to allow schools and colleges to admit students of all races.

The decision was taken during the TTA's annual conference held at the Johannesburg College of Education at the weekend.

TTA President, Mr Michael Myburgh, who was re-elected for a second term, said a motion was passed unanimously, requesting the TTA "through its representatives of all committees and contacts with extra-parliamentary initiatives to assert the right of school management councils to ask that schools be permitted to admit all pupils, irrespective of race, residing within the community served by the school.

Greater autonomy

"It further requests that such schools should fall under the control of the Minister of National Education and be administered as a General Affair."

In another motion, the TTA called on Education and Culture Minister, Mr Clase to "allow colleges greater autonomy with regard to admission of students and courses presented".

A motion requesting mother-tongue instruction in the Transvaal Education Department be compulsory only to the end of Std 3 was also approved.

On the issue of declining school enrolments, the conference proposed that where such a decrease resulted in posts becoming redundant, the teacher who holds such a post should have rank and salary protected for five years.

Mr Myburgh said much of the debate during the conference centred around the keynote address by Advocate Mr Edwin Cameron on Friday night on the issue of human rights and education.

Mr Myburgh said two key points were made by Mr Cameron. Education could not be divorced from politics and human rights went hand in hand with a just education system.

Other papers given included "Education for the 21st Century" by Mr Ben Brooks and Professor Ron Yule and "Women in Education" by Ms Penny Mackrory and Mrs Lynne Watson.

Vice-presidents elected at the conference are Professor Ron Yule, Mr Dave Balt and Mrs Frances Graves.

B/Day 27/9/89

Search warrants found to be invalid

SUSAN RUSSELL

A RAND Supreme Court judge yesterday ruled that the warrants used by police to search the Cosatu offices and home of its general-secretary Jay Naidoo were fatally flawed and granted an order declaring them void.

Mr Justice Roux ordered the Law and Order Minister to return all articles and documents seized during the searches on August 31, including any copies made of them.

The Minister was also interdicted from showing video recordings made of Naidoo's home. He was given the option of surrendering the material or swearing under oath that the video recordings and film stills had been destroyed.

The Minister was also ordered to pay the costs of the application — including the costs of two counsel.

Earlier this month Cosatu and Naidoo brought the application against the Minister and the magistrate who issued the warrants, on the grounds that they were defective and therefore invalid.

Mr Justice Roux found yesterday that the warrants did not comply with Section 25 of the Criminal Proceedure Act.

He described the wording in them as gibberish and said as they stood they were almost an invitation to ransack.

Section 25 authorised entry and the search of premises where an offence had been committed or was suspected. According to the police, the judge said, the alleged offence in this case had been committed at Nasrec, so a warrant could only be authorised for a search of those premises.

Mr Justice Roux said another fatal flaw in the warrants was that they had been issued to all police officials, whereas the statute contemplated that a warrant would identify a single policeman who would be responsible for the search. If a warrant was addressed to any police official it could lead to a disorderly search.

The judge also found the Act had not been complied with because the magistrate had issued the warrant on the basis of unattested documents in the police dossier.

The Act requires that the magistrate issue a warrant on information on oath.

Mr Justice Roux said on the face of it the warrants were not clear as to whether they authorised a search of Naidoo personally at his residence or wherever he was found.

They seemed to mean, he said, that Naidoo could be searched wherever he was found and that was not contemplated by Section 25 of the Criminal Proceedure Act.

A similar flaw existed in relation to the warrant which authorised the search of Cosatu offices, said the judge.

ALAN FINE reports that Cosatu is considering suing the police and the Law and Order Minister and for damages arising out of the police raids of August 31.

Obstacles

Naidoo told a media conference yesterday that, in the light of the Supreme Court finding that the raids had been unlawful due to defects in the search warrant, the raids had constituted invasions of privacy.

Naidoo said the court decision had vindicated Cosatu's view "that the security forces in this country act as an instrument of apartheid repression". The security forces, he said, represented one of the most serious obstacles to the creation of conditions of free political activity

Cosatu therefore called on government "to stop its vicious and often illegal campaign to destroy Cosatu and the mass democratic movement".

Spokesman for the Law and Order Ministry, Brig Leon Mellet, and an SAP spokesman, said it was policy not to comment on court judgments.

Star 27/9/89 (50)

Time for students to make contact

Southern Africa's two largest daily newspapers, The Star and the *Sowetan*, are combining forces to bring together students from various backgrounds.

The leaders of educational institutions — principals, teachers, head boys and head girls, or any interested students themselves — are being invited to make contact with other educational institutions to arrange joint events such as discussion groups, debates, sports events or social gatherings of any kind.

The aim is to increase understanding and communication across cultural and social barriers. The events will be known as the Students Indaba and will take place from October 14.

Anyone from any school, college or university is invited to make contact with the *Sowetan* giving his or her suggestion for the type of inter-school contact. From the pool of suggestions, the various parties will then be put in contact with each other.

For example, if a school in Johannesburg's southern suburbs wishes to have a debating-society meeting with a black school from Tembisa, the organisers will be put in contact with each other. When the arrangements have been made for each Students Indaba, the two newspapers will arrange to cover the first R100 of the cost incurred by the schools. There will be no restriction on the types of activities involved.

The Students Indaba is an important part of the *Sowetan's* Nation Building programme which involves, among other things, an afternoon of prayers for the nation at the Regina Mundi Church in Soweto, three days of cultural activities at the Market Theatre precinct in Johannesburg, a banquet at Wits University, a day of fun and festivities at Nasrec and an evening of massed choirs at the Standard Bank Arena.

Anyone wishing to participate in the Students Indaba should contact Irene Evans at (011) 474-0128.

Exhibition shows latest teaching aids

Exactly what teaching aids are available and what can be achieved with them is the subject of an exhibition being held this weekend in Elspark, Germiston.

The exhibit includes elements of mainstream education, special classes and aid education as well as the work done by the Centre for the Highly Gifted which has about 800 pupils ranging from Std 1 to matric. — Education Reporter.

Star 28/9/89.

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Star 28/9/89.

NATION BUILDING The power is in your hands

Soweto uprising changed Portia

By PHANGISILE MTSHALI

Budding poet Portia Rankoane (27) writes about everyday experiences in the townships.

ALMOST every person's life is changed by some or other event.

For Portia Rankoane, a budding poet who had her first anthology published last year, it was the Soweto student uprising of 1976.

The anger she felt when she saw policemen running down her street, with their guns ready to shoot at protesting pupils from three schools near her home and a helicopter hovering over them, led her to write her first poem.

"I felt helpless," she says.

"I was desperate and frustrated because I could not stop the violence around me.

"I was only 15 years old. I sat and wrote my first poem, a protest poem.

"Until that day I did not even know that I could write. I felt so good after writing that poem that I started writing more.

To date I have written more than 80 poems but only 16 were published by Seriti sa Sechaba in my anthology, *A Moment Of Truth*."

Portia, a mother of two and an insurance consultant, is of the new generation of black female writers.

Her first work to be published appeared in one of Seriti sa Sechaba's anthologies, *Women in South Africa: From the heart* which was published in 1987.

In a poem entitled *Reality* she writes:

The world
that I want has crumbled
the dark sky brings
pain and nightmares
My face is dull. My hopes are dim
I've lost my way. All is empty and miserable.
The reality of it all cuts deep and wide.
Yet hope and trust must never die.

Portia's poem are short and to the point. She writes of joy, pain, injustice and everyday events.

"I write poetry to draw lessons for myself and my peers," she said.

"Often we have felt hurt and been frustrated by life and circumstances.

"I hope others will also be consoled."

Although she plans to be a fulltime writer, Portia is aware that poetry is not a favourite with readers.

"I know that most blacks do not understand poetry; they do not read it. It is our duty, as writers, to instil a love for poetry and books in general in our community."

Book on SA cartoonists is launched

Pretoria Bureau (50)

The first book on South African cartoonists and comic strip artists was launched in Pretoria this week. Star 28/9/89

The launch of "Companion to South African Cartoonists" coincided with an exhibition of cartoons in the Merensky Library at the University of Pretoria, which opened on September 26.

RESEARCH

The authors are Murray and Elzabe Schoonraad, who have taken 19 years of research to collect information on more than 500 cartoonists and comic strip artists.

The book lists artists who have worked in this country since the first illustrated newspapers were published in South Africa.

They say the book "is unique because it provides information on the men and women behind the drawings — press artists, graphic journalists, pictorial hecklers and leg-pullers whose wit, humour and mockery the man-in-the-street is exposed to daily".

STAR 29/9/89 (50)

Relly praises record of self-help school

Staff Reporter

Sound education was the foundation stone of a successful new society, Anglo American Corporation chairman Mr Gavin Relly said last night.

He was speaking at the opening of a new wing of the Thusong Centre in Alexandra. The Thusong Centre offers informal education programmes for youths to foster initiative and potential.

He said it was not known what kind of new South Africa was to come, but he believed the old logjam had been broken and "we can seize the opportunities of the transitional period and set about doing the things which can help build the new society".

Mr Relly said the prosperity of nations in today's competitive world rested on the ability of their people to mobilise resources and generate wealth.

"That can only be done if they have skills and knowledge appropriate to the real world in which we find ourselves at the latter end of the 20th century.

"The basis of such skills is laid down in early childhood. If young people do not acquire the fundamental tools of learning when they are children, it becomes much more difficult and expensive for them to do so as adolescents or young adults."

APARTHEID DAMAGE

Mr Relly said that in South Africa the normal problems of expanding the educational base of society, which are to be found in developing countries, had been compounded by the great damage wrought by apartheid in education.

"To repair that damage requires that much effort be focused at upgrading programmes which will try to remedy the shortcomings of the educational experience of older students who have not had the advantage of sound beginnings."

International experience demonstrated that successful educational systems combined the resources of the state with the innovation and drive of the private sector. And, vitally, the active participation of the local community — specifically the parents.

"A measure of Thusong's success, and its complete integration and acceptance into the Alexandria community, is that it has gone through the whole period of uncertainty and unrest without interruption of its activities — not a single window broken, not a vehicle vandalised or a member intimidated," he said.

Sowetan 29/9/89 (50)

Inspired Sepamla is so good

THAT Sipho Sepamla is a poet of note is undisputable and if there was any doubt, this recent collection should settle the issue.

The title of the book was, according to Sepamla, inspired by a visit he undertook to Gore in Senegal in 1986.

And, in line with this inspiration, the title of the first poem is *Dakar* in which he tells about his "first visit to Africa".

Now one may wonder what he means by that being his first visit to Africa, but he provides the answer when he says:

They laugh in wonderfulness asking
Where's South Africa
I answers solemnly-like
Somewhere in Africa island-like
Cut-off from the main body.

For any black in this country it seems impossible for politics to stay out of one's writing.

Maybe then, one would be justified in saying this collection is protest poetry.

There are poems about Nelson Mandela, May Day, the horror of necklacing, freedom and a lot more that has to do with the way of life that anybody who has ever lived in a South African township knows about.

One that is special to me, is *May Day '86 (To The Memory Of Dying Youths)* which brought back real memories to me.

In this poem, Sepamla writes about what really happened in Wattville, his home town, on the eve of that May day.

Title: *From Gore to Soweto*
Author: Sipho Sepamla
Publisher: Skotaville Publishers
Reviewed by: Sello Rabothata
Price: R12,37

That township is generally a quite place, but what happened on that day is still etched in the minds of the local residents, including yours truly.

In this poem, Sepamla has been able to keep that part of the township's history alive for future generations.

Then there is the interesting piece which gives way to the author's real feelings about our way of life.

31 Poems

The poem is titled *Free Speech* and in it he says what everybody has always wanted to say and that is "apartheid is k..k".

There was a time in the townships when motorists were forced to have stickers on the back of their cars saying they love this or the other township.

This is what Sepamla has to say about that in a poem *I Love Soweto*:

I don't know love anymore
I mean real sweet cool love
Not this two rand luminated
Backside decoration
I love Soweto
I love Katlehong
I love Wattville
Illegitimate children of the burning spear
Born of prostitution

For lovers of poetry this collection of 31 poems is highly recommended.

Simple

The language used in this collection is simple and even semi-literate people would not have problems with it.

He writes for the people and makes no excuses about it. An example of this could be the tribute to his township *Wattville My Home* is which he says:

We would be a village
if only we were not born
like a concentration camp
of world war two

We would be a village
if only we were not crammed
into a crooked square mile
drawn by men drunk with power...

Sepamla is the director of the Federated Union of Black Artists and author of many anthologies and four novels.

ARGUS 29/9/89 (50)

By PETER FABRICIUS
Political Staff

JOHANNESBURG. — The government has accepted full responsibility for multi-racial schools in free settlement areas — either as state schools or 100 percent subsidised private schools.

Minister of Education and Culture Mr Piet Clase said today the government had a responsibility to provide education in multi-racial schools in open or free settlement areas.

Multi-racial schools in these areas could either be run by the state — or be private schools which received 100 percent subsidy from the state.

In the latter case they would, in effect, become state schools. In the former case it was not clear yet under which government department they would fall.

He was commenting after his decision to offer Johannesburg Girls' High School the option of becoming a multiracial school in a free settlement area.

He said that the acceptance of state or fully-subsidised private multiracial schools in free setlement areas did not represent a change in government policy as the government had no policy yet on schools in free settlement areas.

But Mr Mike Ellis, Democratic Party education spokesman, said Mr Clase's statement indicated a "dramatic shift in policy".

"This is amazing and quite exciting."

The DP had put scores of questions to Mr Clase in parliament and insisted that the state would have to provide multiracial schools in mixed areas.

"Mr Clase replied categorically every time that education was an own affair and that there was no chance of state schools being opened (to all races)."

Mr Ellis said that if the government decided against having state-run multiracial schools and opted instead for 100 percent subsidised private multiracial schools, this would still represent a significant step in the right direction.

At present, the maximum subsidy a school could receive was 45 percent, he said.

Pregnant cheetah escapes from enclosure

By DON HOLLIDAY
Staff Reporter

A TEAM of more than 200 men

Multiracial schools furore

W/E ARGUS 30/9/89 (50)

By PETER FABRICIUS
Weekend Argus Political Staff

MR Piet Clase, Minister of Education, has stirred up a furore with his disclosure that the government has accepted the principle of state-run multiracial schools in free-settlement areas.

However, he seems to have raised more questions than he has answered and there was confusion in political and education circles yesterday about exactly what he meant.

His statement has been hailed by some as a major and "exciting" shift in government policy — but it also been slammed because it applies only to free-settlement areas.

Democratic Party education spokesman Mr Roger Burrows said last night that there had definitely been a shift in policy — in spite of Mr Clase's disclaimers.

"But I would not say it is major because it takes us nowhere — it applies only to free-settlement areas, of which there are very few.

Woodstock

He said there were only three areas likely to become free settlements in the near future — Hillbrow, Warwick Avenue in Durban and Woodstock in Cape Town.

And only one, Hillbrow, was affected. Even the school there — Johannesburg High School for Girls — might not be able to benefit from the policy.

It was due to close this term and unless Hillbrow was declared a free-settlement area in the next six weeks it would be too late to save it.

Subsidies

Mr Burrows was also sceptical about Mr Clase's statement that multiracial schools in free-settlement areas could be 100 percent subsidised, although he said he thought it was possible that the government could be considering a 100 percent subsidy of teachers' salaries in private schools.

This would amount to about an 80 percent subsidy of total costs as salaries represented the bulk of school costs.

Yesterday Mr Clase refused to answer any of these questions "at this stage," a spokesman said.

But senior government sources in education indicated that his statements accurately reflected government thinking.

The controversy was sparked by the statement on Thursday that the Johannesburg High School for Girls in Hillbrow, threatened with closure because of dwindling white attendance, had been given the option of becoming a private multiracial school or a state school in a free-settlement area.

This later option represented a complete change in government policy as Mr Clase has until now insisted that state schools will remain segregated — in free-settlements and elsewhere.

● Sapa reports from Pretoria that the Conservative Party condemned the decision "in the strongest possible terms."

A statement issued by the Mr Andrew Gerber, MP for Brits and the party's education spokesman, said: "This is a scandalous break from all previous promises made by the Minister of Education and Training with regard to this matter, and places all government assurances during the recent election over the 'preservation of own community life' in doubt."

Govt ups subsidy for mixed schools

CAPE TIMES 30/9/89 (50)

By ANTHONY JOHNSON

THE government has decided to boost state subsidies for racially mixed private schools in "free settlement areas" to 100%.

And it has also for the first time approved multiracial state schools — but only in soon-to-be declared open areas.

The moves, disclosed yesterday by the minister for white "own affairs" Education and Culture, Mr Piet Clase, partly lifted the veil of uncertainty surrounding government plans for schools in racially mixed areas.

Till yesterday's announcement, government ministers have said in private that they favoured a system of generously subsidised — as opposed to fully state-subsidised — private schools in open areas.

Mr Clase has told Parliament repeatedly that there was no prospect of state schools being opened to all races.

It is still unclear under which of the colour-coded government education departments mixed state schools in open areas will fall.

Mr Clase argued earlier that his statement did not represent a change in policy, as the government had no formal policy yet on schools in open areas.

He also acknowledged that the government had the responsiblity to provide education in multiracial schools in open areas.

The Conservative Party yesterday condemned "in the strongest possible terms" the government's decision to establish multiracial state schools in "so-called free settlement areas".

A statement by the CP Member of Parliament for Brits, Mr Andrew Gerber, the party's education spokesman, said: "This is a scandalous break from all previous promises made by the minister of education and training with regard to this matter." — Sapa

Govt 'about turn' on open area schools

STAR 29/9/89 SO

Political Correspondent and Staff Reporters

The Government has engineered a "dramatic" shift in policy by accepting full responsibility for multiracial schools in free settlement areas — either as State schools or as 100 percent subsidised private schools.

Minister of Education and Culture Mr Piet Clase said today the Government had a responsibility to provide education in multiracial schools in open free settlement areas.

Multiracial schools in these areas could either be run by the State or they could become private schools which could be 100 percent subsidised by the State.

In the latter instance, they would become, in effect, State schools. In the former instance, it is not clear yet under which department they would fall.

Impending closure

Mr Clase said no definite decision had yet been taken by the Government.

He was commenting after his decision to offer the Johannesburg High School for Girls the option of becoming a multiracial school in a free settlement area to avoid the school's impending closure.

The acceptance of State or fully subsidised private multiracial schools in free settlement areas did not represent a change in Government policy, as the Government had no policy yet on schools in free settlement areas, he said. But Mr Mike Ellis, Democratic Party education spokesman, said Mr Clase's statement indicated a "dramatic shift in policy".

"This is amazing and quite exciting," Mr Ellis said.

The effect of the Government's policy shift is that the Johannesburg High School for Girls will remain open if the school accepts one of the Minister's options.

Mr Clase's decision follows a two-hour meeting in Pretoria with delegates from the school's management council and representatives from the Save Our School (SOS) committee. He said it was not possible, under his department, for the school to be opened to all.

This meant it would either have to close down or be placed under the jurisdiction of another department of education.

Mr Clase said he had assured the delegation that if any of the options were selected, his department would co-operate "to the limit of its ability in making the facilities available".

As it was not possible within the framework of legislation for the department to operate the school as a multiracial school and also because it was not considered educationally accountable, the delegation had been informed that the facilities could be made available to a private school at a reasonable price.

The delegation was also informed that the principle of free association, as it would apply in free settlement areas, would "probably render possible the establishment of multiracial schools for those who desire them".

Dr Jack Foster, chairman of the school's management committee, said his committee was satisfied with the outcome.

"Although we couldn't get exactly what we wanted, due to the Constitution, we were pleased with the result of the meeting."

Dr Foster said the committee and the SOS delegation would meet on Monday to discuss the option the school would take.

SOS chairman Ms Sharon Bond said: "It was an extremely positive decision. Next year, the school will no longer be governed by the Transvaal Education Department and will change its name.

"It will be placed under a different education department and will run either as a private operation or an open Government school in a free settlement area, depending on which option we choose."

In an editorial yesterday, the Afrikaans newspaper, *Beeld*, said it made little sense to have mixed residential areas such as Hillbrow and to open municipal facilities to all, but then to prevent a school from opening its doors to all races.

Multiracial schools out — Ron Miller

By MICHAEL MORRIS
Political Staff

ARGUS 3/8/89
50

NATIONALIST candidate for Gardens Mr Ron Miller told a Rondebosch Boys' High pupil during a debate at the school that the government remained committed to racially separate state education, even where schools wanted to be open to all.

Mixed education, he said, could "cause difficulties", but keeping races apart at school had "nothing to do with racial discrimination".

Mr Miller and DP candidate for Wynberg Mr Robin Carlisle appeared together in a lunchtime debate yesterday organised by the school as part of a modern history project on the election. About 200 pupils attended.

Norms and standards

The candidates were given an opportunity to address the pupils and each asked the other a question. Then pupils were given a chance to put questions.

One asked Mr Miller: "This school has voted on the question of whether to be opened to all races and 87 percent voted in favour of opening to all. The government has not done anything about it. Why?"

Mr Miller said: "Let me say that the government's attitude is that schooling should take place in the context of the community. Professional advice is that the opportunity for the individual pupil to do best can be optimised if the education takes place within his own community and culture.

"If you start having multiracial schools you can find difficulties in maintaining educational norms and standards.

"Experience in the United States has shown the disadvantages of bringing cultures together. This has nothing to do with racial discrimination."

In an apparent reflection of their political preference, the audience applauded Mr Carlisle, but were silent at the conclusion of Mr Miller's summing-up.

Mr Carlisle said: "A government that has been in power for 41 years must be judged on its record. Listening to Mr Miller, he has delivered a most damning indictment of the NP. He says we have no developed structure for the political aspirations or urban blacks, and he says that no black leaders will negotiate. The government has had 41 years to do these things. All the black leaders are either in exile or jail or they have been banned.

"He talks about the deprivation of other groups, the poverty and frustration and lack of political rights. That came about under NP rule."

(Report by M Morris, 122 St George's Street, Cape Town)

50 Star 2/8/89.

'Anti-apartheid' Vlok asked to help school

By Sue Olswang

The Save Our School (SOS) committee, which is fighting against the closure of the Johannesburg High School for Girls and campaigning for it to be opened to all races, has asked Law and Order Minister Mr Adriaan Vlok for a message of support following his "apartheid is no longer the policy of the National Party" statement this week.

Ms Sharon Bond, chairman of the SOS committee, said she sent a copy of the letter to Mr Vlok yesterday afternoon. It was in response to comments Mr Vlok made at a political meeting in Standerton on Monday night.

The letter reads: "We were delighted to read in *Business Day* on August 1 your statement made at Standerton that 'apartheid is no longer the policy of the National Party'.

"We, a group of moderate South Africans, parents, teachers, and pupils fully support your statement.

"We are fighting for the life of our 102-year-old school which Minister Klaase has threatened to close because there are insufficient white pupils in our area.

"In view of your statement — and the recognition of your Government colleagues of the need for a new South Africa — we feel sure you will support our call for a State school open to all races.

"We shall appreciate a message of support from you."

New move could save Johannesburg High

Government may support open schools

(50)

Star 30/6/89

By Jovial Rantao

The Government might recognise and subsidise non-racial private schools in free settlement areas, a move which could save State schools such as the Johannesburg Girls' High, threatened with closure as a result of dwindling numbers of white pupils.

Aspects of the National Party's five-year plan released yesterday revealed that the State might support multiracial schools in areas declared open to all races in terms of its free settlement areas policy.

The State has, in the past, refused to open schools to all races even when numbers have fallen dramatically.

Mr Mark Henning, director of the Independent Schools' Council, said today that such a move could save white schools threatened with closure.

He welcomed the tentative move, saying his council believed the provision of a single ministry of education with adequate subsidies could save white schools threatened with closure.

Solution to problem

"The proposal to create an additional department to cater for the non-racial private school is positive to the extent that recognition is being given to non-racial education," he said.

"We believe the establishment of multiracial schools is a solution to the very serious educational problem in this country."

Polls at between 20 and 25 schools have revealed the overwhelming majority of parents would welcome pupils of all races.

Mr Roger Burrows, Democratic Party MP for Pinetown, said in Parliament recently that people had taken this stand out of "moral compunction" and because they believed their children should be educated to live in an integrated South African society.

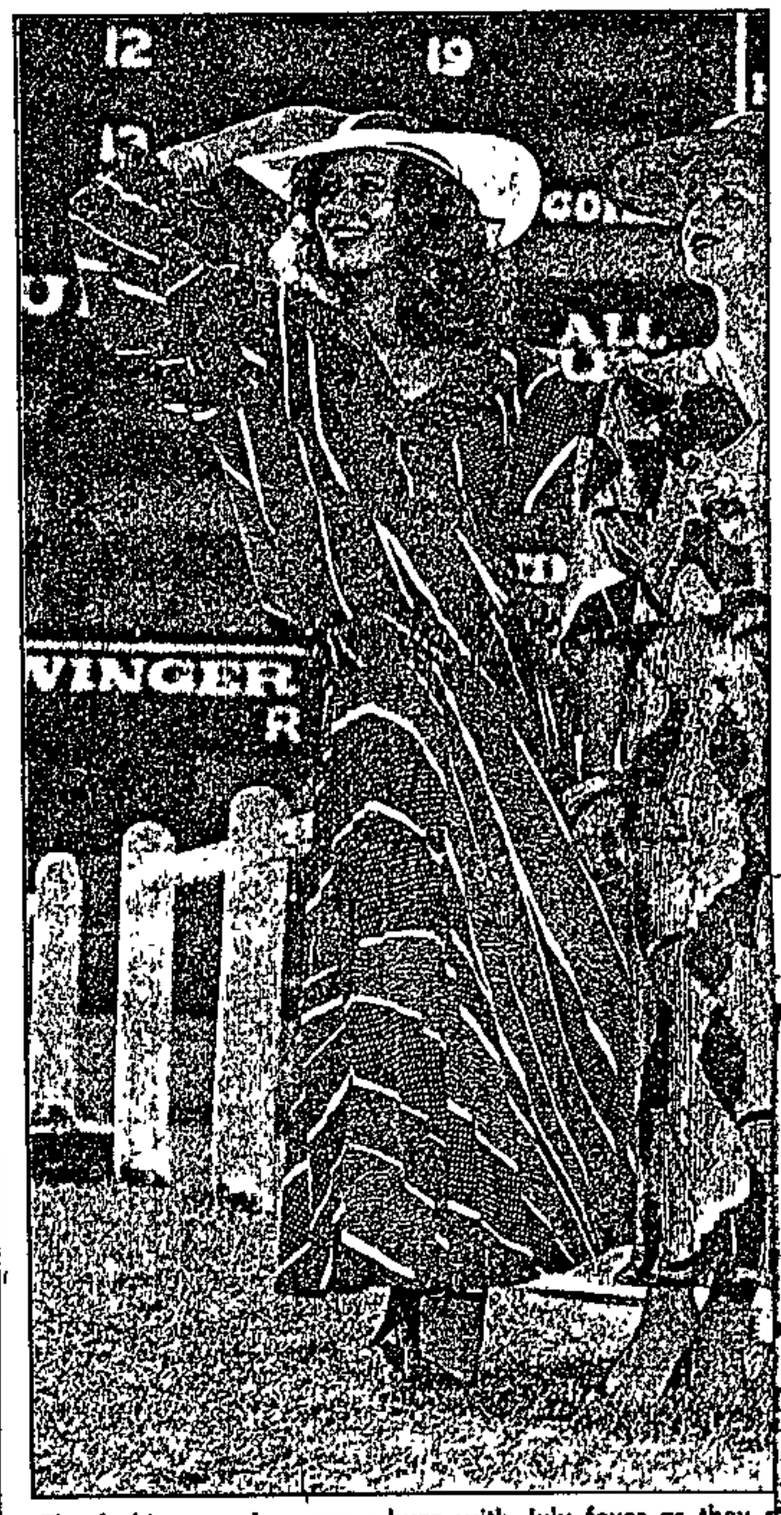
Dr Ken Hartshorne, consultant at the Wits Centre for Continuing Education, said if the Government was prepared to hand over to private enterprise the control and buildings of threatened white schools this could possibly provide a solution.

Disused school buildings in white areas should be made available, so save on building costs.

● See Page 11.

ANC-Inkatha meeting

Showing their for



The fashion-conscious are a-buzz with July fever as they s Handicap at Greyville tomorrow. These elegant punters have broad-brimmed hats in preparation for the sunny weather fo

Living still cheap in Johannesburg

Star 30/6/89

Staff Reporter

Johannesburg citizens may find it hard to believe, but they are still not living in the most expensive city in the world.

That dubious distinction belongs to the Iranian capital, Tehran, which has ended Tokyo's four-year run at the top according to a bian-

Love match caused Gaby

The Star

LONDON — Tennis star Gab by South African Ros Fairbank unwanted arrival of an infatua

The Italian, Eugenio Rossi, appeared at her hotel despite away. Now friends are blamin so far at this year's Wimbledo

Nats plan for mixed schools

Star 29/6/87 Political Staff (SO)

The National Party envisages adding a another dimension to the 14 education departments already in existence in an attempt to meet the demand for non-racial schools.

This was revealed by the Minister of Information, Dr Stoffel van der Merwe, at a press conference on the National Party's plan of action for the next five years.

Dr van der Merwe indicated that the Government could consider extending the system of State-aided private schools to allow mixed schools particularly in such places as free settlement areas.

He inferred this could also mean converting Government schools into private schools.

Committee to investigate education plan

CAPE TOWN — An urgent investigation has been launched by the White Town Affairs Department of Education into strategies for the financing of education and the rationalisation of the department.

Minister of Education and Culture Mr Piet Clase said yesterday a high level committee had been established under the chairmanship of Dr P H Bredenkamp, director of education of the Transvaal.

The investigation is aimed at "cost-effective quality education". — Sapa.

● See Page 6.

Works, Mr M J Duba. medical practitioner, Dr Former Minister of

New education council launched

Sowetan 17/5/89

THE new Council for Education and Training was inaugurated by Education and Development Aid Minister Gerrit Viljoen here yesterday.

A statement by the Department of Education and Training said the council was the highest consultative body on the education of black people.

Dr Viljoen told the audience attending the inauguration ceremony the new body's membership — previously mostly formally appointed by the Minister — now consisted of elected parent and community representatives from the various regions.

Representatives appointed by professional teachers' and inspectors' associations as well as by universities, technikons and colleges of education were also members. — Sapa.

FACTFILE – by Norris McWhirter