

EDUCATION - GENERAL

1/8/81 - 30/12/81

Black pupils barred from jobs exhibitions

Staff Reporter

BLACK pupils have been barred from attending three Cape Education Department careers exhibitions, two presently being held at the University of Port Elizabeth and the Kimberley Teachers' Centre, and the another to be held at the East London Teachers' Centre from August 17 to 27.

The statement said that "for organizational reasons" the Cape Education Department could not accommodate black pupils at these exhibitions.

However, another exhibition organized by the Chamber of Commerce and Manpower 2000 will be open to all races.

This exhibition will be held at the Cape Town Civic Centre from September 17 to 25.

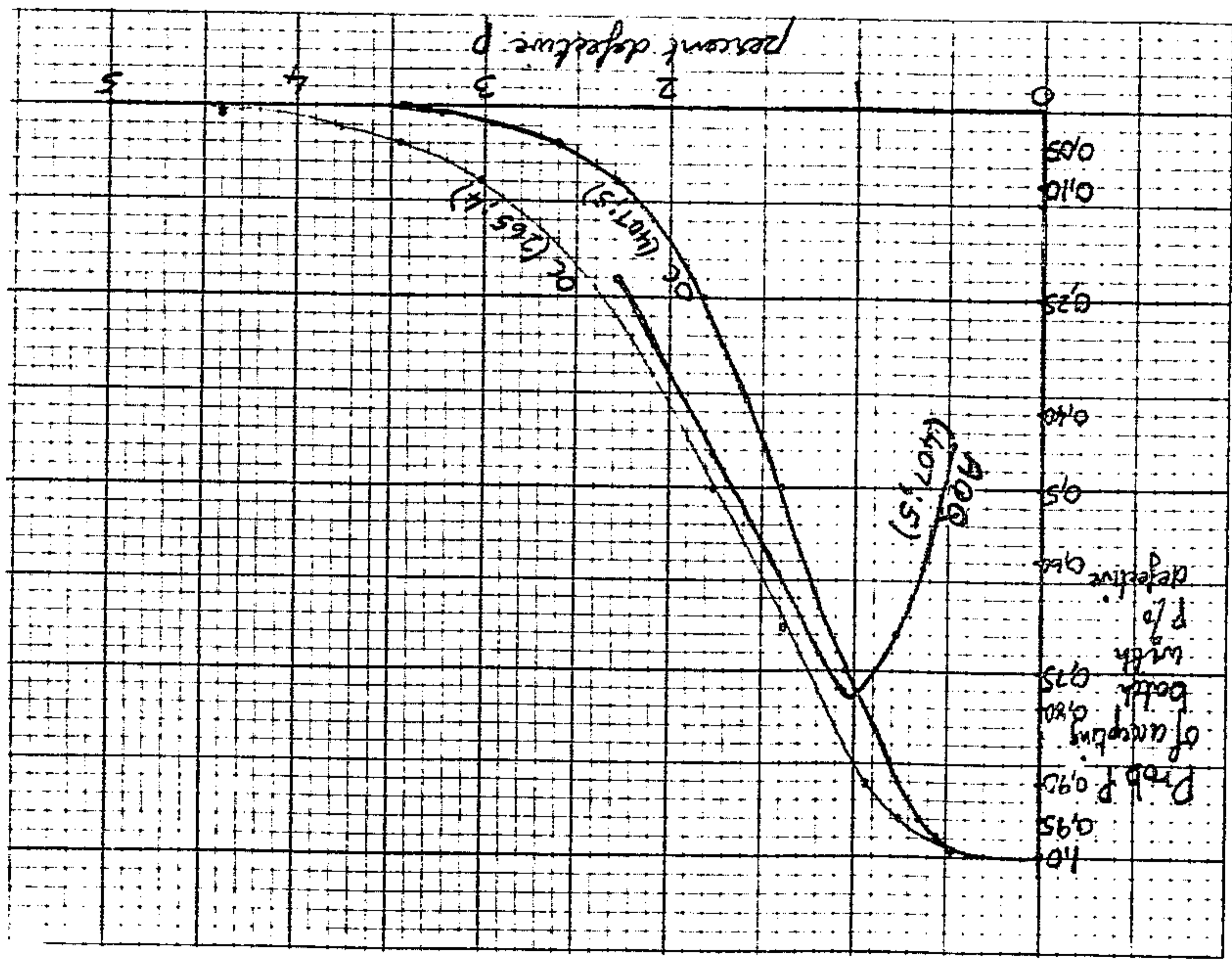
The statement said that more than 15 000 people had visited last year's careers exhibition.

Instead, the exhibitions will be repeated "to cater for them", according to a statement released by the organizers, the Cape Town Chamber of Commerce in conjunction with Manpower 2000.

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 Original sample cost per unit = R_{0.05}



Students quit after recent disruptions

NM 1/8/81

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Mercury Reporter

ABOUT 100 students quit the University of Durban-Westville this week following the recent disruption of lectures and examinations, according to Mr Harold Reddy, the university's assistant registrar in charge of student affairs.

He said the students, from various faculties, had handed in their withdrawal notices since the university had reopened after the July vacation on Monday, saying that, because they had missed the examinations, they found it pointless continuing with their studies.

The number of 'drop-outs' could increase because the deadline for withdrawal from the university had been extended from yesterday to August 7 at the request of the Students' Representative Council.

Mr Reddy pointed out that by quitting the university, the students would be liable for only half the year's fees.

'Most of the students who left, or are still thinking of leaving, were doing the semester courses. Because they did not write the June examinations, their chances of continuing at the university had been jeopardised.

Attendance

'They therefore had no choice but to leave,' he said.

Attendances at lectures yesterday were described by Mr Nico Nel, the university's director of public relations, as 'very good'.

Mr Britts Hansjee, of the SRC, said yesterday a deputation from the council would be meeting the university management next

week to ask for a review of students' demands for the rescheduling of the June examinations.

He said the university council would hold its meeting on August 20 and it was hoped that pressure would be brought to bear on the council by the university senate to reschedule the examinations to save the careers of hundreds of students.

Meanwhile, final-year law student Rishi Bujram was suspended from the university for the rest of the year when he appeared before a disciplinary committee hearing this week.

Among charges against him were that he allegedly obstructed employees of the university security guard from carrying out their duties and for taking a leading role in the recent student boycott.

Nat strife 'could kill education report'

By GERALD REILLY

INTERNAL National Party strife would be a barrier to the Government's acceptance of any recommendation in the Human Sciences Research Council report on education that could be interpreted as a move towards educational integration, the PFP spokesman on education, Dr Alex Boraine, said yesterday.

The report was handed to the Minister of National Education, Dr Gerrit Viljoen, earlier this week.

Dr Viljoen has said that certain portions of the report could be dealt with in the present session of Parliament.

It would be a tragedy, Dr Boraine said, if the recommendations in the report were treated in the same way as those submitted by the Erika Theron Commission.

"In the case of that report the Government accepted secondary and minor recommendations but rejected those which would have been regarded as significant by coloured leaders and the coloured community."

It was considered likely that a recommendation would be made for a single Education Ministry but the Prime Minister was on record as saying that he would prefer this not to happen and Nationalist politicians had consistently stated their opposition to one overall control of education.

"So the likelihood of a recommendation in this area being accepted can be considered remote," Dr Boraine said.

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1/8/81
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Good pupil attendance gives State constructive chance

Post Reporter

THE good attendance at black schools now was "a golden opportunity" for the authorities to provide as many facilities as possible for the pupils, the Anglican Archdeacon of Algoa, the Ven James Haya, said.

As chairman of the Port Elizabeth Parents' Committee, Archdeacon Haya mediated in the long Eastern Cape boycott which ended shortly after schools officially re-opened at the beginning of the year.

In an interview, he said it seemed most children of schoolgoing age were back at their desks.

Now "all eyes and ears were opened in the hope of hearing something constructive" from the Government about equal education.

The boycott, which involved about 50 000 schoolchildren in the East Cape alone, ended conditionally on January 22. It had lasted seven months. One condition was that the Government must bring about "meaningful changes" in education.

Some schools had been upgraded and this was "most encouraging", said Archdeacon Haya. These improvements should continue so that schools would not feel neglected.

But this was not enough. A training college for blacks in Port Elizabeth was "a priority". Once pupils finished school, many were keen to go to college but had difficulty getting into technicians situated in the homelands.

Asked about the six months of tranquillity at the schools, the leader of the Labour Party, the Rev A Hendrickse, said he did not want to anticipate the findings of a Government commission appointed to look into the question of education.

But he was adamant that a school boycott served no purpose.

About 2 000 of the 50 000 involved in last year's boycott had been in Standard 10. Teachers felt the harm done to them and the economy was irreparable, he said.

Most principals at African, Indian and coloured schools in Port Elizabeth report that their charges are doing their utmost to make up the ground they lost last year.

H F Miller, of the Gelvandale Senior Secondary School, said attendance was about the same as before the boycott. His 1 060 pupils were looking forward to their final examinations in November.

Mr M M Maliza, principal of the Newell High School, said attendance was "normal". There were 850 pupils now compared with 1 100 pupils before the boycott. While many had dropped out altogether others were at school elsewhere.

Of the 850 pupils who were at the Ndzondelelo Junior Secondary School last year, only 520 had returned in January, according to the principal, Mr F M Magula.

The regional director of Education and Training, Mr J P Engelbrecht, described the school attendance as "normal".

He said four black schools in Port Elizabeth were being upgraded at a cost of nearly R1,7 million. Four new schools were being built in Cathcart, Queenstown, Grahamstown and Port Elizabeth, the last two at a cost of R3 million each.

The upgrading and adding of classrooms at four schools in and nearby Uitenhage had also begun. The cost will be more than R850 000.

The crucial meeting on January 22, at which the decision to call off the seven-month boycott was made, was attended by leaders of the Port Elizabeth Students' Committee (Pesco) and the Congress of South African Students (Cosas).

Both organisations ran into trouble with the Security Police.

Recently the Port Elizabeth branch of Cosas called for the unconditional release of its president, Mr Wantu Zenzile, who was detained under security legislation on June 20. He is now being held in Pretoria under Section Six of the Terrorism Act.

Cosas has described the detention as a "hostile act" against a democratically-elected student leader.

Attempts to ascertain precisely how many Eastern Cape student leaders were still being detained were unsuccessful.

Asked the question, a Security Police spokesman said: "That's a tall order. You'll have to contact Helen Suzman."

MONDAY	
11.15	8. Introduction Modern Drama 9. Beckett, Ionesco (JB) 12. 'Troilus and Criseyde' (M)
2.15	1. William Blake 7. Contemporary American Poe (JMC)
3.15	

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Principal, teachers resign

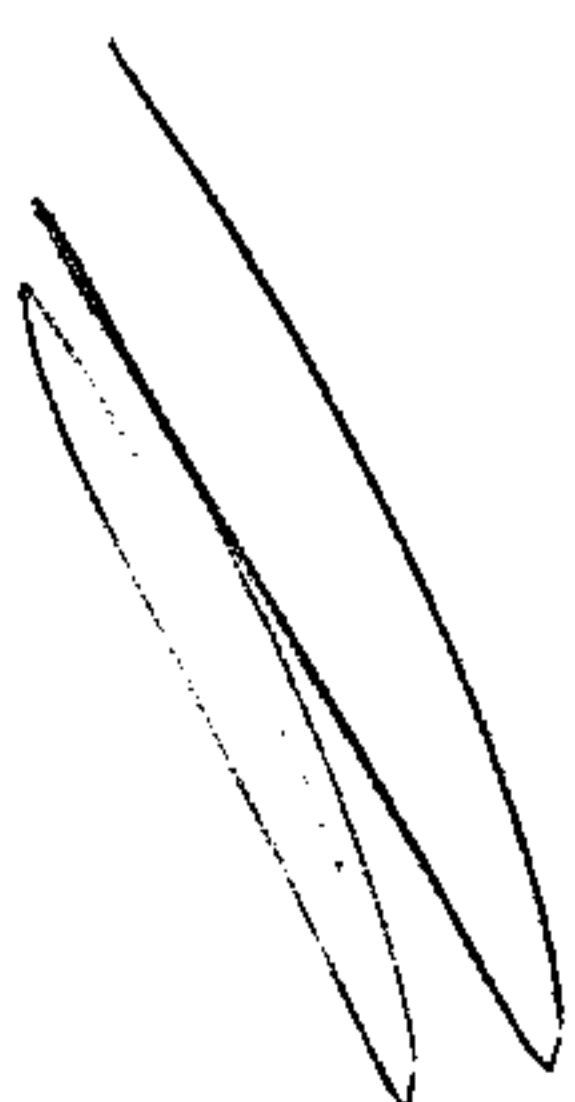
By Mkhayisa F. Radebe
PRINCIPAL of the trouble-torn Vosloorus Junior Secondary School, Mr Solly Chivoli, and about five teachers have resigned as a result of the recent class boycott by students. A member of the school

committee who did not want his name disclosed said yesterday: "I was with the school principal at the weekend and he told me that he was resigning because his life was in danger. He also mentioned that five teachers at his

school were also resigning. Mr Pienaar, the Boksburg Circuit Inspector of the Department of Education and Training, said yesterday: "Nothing has reached my ears at the moment about the resignation of the principal and

teachers, but I will investigate the whole thing as soon as I can." Students started boycotting classes three weeks ago against what they call excessive corporal punishment. They refused to go to classes, demanding a

repeal of the excessive corporal punishment and an end to poor class attendance by teachers during school periods. Most of the students have since gone back to class and teachers have resumed the lessons.



For $n \geq 40$ this is embraced, and we can estimate its

variance by

$$s^2(\bar{x}_R) = \frac{1-f}{n} \left(\sum_{i=1}^n x_i^2 - 2r \sum_{i=1}^n x_i y_i + r^2 \sum_{i=1}^n y_i^2 \right) \quad (8.49)$$

if $f \leq 0.25$, and if the coefficient of variation $C.V.(X) = S_x/\bar{X}$ and $C.V.(Y) = S_y/\bar{Y}$ are both less than 0.10. (If not, other approximations exist)

Comparing equations for the variances of \bar{x}_{SRS} and \bar{x}_R reveals that

$$\text{Var}(\bar{x}_R) < \text{Var}(\bar{x}_{SRS}) \quad \text{if } \rho_{XY} > \frac{1}{2} C.V.(Y) / C.V.(X)$$

This implies that if X and Y have similar coefficients of variation, the ratio estimate will be an improvement on the SRS estimate if the population correlation coefficient exceeds 0.5. But even if $\rho_{XY} = 1$, the ratio estimate will be worse than the SRS one if $C.V.(Y) > 2 C.V.(X)$.

8.1.8 Regression Estimation

An extension of the ratio estimate is the regression estimator of the population mean \bar{X} , using the same additional information on a second variable Y ,

$$\bar{x}_{reg} = \bar{x} + b(\bar{y} - \bar{y})$$

Square linear reg.

$$b = \frac{C_{XY}}{C_{XX}}$$

For large samples can be estimated

$$s^2(\bar{x}_{reg}) =$$

'Naive' to open schools to all

Political Staff 1/8/81

HOUSE OF ASSEMBLY. — Opening schools to all races would result in chaos, the Minister of National Education, Dr Gerrit Viljoen, said yesterday.

He described calls for the opening of schools to all races as "naive". Such a step, he said, would result in chaos that would be to the detriment of schoolchildren. His statement comes soon after the report of the Human Sciences Research Council investigation into education was handed to him last week.

It is the first indication of the framework within which the government is prepared to move ahead on its stated intention of equalizing the education of all population groups.

Dr Viljoen said that experience in other African countries had shown that education had to be directed to the needs and cultural backgrounds of different population groups.

It was "naive" to believe that equality in education could be achieved simply by opening schools to all races.

(8.52) variance

(8.51) cost

(8.50)

Further consultation on education report

Political Staff (50) op our educational opportunities.

HOUSE OF ASSEMBLY.

The government would consult all education bodies before acting on the report of the Human Sciences Research Council, the Minister of National Education, Dr Gerrit Viljoen, said yesterday.

The report, which was the result of an investigation aimed at exploring ways of standardizing education for all races, was described by Mr Viljoen as a milestone in the history of education in South Africa.

"But before we make any changes which may be recommended in this report the government will consult all education institutions."

He said the upgrading of black education should be seen as a process of development.

"There is a long road to go. The Afrikaner knows this road because we also began far behind and had to devel-

"Education for blacks started late, not through any fault of this government but because of governments before us."

The Minister of Industries, Commerce and Tourism, Dr Dawie de Villiers, also speaking during the censure debate, attacked the education policy of the Progressive Federal Party, arguing that to open all schools to all races would cost South Africa R5 000 million to implement.

Any move to bring about parity in education had to be implemented systematically without overtaxing the financial resources of the country, he said.

"The PFP think they can introduce momentous changes like this by edict and automatically cancel out the massive financial implications," he said.

No face bars on careers exhibits

Staff Reporter

BLACK pupils have not been barred on racial grounds from the Manpower 2000 careers exhibitions scheduled for Port Elizabeth, East London and Kimberley, but will not be able to attend initially because the arranged venues are not large enough to accommodate the numbers involved.

This was stated yesterday by the Western Cape chairman of Manpower 2000, Mr Piet Rossouw. He was reacting to reports that the careers exhibitions held outside Cape Town would be segregated.

"Administrative delays led us to under-estimate the numbers involved and when we realized the demand for the exhibitions, it was too late to arrange larger venues."

"White and coloured scholars will be accommodated at the initial exhibitions which will then be repeated to cater for black scholars," said Mr Rossouw.

"Since white, coloured and black students will be taking part together at the exhibition in Cape Town, there is obviously no question of racial discrimination."

The careers exhibition in Cape Town, which is open to all races, is jointly organized by Cape Town Chamber of Commerce and Manpower 2000.

It is to be held at Cape Town Civic Centre from September 17 to 25 and will be opened by the Minister of Manpower Utilization, Mr S P Botha.

Cape Town Chamber of Commerce is not involved in the exhibitions to be given in other centres.

Last year more than 15 000 people saw the exhibition in Cape Town.

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Example 8.3

formulas referring to
Simply replacing
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Estimating Propri

The difference will be marked, and worth exploring,
if the individual stratum S_i differ greatly from
each other (and their "average" S)
If we need to estimate the S_i in some way, and
we do this badly, optimal allocation (according to the
formula) may end up worse than proportional allocation,
at S.R.S.

Van Eck: Open unused schools to coloureds

Staff Reporter

IN at least one town in the platteland dozens of desks in a white school are not being used while pupils at the coloured school have to use paraffin tins as desks, according to Mr Jan van Eck, the Progressive Federal Party's MPC for Groote Schuur. Mr Van Eck, speaking during the budget debate in the Provincial Council yesterday, appealed for one provincial department to handle all education in the Cape.

Because of the duplication, the white school could not even lend its desks to the coloured school. He suggested that the Provincial Administration should recommend to the government that white platteland schools (even if only initially those which are half empty) be opened to coloured chil-

dren in towns where there was not enough room in the coloured schools.

Those who opposed the move on ideological grounds could at least initially support a system of parallel classes in the same schools.

○ This would stop the non-use or under-use of facilities and the duplication of facilities for coloureds, when those already existed and were under-utilized.

○ It would immediately cancel out the "artificial" shortage of pupils at white schools and remove the question marks which hang over the future of many white platteland schools.

It was nonsense to talk about a shortage of white pupils while there was an

existing surplus of coloured pupils in the same town.

While white schools were

getting emptier, coloured schools were being flooded.

While white classrooms and hostels were half-empty, while many white desks were not being used, while white schools had surpluses of projectors and other audio-visual equipment, coloured schools experienced the exact opposite.

Mr Van Eck said the present system caused "financial waste".

The province lost money because facilities were not being used, and efforts to artificially increase the number of white pupils cost the province thousands of rand. In order to cover the losses sustained by half-empty hostels, fees had to be increased in certain cases.

It could not be tolerated that an outdated ideology of apartheid should send the cost of education soaring.

(8.31)

all cost? (N)

should (par)

Alternatively, given a value for $V_{as}(cost)$ we try to find

C_0 , we need to find n_i ($i=1, \dots, k$)
stratum i , and overhead (administration, computers use etc)
Given specific costs c_i of sampling each unit from

Then we either wish to
a) Minimize $V_{as}(cost)$ for a given total cost C or
b) Minimize C for a required $V_{as}(cost)$, say V^*

(8.30)

If the cost of drawing samples differs from stratum to stratum, and if variances within each stratum vary, proportional allocation may not be the most efficient way to sample. Assume that the total cost of sampling is given by
$$C = C_0 + \sum_{i=1}^k c_i n_i$$

Optimum Choice of Stratum Sample Sizes - Optimum Allocation

Senate decision shocks students

NM 6/8/81 (PF) 50

Mercury Reporter

THE Senate of the University of Durban-Westville, at its special meeting yesterday, decided against rescheduling the mid-year examination which had been boycotted by students.

This shock decision, announced last night by Mr Nico Nel, the university's director of public relations, is likely to have far-reaching consequences for hundreds of students who may have to quit the university because they missed the examination.

According to Mr Harold Reddy, the assistant registrar in charge of student

affairs, about 170 students had quit the university since it re-opened after the July vacation following the recent disruption of lectures and the examination.

The students were forced to abandon their studies as they had missed the examination — a pre-requisite for continuation.

Withdrawal

Mr Reddy said he feared that many more students would be forced to withdraw by Friday, the final day for withdrawal if students did not want to be held liable for the full year's fees.

A student told the Mercury earlier that they were

'keeping their fingers crossed' that the Senate would recommend rescheduling of the examination. 'I do not know what's going to happen to the hundreds of first-year commerce students.

'It now seems certain that they will have to leave the university and continue their studies next year,' he added.

One of the students said they were pinning their hopes on the University Council which meets on August 20. 'This is our last hope. If the University Council, which is the highest governing body, upholds the Senate decision, then our careers are doomed,' he said.

PFP attacks refusal to lift ban on pupils

By Mariah Vengtas

OPPOSITION Members of Parliament yesterday strongly condemned Mr Gabriel Krog, director of Indian Education, for his refusal to lift the ban on hundreds of expelled high school pupils.

In a scathing attack on Mr Krog, the Progressive Federal Party spokesman on Indian Affairs, Mr Harry Pitman, called on the Minister of Internal Affairs, Mr Chris Heunis, to have Mr Krog removed from office, if necessary, to restore the situation in Indian schools.

Refused

About 420 pupils from the Merebank High School and Apollo High School in Chatsworth, who were among 600 pupils expelled about two months ago for boycotting classes in protest against the Republic Festival, have been refused re-admission to their schools in spite of repeated pleas by parents.

Mr Pitman urged Mr Heunis to intervene on behalf of the expelled pupils, saying that it was vital that Mr Krog should be made to improve conditions and to make the education of the children of Natal his priority.

Inflammatory

'The whole question of education is important, apart from being highly inflammatory. He cannot afford to be so short-sighted and petty.'

The PFP spokesman on education, Dr Alex Boraine, told the Mercury from his Cape Town office yesterday that the decision to expel the pupils because of their involvement in the Republic Festival boycotts was unwise and

cruel.

'Even at this late stage I would appeal to Mr Krog to review his decision and to allow the pupils to return to school. It is of the utmost importance that every young person be given the maximum opportunity to receive the best possible education.'

Penalise

'To penalise young people and their parents in this way is an over-reaction and I hope that the decision will be reversed,' he said.

Mr Krog, who initially agreed to meet parents of pupils of the Apollo High School this week but withdrew allegedly because he had been upset over an announcement of the meeting in the Mercury, yesterday declined to comment, except to say: 'You must get your stories from the Education Committee.'

Meanwhile, Mr Nabee Sayed, chairman of the Apollo High School Education Committee, said yesterday that he conveyed the decision of Tuesday's meeting to Mr Krog.

Convening

'He asked me to write to him and he would consider addressing the parents of the expelled pupils. But, Mr Krog, said the earliest date he could do so was August 26.'

'I will be convening a meeting of my Education Committee on Friday to decide our next step. Parents are becoming extremely worried about their children's careers as a lot of time has already been lost. I don't know if this matter can wait until August 26,' he added.

● See Editorial Opinion ▲

Call to companies to aid Kwazulu schools

Mercury Reporter
VIDEO educational aids could be introduced into KwaZulu schools if an international electronics firm manages to persuade local companies to support a project being successfully used in Soweto schools.

Mr John Magill, IBM's manager of public affairs who is in Durban to promote the project, said they

had introduced video units and programmes to 24 schools in Soweto.

'Our company has produced 100 video programmes on maths, biology and science for standard eight, nine and ten pupils and we are hoping to produce 200 more,' Mr Magill said.

He said that these programmes, which last about

15 minutes each, will be offered to the companies at cost.

'All we are asking the local companies to do is to adopt a school and install video units and libraries for that particular school.'

Mr Magill said it was about time the private sector stopped complaining of the shortage of skilled manpower in South Africa

and instead help train black people to fill this need by investing in their education.

'These educational programmes do not replace the teacher, they are merely there to help him teach a subject more efficiently.'

'The programmes have been put together under the supervision of the Department of Education and Training by three senior lecturers.

'Therefore the programmes are able to improve the quality of high school education for black people where the majority of teachers only have a matric.

Mr Magill said trainee teachers in Pretoria and Soweto teachers training colleges were being taught how to use the video educational aids.

'These teachers then go to schools all over South Africa so we are trying to persuade companies all over the country to become involved in this project.'

'The advantages of introducing video units to the schools are endless.'

'Possibly in the future SABC-TV could extend their services to include daytime educational programmes, then the units could be used to receive these programmes.'

'My conscience is clear,' says Krog

Mercury Reporter

THE director of Indian Education, Mr Gabriel Krog, said yesterday his decision not to readmit expelled high school pupils was based on 'sound educational principles'.

'My conscience is clear. What I've done is above board and in the interest of all other pupils at school,' he told the Mercury in an interview yesterday.

He said of the total number of 601 pupils who had been expelled for boycotting classes, some had been readmitted, and others refused readmission.

He declined to say how many children had been refused readmission, but according to parents about 420 children were still out of school.

Referring to a report in the Mercury on August 4 when he was to have addressed a meeting of parents at the Apollo High School in Chatsworth, Mr Krog denied that he was upset because information about the meeting had been leaked to the Press.

He said he was upset because 'certain statements' in the report were 'inaccurate'. He did not tell a

deputation from the Apollo School's Education Committee that the Press should be barred from that meeting, he said. 'I would have gladly liked the Press to be present as I have nothing to hide,' he said.

Emphasising that it was he who had volunteered to speak to parents after the deputation had told him they were finding it difficult to convey his message to parents of the 49 expelled Apollo High pupils, he said the Press report had wrongly created the impression that he had been asked to attend the meeting but withdrew after seeing a report of the planned meeting in the newspaper.

Asked why he still refused to readmit the 49 expelled pupils, Mr Krog said: 'These children have been boycotting classes for more than eight weeks and in spite of repeated pleas to return to classes made by principals on my instructions they had refused to return.'

'At a certain school pupils challenged the principal and jeered at him, undermining his authority.'

'As a result of the boycotts last year, there was a significant drop in the number of subject distinctions in matric in the final examinations. There were only 82 subject distinctions last year compared to the previous year when there were between 400 to 500 subject distinctions.'

He said he was not prepared to allow a repetition of last year's poor examination results. Readmitting pupils now would disrupt normal school programmes

as the expelled children had missed nearly two month's work.

However, as a 'special concession,' he had extended the closing exam entry date for private senior certificate candidates from June 30 to August 15.

'These children can still write their senior certificate examination at the end of the year — and as a 'further concession' they could re-write it again in March next year if they failed.'

'In fact these children will have two bites at the cherry,' he said.

1. Operating Profit
Variance due
to sales:

	Actual	Standard	Budgeted Mix Unit Version	Budget
Squaxi	9 900 x 1,4 = 13 860	9 900 x 1,4 = 13 860	8 950 x 1,4 = 12 530	10 000 x 1,4 = 14 000
Squixi	8 000 x 3,0 = 24 000	8 000 x 2,8 = 22 400	8 950 x 2,8 = 25 060	10 000 x 2,8 = 28 000
Total	17 900	17 900	17 900	42 000

Alexandra Township: junior secondary school
 7/18/81 - 21-22
 Mr. D. J. DALLING asked the Minister of Internal Affairs:
 (1) Whether the junior secondary school for Coloured children in Alexandra Township was closed down; if so,

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(2) whether he intends taking any steps to re-open the school; if not, why not?

The MINISTER OF INTERNAL AFFAIRS:

(1) Yes.

(2) No. Since the Coloured families are only temporarily settled in Alexandra and must be resettled. A transport scheme is in operation to convey the Coloured school children to a school for Coloureds, outside Alexandra, thus satisfying on a temporary basis, the local need for school facilities from primary to junior secondary level.

Operating Profit Variance due to Sales

Mix	330 (u)	R4 410 (u)	Quantity
		R5 740 (u)	Volume
		R35 876	Rand Version
	84 (F)	R6 124 (u)	Quantity
		R5 740 (u)	Volume
		R4 140 (u)	

Rand Version Notes to Workings

Total sales in Rand - Squaxi	9 900 x 4 =	39 600	Squaxi	R119 600 x 4/14 = 34 171** ÷ 4 = 8 542*** x 1,4 = 11 958,80
- Squixi	8 000 x 10 =	80 000	Squixi	R119 600* x 10/14 = 85 429** ÷ 10 = 8 542*** x 2,8 = 23 917,60
Total		R119 600	Total	R35 876,40

** In Budgeted Mix *** Unit sales in budgeted mix

2. Fixed Production Overhead Variance

Actual	R 990
Fixed budget	1 000
EXPENDITURE VARIANCE	R 10 (F)

Human Sciences Research Council: report on education

7/18/81 CA 25-72
 Dr. A. L. BORAINÉ asked the Minister of National Education:

- (1) Whether the report on education

(D. M.)

27

FRIDAY, 7 A

drafted by the Human Sciences Research Council will be laid upon the Table; if so, when; if not, to whom will it be made available;

- (2) whether any interested bodies are to be consulted by him prior to his deciding on the recommendations contained in the report; if so, which interested bodies are to be so consulted;

0,6	5
0,65	4
0,7	3
0,8	2
0,9	1

- (3) whether legislation flowing from the report will be introduced in Parliament during the current session?

The present value of R

The MINISTER OF NATIONAL EDUCATION:

- (1) The question of Tabling or otherwise releasing the Report is still to be considered;
- (2) yes, but the bodies to be consulted will depend on the recommendations concerned; and
- (3) no.

1. Buy the Slam machine
 2. Buy the Slam machine
 3. Retain the existing
 4. Some other solution

Ignoring taxation, cost of capital is 12%.

REQUIRED:

Dr. A. L. BORAINÉ: Mr. Speaker, arising out of the hon. the Minister's reply, will he please tell us if the report can be made available at the earliest possible stage to those who are spokesmen on education matters for the various parties in this House?

The company cannot

The MINISTER: Mr. Speaker, as I have said, the question of release has to be considered and it will be made available as soon as possible after it has been considered by the Government.

Annual cash profits
 Market value
 Book value

Cost (payable in cash on delivery)

240 000
70 000
45 000
R nil

Slam Machine
 Slam Machine

The company is considering the purchase of 2 other machines, the details of which are as follows:
 A company owns a machine with a book value of R80 000 and a market value of R120 000. This machine has a remaining economic life of 5 years and is expected to generate cash profits of R40 000 per annum. At the end of the 5 years it is expected to have a market value of R10 000 and its book value will be R nil.

CAPITAL BUDGETING

labour force has to be reproduced under urban conditions (unlike the migrant labour force, whose family needs are not considered).⁵ The settled workforce and their family have to be housed, fed and protected against disease, in the urban locale. Certain levels of education are required to reproduce skills. Socially necessary commodities, such as family housing, sanitary facilities, hospitals, schools and roads have to be provided.

The costs of labour reproduction are thus increased for

There were three destabilising factors in South African society — one was education, another was the exclusion from political processes and decision-making, and the third was extreme contrasts in poverty and wealth and laws which relate to people simply because of their race.

Education had become one of the major symbols of the gross inequality of our society, its separation into different ministries and the appalling difference in expenditure between students of different race groups.

Businessmen needed to take a lead in this and other areas and he welcomed the remarks by Mr H F Oppenheimer in his recent statement as chairman of Anglo American Corporation in this respect.

Urgent

Prof Schreiner outlined some of the 'multiracial' educational problems. One was the apparent differences between white and black matriculation passes. He understood that because of the marking and grading system a lower

standard was accepted for black matriculants. This meant that these students came onto the labour market but could not compete on the same terms with white students which lead to the perpetuation of the myth of white superiority. Another problem was absolutely urgent. This was the difference in educational qualifications of teachers in black schools. Of the 36 000 teachers in Natal/KwaZulu 21 000 were teaching blacks and of these 17 000 had Junior Certificate, or less, and in this number 3 500 had had no formal teacher training. In another area whites had concentrated on university training as the end result and this had made it desirable for black persons. The black attitude to technicians and other forms of much-needed technical education which would be introduced in the future were that they were a ploy to give them a second class education. Much education depended on formal training but informal social contact Prof Schreiner said. Many people had been educated to a high standard but because of their backgrounds (and it was not just a matter of colour) found difficulty in fitting into existing patterns and the way of life of the firms that they had joined. 'It represents an extremely expensive way of producing failure,' he said.

5. Perception of this contradiction informed state policy on the urban accommodation of Africans in the 1950's. See Mathewson 1955, p. 3. '..... public opinion has come to realise the dependence of the economy of the country on the Bantu and the consequent importance of assuring that the conditions under which he lives are such as to enable him to be physically and mentally fit to do the work required of him. This has resulted in considerably increased attention being given to the needs of urban natives and a realization of the immensity of the problems which their administration presents'.

Prof hits out at unequal education

Financial Editor
RICHARDS BAY—The different education systems for black and white persons in South Africa were generally recognised by all, except the lunatic fringe, as being unjust and had a destabilising effect Prof G D L Schreiner told businessmen last night.

He was opening the regional congress of the Natal Chambers of Commerce here. He is vice principal of the University of Natal in Pietermaritzburg and chairman of the Buthelezi Commission.

Growth in South Africa could only take place in an orderly society uninterrupted by strife and those factors which influenced investors and, secondly, where there was a sufficient supply of skilled persons at a number of levels.

Symbols

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'It represents an extremely expensive way of producing failure,' he said.

1976-77	1977-78	% Inc.	1976-77	1977-78	% Inc.
21 075	29 808	-10.2	21 075	29 808	-10.2
2 690	105	-75	2 690	105	-75
52	51		52	51	
3 976	14 760	48	3 976	14 760	48
67 195	61 877	-8	67 195	61 877	-8
11 422 331	10 538 223		11 422 331	10 538 223	

53.

Category of Expenditure

D SCHOOL LEVY

(a) Sal (b) Ref (c) Loc (d) Cor (e) Cap (f) Sho (g) Proj (h) Hea (i) Ser (j) Cont (k) Turc (l) Stor (m) Book (n) Audt (o) Camp (p) Fuel (q) Insu (r) Prin (s) Rent (t) Teler (u) Adm (v) Elect (w) Water (x) Bantu (y) Packd (z) Misc (aa) Less:

TOTAL Bantu Ser GRAND TOTAL APPENDIX B (Categories A-D) Notes: Sources: Pen-BV For 8 months only. (1 Sept. 1973 to 31 March 1974). All other years are from 1 April to 31 March the following year.

Accounts of the Pen-BAB. Figures for 1973-74 are

would have to be left Tullipan.

Parents decide to send a delegation to Ulundi

African Affairs Reporter

A PARENTS' meeting in Durban yesterday, convened to discuss the dismissal of students at Amanzimtoti Zulu Training College a fortnight ago, decided to send a delegation to Ulundi to protest against the the action taken by the principal of the college.

The parents felt that the dismissals were unjustified and wanted their children to return to the college immediately.

The delegation will leave for Ulundi early this week to meet the KwaZulu Secretary of Education, Mr J E Ndlovu.

Boycotts can boomerang, says Labour Party leader

EU Post 10/8/81 (3)

By JIMMY MATYU

STUDENT boycotts could be a double-edged sword, and to boycott in order to escape responsibility and defy authority was destructive and mis-directed, the chairman of the regional council of the Labour Party, Mr Charles Redcliffe, said in Port Elizabeth at the weekend.

Addressing the annual conference of the Eastern Cape region of the Labour Party in the Gelvandale Community Centre, he said: "The community has no sympathy for students who boycott schools as a fad. We will not support reckless and irresponsible behaviour."

He said the Labour Party was determined not to repeat the mistakes of the past, and its strategies would be determined only after a careful and rational analysis of the situation.

A rational and unemotional response did not imply moder-

ation or a watering down of principles. On the contrary, this was the only sure way of achieving victory.

"The Labour Party has embarked on a deliberate and calculated strategy to create a just and non-racial society. We stand second to none in our vehement condemnation of the apartheid society," he said.

"Our use of government-created institutions is not an end to itself but the beginning of the end of that institution."

On the labour situation, Mr Redcliffe said the Labour Party recognised that workers in the factories had legitimate grievances.

"But to react emotionally and irrationally, and even recklessly, in a situation of dispute could, and is in most instances, totally counter-productive.

"It is imperative that workers, before resorting to the ultimate weapon — the strike — should first explore all avenues of negotiation, or

alternatively seek other ways to redress their grievances before resorting to strike action."

Mr Redcliffe said these ill-conceived acts were frequently impulsive with no thought given to the consequent hardship to families if their demands were not met.

"The strike weapon must be used with circumspection and only as a last resort and after considering all the possible consequences."

Mr Redcliffe said the Labour Party would not be co-opted into the National Party scheme of things in order to perpetuate white privilege and baasskap.

It was absolutely essential "at this stage of our history" that all who rejected violent solutions to the problems of the country get together in a broad-based moderate alliance, cutting across racial and ethnic lines, in order to occupy the democratic centre. The Labour Party would explore

all the avenues to bring about non-violent change in the country.

Among the resolutions passed was one which condemned the South African sports administrators, and in particular Dr Danie Craven, president of the South African Rugby Union, for "wittingly contributing to chaos and violence" in other countries through their insistence on sending touring teams to countries where they were not welcome.

"This is particularly wrong in the light of the South African Government's action in refusing entry and visa facilities to the Fonda family, whom they saw as a possible threat to peace in South Africa, and the revelations of the relevant Minister who detained Andrew Borraine and many others in order to "cool them off".

Another resolution called for a single, centralised educational system for South Africa as a priority.

COMPULSORY SECTION

OPTIONS

TERM I: A. PERIOD OPTIONS

1. William Blake	JM	5
2. Victorian Poetry	MTB	5
3. George Eliot and Her Age	VHH	5
4. Tennyson and Browning	BSL	6
5. Melville	JMC	6
6. The Nineteenth Century American Novel	IEG	6
7. Contemporary American Poetry	JMC	7
8. Introduction to Modern Drama	TJB	7
9. Beckett, Ionesco	JB	7

B. LANGUAGE AND MEDIEVAL OPTIONS

* 10. Language and Attitudes	KM	8
* 11. The Arthurian Legend	RCB	8
* 12. 'Troilus and Criseyde'	NHF	9

TERM II: A. PERIOD OPTIONS

13. Romantic Poetry	TJB	9
14. Four Romantic Poets	GNC	10
15. Coleridge and English Romantic Thought of the Nineteenth Century	JB	10
16. Charles Dickens	MTB	10
17. The Novels of Thomas Hardy	LM	11
18. The Problem Self: Dilemmas for Romantics	JSC	11
19. Conrad and James	GNC	12
20. W.B. Yeats	DGG	12
21. D.H. Lawrence: Creativity and Corruption	JSC	13
22. T. S. Eliot	TJB	13
23. Modern Poetry: Eliot & Lawrence	EJB	13
24. The Poetry of Frost & Dickinson	RK&NF	14
25. Twentieth Century English Poetry	MMC	14
26. Contemporary British Poetry	IEG	15
27. Modern British Drama	MMC	16
28. Saul Bellow	IEG	16

Own Correspondent

DURBAN — Scores of parents of expelled pupils protested to the Directorate of Indian Education in Durban today, demanding the readmission of their children.

A busload, mainly of women, were locked out by security guards at the esplanade entrance to the building and when they attempted to get in through the other entrance in Stanger Street they were again turned back.

Eventually the director, Mr Krog, agreed

Guards
hold off
protest
mothers

to meet a deputation of five parents to hear their demands after the parents had persisted in their demands to see him.

The decision to approach Mr Krog was taken at the weekend

by parents of pupils expelled from the Merebank High School in a last-ditch move to appeal against their expulsions.

Of the 601 initially expelled, 420 remained excluded for their part in the boycott of the school in protest over the celebration of the Republic Day Festival.

The matriculation pupils have been allowed to sit the end-of-year examinations. In the meantime, the other expelled pupils are also keeping up their studies.

Group *Sowetan 10/8/81* linked to *(S) (A)* boycotts

THE Vosloorus Civic Association has claimed that a member of the local community council told a public meeting recently that the association was behind the recent class boycott at the Vosloorus Junior Secondary School.

Mr John Matie, vice-chairman of the association, told SOWETAN that the association, school committee, community council and parents had called a meeting to try and solve the students' grievances which led to the class boycott.

He said: "Mr I Mabote, a councillor, stood up and told the meeting that the association was instigating the students to boycott classes. He also said the association and the students always held night meetings to discuss new strategies."

Mr Mabote denied that he told the meeting the association was behind the class boycott and that they were instigators.

"This is all lies. All I told the meeting is that early last week at about 9 pm, I met a group of boys who told me that they were from a meeting.

"I warned them to stop holding such meetings and advised them to go back to school and stop wasting their time."

Mr Matie said he wanted the public to know they were not behind the class boycott. "We only came in to try and defuse the situation."



PARENTS of expelled pupils walk towards the Government building demanding to see Mr Krog.

Picture by GREG ENGLISH

Demands for Krog's dismissal ⁵⁰ ~~28~~ ^{10/11/8/81} rejected

Mercury Reporter
THE Minister of Internal Affairs, Mr Chris Heunis, yesterday rejected demands by the Reform Party for the Director of Indian Education, Mr Gabriel Krog, to be replaced and expelled high school pupils readmitted to schools.

He said in a telegram to party leader Yellan Chinsamy it was not the fault of his department nor

of any of its officials that the education of the pupils concerned was in jeopardy.

'I am not prepared to instruct the reinstatement of all expelled pupils and I am not prepared to consider the position of the director,' he said in the telegram replying to Mr Chinsamy's earlier demands in a telegram to the minister and also to the Prime Minister, Mr P W Botha.

Meanwhile, Mr Krog, who yesterday met a deputation of protesting parents of expelled Merebank High School pupils, refused to reconsider his decision not to reinstate the pupils in spite of special pleas made by women members of the deputation.

He told the Mercury, after an hour-long meeting with parents in his Stanger Street office, the position of the expelled pupils remained the same.

'Of the original number of 320 Merebank High pupils who were expelled, some had been re-admitted while others either had been expelled permanently or would be considered for readmission next year,' he said.

Earlier, a busload of more than 100 parents, mainly women, were barred from entering the

department's offices by the department's security guard who closed the gates.

However, about 20 parents who managed to enter through a side entrance assembled in the corridor outside Mr Krog's fifth-floor office, demanding to see the director.

Mr Krish Naidoo, the parents' spokesman, told the Mercury that Mr Krog had refused to meet them saying he was not prepared to talk to '80 or 90' parents.

'He told us he will only be prepared to talk with the school's education committee, a statutory body, but we continued waiting until a police officer arrived and went into Mr Krog's office apparently to arrange a meeting between the director and five of the parents — after we had told the police of our predicament.

Denied

'The police seemed to display far more compassion and understanding of our problems than some departmental officials,' Mr Naidoo said.

In an interview afterwards Mr Krog denied he had agreed to meet parents under pressure from the police.

He said when the parents arrived at his office he was already engaged in a meeting with parents of pupils expelled from another school.

'The police officer merely came into my office to ask if I would see the parents.

'I told him I had informed them earlier that I would see only a deputation of five — and I repeated this to the parents' spokesman in the presence of the police officer later,' he said.

Mr Chinsamy said last night he was calling an urgent meeting of his party's national executive to consider Mr Heunis's reply and also to decide what further action the party should take.

Agus 12/8/81
Extra lessons for pupils 50

Education Reporter

THE Ravensmead Students' Organisation (Raso) has organised Saturday morning classes for Standard 9 and matric pupils at the Ravensmead library in Ester Bullock Road.

On August 15, teachers will give classes in accountancy and physics and on the following Saturday biology and maths will be taught. These classes will be given on alternate Saturdays.

Lessons will be given in Afrikaans and will last an hour. Classes start at 9 am.

Pupils can register at the library. One month's lectures will cost R1.

According to one of the organisers the classes have

been demanded after a successful winter school run by Raso during the July holidays.

... anybody who ...
 - and she would say,
 oses, or employers who
 satisfied with these
 place to them. She
 they never used electric
 dn't have electricity

... anybody who ...
 of careful who she let
 be sold, you see, and
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always wanted
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 she got state
 Anybody who
 But up till
 the place go
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 places, and f
 ferred him de

quired the furniture but they there and then trans-
 jail, and I don't know whether his reputed wife ac-
 the police and have him put out, and he was put into
 different things, till eventually my mother had to get
 Well, he was always getting up into hot water and

What did he do?
 Yes.
 You say he was a bit of a firebrand?

... an attorney ...
 his name was mentioned. And then my mother had to get
 Oh, no! ... I've got books downstairs, but I don't think
 You don't remember his name?

bit of a firebrand.
 of trouble. And then I believe this African, he was a
 that's what it really was. The African gave us a lot
 Yes, you see, to me it was like a rooming house -

So he let from you, and then subtle to other people?
 family. But they lived very close to one another.
 to have to cook on - so he must have had a wife and
 else, and his little paraffin arrangement that he used
 rooms - bedroom suite and kitchen tables and everything
 rented out his rooms, and he had all furniture in his
 Well, it was very difficult to say, because he had

Was this a family, a man with a family, or ...

: 0
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**Quelling
of unrest:
A-G to
decide**

JOHANNESBURG.—The Attorney-General of the Transvaal is to decide whether to prosecute certain policemen for their actions against coloured residents during the recent unrest and demonstrations in the coloured townships around Johannesburg.

Brigadier Tertius Wium, Divisional CID Officer for the Witwatersrand, said today several police dockets had been forwarded to the Attorney-General for his decision. The dockets were opened by the police after receiving complaints from residents and school officials.

USED FORCE

A police spokesman said the dockets were forwarded to the Attorney-General last week and a reply was expected soon. He could not say when the reply would be given.

The investigations arise from complaints that police used unnecessary force and violence while quelling the demonstrations which were claimed to have been peaceful.

The monthly expenditure of a family had risen approximately 45 per cent in the period 1916-1918.⁹ These factors had created a militant feeling amongst the Cape Town working class, and it was obvious that organisations such as the SDF, the Labour Party, and the African Political Organisation could not provide the capitalists with a genuine working-class challenge. The ideological and political differences within the SDF which became evident in the 1916 split of McManus and Evans on the 'war-on-war' issue,¹⁰ the continuous policy of neglecting grassroots trade union activities and the concentration on 'propaganda tactics', forced the more militant elements of the Cape Town workers' movements to join forces with the dissatisfied radical group which split from the SDF. The SDF leadership tactics changed dramatically after Harrison realised that a large section of this very leadership was planning to form a new organisation. A manifesto on the lines of that of the Bolshevik party.

Society and the Peace Labour Party and the tion.¹¹ However, t and in mid-May the Davidoff, Wrafter and Socialist League.¹²

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South African radical propaganda group with the ongoing struggle b the ongoing struggle b paper deals with the s material and dimension From the first moment incorporate within its tion groups, with part the 'white' and 'colour working class in the do persistence of the orga

applied to clothing, boots and shoes.⁸ The monthly expenditure of a family had risen approximately 45 per cent in the period 1916-1918.⁹ These factors had created a militant feeling amongst the Cape Town working class, and it was obvious that organisations such as the SDF, the Labour Party, and the African Political Organisation could not provide the capitalists with a genuine working-class challenge. The ideological and political differences within the SDF which became evident in the 1916 split of McManus and Evans on the 'war-on-war' issue,¹⁰ the continuous policy of neglecting grassroots trade union activities and the concentration on 'propaganda tactics', forced the more militant elements of the Cape Town workers' movements to join forces with the dissatisfied radical group which split from the SDF. The SDF leadership tactics changed dramatically after Harrison realised that a large section of this very leadership was planning to form a new organisation. A manifesto on the lines of that of the Bolshevik party.

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Parents

may take

director

to court

~~THREE~~ ^{also} parents have decided to contest the legality of notices by the Director of Indian Education, Mr Gabriel Krog, expelling their children from school.

And Mr Krog met the Minister of Internal Affairs, Mr Chris Hennis, in Cape Town yesterday.

The meeting follows calls by Indian leaders and the Progressive Federal Party for the removal of Mr Krog over his continued refusal to re-admit all the children to school.

Lawyers

There are still 420 high school pupils out of school because of the expulsion orders.

Three parents from the Indian township of Chatsworth, near Durban, planned to approach a firm of lawyers yesterday to consider the desirability of contesting Mr Krog's decision in court in a bid to have the children readmitted.

Their decision follows a reply from Mr Hennis which has dispelled any hopes of the pupils being reinstated or of Mr Krog being removed. — Sapa.



Parliament

Parliamentary Staff

THE PRP MP for Gardens, Mr Ken Andrew, delivered his maiden speech in the Assembly yesterday with a plea for adequate expenditure on education and training.

Speaking during the second-reading debate on the Manpower Training Bill, he said expenditure on education and training would result in greater prosperity for all through faster economic growth.

Mr Andrew, who defeated the Minister of Industries, Commerce and Tourism, Dr Dawie de Villiers, in the general election, clearly made a favour-

Parties bowled over by a maiden

Apr 12/8/81



Praise for Ken Andrew's plea on education

able impression on members of all parties. He spoke with quiet confidence and supported his plea with strong, well-

formulated arguments. In his view, he said, it was almost impossible to spend too much on education and training. It had been

estimated that in straight economic terms expenditure on education paid for itself seven times over. Provision in the Bill for the estab-

and workshops". The distribution of TB in to the distribution of the plague as a com Fuller, and the plague map, indicates. 73

Unfortunately there had been very little in ation to take vigorous action. Although F overcrowding, his criticisms were largely which he was anxious to see segregated in. urged the building of model dwellings for There was certainly no backing from the ra contribution of the slum landlords is not existed and some of them were influential of the jerry-built houses in District Six, to pack their neglected properties with as and is, too easy to single them out for pa is known about them at present, about thei extent and distribution of the properties properly. 74 Was their ownership, for inst Six? Certainly overcrowding was not, for as bad. Moreover, although they were allo housing, they did not create it and it is the demand could have been met.

Essentially all that the plague did was in the city. For a few months it became grievances of those who had to pay high The press played a prominent part. The of articles, 'Through the Slums' by a 'ist, they do, however, give a rare glin the plague, which are the more valuable 'Special Commissioner' first ventured in Street, Sea Street and Marine Alley.

"Tenements are crowded one upon the not adorned by a batch of the fami day sun. Down the streets and all of a rich dark hue which has been to anywhere, carrying along the boi wherewith the locality is abundant. ... Here and there one comes upon and windows sealed up for fumigati class eating-house, and next to it

In Horstley Street, District Six, the

ishment of a Manpower Development Fund had the potential to make a considerable contribution to the train- ing of skilled and semi-skilled workers.

He hoped this would be generously supported with funds appropriate by Parliament.

Training was a key to growth in the economy, to broadening the country's tax base by increasing the number of economically productive people, and to raising standards of living.

It was also the key to having more money available to tackle the problems

of housing, poverty and education itself.

Mr Andrew also made a plea for three groups who, he said, had been 'sadly neglected' — women, adults with little or no formal education, and senior citizens whose skills were often discarded.

Speaking immediately after Mr Andrew, Mr R P Meyer (NP, Johannes- burg West) congratulated him on a speech which, he said, merited high praise.

Mr Meyer referred humorously to the result of the Gardens election as 'a less pleasant experience.'

Parents in last ditch move

NM 14/8/81
(28) (50)

Mariah Vengtas

PARENTS of expelled high school pupils are hoping for a 'change of heart' by Mr Gabriel Krog, director of Indian Education, when they meet him in his Stanger Street office today in a last-ditch bid to have their children readmitted.

They told the Mercury last night that they were looking forward to a possible announcement by Mr Krog today that their children would be allowed to go back to school next week.

Mr J B Patel, executive chairman of the South African Indian Council, said last night that Mr Krog had agreed to reconsider the position of the pupils at

the request of the Indian Council's executive committee.

'We had a two-hour discussion with Mr Krog and I will be meeting him again today,' he said.

'The report yesterday by the Minister of Internal Affairs, Mr Chris Heunis, that his department was re-considering the re-admission of a number of the 450 expelled pupils gives us a glimmer of hope,' said Mr M N Ramson, senior member of the Apollo High School Education Committee.

He said a favourable decision in the pupils' favour would be most welcome by parents, who had become

deeply concerned about their children's plight in recent weeks.

Parents had been having sleepless nights during the past couple of days over Mr Krog's persistent refusal to reverse his decision,' he said, adding that some parents went to the extent of taking legal opinion to try to gain readmission of their children.

He said a favourable decision would also help restore harmony between parents and the director in addition to putting an end to parents' sufferings and anxiety over their children's education.

Social workers of the Durban Indian Child Wel-

fare Society said yesterday that they had been approached by several worried mothers, who receive State grants, expressing fears that the grants may be withdrawn if their children are not readmitted to school.

Mrs Esther Maharaj, the society's social worker said one of the conditions of the State grants to mothers was that the child must attend school.

Meanwhile, Mr Heunis was quoted as saying that it was regrettable that an official of Mr Krog's calibre should have his integrity questioned — a reference to calls for his resignation.

The emphasis on self sufficiency has severely limited the sources of income which may be exploited for investment in social services, to the pockets of the location residents themselves. On the one hand it has led to the creation of artificially high rentals which cover not only the immediate costs of accommodation, and interest redemption, but also part of the general costs of location administration. On the other hand it has led to the creation, (peculiar to South Africa) of a consumption sector, as a source of income for urban finance. The state has established liquor outlets and breweries in the black areas, and imposed a state monopoly on the sale of liquor and beer to black consumers. The profits are used to supplement income from rentals.

Location finance therefore places a premium on consumption - the more a community consumes, the better its services will be. The only way that such income sources can be supplemented is through the taxation of the same consumers, which has taken the form of creation of several artificial revenue producing levies such as fees, sport levies, school levies, etc. Such a system has inbuilt constraints. Primary income comes from services which are structurally low. The provision of accommodation services is therefore hampered by lack of funds, and deficit accounting is an institutional aspect of the crisis. Deficit accounting is an institutional aspect of the crisis.

Prior to the creation of the BAMBs, several local authorities were in a balanced state. As local authorities were largely autonomous, the extent to which Bantu revenue accounts were subsidised varied from area to area, creating regional disequilibrium in the quality and quantity of services and accommodation thereby undermining the conditions under which labour was being allocated and reproduced, nationally.

The creation of the BAMBs in 1971 was the state's means of redistributing the costs of labour reproduction to cohere with predetermined systems of supply and allocation. All the functions of the local authorities were assumed by BAMBs, who, in turn, were

not double as sleeping areas. Each person has a maximum living space of 5 1/2 sq. metres. These homes are constructed without ceilings, internal doors, internal plastering, kitchen sinks or electricity. (Granelli, 1977 : p.17). Only cold running water is provided. Lack of electricity forces occupants to use inflammable fuels for lighting and cooking, thus causing soot collection on interior walls. Tenants are theoretically allowed to improve their homes. Permission for alterations or additions to homes must be obtained from the location Superintendent, the Pen-BAMB Department of Works and the local Building Survey Branch. The tenant must bear the full cost of the improvements. Further, any alterations or additions become the property of the board, and an evicted tenant will not receive compensation for his efforts (Granelli, 1977 : p.13). These conditions amount to a form of subsidy of the state, as BAMB relies on residents

KwaZulu

inquiry into students' grievances

WM 14/8/81

African Affairs Reporter

KWAZULU'S Department of Education and Culture has decided to appoint a commission of inquiry to investigate grievances which resulted in the dismissal of students at Amanzimtoti Zulu Training College three weeks ago.

The decision came after a delegation of parents had talks with Mr J E Ndlovu, KwaZulu's Secretary for the department. The commission will visit the college on August 20 to listen to the grievances of the students.

Of the 600 students who were dismissed 40 have not been re-admitted but are expected to join other students when they meet the commission.

Meanwhile pupils of Sekusile Secondary School in Madadeni boycotted classes this week protesting that the teaching of English and Science subjects was poor.

Two men who went to the school to ask the pupils to return to classes were stoned by the pupils. The pupils have not returned to classes.

heat dissipates rapidly through the bare brick floors and corrugated iron roofs. (Selvan, 1976 : p.27) (Granelli, 1977 : p.64).
 there too each room is electrified by a single bulb. Mattresses and lockers are not provided. All possessions must be kept under banks

10. In some hostels and other forms of migrant accommodation electricity is maintained by a central control switch. In this way only a few hours of electricity a day are provided, usually from 4 pm to 10.30 pm.

11. This concentration on beds early in the development of hostels, the presence of 'bunk beds' will increase the ratio of beds to

28

Alexandra Township
 Mr. D. E. DALLING
 Minister of Co-operation and Development

Whether he has received any representations for the junior secondary school for Coloured children in Alexandra Township to be re-opened; if so, what was
 (a) the nature of the representations and
 (b) his reply thereto?

10. Recovering a corrupted document

A very useful feature of the PRINTIT first printing is done. If a document has been corrupted and the document can be recovered by the LAST/DOCUMENT over t

At the time a document is printed /DOCUMENT before the command and that the document command for example, printing by copying the command:

->copy last/document,original

where original is the name of the document that was corrupted.

FRIDAY, 14

The MINISTER OF CO-OPERATION AND DEVELOPMENT:

As far as can be ascertained no representations have been received by my Department. The provision of schooling facilities to Coloured children in Alexandra is a matter that would normally resort within the ambit of the Department of Internal Affairs.

Statistics of the demand at peak hours will clearly show how many machines and cashiers are needed. ... Provision must also be made for the customers requiring additional services once in the hall without leaving the building, but still passing through the initial channels'. (Mathewson, 1957 : p.83).

Modern beer halls are designed not only to streamline consumption, but also to resist political attacks. Since 1960 when the original beer halls were destroyed in rioting, they have remained symbols of oppression.¹⁷ Latter-day beer halls are riot proof.¹⁸

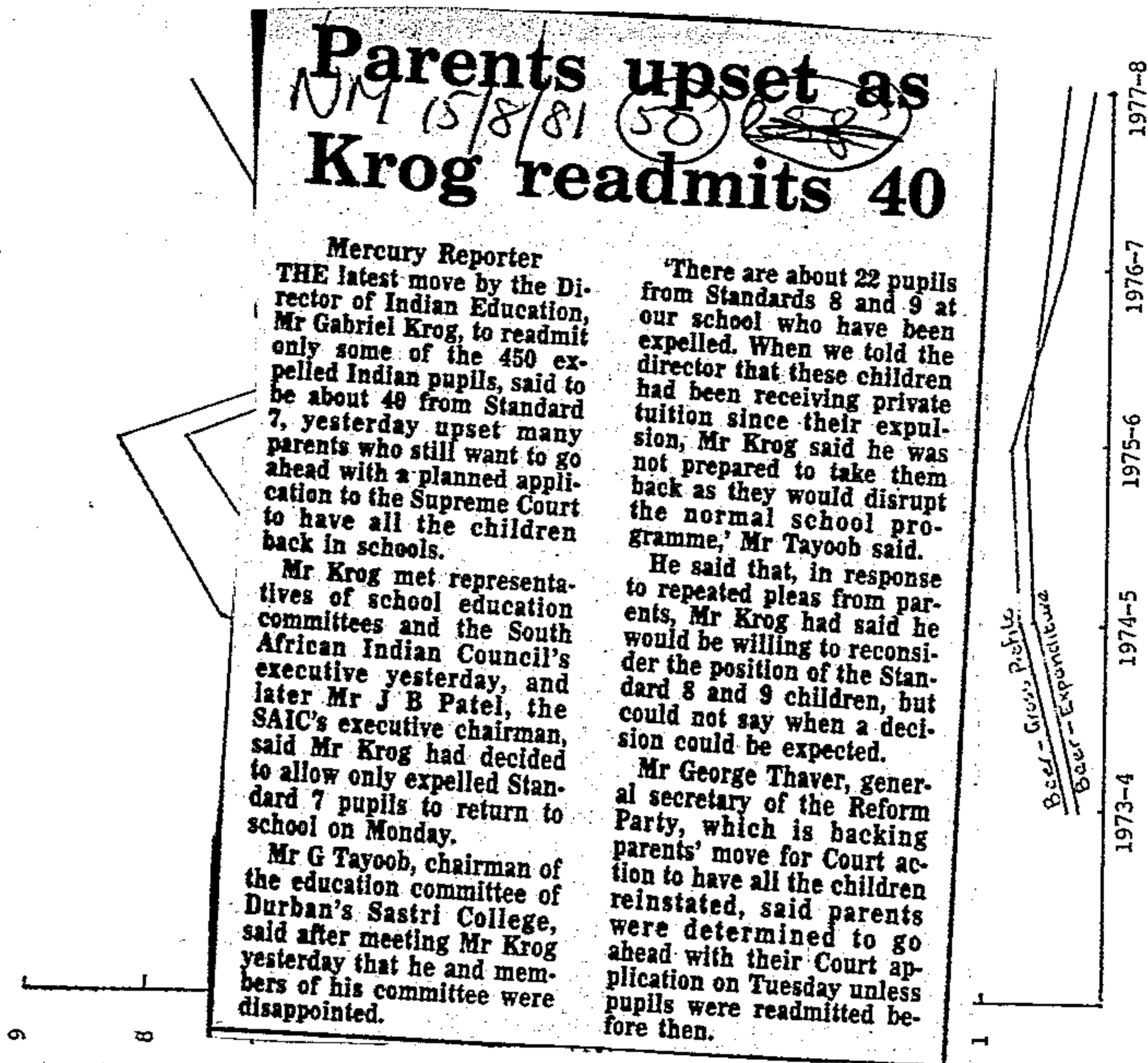
The beer halls at Langa built to replace those destroyed in 1976 are fitted with steel-louvered windows. The buildings are protected by concrete facades, and bollards protect the steel entrance gates from being rammed. (Argus, 15.6.78). Despite the infrastructure that has developed around the sale and consumption of beer and liquor, the profits of the latter have proved to be an unstable income source. The income from beer and liquor rose steadily (see Appendix A), but following the insurrection of 1976 it fell dramatically. Not only were the halls and outlets physically destroyed - until rebuilt in 1978 no structures existed in which beer and liquor could be sold¹⁹ - but also a large proportion of the stocks for the 1976-77 financial year were looted or destroyed, reducing the gross profit margin for that year and the next.

17. In Langa in 1960 all the existing beer halls were burned out by rioters. New loans were raised to rebuild them but most were again destroyed in the unrest of 1976.

18. A new beer hall constructed in Soweto following the 1976 riots was described as follows: The walls and roofs will be made of fire-proof reinforced concrete. The buildings will have no windows but will be fully air conditioned for the comfort of the liquor dealers and their patrons. Bullet-proof glass will separate cashiers from customers: steel security doors and direct radio links to the cops will also be installed. Financial Mail, 29.4.1977.

19. The rebuilding of the beer halls committed the board to raising new expensive loans - the latter were internal loans with high interest rates of 10% and a short redemption period.

Graph Showing BAMB Expenditure relative to Income, 1973-8
(To the nearest hundred thousand rands) per sector (4)



Parents upset as Krog readmits 40

Mercury Reporter

THE latest move by the Director of Indian Education, Mr Gabriel Krog, to readmit only some of the 450 expelled Indian pupils, said to be about 40 from Standard 7, yesterday upset many parents who still want to go ahead with a planned application to the Supreme Court to have all the children back in schools.

Mr Krog met representatives of school education committees and the South African Indian Council's executive yesterday, and later Mr J B Patel, the SAIC's executive chairman, said Mr Krog had decided to allow only expelled Standard 7 pupils to return to school on Monday.

Mr G Tayoob, chairman of the education committee of Durban's Sastri College, said after meeting Mr Krog yesterday that he and members of his committee were disappointed.

'There are about 22 pupils from Standards 8 and 9 at our school who have been expelled. When we told the director that these children had been receiving private tuition since their expulsion, Mr Krog said he was not prepared to take them back as they would disrupt the normal school programme,' Mr Tayoob said.

He said that, in response to repeated pleas from parents, Mr Krog had said he would be willing to reconsider the position of the Standard 8 and 9 children, but could not say when a decision could be expected.

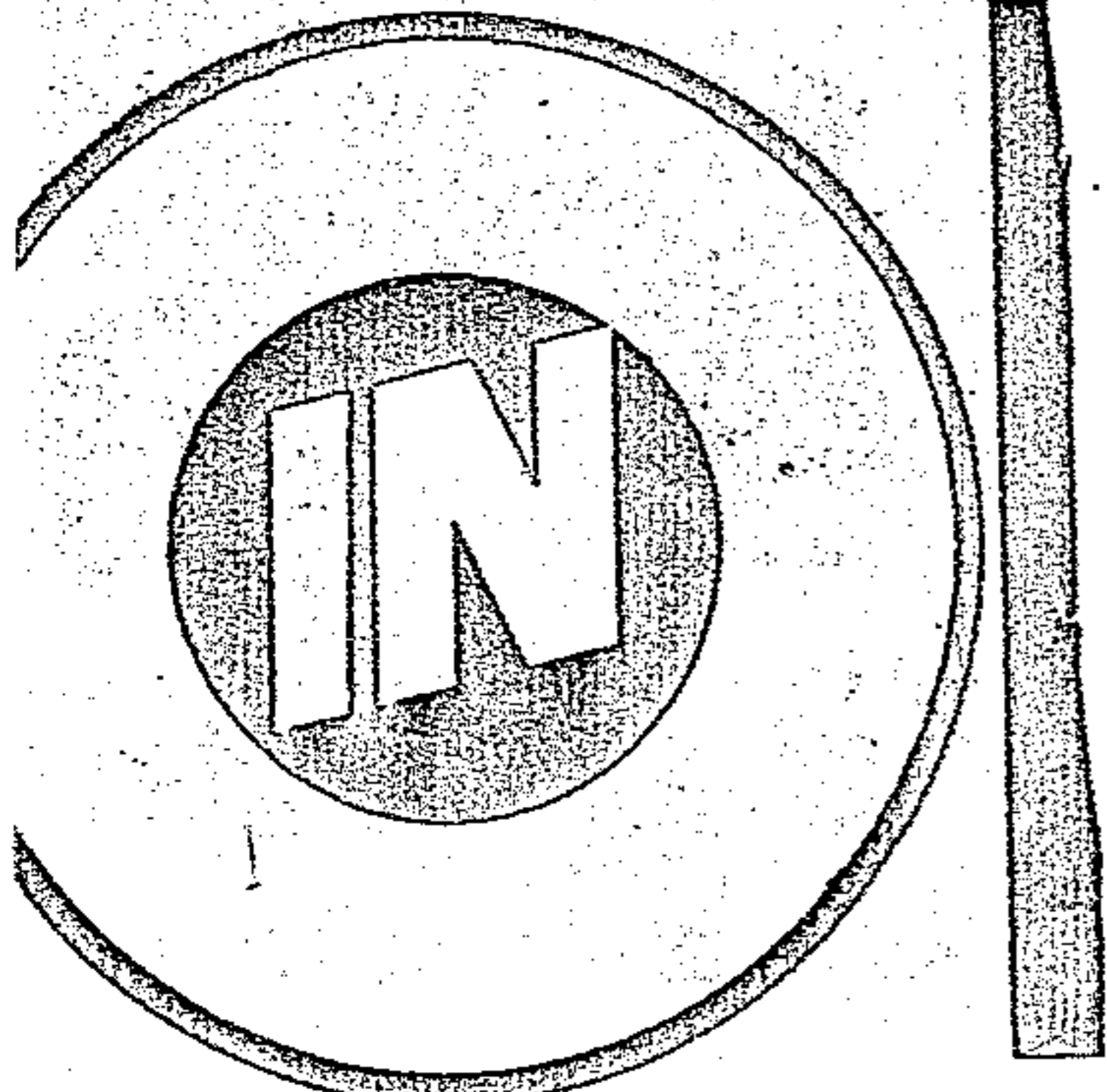
Mr George Thaver, general secretary of the Reform Party, which is backing parents' move for Court action to have all the children reinstated, said parents were determined to go ahead with their Court application on Tuesday unless pupils were readmitted before then.

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IUN R PEOP DER BU

every three tobacco the first quietly: "We are a hair's breadth from the time when blacks start to shoot whites. Hunger will stimulate someone somewhere to start killing whites, and there will be a fac whi loel our

DESIT INTRODUCES
SOUTH AFRICA
THE MACHINE
AT'S TAKEN EUROPE
BY STORM



'I'm being whipped for doing my job to the best of my ability'



Gabriel Krog

KROG

HITS

S. Tribune

OUT

16/8/81

50

GABRIEL Krog, director of Indian Education in Natal, has been severely criticised, threatened with a court action and demands have been made for his dismissal because he is refusing to allow about 300 pupils to return to school after being expelled for boycotting classes.

By **KEN DANIELS**

But the man at the centre of the three-month long dispute claims that his action was based on sound educational principles with the academic welfare of the majority of pupils at heart.

In an interview with the Sunday Tribune this week Mr Krog said he was being "whipped" for doing his job to the best of his ability.

He said the trouble started on April 23 this year when some pupils refused to attend classes as part of a commemoration of last year's boycott in which 10 000 pupils took part.

The boycott later became a protest against the Republic Festival celebrations.

"When I first heard of the intended boycott I instructed school principals to play it in

other students who have not missed classes."

On Friday Mr Krog agreed to allow 40 Std. 7 pupils to return after talks with members of the education committees representing the parents and SAIC members. He said after the meeting the applications of the expelled pupils would still be considered.

"I feel for the pupils who have been prevented from continuing with their schooling and also the parents but I have a responsibility to the other pupils."

But does the director not think his action has not been too harsh?

"It depends on which

boycott of classes. principals were asked to talk to the pupils and pleaded with them to return to classes. They refused and letters were sent to the parents of the 600 pupils involved in the boycott, warning them that their children faced expulsion if they continued to stay away from classes."

In terms of regulations passed last year the director of Indian Education has the power to expel any pupil whose conduct is deemed to be detrimental to the school or to other pupils.

"When some pupils continued absenting themselves from classes they were sent letters of expulsion and the pupils were ordered from the school premises.

"Then came the request for re-admission. Many pupils believed re-admission would be automatic as had been the case last year when 10 000 boycotting pupils were all taken back.

Ten expelled

"But this year we studied each application for re-admission before deciding who would be accepted back. Of the 598 pupils expelled, 45 did not apply for re-admission and 10 were permanently expelled for vandalism, physical intimidation and incitement leaving 543 applications.

"We decided to re-admit all first offenders, that is pupils who did not take part in last year's boycott and these amounted to 148."

Mr Krog said there were 172 matric pupils among the expelled pupils who would be able to enter their final examinations as private candidates.

"I did not want to be too hard on them but at the same time did not want them to return to school for good educational reasons.

"They have already missed about two months of the academic programme and if they are allowed to return they will hold back the

necessary ingredient for academic progress and if principals find it difficult to maintain discipline in schools then I must help them."

Track record

Asked whether he would have acted in the same way had the children involved been white, Mr Krog said: "I would have acted in exactly the same way.

"I challenge anyone to say that I have ever taken a decision on the colour of a man's skin. You just have to look at my track record."

Mr Krog has been attacked for his apparent unwillingness to talk to the parents of the expelled pupils.

"I have seen parents at an average of at least four a day since the boycotts. I refused to see a group of people who came to my office on one occasion because they would not say who they represented. I wanted to give recognition to the education committees which are statutory bodies appointed to represent parents of school-children. The incident received a lot of negative publicity."

"I was also criticised for not attending a meeting which had been planned, but demands were made before the meeting which I found unacceptable. The organisers wanted certain political groups to be present and I did not want to talk to anyone but the parents of the affected pupils."

The Minister of Internal Affairs, Mr Chris Heunis this week turned down requests for Mr Krog's dismissal by saying that he would not allow the integrity of a fine educationist such as Mr Krog to be brought into disrepute.

A court action against Mr Krog's decision to expel the pupils is also being planned by the Reform Party. Mr Krog declined to discuss the matter this week because he said he had only read of it in the Press.

Why the doomed town got a school

S. Express
16/8/87

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227
1682

By JEAN LE MAY
Political Reporter

A SCHOOL costing R600 000 was built in a doomed Black township because "it is our duty to provide education for children where they are", Mr G J Rousseau, Director-General of Education and Training, said this week.

He was commenting on a Sunday Express report that a new R600 000 senior secondary school had been built in Huhudi township, at Vryburg in the Northern Cape, although the Department of Co-operation and Development had decided to move the township's 20 000 inhabitants to Pudimoe, 50km away in Bophuthatswana.

"If you could tell me that all the people would be moved within a year there might be some reason for criticising this investment, but the move will obviously not take place for years.

"It is the department's duty to provide education for children where they are, not where they are going to be.

"Moreover it is Government policy to replace educational facilities wherever people are moved. That was clearly understood by the people of Huhudi and by the teaching staff when the school was opened. The staff and the school's furniture and facilities will eventually be moved to Pudimoe."

The Sunday Express report disclosed that development and renovation in Huhudi was frozen five years ago because of the decision to move the people to Pudimoe.

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Urgent talks in Cape Town on expelled pupils

17/8/81
By Nagoor Bissetty

THE Teachers' Association of South Africa, mouth-piece of more than 6 000 Indian teachers, yesterday sent its president, Mr Pat Samuels, to Cape Town for urgent talks with the Minister of Internal Affairs, Mr Chris Heunis, in a fresh bid to have all expelled pupils readmitted to schools immediately.

'My association is gravely concerned, and we are pleased the minister has agreed to meet us,' said Mr Samuels, speaking from his Cape hotel.

He is accompanied by Mr Dhama Nair, the association's secretary.

Meanwhile in Durban yesterday, the Reform Party, which is backing a move by parents to seek the help of the Supreme Court to have all pupils back in classrooms, made another plea to Mr Gabriel Krog, Director of Indian Education, to reconsider his decision not to readmit the remaining 350 pupils.

'In the light of written apologies furnished by the affected pupils — these were countersigned by parents — and their undertaking not to boycott classes again, a favourable reaction from Mr Krog may well be seen as an act of diplomacy rather than something that should make him want to hang his head in shame,' said Mr Y S Chinsamy, the party's national leader.

He said the apologies and undertakings given by the pupils made the director's stated reasons for still keeping the expelled children out of school hard to accept.

Proud

'How can Mr Krog's concern for the education of our children be more profound than ours?'

Mr Chinsamy said the Indian community was always proud of its own record in the creation of school opportunities for its children.

'Long before the Department of Indian Education was even thought of, Indian parents were ready and willing, in spite of hardships, to dig into their pockets and pour hundreds of thousands of rands into the community's school building projects up and down Natal.

'They also provided furniture and equipment for numerous classrooms and, on top of it, were hard pressed to contribute towards the salaries of teachers.

'Parents' concern for their children's education at a time when the Government had neglected its duty towards a voteless minority and their action to get things done themselves had rightly prompted the Mercury 20 years ago to

record the education of Indians as "one of the marvels of the contemporary scene," Mr Chinsamy said.

A meeting called by the Natal Indian Congress in Durban yesterday and attended by representatives of 22 organisations condemned the director's refusal to readmit all pupils and decided to send an ur-

gent telegram to the minister demanding that Mr Krog's decision be reversed.

The meeting also decided that the director's 'intransigent attitude' made negotiations with him by parents and others humiliating and fruitless, Dr Farouk Meer, a spokesman for the NIC, said.



MR GABRIEL Krog ... still barring the pupils although they gave signed apologies.

government (Rax, 1974, p. 8). At the same time the migrant labour system has undermined the ability of the working class to organise forms of opposition to the present relationship between labour and capital. The workforce is a temporary one, contracted for a specific period; it is ethnically segregated, undermining racial and class unity and in crisis situations can be physically returned to the remote confines of the 'homelands'.² The homelands are therefore central to the reduction of the costs of reproducing labour and the simultaneous process of political repression. Significant as well, is that the allocation of labour supply hinges on the 'homelands', which act as the sources of labour supply during shortages and as dumping grounds for surplus, under-and-unemployed labour in times of economic crisis.

The nature and historical development of labour exploitation under these conditions has defined the South African state as, chiefly, an organ of labour control. The state serves the fundamental interests of capital, in all its fractions (mining, agricultural and manufacturing), through its control of the working class.

Over time, the South African state has created a web of legislation which ensures the conditions of labour exploitation already described, from the 1913 Land Act, which created the reserves (later the 'homelands'), to the various pieces of legislation, collectively called the 'pass laws', which mediated the relationship between worker and family, worker and workplace, and worker and reserve.

Crucial among these laws was the legislation passed in the late sixties establishing a system of regional and tribal

2. For example, during the strike at the Blandsrand Gold Mine 800 workers who refused to return to work were signed off and sent home' (Rand Daily Mail) 10/4/79).

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Parents want to have their say at inquiry

African Affairs Reporter

PARENTS of students who were dismissed from the Amanzimtoti Zulu Training College early this month have asked to be heard by a commission appointed to inquire into the matter.

A committee of parents in Durban has decided to send an urgent telegram to the KwaZulu Secretary for Education, Mr J E Ndlovu, asking him to allow the committee to give evidence to the commission at the college this week.

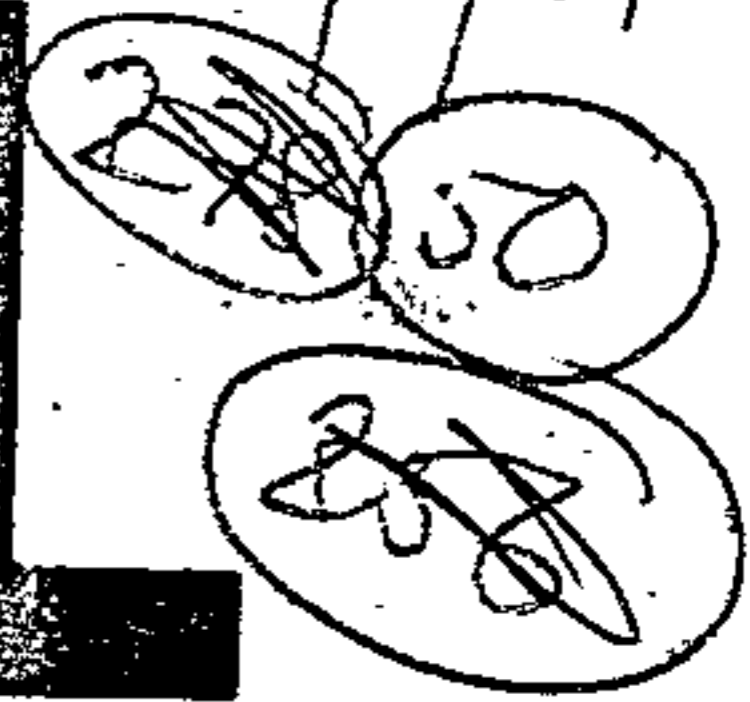
They said there had been a breakdown of communication between parents and the college authorities and cited receiving school reports which had not indicated that their children had misbehaved.

PRETORIA, 1974.

Another East Rand youth shot dead

PUPILS BOYCOTT SCHOOL

Sawela 12/8/71



STUDENTS at the Illinge Secondary School in Vosloorus yesterday refused to go into classes following the death of another student who was shot during confrontation between police and about 800 youths at the weekend.

The student, Richard Phoko, of 1162 Mofokeng Street, was shot dead after the funeral of another student, Veli Sampson Nkosi.

Nkosi was shot by a policeman after he was reportedly found driving a car without a licence.

After the funeral at the weekend, about 800 youths marched to the house of the policeman who shot Nkosi, where they found about 20 policemen guarding the house.

During the confrontation that ensued, Phoko was shot dead, and two other people, one of them a policeman, were injured.

The two were admitted to the Natal-spruit Hospital. Another student, Mangisa Mahlangu, of 1633 Dladla Street, was reported to have been shot in the arm and subsequently detained. However, this could not be confirmed.

A spokesman for the East Rand police yesterday confirmed that

SOWETAN REPORTERS

Richard had been shot by police.

"According to information I received, the youth was shot dead during a battle between the students and the police. Police had used teargas and had to shoot in self defence when about 800 school kids attacked them with stones," he said.

Police

Richard's mother, Mrs Lester Phoko, told the SOWETAN yesterday that the information was that Richard was shot when police charged a group of youths. When the youths scattered, she said, a policeman chased Richard and shot him.

Mr Moses Mochadibane said that while the students had gathered outside the house of the policeman who shot Veli last weekend, police arrived. The students scattered, and in the confusion that followed, shots were heard.

Yesterday, a tense atmosphere hung over the township. The students held a meeting, and refused to go to classes at Illinge, where Richard was a Form Four student.

MOTHER: Mrs Lester Phoko.

'Due recognition' to private schools

CT 19/8/81 (50) Staff Reporter

THE MPC for Walmer, Mrs Molly Blackburn (PFP), yesterday welcomed an increase in provincial subsidies to private schools which was announced on Monday by MEC for Education, Mr Willem Bouwer.

The subsidies have been raised from R100 to R140 for every white and Chinese pupil whose parents are resident in the province.

Mrs Blackburn said this increase could be seen as due recognition of the services rendered by private schools.

She praised the "quiet" and "controlled" way in which private schools had been accepting pupils on the basis of merit rather than colour and added that by so doing they were playing a valuable role in preparing whites for the future.

Education was the country's "most vulnerable frontier", she said, and asked that private schools be given "every help" by the administration.

Referring to the declining numbers of white pupils in relation to their black counterparts, she said there was an "over-provision" of schools for whites in Walmer.

Mr E Trent (PFP Port Elizabeth Central) appealed for a more flexible quota of married women teachers allowed at schools.

The existing quota of 15 percent for each school was not enough, he said.

He pointed out that of 13 744 teaching posts in the province, only 3 770 were occupied by married women. Only three extra posts for married women had been approved so far this year.

Mr Trent also appealed for a better deal for temporary staff. These people fulfilled a vital role and should be encouraged by, among other things, greater bonuses.

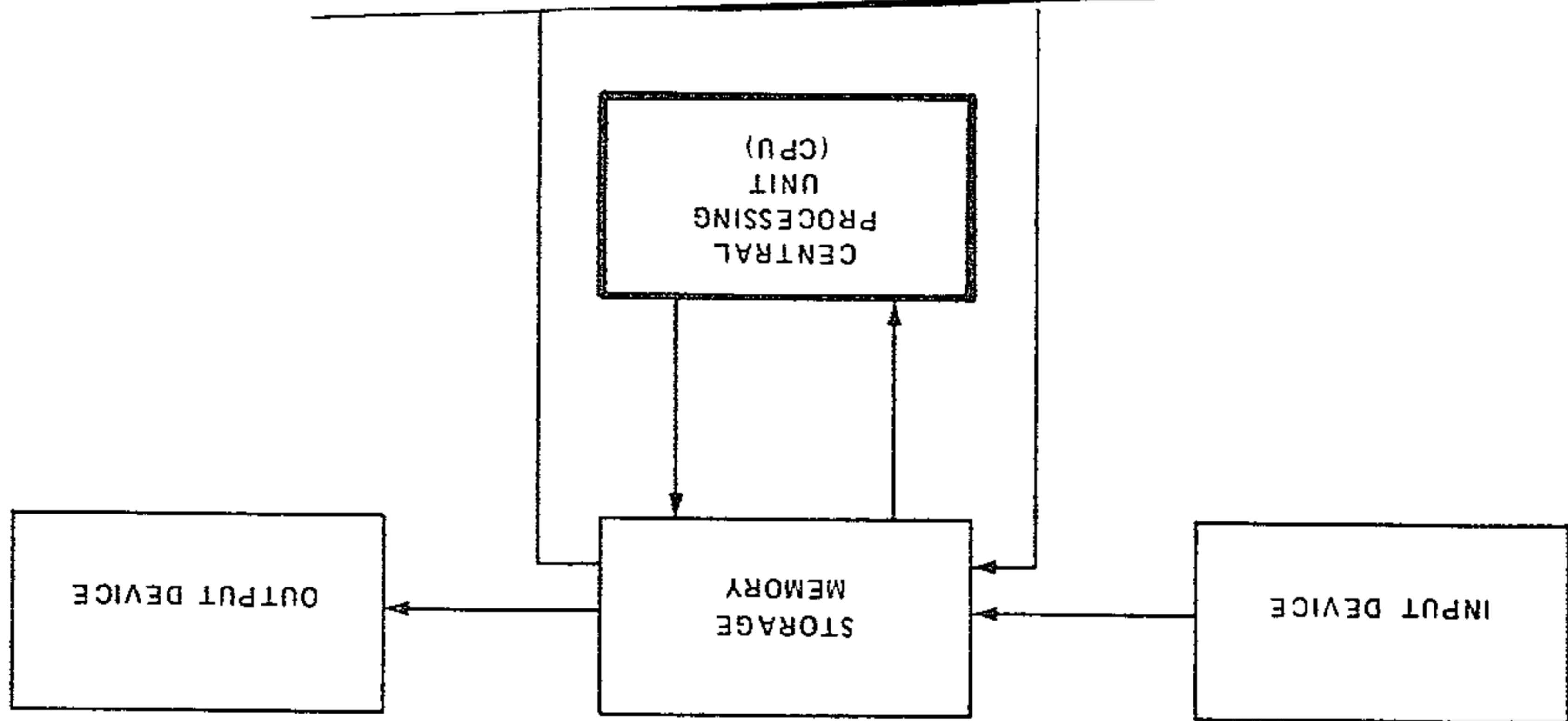


Figure 1-5. A digital computer is a data processing system that processes data in accordance with a set of instructions (program) and produces useful results. The programmer may regard the computer as a complex of devices with the functions shown in Figure 1-5.

1.5.1. Computer Hardware

A computer system is made up of hardware components (equipment) and software (operating system). The operating system is a program usually furnished by the computer manufacturer made up of routines that coordinate hardware activity and furnish various services to the user.

1.5. THE COMPUTER SYSTEM

Ciskei Army DD 20/8/81 may take over convent

KING WILLIAM'S TOWN — The Izeli Convent, established 90 years ago by Dominican sisters, closes its doors at the end of the month.

The convent would be handed to the South African Development Trust at the beginning of September, a spokesman for the Dominican headquarters in Johannesburg confirmed yesterday.

It is scheduled to be handed over to the Ciskei Government for possible use as an army base camp.

The Dominican spokesman said the 13 remaining nuns would leave the convent on either August 31 or September 1.

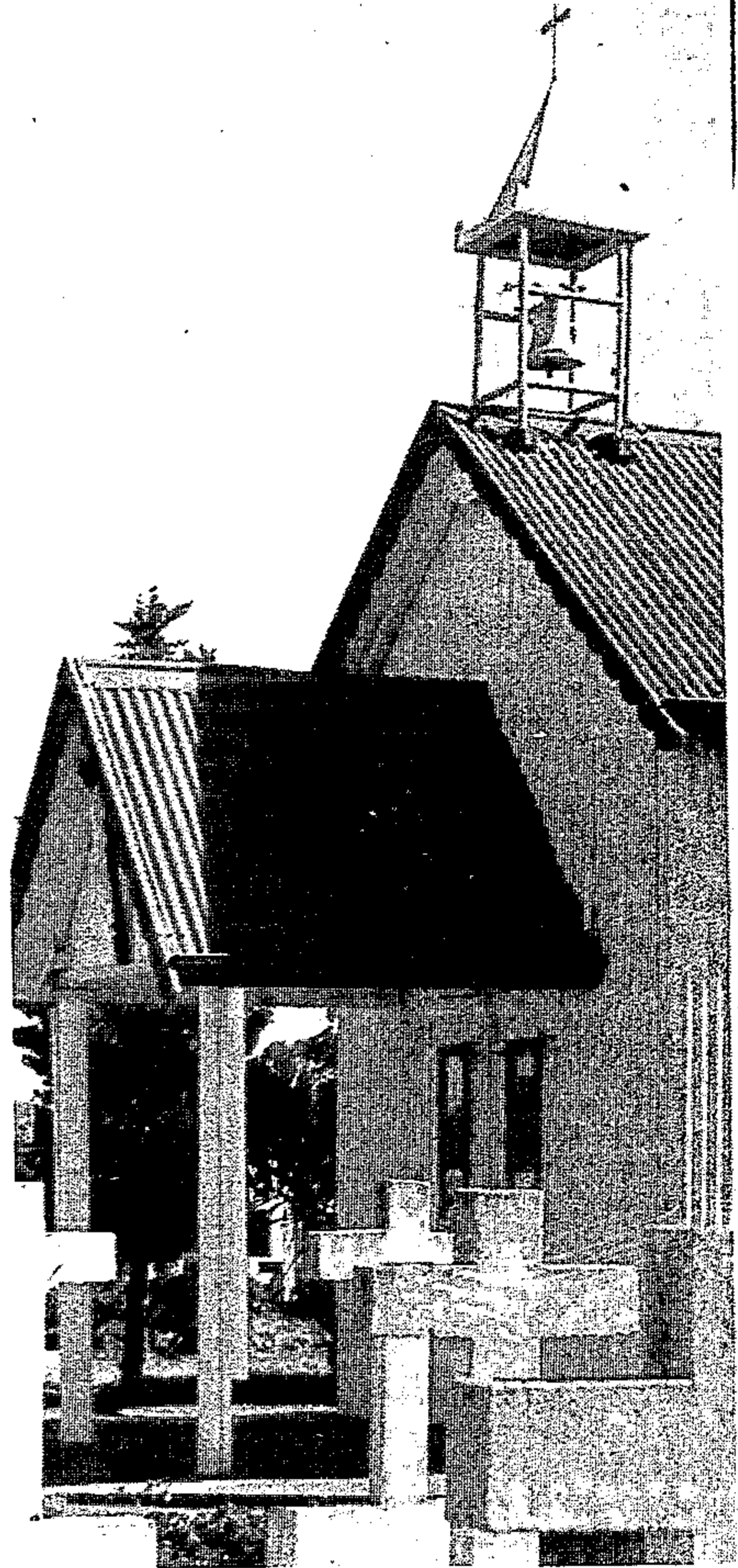
Three of these would be transferred to the Mater Informorum, an old-age home for retired nuns near the convent, five would go to King William's Town, three to the Woodlands School for the Deaf, one to East London, and one to Johannesburg.

The resident priest, Father Maggorian, will leave for Mdantsane at the end of the month.

The Mater Informorum and a small cemetery where nuns and priests from all over the country are buried, have not been sold with the convent.

There are over 50 nuns in the Mater Informorum. The eldest is 98.

Many of the convent's possessions were sold at a dispersal sale which began yesterday and continues today. — DDR.



The porch of the chapel in the cemetery where many priests and nuns from all over the country are buried. The cemetery, together with the Mater Informorum, an infirmary and old age home for retired nuns, have not been sold with the convent.

Argus Correspondent

PAARL. — Paarl police used teargas to eject nine white girls between the ages of 15 and 18 from their dormitory in the hostel of the H S van der Walt School here on Tuesday.

The girls had locked themselves in and had set

Hostel girls revolt quelled by teargas

Argus 20/8/81

(50)

newspapers alight in an attempt to burn the hostel. According to Mr J H Wessels, principal of the school, the girls refused to attend classes after one of

the girls was reprimanded for smoking dagga. They locked themselves in the dormitory and refused to come out. When they became unruly the police, who were called in

to help, pumped tear gas in through the window. Screaming insults at the police, the struggling girls were then taken to the police station. Yesterday they appeared

before Mr G Rossouw at the Paarl Magistrates Court on charges of malicious damage to property. No evidence was led and the hearing was postponed for one month.

The girls were returned to the school where they were now confined to their hostel, said Mr Wessels. The Paarl H S van der Walt School is a rehabilitation centre for white

girls from all parts of South Africa. Boland police chief Brigadier C A Swart said the teargas had been injected into the dormitory with an

aerosol can in an effort to evict the girls with the least possible violence. Police took this step when smoke was pouring from under the door of the dormitory.

Teacher pact: Wits gets a warning

Pretoria Bureau

THE Administrator of the Transvaal, Mr Willem Cruywagen, yesterday threatened to end a student teacher agreement with the University of the Witwatersrand if the guidelines laid down in the Education Act were not followed.

He was responding to an attack on Wits by a Nationalist member of the Provincial Council based on the flag burning incident at Wits recently.

Winding up the second reading stage of the budget debate the Administrator said there was an agreement between the province and the University to train teachers according to certain principles and guidelines laid down in the 1967 Act.

Christian

One was that children should be brought up in a Christian and national spirit and that teachers should be capable of performing this duty.

If it became apparent that these principles were being ignored he would use every legislative power at his disposal to terminate the agreement.

"I have to take the provisions of the Act into account. And if there is any reason to believe they are being ignored I would have to act."

He said his approach did not only apply to Wits but to all universities and teacher training institutions in the province.

Bursaries

Mr Cruywagen said in an interview last night that the agreement affected student teachers with provincial bursaries at Wits doing certain prescribed courses.

He would not act, he said, on a single incident. But an incident like the burning of the flag could be a straw in the wind — an indication that the climate might not be absolutely right.

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- ① Sample n_1 and c_1
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- This is a useful technique

Double sampling

A sampling scheme
minimize the total cost
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Students end boycott

Sawitza 21/8/81 (25) 50
MZIKAYISE EDOM

STUDENTS at Illinge High School in Vosloorus, Boksburg, have ended their two-day class boycott. The protest followed the death of a student who was shot during confrontation between police and about 800 youths at the weekend.

Everything was back to normal at the school yesterday but the atmosphere in the township was still tense with police still patrolling the streets.

The students decided to go back to classes after their attempt to march to the local police station on Tuesday failed. The march was planned in protest against the killing of a fellow student Richard Phoko, who was shot dead by police at the weekend.

More than 1000 pupils from Illinge and Vosloorus Junior Secondary School had planned to take part in Tuesday's protest

march, but they dispersed after being warned by police that the march was illegal.

Phoko, of 1162 Mofokeng Street was shot dead after the funeral of another student, Veli Samsó Nkosi.

Nkosi was shot by a policeman after he was reportedly found driving a car without a licence. After the funeral at the weekend, about 800 youths marched to the house of the policeman who shot Nkosi, where they found about 20 policemen guarding the house.

During the confrontation that ensued, Phoko was shot dead and two other people, one a policeman, were injured.

Phoko will be buried on Saturday at the local cemetery. A funeral service starting at 11 am will be held at the local Roman Catholic Church and the cortege will leave for the local cemetery at 1 pm.

'Inferior education leads to revolution'

Soweto 24/8/81

By SELLO RABOTHATA

50

THERE WILL BE an estimated 13 million black pupils in the country by the year 2000, but how many of these shall have gone through a system better than Bantu education, a Wits University lecturer asks.

Mr I W Khambule, a mathematic lecturer was responding to figures from a survey by the Department of Education and Training.

Mr Khambule said: "We should expect the phenomenal rise in the number of pupils who will be at school by then. But I have reservations as to how many of the 13 million will be material of the quality we want. As things are projected one wonders whether the kind of education we have now will have changed.

"As things are now, the kind of education we have is inferior. And education which is inferior is conducive to a revolution. We always feel that the Department of Education and Training dwells on statistics and nothing more. For instance 4.5 million wrote last year but it was depressing to know how many passed."

And political observers said this would mean intensified demands from a more educated black population for political and economic rights.

It would mean too, said the observers, that an increasing number of blacks would be drawn into skilled and professional occupations in commerce and industry.

According to the survey there are presently 49440 students in matric this year. The number does not include students in Transkei but it includes the

other national states, Bophuta Tswana and Venda.

The number of matriculants last year was 43411. This figure included the Transkei. The growth percentage in this number is 13.8 percent.

In the seven regions of the Department of education and Training (DET), excluding the national states, matriculants total 14564. This is a growth of 45.6 percent on last year's figure of 9999.

In the Johannesburg region alone, that is Soweto and Alexandra, the number of matriculants is 5219 which is part of the 14564. Students in standard eight, nationally, number 161 221. This figure does not include the Transkei. The number in 1980 was 149260 which shows an increase of eight per cent.

The number of students who wrote as private candidates in matric for the May/June 1981 examinations was 104763.

Those who wrote standard eight were 32143. In 1979 students who wrote privately were 97695 in matric and 37470 in standard eight.

Educationists view the rise in the students' numbers as going to mean an intensification in the demand for political and economic rights from a more educated black population. They would now be drawn into skilled and professional occupations including management posts in industry and commerce.

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June 1976: students protest against Bantu Education

Students forced to use veld for toilets

Sowetan 24/8/76

By MZIKAVISE EDOM
More than 1 000 students at Thoko-Thaba high school in Thokoza, Alberton, have to use the veld to relieve themselves because their toilets have been blocked for the past two weeks.

A teacher at the school, who did not want his name disclosed, told SOWETAN they had reported the matter to the local community council and the East Rand Administration Board many times, but

nothing had been done.

"We used to ask to use toilets from the nearby houses but the people there are now tired of us using their toilets because they claim we leave their yards dirty. Now we have no alternative but to use the veld," he said.

"The school toilets are a mess with night soil all over the place. As we entered the school yard, we were met by a strong bad smell from the direction of the toilets

and we have to cover our noses to avoid the smell."

Mr G Mamabolo, chairman of the local Community Council, said yesterday he was not aware that toilets at the school were blocked.

He said: "I will contact the East Rand Administration Board maintenance department, and will demand that the toilets be repaired as soon as possible."

Students boycott lectures at Fort Hare

By JIMMY MATYU

THE entire student body at the University of Fort Hare boycotted lectures yesterday in sympathy with the three African National Congress men sentenced to death for terrorism.

The boycott was also an expression of sympathy with the more than 1 000 Nyanga squatters deported to Transkei last week.

The three ANC men — Bobby Tsotsobe, 25, Johannes Shabangu, 26, and David Moise, 25 — were found guilty and sentenced last week by Mr Justice Charl Theron for attacks last year on the Sasol II plant at Secunda and the Booyens police station.

Neither the Rector of Fort Hare, Professor J A Lamprecht, nor the university's public relations officer, Mr Norman Holliday, was available today for comment.

Lecturers have confirmed that all the students remained in their hostel rooms yesterday and did not report for lectures.

The boycott was reported to have been conducted peacefully.

The boycott took staff by surprise because no information about it was leaked either to them or the university's administration.

Today the campus was back to normal.

Class boycotts: Response of a new generation

Staff Reporter

THE eleven-week boycott of classes by coloured pupils was the response of a "new generation" to the education crisis in the Western Cape, according to Dr Edgar Maurice, former headmaster of the Harold Cressey High School in Cape Town.

The new generation of pupils were products of technological, sexual, cultural and political revolutions, in which the "pious requests of the past" had given way to urgent demands and visible demonstrations, Dr Maurice wrote in "The Education Debate", a selection of papers published by the Centre for Extra-Mural Studies at the University of Cape Town.

Dr Maurice said the boycott had derived its impetus from pupils themselves. Pupils felt they should right wrongs because they believed their parents and teachers had "too meekly accepted the injustices."

One of the factors contributing to the boycotts had been a change in attitude to education. The importance of education had been undermined in the last 20 years by factors which included the disfranchisement of the coloured people.

Erosion of faith

Paradoxically, at a time when more people were better educated, they were politically more impotent than ever before.

An erosion of the traditional faith in education had been worsened by the special curricula, syllabi and examinations devised by the Coloured Affairs Department. History syllabi had

tried to make pupils see themselves as inferior. Consequently, they began to question the aim of their education.

"This emerged so clearly in their writings during the boycott: that what they were being taught was far removed from the real world in which they lived; that they were being stuffed with facts and figures in a system aimed merely at good results and certificates, and at preparing them for the labour market.

"As they put it so sharply: 'we are taught accountancy merely to calculate the profits of the capitalist.'"

'Pathetic state'

The display of solidarity "shook the establishment, reduced the authoritarian Coloured Affairs Department to a pathetic state of helplessness, elicited floods of glossy paper propaganda, apologia, explanations and promises from the Department of Information."

For most pupils it was an "enriching experience" which lowered their "threshold of tolerance for injustice and discrimination", increased their growing rejection of authority for authority's sake and developed leadership qualities.

"They have at a very early age become part of the dynamics of change in South Africa. And they have succeeded, perhaps in a more impressive, realistic and meaningful way than before, in reaffirming and re-emphasizing the historic demands of those who are disfranchised and discriminated against in this country..."

Page	Reference	Term
5-9	5.3	see arithmetic IF statement
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9-1	9.2	
2-11	2.5	
6-4	6.3	
8-26	8.6.3	
2-18	2.6.6	
1-2	1.2.1	
5-2	5.2.1	
5-2	5.2.2	
5-6	5.2.3	
5-1	5.2	
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8-16	8.5.2.1	
3-11	3.4.2	
3-2	3.2.2	
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Page	Reference	Term
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		relation between
		Format Control and I/O list,

Page	Reference	Term
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		see DO
		Extended range
		External Procedure(s),
		name as an argument
		subprograms, out-of-line
		machine coding of
		EXTERNAL Statement
		FALSE.
		field descriptor(s) in FORMAT
		Statement,
		blank
		repetition of
		Field Separator(s)
		Field Width in Field Descriptors
		File
		Fixed-Point Representation of
		Numbers
		FLOAT Intrinsic Function,
		example of
		Floating-Point Representation of
		Numbers
		Flowchart, sample
		Form Control Characters
		Form, Typical FORTRAN
		programming

DD 26/8/81 (S) (S)

Fort Hare students return

KING WILLIAM'S TOWN
— All Fort Hare University students went back to lectures yesterday after a day's stay-away on Monday, the university's public relations officer, Mr N.

Holliday, said yesterday.

He said he did not know why the students boycotted lectures and he did not think they had even told the rector. — DDR.

Krog ordered to show cause why pupil cannot be re-admitted

Court told of girl's expulsion

WM 26/8/81

SO

Mercury Reporter
THE Judge President, Mr Justice James, yesterday issued a rule nisi against the Director of Indian Education, Mr Gabriel Krog, to show cause on September 3 why a Merebank Secondary School pupil should be prohibited from attending any other school under the control of the Division of Indian Education.

The rule was granted in the Supreme Court, Pietermaritzburg, following an urgent application by a Merebank father, Mr Krish Naidoo, to have his daughter, Charmaine Naidoo, who had been expelled from the Merebank Secondary School, re-admitted.

Anticipation

The application was adjourned to September 3. In papers in support of the application, Mr Naidoo said Charmaine Naidoo was his daughter, aged 15, and a Standard 8A pupil of the Merebank Secondary School.

Mr Naidoo said that on

April 27, 1981, almost all the pupils of her school remained out of classes for the whole day, 'apparently in anticipation of the Republic Festival celebration'.

On May 1, 1981, the same thing occurred.

'On May 14 certain of the pupils numbering about 300 to 350, remained out of classes on the school premises. My daughter, Charmaine, was at first not one of these. Later in the morning there was heavy rain and pupils scattered and ran around the school premises. Charmaine saw the activity and went outside where she then remained.

'On each of the three days on which pupils remained out of classes, namely on April 27, 1981, May 1 and May 14, teachers at the school took roll calls of pupils in the classrooms at almost every lesson. The record of the roll will reveal that on May 14, 1981, Charmaine was in the class during the earlier part of the day.

'Charmaine and all the other pupils who were outside the classrooms on May 14, 1981, were then ordered by the principal, Mr R Maharaj, to leave the school grounds.'

Mr Naidoo said about a week after May 14, 1981, he received a letter from Mr Krog saying that Charmaine had been expelled from school and that 'she will be prohibited from attending any other school under the control of the Department of Internal Affairs, Division of Indian Education'.

On May 15, 1981, Charmaine went to school and the principal told the children, including Charmaine, that they were suspended and had to leave the school grounds.

He said his wife accompanied Charmaine to the school on May 18 but his wife was told by a secretary that the principal was not prepared to talk to any parents.

'While we waited for the letter, Charmaine went to school regularly during school hours and obtained notes from other children.'

Apologise

'In response to a letter from the teacher, my wife and Charmaine went to school and were told, together with a number of other parents and children, by a male secretary of the principal that each of the expelled children should sit down and write a letter to Mr Krog and that they

should say three things in the letter.

'These were that they should apologise to Mr Krog for boycotting classes, state that they would never boycott classes again and apply for re-admission. They were told that the children who did so would be sure to have their expulsions cancelled.

'Charmaine wrote such a letter and my wife signed it as she was also told to do so. We thereafter continued to wait for Mr Krog to communicate with us.

'On July 27, 1981, the schools were reopened. A certain number of those who had written the letters had their expulsions cancelled. My daughter, however, was not so fortunate.

'While it is conceded that my daughter was wrong to remain out of class, she is still a child, who was under the influence of and acting with hundreds of other children,' said Mr Naidoo.

In a supporting affidavit, Mr George Thaver, vice-chairman of the Appollo Indian High School Education Committee, said that during an interview with Mr Krog on June 9, 1981, Mr Krog had stated that he did not want to accept the children back at school because they would then regard it as a victory.

Undermining

'At the end of the interview, Mr Krog stated that he would take all the children back immediately the situation had returned to normal,' Mr Thaver said.

In his 32-page replying affidavit, Mr Krog said the presence of Charmaine and others might well be regarded as an undermining of the discipline of the principal of the school, the teachers and the Director of Indian Education.

'In order to teach the pupils, teachers will have to recap on all the work that has already been done to the detriment of the pupils who have attended classes both as to time and quality.'

Mr Krog said a factor which helped decide him not to lift her expulsion was her record of 'similar behaviour in 1980 and earlier this year to that which caused the principal to suspend her and me to expel her'.

Mr H Pitman, instructed by A K Akoo and Co, appeared for Mr Krish Naidoo. Mr Mike Mitchell, SC, and Mr Colin Mann, instructed by the Deputy State Attorney, appeared for Mr Krog.

Suspended

Argus 26/8/87

pupils

still absent

Education Reporter

MOST of the coloured pupils who were suspended from classes following unrest at schools more than 10 weeks ago have still not been readmitted by the Department of Internal Affairs.

On July 30 The Argus reported that 37 pupils had been readmitted and nine expelled out of the 289 who were suspended.

The Deputy Director-General, Mr. A. P. de V. Kempen, said then that the department was processing the others on 'an individual basis.'

He said that he imagined more pupils must have been readmitted but he did not have the figures.

'Pupils must be given the chance to defend themselves at a democratic hearing,' Mr Kempen said.

CONCERN

Serious concern is being expressed, particularly on behalf of matric pupils. The closing date for entries for the senior certificate examination was July 31.

Mr H. P. Joubert of Cathkin High School said he understood that principals could still submit pupils' names for the examination since they had been suspended and not expelled.

Pupils may not attend classes until their suspensions are lifted.

Mr Vincent Farrell, chairman of the Teachers' Action Committee, said: 'We have been involved in giving classes during the weekends and holidays for any pupils, suspended or otherwise.'

'We are having a meeting tomorrow and will discuss the re-instatement of pupils.'

protests gained
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room for their
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brought into act
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These people did
could have taken
on the grounds t

His claim to £ 13 19/- compensation
was told that they were burned
three days I went back to fetch
which I had already taken out.
bade going into the house again
taking one of the boxes out, an
in the morning. The soldiers c
I had my goods packed up ready
claimant, Sam Ntungwana, told a typi
expected to be able to return for the
"except in the case of manifest value
bulk of their goods, which they had
with a casual disregard by the Plague
This was particularly true of the Afr

selves against loss.
ignorant of their legal rights, would
articles for disinfection. Neverthe
valuables and papers. Later on arran
careful inventories of the contents
that some hardship must occur, but of
wise materialise into active measures
were simply try-ons which would die
pressed by the claimant. This was de
Colonial Office refused to enter into
damaged goods. Officials developed
government's cold inhumanity was in
many of whom lost their homes and the

considered necessary for plague control
The central government's record in human relations was less happy. The methods

Examination Equivalent	1 paper	1 paper	1 paper
Instruction	2 lectures weekly	1 lecture + 1 tutorial (June)	weekly seminar
A selection from the literature of the 19th & 20th centuries.	Middle English literature	* Development of the English Language	YEAR-LONG OPTIONS

August 26, 1981

LETTERS TO THE EDITOR

'It's also our fault'

SIR — It may be true that Black Education is far from being good, but that does not warrant us to behave like people who cannot differentiate between what is good and what is bad.

The educational situation in Soweto schools is deteriorating every minute and the fault lies not with our stars but ourselves. First of all, I am really disappointed by the so-called teachers with due apology to those who shall not fall within the class I am referring to is prevalent in most schools and can be easily realised by the following points:

- They are most often not clad in a decent attire as teachers should. Some of them go to an extent of putting on "botsotsos" and jeans.
 - They are most often not in class, what they are good at is gossip while basking in the sun.
 - They are most often late, some of them have never attended morning devotion once a week since the reopening of the schools in June.
 - Those who tend to attend classes, do not prepare their lessons as they should. Teachers! It is not too late to realize our mistakes. I therefore call upon all teachers to amend and repent for their misdemeanours.
- Students or pupils on the other hand are gradually losing a sense of respect for their teachers, time as well as books. Most of them go to



NO GOOD: June 1976 students take to the street to protest against inferior education. But must they also help themselves?

Soweto 26/8/81 (50)

school for fun. The poor parent works hard, day and night, so that his children shall be better members of the society.

As far as time is concerned we find that students come 10 minutes late to almost every lesson which comes immediately after a short or long break. That is why they are most often fired when they become employed — it becomes difficult to abandon this bad habit.

Instead of reading during the so-called study periods they tend to make noise and discuss those teachers who "budge" and those who do not. I wonder whether they realize that they should learn

to depend upon their ability not the teachers' because they are the ones who have to pass, not the teachers.

One African leader once said: "If you go to foreign countries you will find technology, but in Africa you will find humanity." This included "respect" for the elder people and this seems to be what most black students have lost.

I hope that "we" as a people, teacher and pupil, shall work together harmoniously each doing his part dutifully as he is supposed to and thus uplift the standard of living among the black people.

WORRIED STUDENT

Naledi

FRIDAY	LECTURE	19. Conrad & James (GNC)	31. William Langland's <i>Piers Plowman</i> (JvdM)	35a. Shakespeare's Tragedies (DCC, JEH)	15. Coleridge etc. (JB)	16. Thomas Hardy (LGM)	17. The Novels of Thomas Hardy (LGM)	23. Modern Poetry: Eliot & Lawrence (EJB)	27. Modern British Drama (MJC)	30. Chaucer: Selected Poetry (JFC)	32. Sir Gawain & the Green Knight (NHF)	34. The Quest (REK)	18. IT	25. 20	3.15
THURSDAY															
WEDNESDAY	LECTURE														
TUESDAY															
MONDAY		13. Romantic Poetry (TJB)	14. Four Romantic Poets (GNC)	33. Courtly Love in Medieval English Literature (RCB)											2.15

under-taken seminar options in language should have been taken.

1) Courses must be distributed equally throughout the year. Thus, a student who chooses three half-year options must take ONE of these in the first term concurrent with the compulsory Middle English component), TWO, in the second term.

Spotlight on bantu education

Sowetan 27/8/81

THE South African system of education will be brought under the microscope during the 36th annual conference of the South African Black Social Workers' Association, which will be held at Fort Hare University next week.

Mr Ben Nteso, an execu-

tive of Sabswa, said the conference would last for three days, starting on September 4 to September 6.

He also said the theme of the conference "The relevance of social work to the school as a complex system," was meant to bring the education system in South Africa under scrutiny.

"That is why we even chose

to hold this conference at one of South Africa's oldest and historical institution of education. The unrests of 1976 were sparked off by this country's education system.

"We will want to scan the system of education in this country to find out what its effects are on the black community," Mr Nteso said.

9 expelled and 37 readmitted so far

250 pupils

Cape Herald
reporters

C. Herald 29/8/87

still



MR FRANKLIN SONN

SUSPENDED

ABOUT 250 pupils suspended from Western Cape high schools last term are still out of school while their appeals against their suspensions are being considered.

Generally speaking, hours of evening broken down into nique. Int. orders are re- toner's orde- uarity as b- carried on ti- 7.1

In most case ment, altho- terminated by of the proje- Among these

5 Preparation of the necessary construction drawings.

6 Design of all the necessary auxiliary equipment.

7 Supervision of the construction of the new layout, or changes in existing layouts.

Mr A P de V Kempen, deputy director-general of the Department of Internal Affairs, said on Monday morning that considering the appeals was a long process and cannot be disposed of in a short time.

He said the pupils — most of them suspended more than 10 weeks ago when classes were disrupted at many schools — would not be allowed to attend classes until their suspensions were lifted.

Mr Kempen said he had not yet received the latest information on suspended pupils from the various school committees.

EXPELLED

Of the original 289 pupils suspended, nine have been expelled and 37 readmitted.

Some of the pupils are believed to be from

Florida Senior Secondary School in Tierville, West Vredenburg, Elswood and Gordon High.

Mr Vincent Farrell, chairman of the Teachers' Action Committee (TAC) said the time taken in resolving the matter was 'disturbing'.

'The pupils are being deprived of the chance of receiving education and attending classes. I can't see why there should be bureaucratic holdups with such a simple matter. The pupils are being treated like awaiting trial prisoners it seems,' he said.

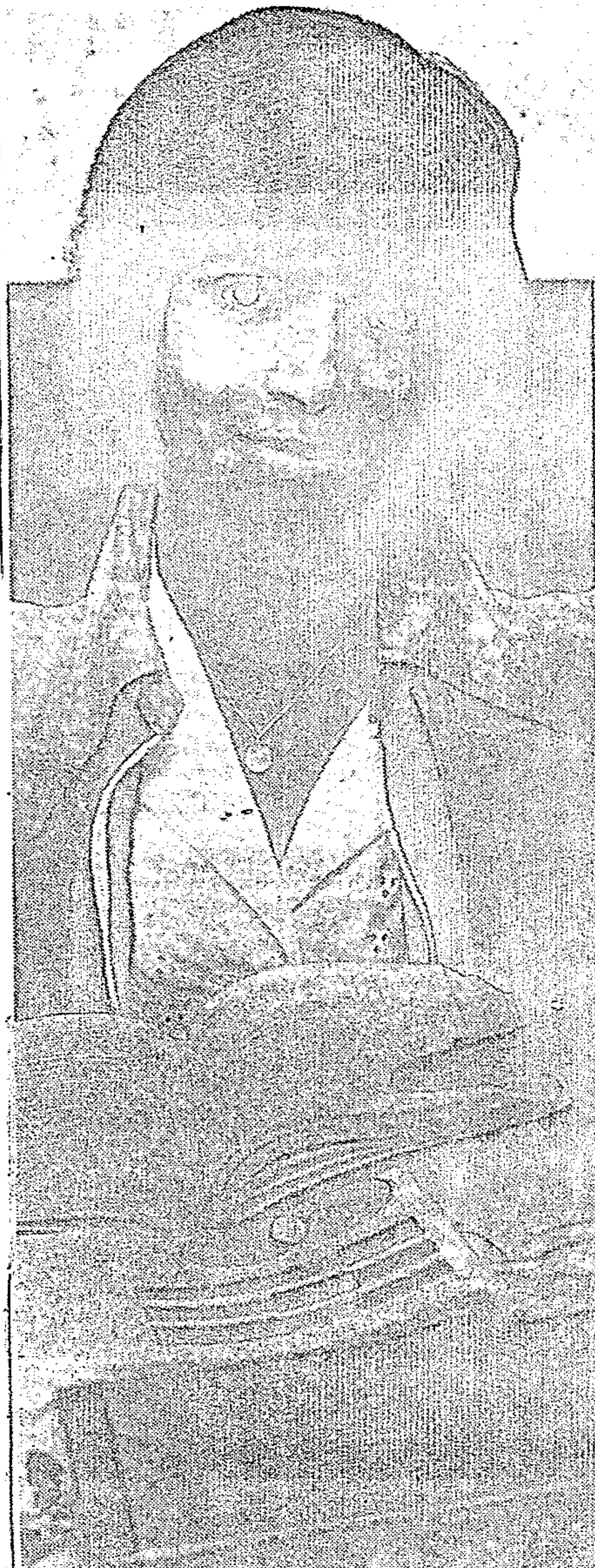
Mr Franklin Sonn, chairman of the Cape Teachers' Professional Association (CTPA) said his organisation decided on Saturday to take up the matter with the Department.

Talks in Cape Town last week, between the Minister of Internal Affairs, Mr Chris Heunis, and a delegation from the 6 000-strong Teachers' Association of South Africa (TASA), ended with the decision on 350 expelled Durban pupils remaining unchanged.

TASA was represented by president Mr Pat Samuels and secretary Mr Dhama Nair.

The expelled pupils include 173 matriculants.

Mr Nair said on Monday he was disappointed that TASA did not get the kind of results they had expected.



Charmaine Naidoo loves school — but she is not allowed to attend lessons until next year. Picture: M. S. ROY

S. T. Naidoo, ISOBEL SHEPHERD-SMITH
CHARMAINE Naidoo was one of hundreds of school children expelled during the Republic festival boycott.

Now she has been made a test case by her father, Krish Naidoo. He has sought an urgent application demanding Charmaine's re-admission to Merebank Secondary School in Durban.

If they win, the Naidoos hope Charmaine will pave the way for others to return to class.

The application was adjourned in the Maritzburg Supreme Court this week.

The judge-president, Mr Justice James, issued a rule nisi ordering the director of Indian education, Mr Gabriel Krog, to show cause by Thursday why Charmaine could not attend any other department school.

Charmaine is a bright and articulate 15-year-old. She is one of the top 10 students in her standard-eight class and wants to be a lawyer.

Her mother and father — Devani and Krish Naidoo — have pinned their hope and pride on their second-eldest child.

Apologising

Charmaine wrote a letter to Mr Krog apologising and promising not to boycott again. Her mother also signed it, the court heard.

They were told Charmaine would be re-admitted if she wrote the letter.

But on July 27 school started — without her.

Other children who had written letters were readmitted.

Her expulsion lasts until next year when she must again apply to Merebank Secondary School.

The Naidoos took the matter to court to make sure Charmaine gets proper education.

Mr Naidoo also told the court Charmaine was not 16 and by law it was compulsory for her to attend school until the age of 16. She was missing school at an important time in her education.

He agreed Charmaine was



GABRIEL KROG
Director of Indian education

wrong to miss classes. But — “she is still a child who was under the influence of, and acting together with, hundreds of other children”. Charmaine was 14 then.

Despite her expulsion, Charmaine had returned to the school regularly during school hours and had obtained notes from the other children.

In her affidavit Charmaine said she was “in no way an exceptional case”.

In an answering affidavit, Mr Krog said the presence of Charmaine and others could well undermine the discipline of the school principal, the teachers and the director of Indian education.

Mr Niki Mitchell, SC, assisted by Mr C Mann, instructed by the deputy state attorney, appeared for Mr Krog. Mr Henry Pimble, SC, instructed by Mr A K Akoo, of Akoo and Company, appeared for the Naidoos.



SOME of the stranded pupils receive tuition from voluntary Indian teachers in Orient Hall because the Department of Education and Training would not allow them to write supplementary examinations.

Voluntary teachers help stranded matriculation pupils

NM 3/18/81



African Affairs Reporter
VOLUNTARY teachers in Durban are helping more than 164 African matric pupils who were refused permission by the Department of Education and Training to write supplementary examinations in March this year following a delay by the department to release exam results.

The entire Umbumbulu circuit, involving four high schools, did not receive the results in time and were late to register for supplementary examinations. The circuit inspectors and school principals waited for three months to get the results.

When the results eventually came those pupils who had failed certain subjects were too late to register for the supplementary examination. Representations were made without success to the department to allow them write.

The Mercury was told by the department the examination scripts had come too late. They had been

sent by a goods train instead of a passenger train. When the scripts eventually came a special marking panel had been appointed by the department to mark the scripts.

Mr Dan Makhanya, community leader in the district, visited Pretoria to plead with the department

to allow pupils to write the supplementary examinations but officials told him it was not their fault.

Mr Makhanya then set up classes for the stranded pupils. Several Indian teachers volunteered to assist the pupils because all the high schools were already full.

Call for equal chance in education for all races

August 31/8/81 (50)

JOHANNESBURG. — The Government has again been asked to implement a programme to provide equal educational opportunities for all South Africans, 'regardless of race, creed, colour or sex.'

The conference of headmasters and headmistresses of private schools of South Africa, held at Woodridge College near Port Elizabeth from August 19 to 21, announced its resolution today, reaffirming its belief that non-racial schools had a significant role to play in providing equal educational opportunities for all South Africans.

'The conference reaffirms its belief that, as a matter of extreme urgency, the Government should announce and implement a programme which will provide equal educational opportunities for all South Africans, regardless of race, creed, colour or sex,' a conference statement said.

Non-racial schools also had a significant role to play in promoting mutual understanding among different groups.

'The conference therefore urges the Government to facilitate the admission of pupils of all ethnic groups to those schools which elect to operate on a non-racial basis.'

The conference reaffirmed its request to the Government to establish a

single department to be responsible 'for the equitable distribution of resources and the establishment of equal standards throughout the educational system.'

'Having been encouraged by the Prime Minister's announcement (on June 13 1980) that an investigation would be conducted into all aspects of education in South Africa, the conference expresses its appreciation of the extensive work subsequently undertaken by the Human Sciences Research Council in this investigation,' the statement said.

A spokesman for the conference said today the resolution had been sent to the Minister of National Education, Dr G Viljoen. — Sapa.

This was questioning, by implication, part of the assumption that had helped to rationalise the visible signs of distress amongst

"How rarely are those well clad and comfortably housed gentry seen visiting the wretched dwellings of the labouring poor in the back and fever-stricken slums of the city, or making any effort to render these abodes of filth and disease clean, healthy and habitable for them?"¹³

However, nothing of note was done to reform sanitation or decrease overcrowding. 'A Citizen' asked readers of the Cape Times in March 1882, when complaining about the sanctimoniousness of those who objected to licensed Houses:

The Town Council in the 1880s was still controlled by the representatives of the small property owners, an interest group that united Afrikaners, English and Malays in this category.¹¹ The newspapers were appealing essentially to the middle-classes as we have defined them, a group that was not solely dependent on property ownership, or to whom the payment of rates would be less of a burden. The fear that they expressed, though undoubtedly genuine, served the dual purpose of alerting the middle-class to the dangers of an epidemic, whilst being the means by which that class could gain control of Town House affairs.¹²

Call to decolonise education

Star
3/8/81

(50)

The fight against ethnic discrimination for Bantu education in South Africa should not be viewed in isolation, it is also a battle against "the ideologically barren and colonial system of white education." This was the consensus reached by 33 black educationists at a conference held in Durban earlier this year.

Delegates were against the present system of white education because it is "structured for a dominant class."

They, in line with current liberal educational thinking, were more in favour of the ideals set out in the 26-year-old Freedom Charter which calls for education to be "free, compulsory, universal and equal for all children."

But while educationists are against ethnic differentiation and the consequent entrenching of class prejudice and separate identities, they have called for what Professor Ezekiel Mphahlele calls a "decolonising of the mind and study of African culture and humanism."

The most persistent fear — as student protests since 1976 have displayed — is Dr Hendrik Verwoerd's vision of Bantu Education, as a system to force blacks to remain a peasant class eternally.

Ethnic divisions are seen as a natural accompaniment to this.

Three recent reports have appeared in Britain into "the nature and extent of racial disadvantage," in that country.

A report by an 11-member Home Affairs

In South Africa progressive educationists and black leaders are fighting against the entrenched ethnicity in education.

In Britain, however, as major government investigations battle with "the challenge of multi-racial education," liberals are calling for the nurturing of ethnicity and cultural identities. The two moves are strangely similar. The Star's education reporter compares the two.

Committee, chaired by Sir Graham Page MP, strongly criticised the British Department of Education for its lack of commitment to multi-racial education.

The report recommends that the Department train teachers in multi-cultural education to upgrade ethnic minorities.

It also recommended the incorporation of Asian languages into the modern language curriculum — which is far in advance of attempts in South Africa to have African languages included in school curriculums, for whites.

Professor John Rex, an expert on ethnic relations from Ashton University in England, blamed recent rioting in Britain partly on young blacks having "no sense of the legitimacy of British institutions."

Professor Rex criticised ideas of having English as a second language at higher levels as ensuring that children would be able to do little more than survive educationally. A rallying call of SA activists during the 1976 riots was against a similar utilisation of Afrikaans.

"Reports should have asked whether minority

cultures (in South Africa the example would be for the majority culture), should not be taught in a patronising way only but whether there was not a way of bringing black studies into the overall curriculum.

"Finally, they should have asked what had to be done to provide education against racism through teacher training, through curriculum and text-book reform and through serious political education."

"For the teacher this must mean awareness of his own racism, for the black student it must mean a recovery of the kind of culture in which he can be confident of himself."

Professor Rex says the British education system has to provide for culturally different children in education, while ensuring they have equality of opportunity and at the same time maintain or achieve cultural integrity.

Within the British experiences, South African academics believe, are lessons that could be applied to similar local problems both now and in the future.

not be hit by the section as it was then worded. The 1959 amendment were intended inter alia to bring such transactions within the net of the section and based on the decision in Smith's case (supra) the amendment has achieved this result.

EDM 1/9/81 (50)

Arson pupils sentenced to do community service

THREE Indian pupils who caused damage of R200 000 when they set fire to a Tongaat school were yesterday each sentenced to five years' jail, suspended on condition they do community service work.

The youths, aged 16 and 17, had pleaded guilty to arson before Mr X Odendaal in the Durban Regional Court.

They admitted that on the

night of May 2 this year they broke a window of the Buffelsdale High School, spread petrol and set it alight.

Mr Odendaal said he accepted they set fire to the school because they were dissatisfied with punishment given to another scholar.

If the pupils had been politically motivated, he would have sent them to jail for lengthy periods. — Sapa.

DD 1/9/81
30 84

Boycott at Fort Hare

KING WILLIAM'S TOWN
— Fort Hare University students boycotted lectures yesterday for the second time in seven days.

The rector of the university, Prof J. Lamprecht, said students stayed away from lectures in the morning. Some later returned to classes.

Stones had been thrown at windows, but little damage was done, he said.

Prof Lamprecht said he did not know the reason for the disturbances. Students had not approached

him or sent a delegation to discuss their grievances.

Asked about a report that yesterday's boycott involved grievances about food, he said there had been one or two notices mentioning food.

He did not know whether this was the act of one student or represented the feelings of the students.

Food had been thrown about during lunch, he said.

Prof Lamprecht said a few policemen were on the campus to protect people

because they were aware that stones had been thrown, but they were keeping a low profile.

Last week the students boycotted lectures for a day.

They said the boycott was in sympathy with the three men who were sentenced to death after being convicted of high treason in the Pretoria Supreme Court.

However the university authorities said they did not know the cause of the one-day stayaway. — DDR.

Food at Fort Hare leads to campus disturbances

Ev Post 1/9/61



By JIMMY MATYU

A BOYCOTT of lectures by University of Fort Hare students who disapprove of the food had led to disturbances and damage to the campus.

Mr Norman Holliday, public relations officer, said the boycott was motivated by a "small group of criminals".

This was the second time in seven days that students had refused to attend lectures.

Mr Holliday said most of the students were attending lectures today.

"We have a total of 2 000 students and only about 800 stayed away from lectures yesterday," he said.

A spokesman for the students said the boycott was started when a few women students said they refused to eat their meals because the food made them sick.

Word spread, and soon they were joined by male students. The crowd then marched to the administration block where they intended to dump the food.

"But we found the doors locked because it was lunch-hour. We then dumped the food in front of the main entrance and left it there," the spokesman said.

Mr Holliday said students put up notices on the board complaining about the food.

He said students had not approached the authorities to discuss their grievances.

"But we believe that was not the real reason

for the boycott. There was outside cause and the boycott was motivated by a small group who we can call criminals. The food issue was used by this small group to gain popular support, but they have not succeeded," he said.

He said the quality of the food was controlled by Fodex, a national food organisation which supplies food to the university, and that any complaints should be brought to the notice of the university's weekly meetings.

Mr Holliday said the small group of "criminals" incited other students to damage property and endanger life by throwing stones at windows.

"They did a lot of damage to the kitchen, the administrative block and the students' centre," he said.

Mr Holliday said a few policemen were on the campus in the afternoon to protect property and people because they were aware stones had been thrown, but they kept a low profile.

He said the university was not going to close and examinations would be written.

Mr Holliday added that students would have a short break from tomorrow until next week.

Last week the students staged a one-day boycott of classes in sympathy with the Nyanca squatters and the 1955 African National Congress men who were sentenced to death after being convicted of high treason in the Pretoria Supreme Court.

Trouble flares at Fort Hare

Agnes Correspondent

JOHANNESBURG. —
Trouble flared at the Uni-
versity of Fort Hare yester-
day when more than
1,000 striking students im-
peded food on the floor and
stoned several buildings,
causing damage estimated
at R5,000.

Several policemen, some
of them in camouflage
uniform and with dogs,
were on campus today.

According to the lecturer,
Professor John A. Lambrecht,
the police were necessary to protect prop-
erty and to stop apparent
hooliganism and a criminal
element among a small
number of students.

There was confusion in the
university today with a
number of students going
back to class and the
university authorities calling
an urgent meeting.

STAYED AWAY

This week the whole
student body stayed away
from classes for a day.

Professor Lambrecht
said today the strike did
not relate to the univer-
sity.

Students said they dis-
covered that a meeting of all
students was convened on
Sunday night where
movements about the food
quality of food were taken.
Several notices were then
distributed calling for a
food strike.

Later this night four repre-
sentatives of the stu-
dents presented the rector
with a list of grievances.

Professor Lambrecht
blamed political activists
and a criminal element for
causing trouble on the
campus.

He threatened to take
disciplinary action if
trouble continued but said
his door was always open
to students.



The problem arises when the profits of the associate company are accounted for on the Equity Method. The interest available for capitalization is discussed, interest payments of the associate company are discussed, interest incurred by that enterprise is discussed, interest cost room for manipulation of the profits of the associate company, this also leaves as can be seen from the following example.

Assume that investee Company I, holds 40% of A (the associate company) and accounts for that investment on the Equity Method. I then lends A R1 000 000 at 14% p.a. to finance the construction of a manufacturing facility. The R140 000 of interest has been treated as interest income by I, whereas A has capitalised the amount, and therefore shows no expense. This has the effect of increasing A's profits by R140 000. Through this occurrence, I has increased its profits by 40% of R140 000, i.e. R56 000,⁵⁷ (based on I's shareholding in A).

This does not seem equitable, and the effect of capitalising the interest relating to such borrowings should be eliminated before calculating the investor's share of the associate's earnings. The question arises as to whether the full R140 000 should be eliminated from the earnings of the associate before the investor calculates its share of the profits or just 40% of the profits, based on the percentage shareholding. The views of two prominent accounting firms, and with which I concur, is that the investor should

Op 2/9/81
Most
50 (54)
students
back at
lectures

KING WILLIAM'S TOWN
— About 80 per cent of Fort Hare University's students went back to lectures yesterday after disturbances at the university on Monday, the university's public relations officer, Mr N. Holliday said yesterday.

He said there was no further trouble and everything was continuing normally.

Students staged a boycott of lectures on Monday in protest over food served at the university. There were stone-throwing incidents in which windows on the campus were broken.

Mr Holliday said a student delegation had met the rector, Professor J. Lamprecht, who promised to look into the matter.

Mr Holliday said he did not think the complaint reflected the feeling of the majority of the students. He felt outside influence was responsible for the disturbance, especially as there was stone-throwing.

The organisation which supervised the quality of food at the university did not deal with Fort Hare alone, he said, but with other universities as well. It held weekly meetings with the matrons of the various hostels at Fort Hare to deal with any complaints, he added. — DDR.

DD 319/81
Fort Hare

normal

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ALICE — Everything was back to normal at the University of Fort Hare yesterday, according to the university's public relations officer, Mr N. Holliday.

He said all the students returned to classes.

There were disturbances at the university on Monday when students stayed away from lectures complaining about food. —
DDR.

Krog to appear at expelled pupil hearing

Mercury Reporter

MR Gabriel Krog, the Director of Indian Education, will appear in the Supreme Court, Pietermaritzburg, today at a hearing to decide if an expelled Merebank pupil should be re-admitted to her school.

Mr Krish Naidoo, her father, made an urgent application to the Court last week to have his daughter, Charmaine Naidoo, who had been expelled from the Merebank Secondary School following the boycott of classes, re-admitted.

The application, which was made before the Judge President, Mr Justice James, was adjourned to today after the granting of an interim order against Mr Krog to show cause why the pupil should be prohibited from attending any other school under the control of the Department of Indian Education.

Mr Mike Mitchell, SC, and Mr Colin Mann, instructed by the Deputy State Attorney, will appear for Mr Krog. Mr Harry Pitman, instructed by A K Akoo and Co, will appear for Mr Krish Naidoo.

Rural schools for blacks 'neglected'

Mercury Reporter

SCHOOLING facilities for blacks in the rural areas were totally inadequate, according to farmers gathered for the annual congress of the Natal Agricultural Union in Durban yesterday.

Farmers at the congress blamed this situation on the lack of real effort by the Department of National Education and Training to support the farming community in providing education for the children of their labourers.

Mr Denis Thomson, from Ifafa, said the black school in his district, which catered for 160 children, had a staff of three and only four classrooms.

'All the administration of the school is done by the farmers, including the hiring and firing of staff, something which we feel completely unqualified to do,' he said.

The Department of National Education merely provided a few desks and

books.'

Crammond farmer Mr Graham Fraser said in the school in his area there were up to 60 children in a class and no books had been provided.

'Black education in the rural areas has been completely neglected,' he said.

Mr H de Blanche, from Rietvlei, said his father-in-law ran two schools, one in an old church and the other in a shearing shed.

'We have been battling for years to build proper classrooms, but the regulations regarding the materials that have to be used for

these structures makes the cost beyond our means,' he said.

'Anyway, we do not see why we should have to finance the school out of our own pocket.'

Mr D P Fowler from Lions River said the haphazard way the Department of National Education dealt with rural education was very unsatisfactory.

He said because it was left up to the farmer to provide the school building and to hire teachers it meant that if the owner sold his farm, the next farmer was under no obli-

gation to carry on with the school.

The president of the union, Mr D C Sinclair, said the average black man placed a great deal of importance on whether he could get education for his children in a particular area.

'If he is not able then he is likely to leave the farm,' he said, 'so it is to our own benefit that education be made available.'

Mr Sinclair said it was about time that the union had talks with the department about this unsatisfactory situation.

shop of the Centre For Extramural Studies at UCT, in conjunction with the university's Education Policy Unit.

A series of workshops, held in the first half of this year, dealt with *The Education Debate* — now the title of a publication containing some of the papers presented.

Widespread boycotts

Edgar Maurice, former headmaster of Cape Town's Harold Cressy High School — one of the more established and affluent secondary schools for coloured students — said the widespread nature of the recent school boycotts arose from the students' rejection of second class education. Contributing to their ability to mobilise mass support, was the increase in student numbers, the fact that students are extremely politicised and the strong political support given by students at the University of the western Cape.

Maurice highlighted the irony that "at a time when more (coloured) people are better educated, and more people are more highly educated than they have ever been, they are politically more impotent than they have ever been before."

Maurice questioned whether "second class citizens" can produce "first class teachers," and answered in the negative. He pointed out that fewer than 5% of the approximately 26 000 coloured teachers in

SA have university degrees, and more than 60% of them have not passed Matric. Even Marais Steyn, Minister of Coloured Affairs at the time of the boycott, he noted, felt constrained to relax policy and allow more white teachers into coloured schools in order to improve the quality of teaching.

In another paper, Professor David Welsh, head of the Southern African Studies department at UCT, argued that even the pouring of vast resources into problem areas will not bring solutions "unless appropriate strategies and educational ecologies have been established." In other words, any improvement in the overall standards of education require parallel political changes if they are to be effective.

EDUCATION 50 Political echoes

FM 4/9/81

UCT educationist Owen van den Berg, has pinpointed one of the crisis areas facing education in SA. "Where educational institutions have, to a significant extent, become flashpoints within a society in conflict, education must not be left with a crisis of confidence or a crisis of expectation that education itself cannot meet," he says in a paper presented to a work-

New bill allows private schools to admit all

Political Staff

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HOUSE OF ASSEMBLY. — A new bill tabled this week formally allows private schools to admit pupils of all races.

The Financial Relations Amendment Bill, which was tabled in Parliament yesterday, will permit the provincial councils to make ordinances for "the admission of persons who are not white persons as pupils to schools in the province registered with the provincial administration as private schools".

The bill, which has been moved by the Minister of Internal Affairs, Mr Chris Heunis, specifies that the measure will only apply to private schools.

Schools which are "maintained, managed and controlled" by the provincial administrations are specifically excluded from the first clause of the amendment.

The bill also provides that a school which has admitted a black, coloured or Indian pupil will not because of this be subject to any provision of any law relating to the education of black, coloured and Indian pupils — provided the education at the school "shall for all purposes be deemed to be education entrusted to a provincial council".

But the third clause of the bill gives the Minister of National Education the power "if he deems it necessary in the public interest" to determine a school to be a black, coloured or Indian school by notice in the Government Gazette.

This clause enables the minister to issue such a notice declaring a school which has admitted black pupils to be subject to the laws relating to the education of black people, or a school which has admitted coloured or Indian pupils to be subject to the laws relating to the education of coloured and Indian pupils.

The bill stipulates that the Minister of Education and Training may not issue such a notice to a private school unless he has "consulted" the controlling body of the school, the administrator of the province in which the school is situated and either the Minister of National Education, if the school is to be declared for black pupils, or the Minister of Internal Affairs, if the school is to be declared for coloured and Indian pupils.

Expelled Indian wins Court ver

Mercury Reporter

THE decision by the Director of Indian Education, Mr Gabriel Krog, to expel a Merebank high school pupil following the boycott of classes earlier this year, was yesterday set aside by Mr Justice Friedman in the Supreme Court, Pietermaritzburg.

The necessary legal requirements for the validity of the expulsion order on 15-year-old Charmaine Naidoo, a Standard 8 pupil of Merebank Secondary School, had not been followed by Mr Krog, Mr Justice Friedman said in his judgment.

He said he was not expressing his views on whether Charmaine's conduct had been sufficient to warrant her expulsion.

The Judge said it appeared that Mr Krog had not afforded Charmaine an opportunity of controverting the allegations

made against her made by Mr Krog in a report by the school's principal, Mr R R Maharaj, upon which Mr Krog had based his decision to expel her.

'This being so, it seems to me that Mr Krog's decision to expel Charmaine was a decision without legal force and effect, conflicting with the requirements in the *audi alteram partem* principle which should have been observed. It follows from this that Mr Krog's decision must be set aside.'

The Judge said it was clear that neither Charmaine's father, Mr Krish Naidoo, nor Charmaine had been made aware of the facts on which the de-

cision to expel her had been based.

Mr Harry Pitman, who appeared for Mr Naidoo, told the Court that it was clear from answering affidavits and the supplementary answering affidavits that Mr Krog had not inquired into the circumstances and facts of Charmaine's conduct and had not applied his mind to all the relevant facts of her case before expelling her.

Boycott

Mr Mike Mitchell, SC, appearing for Mr Krog, told the Court that the pupils had been aware of the charges against them, and the opportunity had existed for them at all times to have made representations to Mr Krog before they were expelled.

The pupils had been told of the consequences of their actions when they boycotted classes on the first day.

Mr Krog was ordered to pay the costs of the application.

Mr Y S Chinsamy, leader of the Reform Party, said yesterday that the party's call to the Minister of Internal Affairs, Mr Chris Heunis, to replace Mr Krog following his refusal to readmit expelled pupils was justified once again by yesterday's Supreme Court decision.

'This is not the first action which Mr Krog has contested in court and lost,' said Mr Chinsamy, adding

that it was now clear that Mr Krog was not the ideal person to hold the position of Director of Indian Education.

He said he would call on Mr Heunis to consider Mr Krog's post and if he were unwilling to act against him, then it would be up to the South African Indian Council to intervene when it became a fully-elected body after November 4.

In June last year Mr Krog agreed to lift the suspension of more than 10 000 Indian schoolchildren after a Pietermaritzburg parent made an urgent application to the Supreme Court for the suspension of his daughter to be lifted.

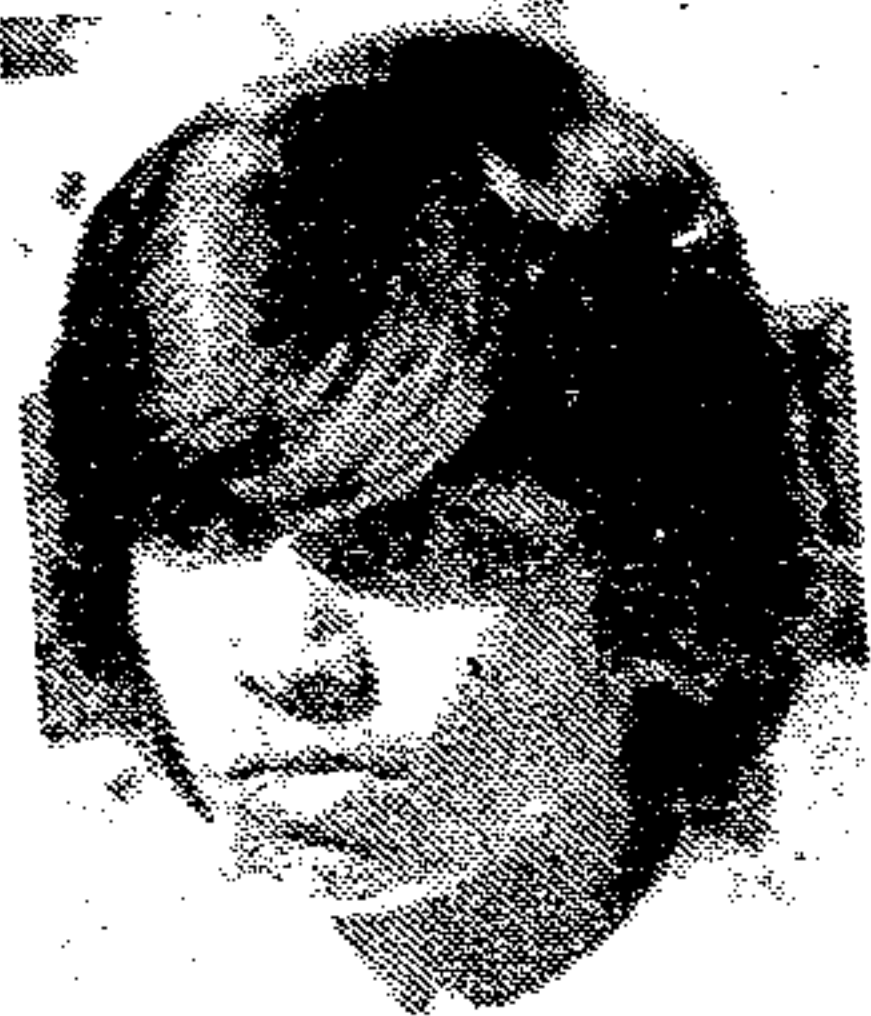
Mr George Thaver, secretary of the Reform Party, said yesterday that because Mr Krog had lost the court action he should resign.

A jubilant Mr Naidoo told the Mercury last night that he was extremely pleased at having won the case.

He said he hoped his daughter would now be allowed to continue her studies.

Mr Lenny Mannie of the Reform Party said last night that parents of the hundreds of other expelled pupils would be making fresh representations to Mr Krog to have their children readmitted.

Mr Krog is believed to have left for Pretoria and could not be reached for comment last night.



CHARMAINE Naidoo



MR KRISH Naidoo

girl
dict

Govt's reaction to education reform 'a disaster'

Own Correspondent

PRETORIA. — The government had taken a clearly racist line with the recommendations of the Human Sciences Research Council report on education, the Progressive Federal Party's parliamentary spokesman on education, Dr Alex Boraine, said yesterday.

The stance of the Minister of Education, Dr Gerrit Viljoen, on parliamentary reform this week had been "a disaster".

Dr Boraine, the MP for Pinelands, said there was

CT 5/9/81
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good reason to fear that many of the key recommendations in the report would be politically unacceptable to a government now dominated by its right wing.

The minister said during the debate on his vote in the Assembly earlier this week that the government would not allow the unqualified opening of universities and technikons to all races. This, he said, would be irresponsible.

Dr Boraine said yesterday: "Against this background one wonders why the minister bothered to have the in-

vestigation made at all." He appeared to be pre-empting the reports recommendations.

The minister had stated categorically that the government would not depart from its commitment to separate development principles, even at the tertiary level in education.

This speech was also a reaffirmation of Christian National education, with separate departments of education for each race group.

Dr Boraine said it was

reasonable to conclude from the minister's views that the discriminatory education system was to be perpetuated.

"The minister has dashed the hopes of all enlightened educationists that real reform would follow the submission of the De Lange Report."

The minister had made it clear the government had no intention of establishing one education department to administer all of education, something educationists had been recommending for years.

It had many advantages, including financial ones, and it would have gone some way to persuading blacks that the government was honouring its commitment to equal education opportunities for all.

He feared the report and recommendations would get the same treatment from the government as that given the Erika Theron commission report on the future of the coloured people.

All recommendations which would have eliminated major causes of grievance

among the coloured people were rejected.

"It appears the report is being looked at against a background of the war going on inside the Nat Party between verkramptes and so-called verligtes," said Dr Boraine.

The minister's attitude would be a severe blow to the large group of distinguished educationist who worked under great pressure from the Prime Minister to complete it within the deadline.

(Report by G Reilly, Van der Stel Building, Pretorius Street, Pretoria.)

CT 5/9/81

Boraine warns of 'hidden dangers'

Political Staff

HIDDEN dangers in the Financial Relations Amendment Bill which "regularises" the admission of blacks to private schools could lead to such schools being declared "black" or even closed down, Dr Alex Boraine, PFP spokesman on education, warned yesterday.

In a statement a day after the bill was read a first time, Dr Boraine said it had been presented to the public as a positive measure to legalize and regularize the admission of black pupils to private schools. But he cautioned that by empowering provincial councils to "authorize and regularize" admissions, a wide range of conditions could be imposed.

Dr Boraine said there was cause for concern that the Minister of National Education could, in terms of the bill, declare a school which had admitted blacks, coloureds or Asians to be a black, coloured or Asian school.

"In other words if the minister declares such a private school to be black, it would be subject to the laws relating to black education."

"Such a school would then be under the control of the Minister of, and Department of, Education and Training," said Dr Boraine.

A private school declared black would have no legal

right to continue operating in a white area. In terms of the Group Areas Act it would have to close down, move to a black area or dismiss black pupils.

"It would appear that once again this government, which always seems to deal with sensitive issues in the most ham-handed way possible, wishes to discourage and to dissuade private schools from admitting black pupils in any appreciable numbers."

The government could not abide anybody or any institution being outside its control and wished to impose its ideology on every possible area, he said.

"Instead of threatening private schools the government ought to be assisting them in their pioneering work of good education and good race relations."

(Report by R Nuttali of 19 Baakens Street, Port Elizabeth.)

New Bill threat to private school

S. Tribune 6/9/81
 Boraine warns of clause which gives Government the power to close schools which admit blacks or move them to black areas

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Political Correspondent

PRIVATE schools which admit black pupils could find themselves declared black and forced to move to the townships or close down in terms of new legislation.

The Financial Relations Amendment Bill, read in Parliament for the first time this week, has been portrayed as an enlightened move to admit black pupils to private schools.

The Bill gives provincial councils the right to authorise the entry of black pupils into the schools and to "regulate" their attendance.

But the opposition spokesman on education, Dr Alex Boraine, has warned of a clause in the Bill which empowers the Minister of National Education — "if he deems it necessary in the public interest," — to declare a private school which has admitted a black, coloured or Indian pupil, to be black coloured or Indian school respectively.

"In other words if the Minister declares a private school to be black it would be subject to the laws relating to black education and black schools.

"Such a school would then be under the control of the Minister and the Department of Education and Training. This will involve matters such as curriculae, examinations, school-leaving certificates, control over the activities of teachers and pupils, etc.

"Furthermore, if such a private school should be declared black, it would have no legal right to operate in a white area. In terms of the Group Areas Act that school would



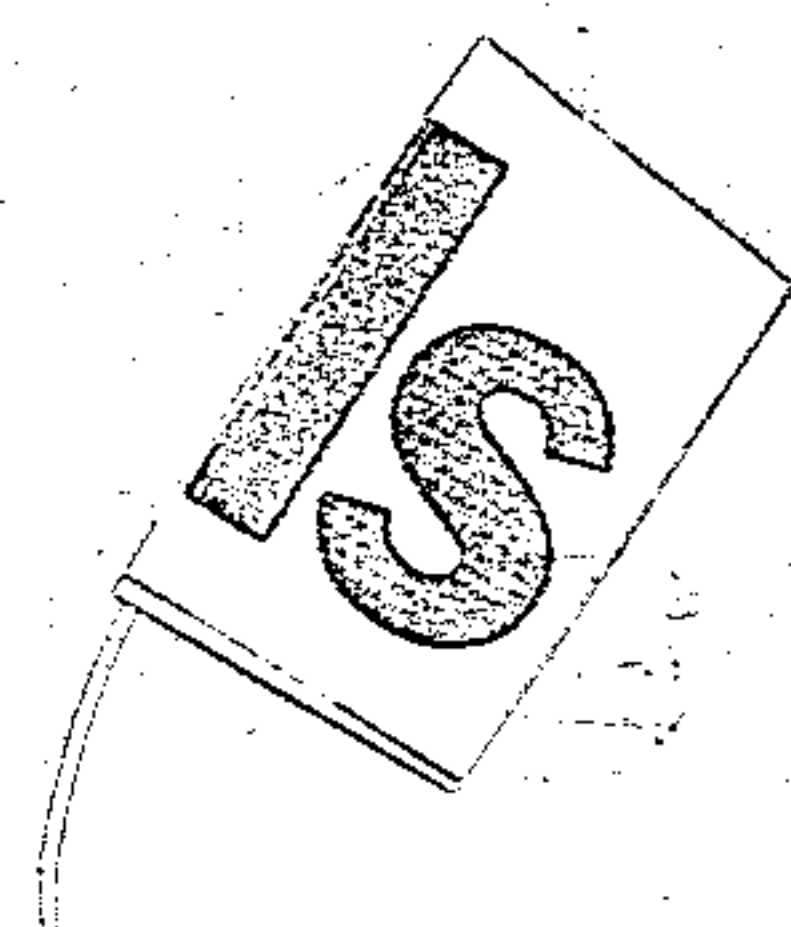
Alex Boraine . . . Government ham-handedness.

have to close down or move to a black area or dismiss the black pupils from the school.

"It would appear that once again the Government, which always seems to deal with sensitive issues in the most ham-handed way possible, wishes to discourage and dissuade private schools from admitting black pupils in any appreciable numbers," Dr Boraine said.

He added that the Government could not abide anyone or any institution being outside of its control and wanted to impose its ideology in every possible area.

"Instead of threatening private schools in this way the Government ought to be assisting them in their pioneering work of good education and good race relations, both of which are in very short supply in South Africa," Dr Boraine said.



A story of two schools — one crammed, one empty

S. Express 6/9/81

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A MODERN R1,5-million school for Whites is standing empty in Ladysmith while, a few blocks away, Coloured children are crammed into a school designed for less than half their number.

The 'white elephant' school, which has stood empty since its completion two years ago, is embarrassing the Natal Education Department and angering the Coloured community.

The Ladysmith Junior Secondary School was built to accommodate 800 White pupils in expectation of an industrial boom in the area.

But this never materialised.

This week the director of the Natal Education Department, Dr Gerald Hosking, told the Sunday Express his department had been led to believe there was going to be concentrated industrial growth which would have overburdened the already full Ladysmith High School.

"From the time the school was planned to the time it was completed was five years.

"By the time we realised we would not be able to fill it, it was already too late.

"Make no mistake, the school has caused us a lot of embarrassment," he said.

The nearby Ladysmith Coloured Primary School in Cemetery Road has 10 classes but only five teaching rooms.

The school has had to resort to the controversial "platoon system" to ensure that the children get some form of schooling.

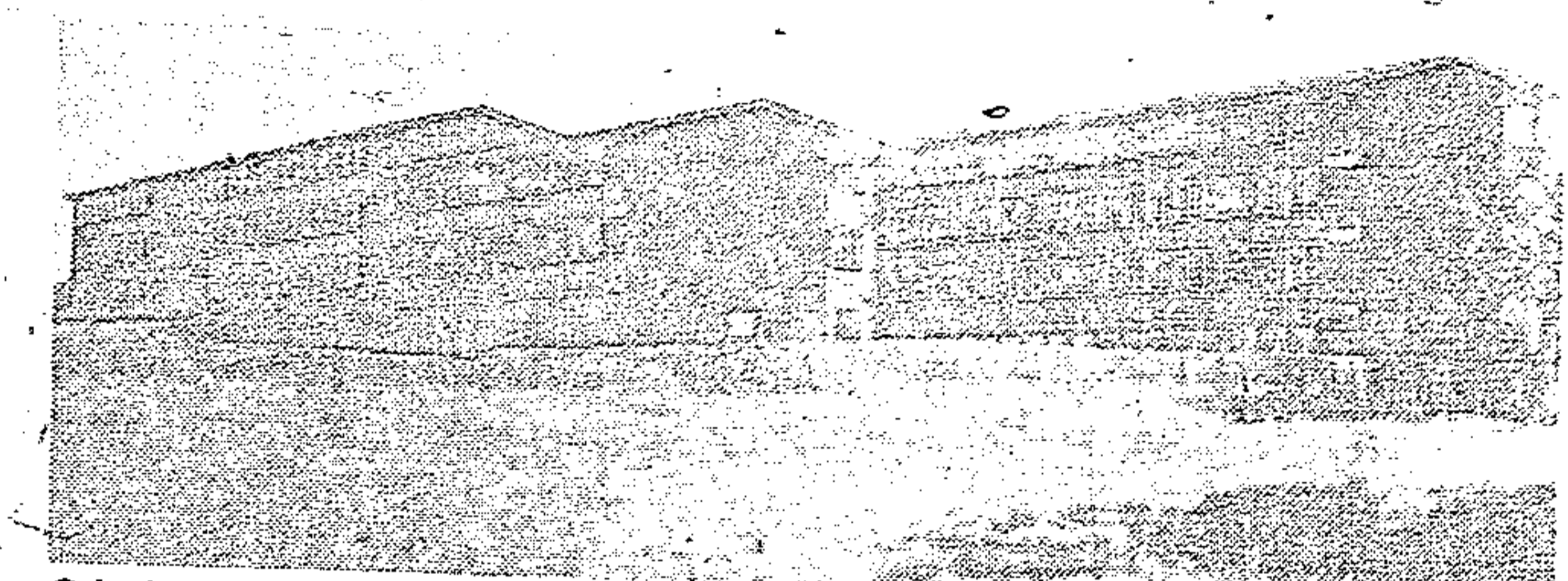
This system means children are taught in shifts throughout the day and the bitterness raised among the Coloured community led to questions in Parliament last week.

Coloured parents in the town want to know why their children cannot use the White Farquhar Road school which has stood empty since its construction.

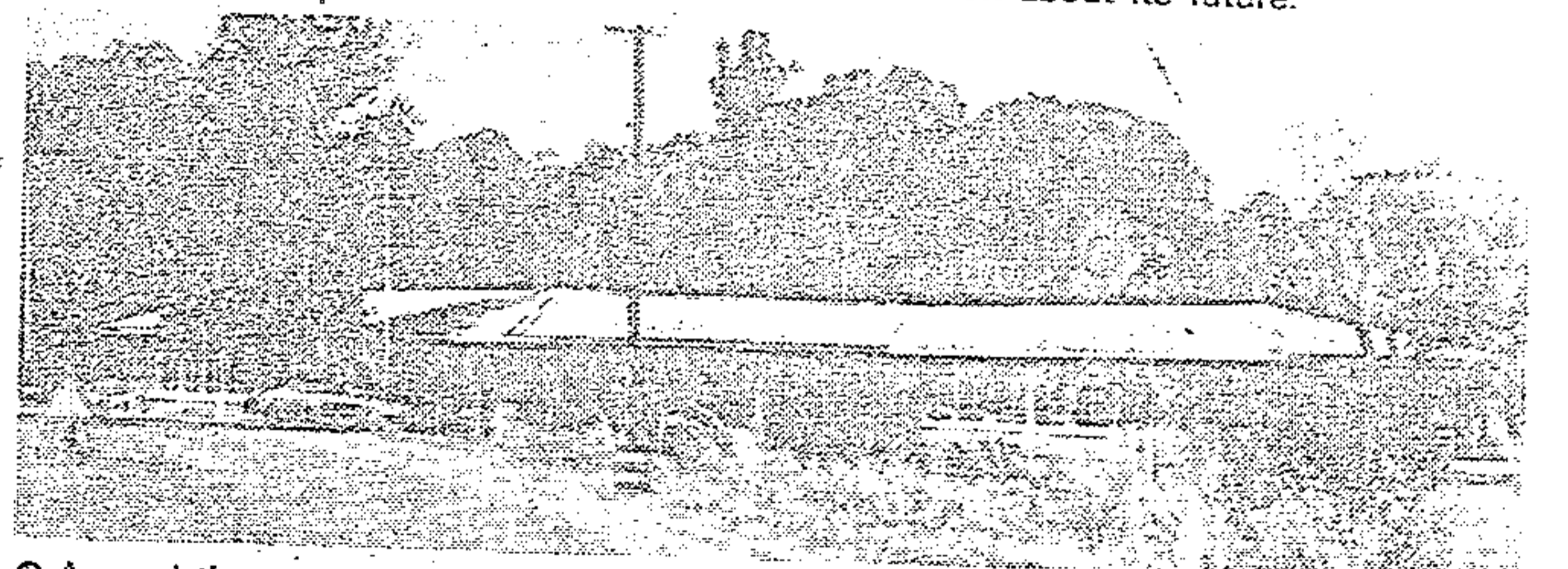
The Coloured primary school, built in 1947, consists of three classrooms, a domestic science room and a woodwork room.

It was designed to hold 150 pupils — today there are more than 300.

This week the Sunday Express visited the two schools — one stark and silent, the other dilapidated and over-crowded — and spoke to a former teach-



© Ladysmith's empty new White school stands as a silent monument to a boom that never came and Government indecision about its future.



© Around the corner is a Coloured primary school that is bursting at the seams because there is not enough room for all its pupils

1983," he said.

Mr Little denied there was an overcrowding problem at the school: "The platoon system has solved that.

The Ladysmith Coloured Action Committee has obtained from the town council four prefabricated buildings which it hopes to renovate for use as classrooms.

When the matter was raised in Parliament last week, Minister of Internal Affairs Chris

Heunis, under whom Coloured education falls, said the Natal Education Department had been approached for permission to use the empty White school as a temporary measure.

Dr Hosking said the Natal Education Department had considered using Farquhar Road school as part of the Ladysmith High School, but added that they were unwilling to split

the teaching staff at the present high school.

"There have been various people interested in taking over the school, the most prominent of which is the Department of National Education which wants to use it as a technical institute.

"The Coloured school also wants to use it, but as far as that is concerned the final decision will not rest with me," said Dr Hosking.

Mrs Jean Freeman said she taught there in 1971 and the overcrowding was evident then.

"The problem is not new. Ten years ago we had to use the domestic science room as a classroom. Now the school has been forced to rent an old community hall across the road, which means the kids have to cross a busy road to get to and from classes. And the conditions there are pitiful.

"They have four classes in the hall at a time — one in the little kitchen, one on the stage behind a curtain and two in the hall auditorium, separated by a piece of hard-board," Mrs Freeman said.

She said there was little ventilation in the hall and no heating.

The remaining two classes play outside until their classmates have finished lessons — then they take their turn in the vacated classrooms".

The mother of one young girl told the Sunday Express her daughter, who is in Standard 1, usually arrived home about 5pm because her classes only started at midday.

"These little kids are often tired out before they even get to school and they're exhausted by the time they get home at night," she said.

The regional representative of the Department of Coloured Affairs, Mr William Little, told the Sunday Express that plans were afoot to build a new school for Coloureds.

He said tenders would be called for this month.

"The building should take about a year and we hope to have the new school open in

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BARRED DESPITE COURT VICTORY, CHARMMAINE RESUMES HER BATTLE FOR SCHOOLING TOMORROW

S. Tribune 6/9/81 50

RIESEN JET IN

TOMORROW a 15-year-old Durban schoolgirl will ask to be allowed back into the classroom she was expelled from nearly four months ago, knowing she could be turned away again despite her pleas and a Supreme Court ruling that she resumes her schooling.

Charmaine Naidoo of Merebank High and 600 other schoolchildren were first suspended then expelled for boycotting classes in protest against the Republican Day festivities.

Director of Indian Education Gabriel Kroeg has since allowed 246 back, but has barred the remaining children from all Government schools.

This week he issued a statement declaring Charmaine's suspension "still valid" immediately after her expulsion was set aside by Mr Justice Friedmann in the Supreme Court, Pietermaritzburg.

Now Kroeg could face contempt of court proceedings and action for damages, according to George Thaver, general secretary of the Reform Party.

Charmaine's father, Krish Naidoo, said yesterday: "She will go to school on Monday, and if she isn't admitted I will instruct my lawyer to take urgent court action."

Kroeg's statement has come as a bitter blow to the desperate parents of all the expelled children. They had hoped the success of Charmaine's case — test case financed by the Reform Party — would enable all the children to take up their schooling once more.

They meet today at 4 o'clock in the Dhoogza Hall, Mubent Heights, to consider further action to get their children reinstated.

By Maureen Griffin

Thaver says he speaks on behalf of all parents when he accuses Kroeg of using delaying tactics. "The longer these children are kept out of school, the more damage it does them."

Charmaine, a bright pupil who has come in the first 10 throughout her three years in high school and who wants to study law eventually, told the Sunday Tribune this week she and the other expelled children have been helped by teachers, students and other pupils to keep pace as best they can with the classes they are missing.

"But we want to go back to school. We have apologised for boycotting classes and have promised not to do it again. What more can we do?"

Charmaine's mother, Devani, said: "I am so confused. I was happy when the Supreme Court ruled that she be allowed back, but now I don't know what to think."

"I took Charmaine to school on Friday, but the principal sent us away again after telephoning the Department of Education and being told she would have to wait for a letter from them before she could be reinstated.

"My eldest daughter, who was in matric when she was expelled along with the others, has already taken a job. But Charmaine is our most intelligent child, and we

don't want her to lose her education. We have high hopes for her."

"We are not rich. All we can give our children is the opportunity to be educated. Now even that is being denied us."

The Supreme Court set aside the expulsion order on the grounds that Mr Kroeg had not complied with the necessary legal requirements to make the order valid.

According to Thaver, lawyers pointed out to him that the court in its judgment found quite clearly that of the two procedures available to Mr Kroeg for expulsion, Mr Kroeg had chosen procedure of summary expulsion.

"Pupils and parents were advised that once the director had chosen this procedure and acted in terms of it the suspension imposed in terms of the other procedure automatically fell away."

"It was pointed out by counsel and legal representatives that expulsions and suspensions could not and did not exist together simultaneously."

"It has also been pointed out that wrongfully preventing Charmaine from attending school in the circumstances might result in contempt of court proceedings and action for damages against Mr Kroeg," he said.

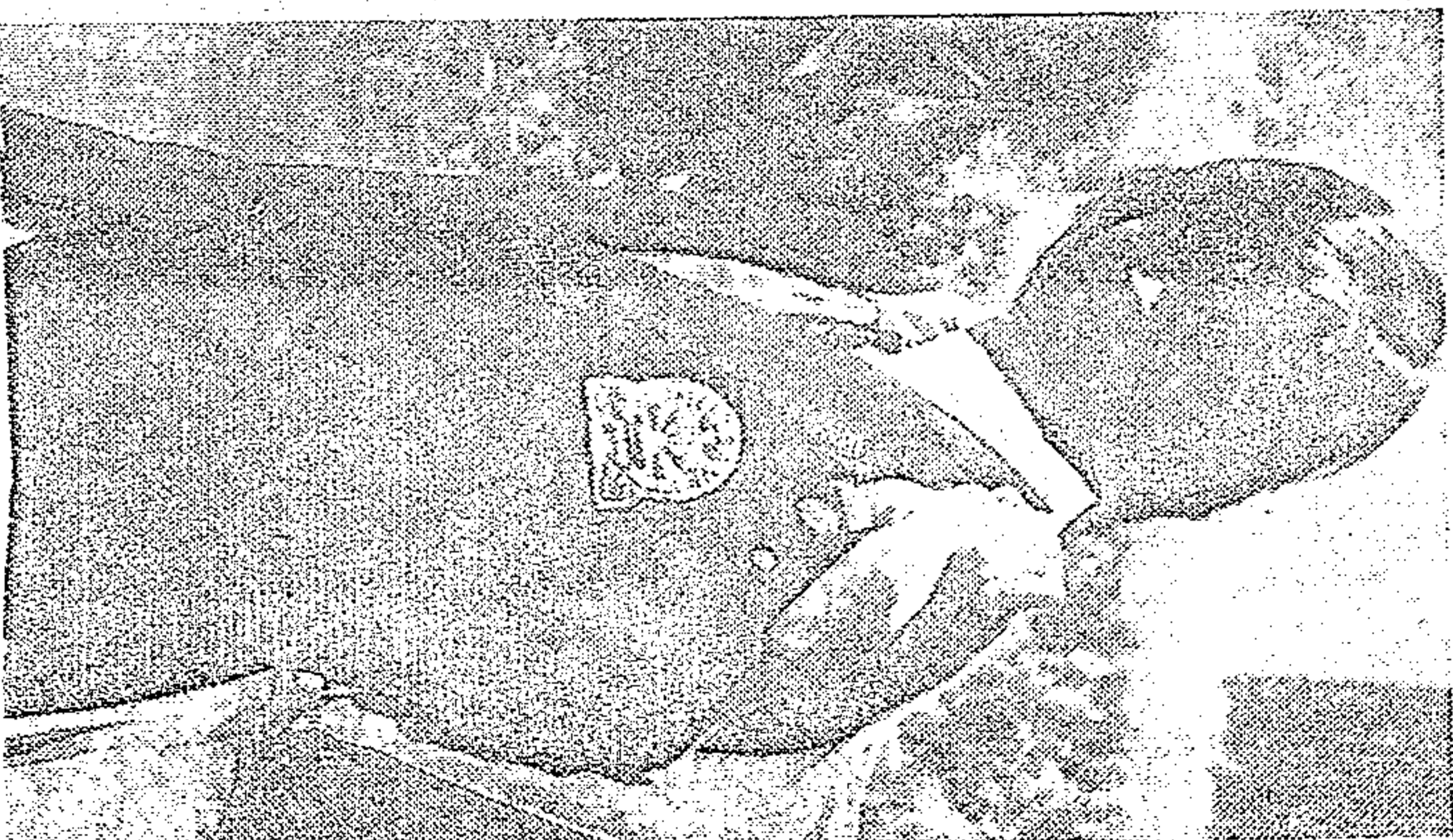
In a Press statement on Friday, Mr Kroeg said the suspension of all pupils, including Charmaine, was regarded as "being still valid".

"The procedures which the court said should have been employed before such suspended pupils could be expelled, will be set in motion by my Department as soon as possible, with a view to determining what further action, if any, should be taken in respect of such pupils."

Charmaine's father, Krish Naidoo, said yesterday: "She will go to school on Monday, and if she isn't admitted I will instruct my lawyer to take urgent court action."



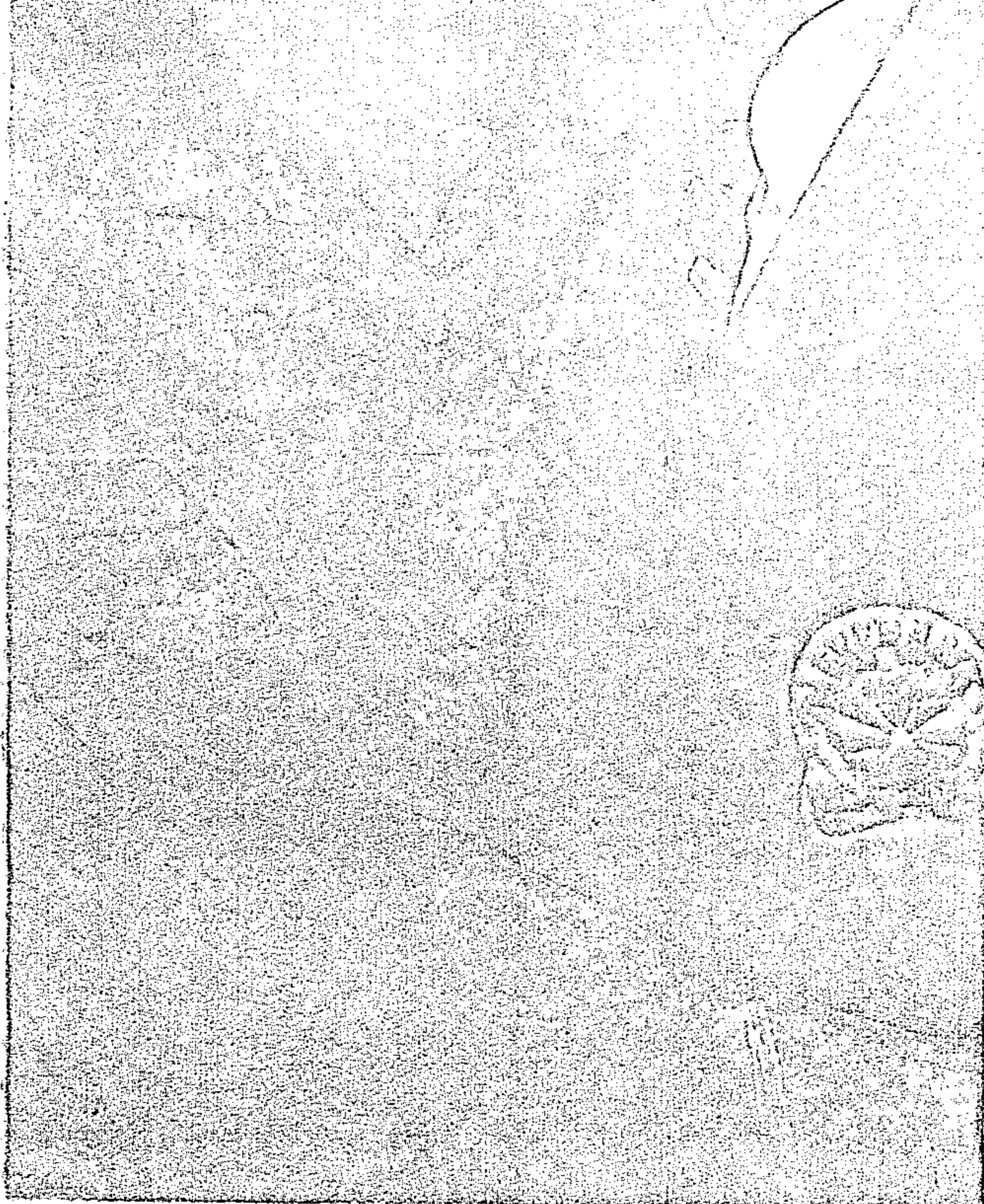
Krish Naidoo: I will seek urgent court action



50 6/9/81

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Mrs Devani Naidoo with daughter Charmaine ... "for the sake of all the children"

Picture: M S ROY

Court-action threat if girl barred from school

AN urgent Supreme Court application will be brought against Mr Gabriel Krog, Director of Indian Education, this week if an expelled Verebank, Durban, pupil, Charmaine Naidoo, is not allowed to attend school tomorrow.

Charmaine's father, Mr Krish Naidoo, said that he had already taken opinion from senior counsel on the matter.

Charmaine was one of more than 350 high-school children suspended and later expelled by Mr Krog for boycotting classes as a protest against the Republic Day Festival.

This week the Maritzburg Supreme Court set aside the expulsion order on Charmaine as Mr Krog had not complied with the necessary legal requirements to make the order valid.

An excited Charmaine went to school the next day, only to be told by the principal, Mr R. R. Maharaj, that he could not allow her back until he received a directive from Mr Krog.

Mr J S M Zwiegelaar, acting Director of Indian Education, announced on behalf of the director that the court had ruled

By G R NAIDOO

that the legal requirements of an expulsion order had not been complied with in respect of Charmaine, who was the subject of a test case.

"The ruling of the court will be applied by my department in the cases of other pupils expelled in similar circumstances.

"The suspension of all such pupils, including Charmaine Naidoo, is regarded as being still valid.

Ultimatum

"The procedures which the court said should have been employed before such suspended pupils could be expelled will be set in motion by my department as soon as possible with a view to determining what further action, if any, should be taken in respect of such pupils."

The statement concluded by saying that the relevant documents relating to such procedures would be sent this week to the parents of the suspended pupils.

Mr Naidoo said yesterday that lawyers acting on behalf of Charmaine will also look into the possibility of bringing a charge of contempt of court against, and would possibly seek damages from, Mr Krog for preventing Charmaine from being readmitted to school.

"When I first took this line of action, it was not only for the sake of my daughter, but for the sake of all the children who had found themselves in a similar situation," said Mr Naidoo.

He said that his daughter was delighted when she was told that she could return to school after the court case, but was depressed when she was sent away.

Mr Y S Chinsamy, leader of the Reform Party in the Indian Council, has sent a telegram to Mr Krog giving him an ultimatum to reinstate all expelled pupils or face another court action seeking to interdict him from barring the children from school.

Mr Chinsamy told the Sunday Times yesterday that his party was funding the legal action against Mr Krog.

More teacher power?

S. Times 20/9/87 (50)

By IVOR WILKINS
Political Correspondent

GREATER freedom for teachers to determine and shape the curricula they teach has been mooted by the Minister of National Education, Dr Gerrit Viljoen.

He also hinted that a new, more scientific approach to the designing of curricula would be one of the outcomes of the De Lange Commission on education, whose report was now in the Cabinet's hands.

In a speech at a conference of

the Transvaal Teachers' Association yesterday, Dr Viljoen spoke of the need for curricula to be dynamic to meet the constantly changing circumstances of a modern society and also the specific needs of individual pupils.

"I would trust that one of the outcomes of the current reassessment of our educational system would be the creation of a really authoritative national centre for the design, testing, evaluation and review of curricula at all levels," he said.

Re Draft legislation providing legal sanction for the admission of black pupils to "open" private schools for the first time could threaten the future of the schools.

Star 8/9/87
Open schools
lack free hand

This warning has been given by Dr Alex Boraine, MP, Opposition spokesman on education, after a study of the Financial Relations Amendment Bill.

The Bill, introduced in Parliament last week, has been welcomed by representatives of the private schools movement a giving provinces official powers to allow the admission of black, coloured and Indian pupils to formerly white private schools.

CONFRONTED

Since the end of 1977 admissions have been handled in terms of a verbal Cabinet directive. Private schools led by those of the Catholic Church confronted the Government with a major challenge when they ignored the law at the beginning of 1977 to admit pupils in significant numbers.

The Bill confirms the success of the schools in overcoming central Government opposition to non-racial education.

But Dr Boraine and educationists say it does not allow the schools a free choice in the running of their affairs.

Critics are unhappy that the Bill:

- Allows the Minister

Dr Alex Boraine is afraid that a Bill that would allow private schools to ignore colour bars has devastating potential. For example, JOHN ALLEN reports, a school could be declared "black" and so fall under an education system with low standards.

of National Education to declare a private school to be a black, coloured or Indian school if he decides it is in the public interest.

- Provides that provinces can regulate the way pupils who are not white are admitted and treated.

- Leaves the Transvaal Provincial Administration in a position to continue its policy of refusing permission to black pupils applying to enter the schools. Scores of children are in Transvaal private schools illegally.

Dr Boraine described some provisions of the Bill, including that allowing the Minister of National Education to "re-classify" a school, as having "devastating" potential.

Schools spokesmen will not disclose details, but it is believed about half the pupils in some schools are now black, coloured or Indian children.

Dr Boraine said that if

the Minister declared a school to be a "black" school it would fall under the black education system which was more rigidly controlled than white education and where standards were lower.

Moreover, a "black" school would have no legal right to operate in a "white" group area and could be forced to close down, move to a black area or expel black pupils.

"This is a threat which could be held over the schools," he said. "It could discourage private schools from enrolling black pupils in appreciable numbers."

UNNECESSARY

Archbishop Denis Hurley, president of the Southern African Catholic Bishops' Conference, was also concerned at the potential the Bill contained for closing down schools.

The Church would wait to see what happened to the legislation once it had

been passed by Parliament and how it was applied, he said.

Both Archbishop Hurley and Dr Boraine were worried that the power given to provinces to regulate admissions would "create problems."

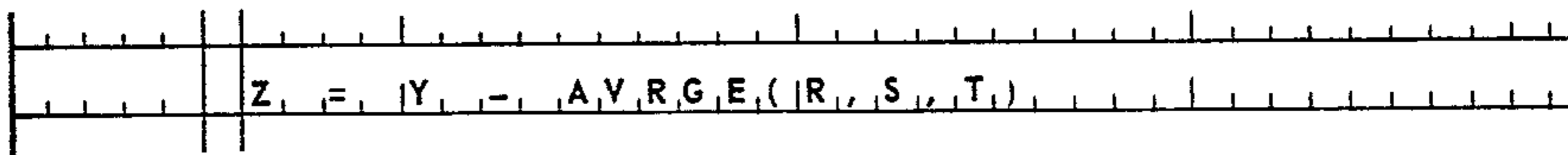
"It is totally unnecessary that provincial ordinances should go beyond providing for the authorisation of admission to schools," said Dr Boraine.

"If admission can be 'regulated,' all kinds of conditions could be imposed, relating for example to numbers of pupils, their race and even participation in extracurricular activities."

The 1977 Cabinet decision laid down that provinces could grant permission in "exceptional circumstances" for the enrolment of black, coloured and Indian pupils in private schools.

In the Cape and Natal the decision has been interpreted liberally but the more conservative Transvaal administration has granted only a small number of applications.

The Bill has no direct bearing on this policy, says Mr Fanie Schoeman, MEC in charge of education in the Transvaal.



The value for the actual argument R is substituted for its dummy argument A, S for B, and T for C. A value is returned to the statement function reference so that the arithmetic expression Y - AVRGE(R,S,T) can be evaluated and assigned to Z. The statement function reference

Boraine: Education policy rethink vital

Political Correspondent

HOUSE OF ASSEMBLY. — There were now more black children in their first school year than white pupils in all standards, the opposition spokesman on black education, Dr Alex Boraine, said yesterday.

He called for an urgent and dramatic reassessment of the approach to and spending on black education if the country was to avoid serious social instability.

"If we continue as we are going, we are headed for disaster," he said during debate on the education and training (formerly black education) portfolio.

The task of educating, training and employing the expanding black population presented South Africa with a frightening and formidable challenge.

"The increased demand for education within the black sector and the rising expectations which will accompany this will lead to socio-political instability unless education is available and is accompanied by job opportunities," he said.

Dr Boraine quoted statistics and projections to show why the present approach was inadequate.

By the year 2000, he said, black people would form 78,5 percent of the projected population of 47,5 million. The black percentage of people between 5 and 25 years old would increase from last year's 74 percent to 83 percent.

The black school population was expected to increase by 2,6 times between 1980 and

2000. The Department of Education and Training itself estimated the current black school population from Sub A (grade one) to Standard Three at 4,3 million pupils.

"The number of black pupils in Sub A this year is approximately equal to the entire white school-going population," he said.

"The number of black matriculants at the end of this century will be 3,5 times that of whites and more than double that of all other population groups combined."

Yet, he said, the government spent during the last financial year an estimated R1 071 per white pupil and R113,50 per black pupil.

The R537,5 m spend on black education in 1980/81 was 1,1 percent of the gross domestic product. This would have to rise to 10,4 percent to put black education on a par with that for whites and by the year 2000 this would have to rise to 10,7 percent.

Dr Boraine, who expressed the Progressive Federal Party's opposition to segregated education, said the challenge required new initiatives, new methods and an increase in teachers and available money.

The government would have to move away from duplicated separate facilities, rationalize exclusive white facilities which would not be required as the white population growth rate dropped and use all available teachers, regardless of colour.

"Anything less than a dramatic and urgent rethinking regarding resources and facilities for black education will prove not only to be inadequate, but will also lead to very serious social instability," he said.

Urgent application to be made against Krog

NM 8/9/81 (56)

Mercury Reporter
AN URGENT application is to be made to the Supreme Court, Pietermaritzburg, against Mr Gabriel Krog, Director of Indian Education, seeking to interdict him

from preventing a suspended Merebank pupil from returning to her school.

Charmaine Naidoo, who was suspended and later expelled from the Merebank Secondary School, was

turned away by headmaster Mr R R Maharaj for the second time yesterday since her expulsion order was set aside by the Supreme Court last week.

Her mother, Mrs Devani

Naidoo, said Mr Maharaj told Charmaine to go back home and wait for a directive from Mr Krog.

Mr George Thaver, general-secretary of the Reform Party, said yesterday that legal representatives, advocate Mr Harry Pitman and Mr Baboo Akoo, had been instructed to seek the interdict.

'We are extremely perturbed that Charmaine is still being prevented from returning to her classroom in spite of a Supreme Court ruling setting aside her expulsion order,' he said.

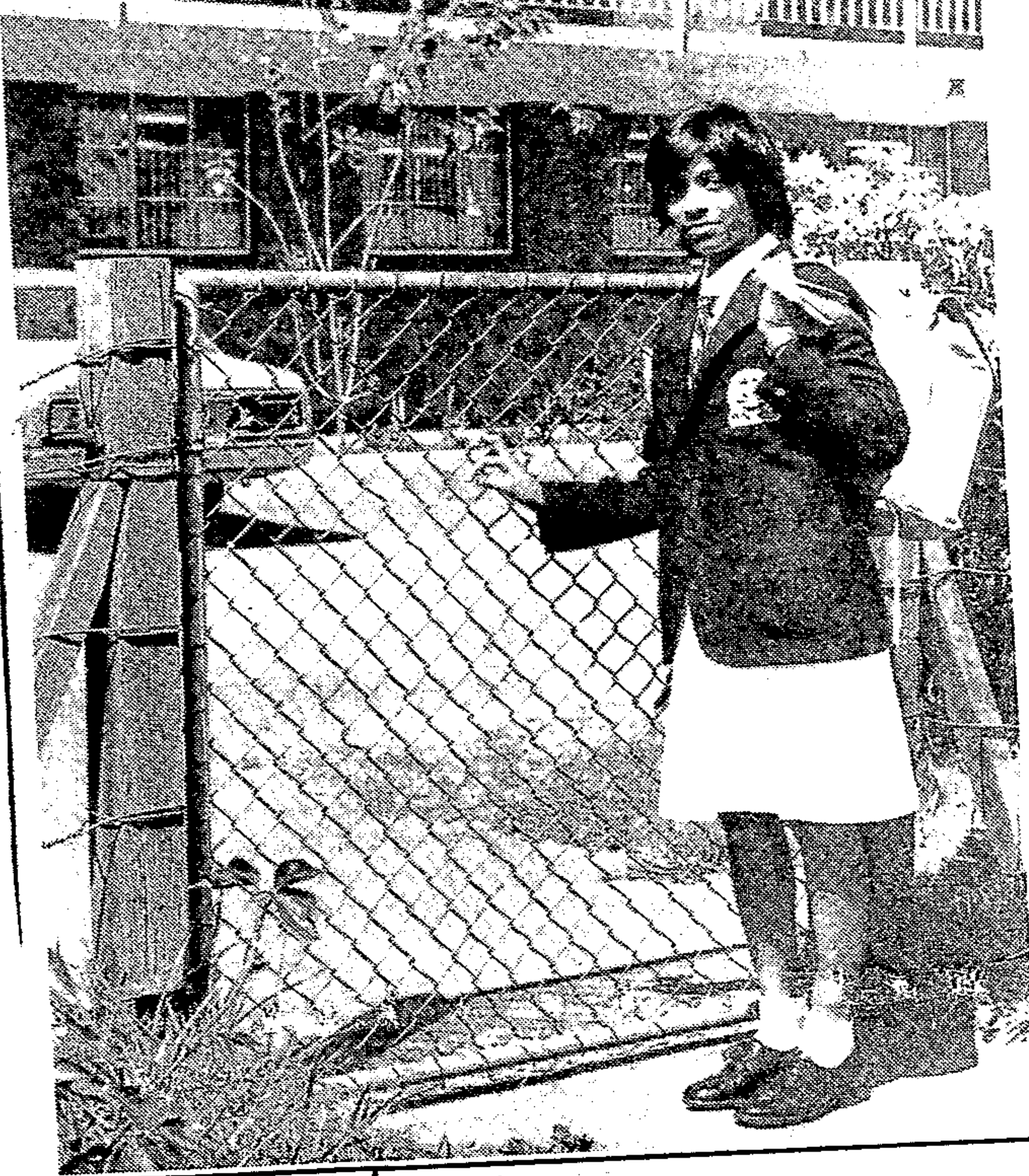
Instructing attorney Mr Akoo told the Mercury yesterday that the application would probably be made tomorrow as Mr Pitman, who is also an MP, had to attend to urgent parliamentary business in Cape Town today.

Mr Pitman is expected back in Pietermaritzburg this evening, Mr Akoo said.

Meanwhile in another development yesterday, Mr G Tayoob, chairman of the Sastri College Education Committee, said the Minister of Internal Affairs, Mr Chris Heunis, had informed his committee in a telegram that he was prepared to meet a deputation of parents to discuss the plight of expelled pupils after the outcome of last Thursday's court proceedings.

● SUSPENDED and later expelled Merebank High School pupil Charmaine Naidoo ... locked out of her school yesterday.

Picture by
Elijah Zondi.



Research discloses illiteracy

Staff Reporter

FEWER than half the black pupils coming out of the South African education system last year are classified as literate in terms of a study by the Research Unit for Education System Planning at the University of the Orange Free State.

School-leavers who did not pass Sub A are classified as illiterate and numbered 125 287, while there were 180 676 in the semi-literate group — those who obtained Standard 2. The literate group, which includes pupils with Standard 3 to 5, numbered 133 931, those with junior secondary were 105 729 while senior secondary figures stood at 39 516 and teachers at 6 010.

The study found that considerably more black pupils were in school in the black homelands than in the remaining part of the Republic, and in all areas the relative decrease in pupil numbers per standard was far less for girls than for boys.

School 'outflow'

The ratio of black pupils in the higher standards to those in the primary standards was small, indicating according to the compilers, an outflow at all school levels and a flow of black manpower into the economy of the country.

Total enrolment of black pupils last year was nearly five million compared with white enrolment of just over one million, coloured 760 167, and Indian 220 220. The study predicts total black pupil enrolment could be more than 6.3-million in 1985, resulting in a significant rise in the outflow of skilled manpower.

In the past decade the increase in black enrolment was about seven percent a year.

Black enrolment in the sub-standards was dominated by boys, but from Standard 2 to 9 girls greatly outnumbered boys. Many more boys than girls, however, obtained a Standard 10 qualification.

Undertaken in the spirit of the Manpower 2000 project, the study is intended to improve employment prospects in Southern Africa.

Open varsities to all, teachers urge

By MARTIN FEINSTEIN

THE Transvaal Teachers' Association has urged the Government to set up one central education department for all races.

This is one of the TTA's recommendations to the Human Sciences Research Council investigation into South Africa's education system, revealed this week in the association's journal, "Transvaal Educational News".

The recommendations, which stem from TTA policy that split the association's powerful North Rand branch and led to more than 20 resignations two months ago, are certain to make for a lively TTA congress from September 18 to 20.

Writing in his column, TTA president Mr Peter Mundell said the association's sub-committee on structure had also recommended to the HSRC that:

- Within a single education department, directors-general should be appointed for compulsory and continuing education;
- Control of compulsory education should rest with a secretary for each race group, within one umbrella department.

Experience

- Higher education institutions should be open to all, and all universities, colleges and technikons — including correspondence schools — should come under a director-general of continuing education;
- Administration should be centralised under one ministry;
- Policy and funding should be controlled by the single department's Minister and directors-general with representatives of teachers' associations;
- A non-racial salary scale, based only on qualifications and experience, should be introduced;
- Private schools should be allowed to admit all races if they wish.

The TTA's second sub-committee, on educational innovation, urged the HSRC to recognise that homelands and "national states" would always be part of South Africa, and wants a national education policy without sacrificing their cultural identity.

"The Government has already committed itself to equalisation of educational opportunity," the sub-committee's report to the HSRC said, "and if a central educational body is set up, it should restate that commitment and spell out at least some of the paths by which this equalisation will be approached."

Critical

It added: "To ensure harmonious relationships among

South Africans in the future, it is of critical importance that inter-group understanding should be actively fostered in our syllabuses and textbooks and through personal contact among pupils and teachers from different backgrounds."

He added: "The present dispensation will change, and it will change harmoniously and responsibly if we wish it."

The three-day TTA conference will be opened by the Minister of National Education, Professor Gerrit Viljoen, on September 18 at the Alberton Civic Centre.

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Cut spending on white education says top official

Star 10/9/81

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Pretoria Bureau
State expenditure on white education should be slashed to create parity among population groups, a senior government official said in Pretoria today.

Dr Simon Brand, Deputy Director General of Finance and chairman-designate of the Prime Minister's Economic Council, said at a press lunch that, if it were accepted that educational parity

should be achieved in 1990, whites would have to accept major adjustments.

One way to reach parity was to apply white standards of expenditure to black schools. This would raise the 1990 education budget — at 1981 prices — to about R5 000-million, or 38 percent of the total Budget. At present the education vote was 15 percent of the Budget.

But other necessary ser-

vices, such as Defence, would suffer. If the total budget were then to be increased the public sector would need a much too large slice of the national product. Economic growth would be jeopardised, Dr Brand explained.

The only alternative would be to prune the State's expenditure on white pupils. The lower amount spent on white pupils would then meet the increased expenditure on blacks so as to achieve parity.

Parity would include the pruning of teacher salary costs in the white schools system. Classes should be made bigger. Parents should make a substantial contribution to the cost of books and school amenities.

The same principle of parity should apply to other State services, such as housing and health services. Here also, whites would have to accept major adjustments, Mr Brand said.

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The Putter Bakery Company carried on 6 days a week day is eaten by the employees in lots of 200 dozen. After ing estimates the following probabilities for various levels of demand.

Lots (of 200 Dozen)	
DEMAND/DAY	PROBABILITY
0	.01
1	.02
2	.04
3	.07
4	.11
5	.16
6	.20
7	.18
8	.10
9	.07
10	.04

Doughnuts are sold to retail bakers and grocery stores for \$100 a lot. The variable cost per lot is estimated by the company cost accountant at \$60.00. Assume that decisions are made on the basis of expected monetary values.

- Set up an opportunity-loss matrix.
- What is the minimax loss solution? The solution using the Bayesian decision criterion?
- What is the most that they would be willing to pay to know exactly what demand will be on a given day?
- Suppose that the company is not now producing these doughnuts but that it is considering doing so. If the necessary equipment will cost \$1,000 dollars to rent per week, should they go into the square doughnut business? (Ignore all other costs except those discussed so far.)

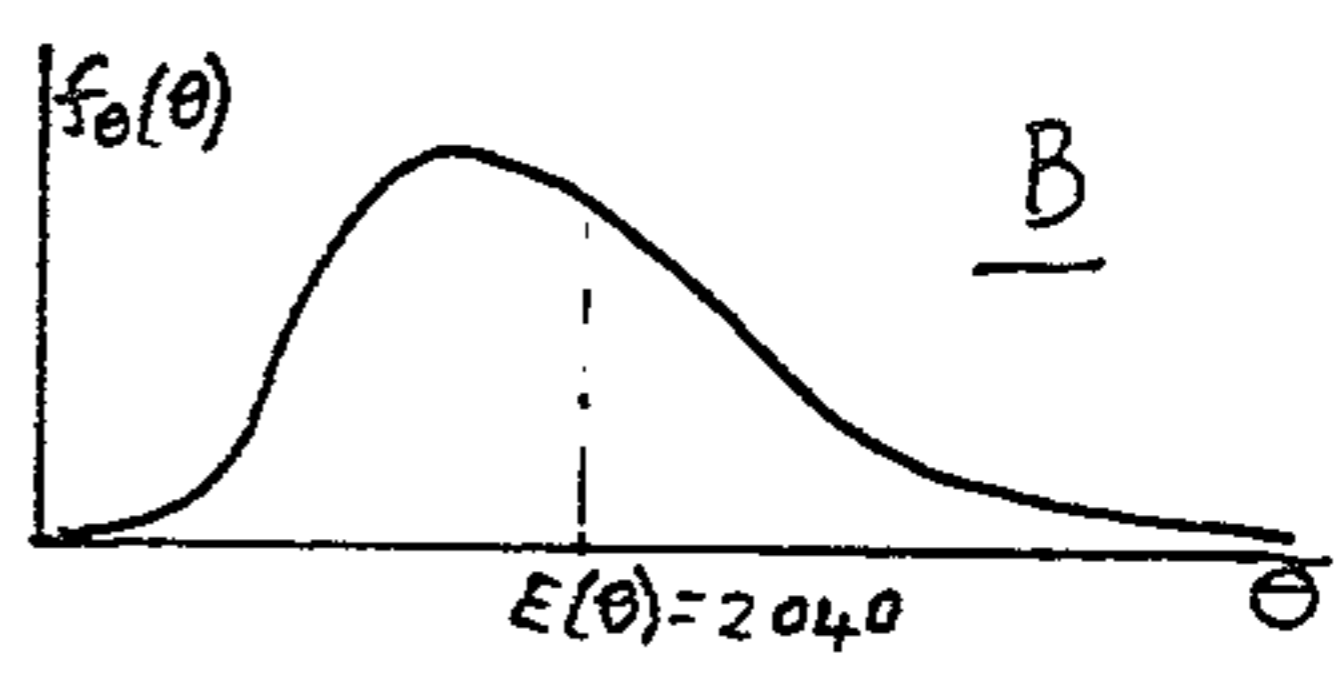
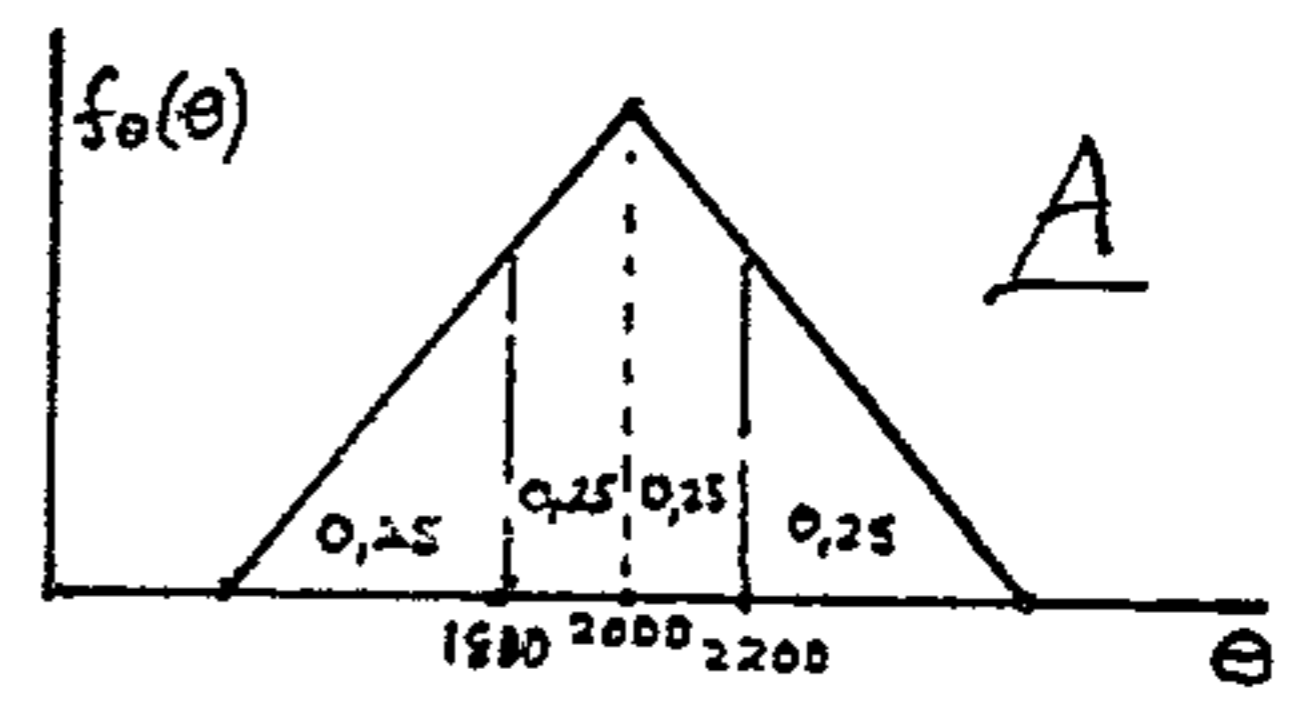
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The United Machine and Foundry Company is considering the purchase of a sharpening machine which will obviate a good deal of expensive labor. The machine costs \$11,400, has a life of 1 year, and can be sold for \$1,000 net of disposal costs at that time.

The production vice president estimates that each labor hour saved is worth \$5 (the incremental labor cost per hour) and that he expects to save 2,000 labor hours over the year. After some questioning the vice president makes his final statement to say that he is 50 percent sure that the labor hours saved will exceed 1,800 hours, but that there is also a 50:50 chance the number of hours saved could be less than 1,800 or more than 2,200.

- Assuming that the production vice president's figures are accurate and that a normal density function can be used to describe his subjective feelings about the probabilities of the various labor savings, should the machine be purchased?
- Should a sample that would cost \$500 be taken to provide more information before a final choice is made?

c. Suppose a density function of the form shown in i) A ;
ii) B were relevant to θ . How would this change the decision in part a)?



Schools hitch may be solved

NY 10/18/81

Mercury Reporter

A SOLUTION to the dilemma of an overcrowded Ladysmith coloured primary school situated near a huge, empty white school could soon be found — provided the Natal Provincial Administration accepts a

request from the Department of Internal Affairs to use the empty school.

Mr Ray Haslam, MEC for education, said he hoped to take the matter to the next Executive Committee meeting of the Provincial Administration on September 16.

'We as a department would welcome putting the empty Farquhar Road High School at the disposal of the Cemetery Road Primary School on a temporary basis in view of the fact that their own new school will be completed at the end of 1982.'

Dr Gerald Hosking, Director of Education, who consistently stated he would not obstruct such a move, nevertheless pointed out that Farquhar Road High School was in a white area and that any obstruction could come from other quarters.

'I have a suspicion that the final decision will not rest with me,' he said. 'Politics is politics and I keep out of it.'

The problems of Cemetery Road Primary School, which has 10 classes and only five classrooms, were raised in Parliament last week when the Minister of Internal Affairs, Mr Chris Heunis, said his department had approached the Natal Education Department for permission to use the empty high school as a temporary measure.

The high school was built two years ago at a cost of R1 500 000 in the expectation of a boom which never materialised. It has stood empty ever since, embarrassing the Natal Education Department and angering the coloured community.

The regional representative of the Department of Coloured Affairs, Mr William Little, confirmed that a letter containing the minister's request had been sent to the Education Department on August 17, but on Monday this week Dr Hosking indicated he had received no communication whatsoever.

It was then discovered that the letter had arrived on August 21, but had been misfiled in the Central Registry of the Education Department.



HUNDREDS of pupils patrolled the roads in Ndwedwe carrying sticks to prevent buses entering the reserve. They were demanding that a new bus company should take over.

Three hurt in school bus row

NM 10/9/81 (50) (232) (27/8)

African Affairs Reporter

A FIVE-year-old girl and two men were injured yesterday when stick-wielding pupils from five Ndwedwe schools tried to stop people catching the early morning bus.

Police were called in to control the pupils who patrolled the roads and stopped buses operated by the Ndwedwe Mail Passenger Service from entering the reserve because 'the buses were not punctual to take them to school and were very irregular', they told the Mercury.

Yesterday there were no buses operating between Verulam and Ndwedwe.

The girl, whose name was not available, was injured as she sat on her mother's knee. She received seven stitches as a result.

Mr Tutuzi Khumalo was under observation in Osindisweni Hospital last night after he had allegedly been assaulted by the pupils.

The schoolchildren also allegedly stoned Mr Wilson

Chamase who was driving his car.

The pupils told the Mercury that they arrived late at school and were punished by the teachers, but the fault was with the buses which had failed on many occasions to keep to schedule.

They demanded that a new bus company should take over the service.

Although the schools were open yesterday the pupils were not at classes. The children began stopping buses on Monday, but events took a new turn yesterday when they prevented workers boarding them.

Buses carrying the workers from Verulam on Tuesday night had to be escorted by the police. On their return one bus was stoned and windows smashed.

The owner of the bus company, Mr K Dabcepesadh, was not available for comment, but a spokesman, Mr Mack Sudeen said they would wait until Friday to see if it was safe to send the buses to Ndwedwe.

Pupils

threw

stinkbombs,

says letter

Mercury Reporter
THE father of suspended Merebank Secondary School pupil Charmaine Naidoo yesterday received a letter from Mr J S M Zwiendelaar, acting Director of Indian Education, setting out the allegations against pupils during the recent boycott of classes.

But Charmaine's father, Mr Krish Naidoo, said yesterday he still could not understand why his daughter had been suspended as there was no 'concrete' evidence of any serious misconduct against Charmaine apart from absenting herself from classes without permission on April 27 and May 14.

He said, however, he had instructed his lawyers to go ahead with an application to the Supreme Court, Pietermaritzburg, tomorrow for an order to have his daughter immediately reinstated at her school.

In the four-page letter, delivered personally by a teacher, Mr Zwiendelaar pointed out that in terms of regulation 10 (3) of the regulations governing the admission of persons to State and State-aided schools for Indians, the Director of Indian Education is empowered to order the expulsion of a pupil or 'otherwise deal with the matter as he may think fit'.

The letter lists the dates on which she absented

herself from school without permission and it also stated that according to a report from the principal, Mr R R Maharaj, Charmaine allegedly gathered with others in groups on other parts of the school premises on both days she had absented herself from classes and did not heed the advice, pleas and instructions of the principal and teachers to return to classes.

It also alleged that she absented herself from classes without permission in 'similar fashion' during 1980.

In addition, the principal's report indicates that on May 14, 1981, some of the pupils who were absent from classes threw stinkbombs into some classrooms, hosed water into a classroom, sang and shouted outside the classrooms and ran up and down corridors jeering at pupils in classes and thereby attempted to intimidate them.

The principal does not know which pupils took part in the activities, and accordingly I do not propose to take into account such activities in deciding what, if any, further action should be taken by me in terms of the regulation,' Mr Zwiendelaar said.

Mr Naidoo was invited to controvert or dispute 'within 14 days of the date of the letter' any of the allega-

tions against Charmaine and also submit in writing any statements in her favour which may be relevant to any decision over her future at school.

The letter follows a Supreme Court ruling setting aside Charmaine Naidoo's expulsion as Mr Gabriel Krog, Director of Indian Education, had not complied with the necessary legal requirements to make the order valid.

One of the requirements was that Charmaine or her father should have been given an opportunity of controverting the allegations levelled against her in a report by the principal to the director before she was expelled.

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N/M 10/9/81

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Children on streets

7/1/86 10/9/87
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Parliamentary Staff
AN appeal for the
Minister of Internal
Affairs to intervene in
encouraging the authori-
ties to allow more than
300 Indian children in
Durban — suspended from
schools because of boy-
cotts — to be readmitted
was made in the Assembly
yesterday by Mr S A
Pitman (PFP Pinetown).
Mr Pitman's appeal was
positively received by Mr
Heunis.

Mr Pitman said he had
an 'earnest and sincere'
wish that the matter of
the suspended scholars be
cleared up. The children
had been 'on the streets'
for several months, mis-
sing school at an import-
ant time of their lives.

● Educational parity may stay a dream

OS 18/11/81

7.4. EQUIVALENCE STATEMENT

Function:

To permit sharing of the same storage space by two or more entities of the same program unit.

EQUIVALENCE (k_1), (k_2),

each k , enclosed in parentheses and separated from the next k by a comma, is a list having the form:

$$a_1, a_2, \dots, a_m$$

each a is either a variable or an array element (not a dummy argument) with only constants as subscript expressions; m is equal to or greater than 2.

Following series of statements causes sharing of storage units:

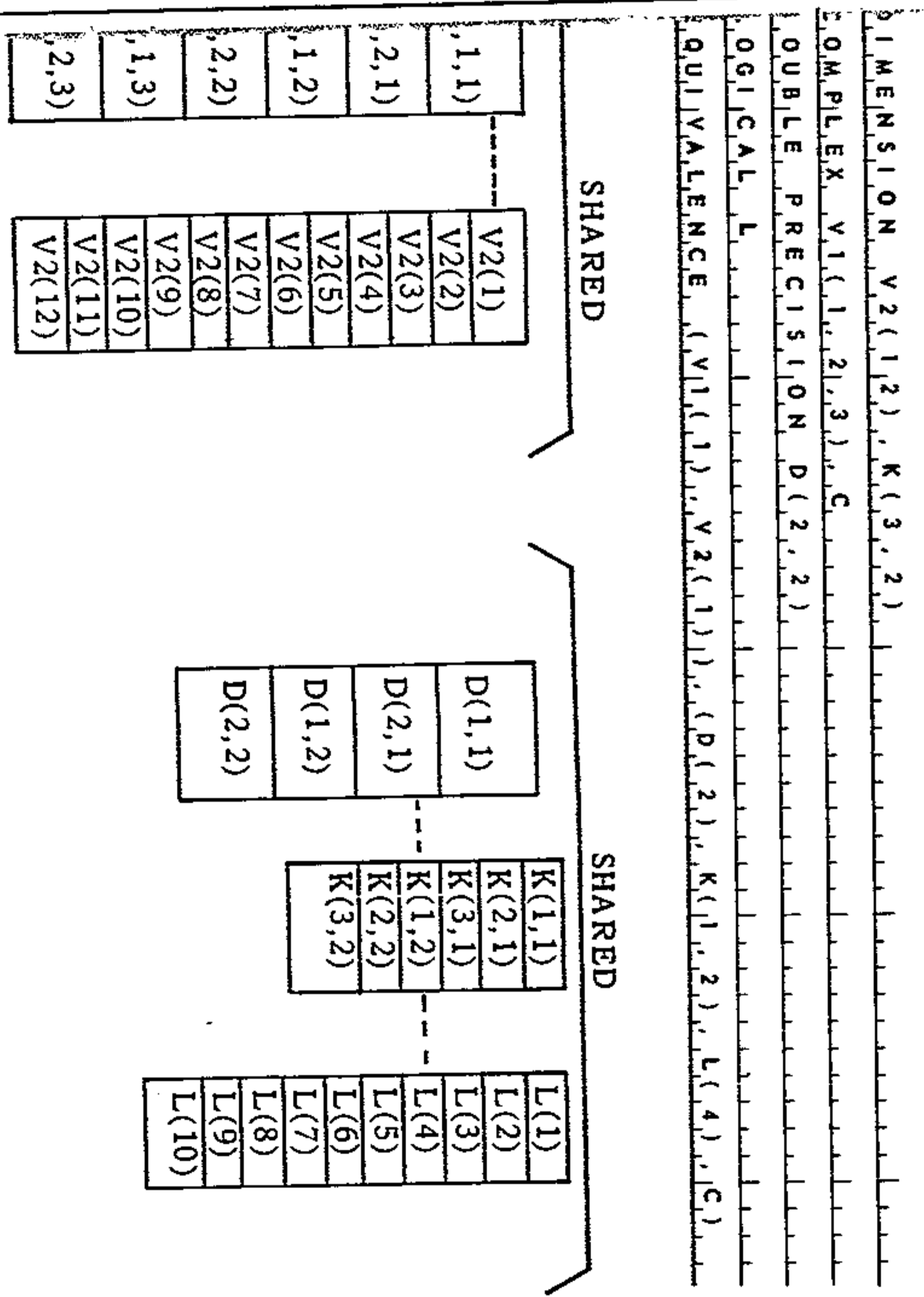


Figure 7-1. Effect of EQUIVALENCE Statement

TO ACHIEVE parity in the educational standards of all race groups would place an enormous burden on the economy and might not be feasible, Dr Simon Brand, chairman of the Prime Minister's economic advisory council, said yesterday in Pretoria.

It would mean a drastic rise in Government expenditure, which could affect the growth rate and seriously hamper efforts to create new job opportunities for the country's expanding population.

Addressing the Pretoria Press Club yesterday Dr Brand said of late emphasis was being laid on the achievement of parity among race groups in a variety of fields — including education, health services and housing.

The objective was to do away with differences existing in the services provided for the different race groups in the shortest possible time.

Enough jobs

However, South Africans were agreed that one of the main aims of the country should be the removal of large-scale unemployment and the creation of sufficient work opportunities to meet the growing demand for jobs in the years ahead.

To achieve this aim and maintain a 5% growth rate it was important that Government spending be limited to absolute essentials and that as much as possible of the resources be applied in the private sector, where more jobs could be generated.

The two objectives — more work opportunities and parity in services — clashed, and a compromise solution would have to be found to attain both.

7.3. DIMENSION STATEMENT

Function:

To declare one or more array(s).

DIMENSION v_1, v_2, \dots
 where: each v is an array declarator separated from the next by a comma.

Rules:

- (1) If any of the arrays is adjustable, it can be declared only in a procedure subprogram.
- (2) An array may be declared in a DIMENSION statement and explicitly typed in a type-statement, although a type-statement can accomplish both these functions.

Examples:

(1) The statements

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DIMENSION A(10), B(10), C(10), D(10), E(10), F(10), G(10), H(10), I(10), J(10), K(10), L(10), M(10), N(10), O(10), P(10), Q(10), R(10), S(10), T(10), U(10), V(10), W(10), X(10), Y(10), Z(10)
INTEGER A(10), B(10), C(10), D(10), E(10), F(10), G(10), H(10), I(10), J(10), K(10), L(10), M(10), N(10), O(10), P(10), Q(10), R(10), S(10), T(10), U(10), V(10), W(10), X(10), Y(10), Z(10)
  
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can also be written as:

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were to be achieved in the next decade, the Government would have to spend something like R5 300-million a year on education by 1990 if the expenditure formula applicable for a white education were applied generally.

Dr Brand said halfway through this period about R3 000-million would be needed for education each year.

38 per cent

This would amount to 38% of the Government's total expenditure in 1990, while education accounted for only about 15% at present.

The objective could be achieved by giving a much higher priority to education, but what was to become of health services, housing and other functions, not to mention defence.

It was clear educational parity could not be achieved in the medium term without harming the economy and affecting the country's social and political stability.

Dr Brand said a choice would have to be made between providing more education and moving towards parity or full employment in the economy.

Alternatively, a closer look should be taken at the level of services which the State had accepted as its responsibility in respect of whites in the past.

One had to look more critically at ways of reducing the commitment of the State in areas like education, health services and so on, he said.

He did not propose inferior systems of education or health, he added, but the country would have to examine critically ways of reducing superfluous expenditure — things which were not really functionally related to the goal set for a particular service. — Sapa.



Mr Chris Heunis

Political Staff

MR CHRIS HEUNIS, Minister of Internal Affairs, has warned students at the Natal Medical School to keep their hands out of the education of children and threatened he could call for police assistance to maintain discipline at Indian schools.

Mr Heunis made the warnings when replying in Parliament to criticisms of his department's handling of the expulsions of Indian schoolchildren for boycotting classes during

Heunis warns students

Angus
11/9/81

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the Republic Festival celebrations earlier this year.

Mr Heunis said one of the main reasons and influences behind the action of the children had its source at the medical school.

RADICAL AIMS

'I want to seriously warn those people who are misusing children to achieve their radical aims in this country.'

He said the expulsions had taken place in the interests of discipline after a number of appeals had been made to the pupils and their parents to return to school.

'I want to emphasise that the authorities from the school to the Director of Education have a duty to protect the children who want to learn and who want to use the educational facilities against the boycotters.

'We cannot allow discipline to disintegrate in this country. I expect officials whose duty it is to exercise it to do so.

NOT FUNCTION

'If it cannot be done then my colleague the Minister of Police must do it.'

'It is not his function and he should not be placed in the position to do it.'

Mr Heunis concluded by saying that if Mr Gabriel Krog, the Director of Indian Education, had not taken the steps he had taken the boycott and violence would have escalated and 'I am not prepared to allow this to happen in the education department for which I am responsible.'

Report by Bruce Cameron, Press Gallery, House of Assembly, Cape Town.

Application to readmit pupil in court today

Mercury Reporter

AN URGENT application for the immediate re-admission of suspended Merebank high school pupil, Charmaine Naidoo, is to be brought before the Supreme Court, Pietermaritzburg, today by her father.

Mr Krish Naidoo is seeking the court order against Mr Gabriel Krog, Director of Indian Education, and Mr Ramnath Ramluckan Maharajh, headmaster of the Merebank Secondary School, after Charmaine had twice been refused re-admission to her school after a Supreme Court set aside her expulsion.

Charmaine, 15, a Standard 8 pupil, was suspended from school about four months ago, together with more than 350 other pupils, and later expelled by Mr Krog following a boycott of classes earlier this year in

protest against the Republic Festival celebration.

In an earlier application to the Supreme Court, Mr Justice Friedman set aside Charmaine's expulsion order as Mr Krog had not met with the necessary legal requirements to make the order valid.

Following the Court's ruling Charmaine went back to school but was turned away by headmaster Mr Maharajh as, she was told, her suspension order was still in force.

Interest

Mr George Thaver, general-secretary of the Reform Party, said yesterday that parents of the 355 suspended pupils were awaiting with keen interest the outcome of today's application.

Mr Brian Law, SC, assisted by advocates Mr Harry Pitman and Mr Maurice Pillemer, instructed by A K

Akoo and Co. will appear for Mr Krish Naidoo, Mr Mike Mitchell, SC, and Mr Colin Mann, instructed by the Deputy State Attorney, will appear for Mr Krog and Mr Maharajh.

Meanwhile, Mr G Tayoob, chairman of the Sastri College Education Committee, said yesterday that suspended matric pupils were receiving private tuition by teachers in preparation for the year-end matriculation examination which they would write as private candidates.

Some of the Standard 8 and 9 pupils have enrolled at the M L Sultan Technikon where they are continuing their study in the hope that they will be adequately equipped if allowed to go back to school this year.

He said, however, many pupils, unable to afford to enrol at the Technikon, were studying at home.

Heunis's pledge to boycott pupils

ORMANDE POLLOK

Political Correspondent

CAPE TOWN—Indian pupils suspended in Natal since boycotting classes in May would be readmitted next year if current review procedures for their readmission failed.

The Minister of Internal Affairs, Mr Chris Heunis, said in Parliament yesterday that some students at the medical school had been responsible for boycotts and warned them to 'keep their hands off' children's education.

Replying to Opposition criticism of the suspension action, Mr Heunis said that because there was a court case pending on the matter he could not discuss the merits of the affair.

'If the current review procedures result in the suspensions continuing, I want to indicate now that the director of education will be prepared to give favourable consideration to the readmission of these pupils next year, except for 10 pupils (who have been expelled),' said Mr Heunis.

'I want to direct a serious warning to those people who misuse child education to achieve their own radical aims,' said Mr Heunis.

Mr Heunis accused the Press of suppressing the real start of the boycotts. They had started to commemorate action the previous year and then had developed into an anti-Republic Festival protest.

Sketching the back-

ground of attempts to end the boycott, he said school principals had been asked to try to persuade children to return to classes and when this had failed letters had been sent to parents.

This finally resulted in many of the children returning, but this had received no publicity and he could only surmise that the return of the pupils had not fitted into what certain people in the media wanted to achieve.

Pupils who had not heeded constant attempts to get them back to class had been suspended as a disciplinary action. The number of pupils involved amount to 0,3 percent of all pupils.

Examination results after boycotts in coloured schools had shown a 20 percent fall in the number of passes.

Equal facilities

Everything was being done to improve education facilities for the Indian community and Mr Heunis repeated previous promises by the Government to have equal education content and facilities for all races.

Boycotts had resulted in the suspension of 605 pupils but all had been given the opportunity of applying for readmission under certain conditions.

After reconsideration, 191 pupils had been readmitted, 10 had been expelled and 46 pupils had not reapplied. Another 358 had been told they could reapply at the beginning of 1982.

One hundred and seventy-two pupils had been given the opportunity of writing examinations as private candidates.

Whatever might come of the De Lange Commission's recommendations, less and less educationists believe that the drastic need to upgrade black education can ever be met by the government alone. Frontline looks at three organisations which, on very different scales, are pressing ahead with their own efforts to meet the need; and reports on some far-reaching ideas which emerged from a recent top-level meeting.

Putting push into prep schools

Practically everybody agrees that the quality of black education leaves a lot to be desired. And practically everybody is hanging around waiting for the government to sort it all out. Here's one company that decided that hanging around wasn't solving the problems...

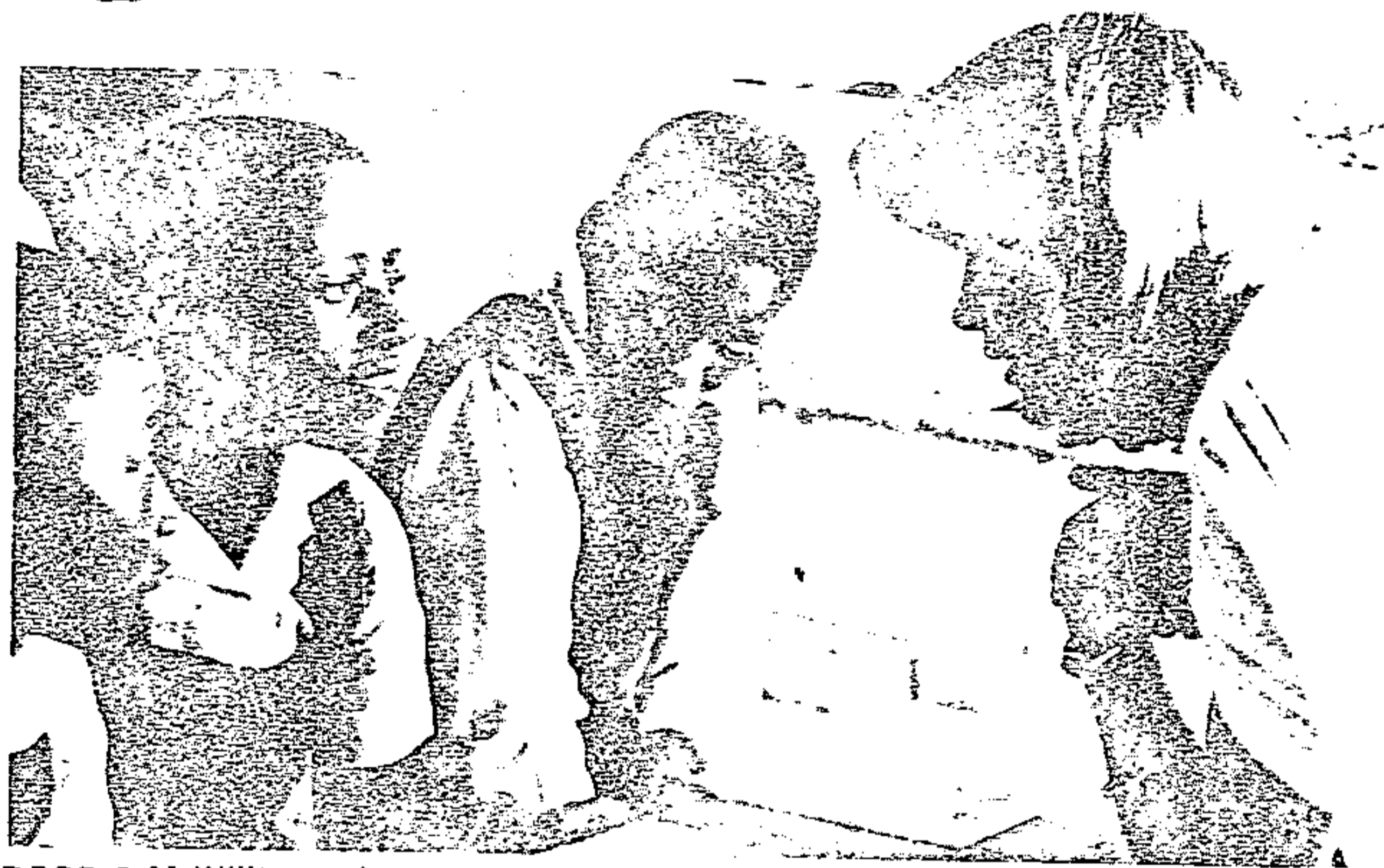
MOST of the big corporations these days talk about improving the "quality of life" of their black employees with nearly as much enthusiasm as they talk about improving their trading results. But not always is that talk accompanied by as much concrete action as it is by fine phrases in Annual Reports.

Thus, Rand Mines' ambitious scheme to provide top-class education for the children living on its mines is more unusual than it ought to be.

Debbie McWilliams, the head of the scheme, aims to provide the kids of the company's black employees with an education in line with the quality of the best white government schools in the country. That, she feels, will be happening within 5 years.

If she is right — or even partly right — her project could end up creating ripples the size of tidal waves, not least in respect of the established attitude that formal education is the government's business and that industry's role is confined to providing literacy classes for its own workers or occasional hand-outs to needy schools.

The scheme applies to children of resident employees on the mines (as opposed to migrant labourers), and so far is confined to primary and pre-primary schools only. The costs — R2½ million over the next 5 years — go largely to



DEBBIE McWilliams aims to provide top class education.

The Search For Skills

construction of new schools and refitting of the twenty-nine existing ones.

But for McWilliams, the standard of teaching is a lot more important than the standard of facilities. "You need the basics, enough classrooms, toilets, and so on (and some schools have never had toilets) — but the obsession with fancy audio-visual equipment is out of place. Half the time no-one knows how to use it, anyway. The real problem is to inspire the teachers. Many of them have been dumped there for years with nobody ever taking any notice of them."

Her main concern is to make the

schools interesting and exciting places to be in — and no amount of cash outlay can go more than partway towards achieving this.

The money provides for classrooms, libraries, puzzles, charts, games and so on. It enables teachers' pay to be upped from Departmental levels to the same rates as Rand Mines pays its own similarly-skilled staff. It allows, too, for more teachers to be taken on. The target teacher:pupil ratio, says McWilliams, is 1:35, or 1:30 teaching teachers, excluding administrators, which is the ratio which the white schools aim for. The customary ratio in black education is 1:48.

But the greater part of the human effort goes into sharpening the teachers' enthusiasm and toning up their professional skills.

Many of the teachers have no more than a standard 6 or standard 8 education themselves. Many have become accustomed to teaching in schools without

PLEASE TURN OVER

CONTINUED

adequate supplies or facilities. Overloaded, undertrained, lacking in confidence, and — given the strain on the Department's resources — missing the supervisory backup which might have revitalised their confidence, many are low on the inspiration and dedication which effective teaching depends on.

The Rand Mines scheme aims to counteract that. Teachers' seminars provide practical training, particularly in the use of educational aids, as well as stimulating teachers to share ideas and instilling enthusiasm. Bright, cheerful equipment is provided to inject a feel of colour and attractiveness into the schools themselves.

Such morale-boosters as choir competitions, prize-givings, and essay and art competitions are being introduced. Rand Mines staff call on schools constantly, performing a triple function as advisers, inspectors and drummers-up of enthusiasm. Highly qualified education officers have been appointed at the bigger centres.

"We are teaching teachers to make lessons exciting and adventurous for pupils," says McWilliams.

Relations with government, which continues to hold responsibility for the

schools overall, are good. In some cases, government education officials have sent their own teachers to Rand Mines courses.

The Rand Mines schools stick to the Department's syllabuses. They are subject to its regulations and the scrutiny of its inspectors. But, as the group's house magazine *Barlows '81* points out, Rand Mines "has carte blanche to improve at its own expense, and in any way it can, the educational facilities".

Like any other attempt to make a social contribution, the Rand Mines project is open to a batch of routine criticisms. Isn't it really a tool of the "total strategy", building a privileged black middle-class and leaving the offspring of the migrant labourers in the lurch? Isn't it merely putting a tastier sugaring on the "poison" which so many blacks consider the government's black education to be designed to educate them for inferiority. Isn't it just another capitalist plot — Rand Mines manoeuvring its way to more profits through more efficient labour, and passing the whole cynical deal off as a great act of benevolence?

Sure the company does envisage that the duly educated recipients of the improvements may ultimately seek work on its mines, but they do not need to.

In any case, the fact that the project may eventually benefit a few of the improvements is hardly a reason for trying to make them.

McWilliams has little patience with the other complaints. "It is surely better some people get the best possible education than that no-one does," she says, "you have to start somewhere. And the real problem with black education is not that the syllabus is bad, it's that the resources are bad. I don't agree with people who claim that no education is better than education within the system."

After less than 18 months of operation, concrete results are not yet quantifiable. However, Debbie McWilliams affirms they are there. Attendance has improved, and the drop-out rate has diminished.

"People are accepting that it's better to go to school at the age of six. We used to have 15-year-olds in Sub A, but now the high entry age is diminishing. We no longer have the situation which occasionally happened before, where for example science equipment would be provided for a Standard 5 class but there would be no teachers who knew what to do with it. The teaching is more creative, and the big reward is seeing the children respond."

The school that tries not to be a school

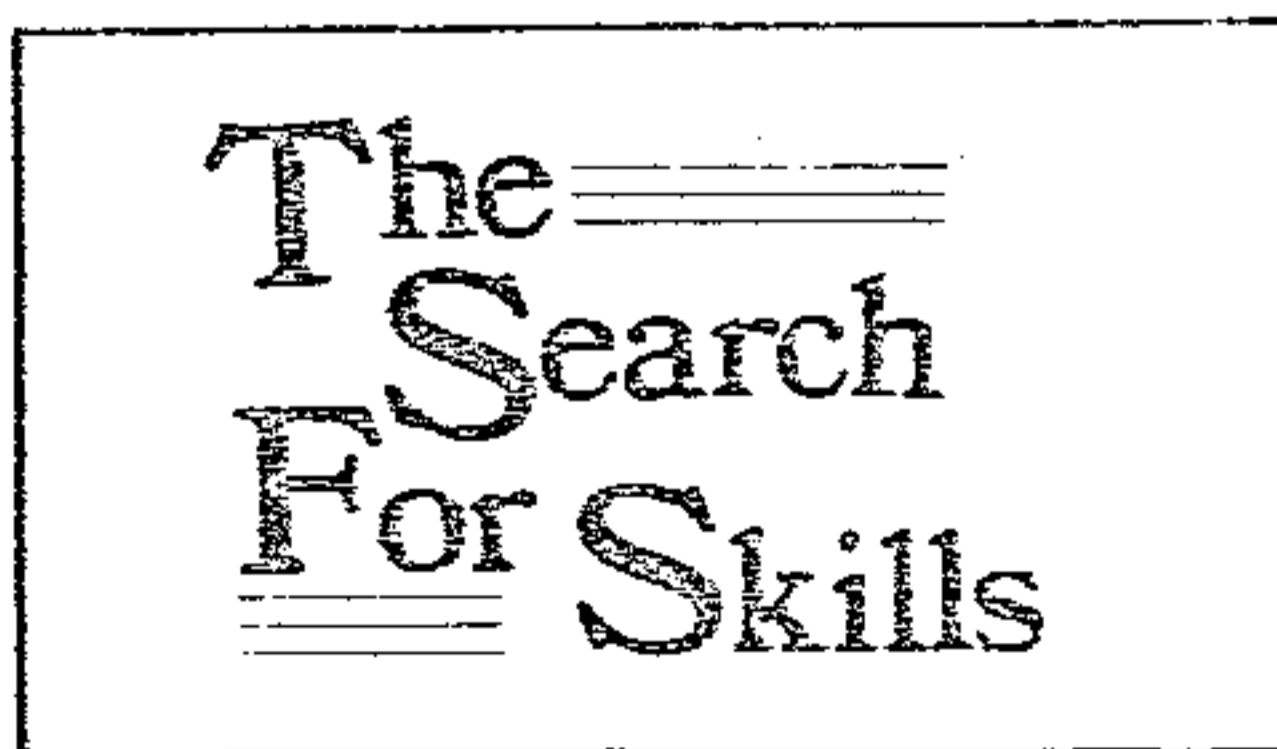
One of the most imaginative education projects around has a very unusual problem; how to persuade its own pupils that it's not actually a school after all.

IT'S a very good thing that Richard Welch is not a salesman. He'd be fired in five minutes. He has no idea of the basic principle — which is to boost your own product as the best in the business bar none (until you get a better job with a competitor).

Instead, Welch's description of his Witwatersrand Council of Churches Tuition Project is peppered with unusually frank self-examination. "We probably erred here . . . and maybe made a mistake there . . . and perhaps we haven't got the right approach on this . . ."

The candour is not only refreshingly honest; it also serves unwittingly to plant the thought that perhaps those who think they have all the answers in the vexed field of education may actually be working on all the wrong answers.

The Tuition Project was initially set up as an outcome of the huge Soweto



schooling gemors after the 1976-77 disruptions. Some schoolkids who'd been in Standard 7 in '75 found themselves back in Standard 7 in '78, others who had also been in Standard 7 in '75 found themselves enrolled for matric in '78, with about as much prospect of making it as a pot-bellied lounge-lizard has of becoming world heavyweight champ. Confusion was considerable, and the number of "private candidates" — i.e.

schoolkids who did not go to a school — rocketed.

The Tuition Project, chaired by the Deaf of Johannesburg, the Very Rev. Simeon Nkoane, set out to provide assistance for those private candidates.

That looked straightforward enough. The schoolkids are lacking in direction, you round up a batch of voluntary tutors to provide that direction and abracadabra — a need is met.

But, says Welch, it didn't work out quite that way. By '79 the project had become a kind of home for hundreds of youths. Of the 230 "students" only 60-odd were doing what the project had had in mind. The matric demands were in any case too intensive to be handled adequately on a floppy, part-time basis. Tutors tended to fade away once the initial rush of social-conscience business was satisfied and the onerousness of

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WELCH — no salesman

the routine came to weigh heavier in the scales. "We weren't sure whether we were a matric project or an emergency-relief social club" says Welch.

Moreover, no matter how much the project emphasised that it was not a school, that students had to study for themselves and that the project could provide nothing more than a little assistance, the students insisted on seeing it as an alternative school. "As far as they were concerned we were offering as much as a school anyway."

With increasing experience, the project organisers also became increasingly jumpy about the care-all importance which the students were attaching to the idea of matric. "Matric is what they all want, but we've always known that they weren't all going to make it. Some just don't know how to work hard enough, and others are actually incapable of private study but think that the strength of their wish for a matric makes a grasp of the actual mechanics of study unimportant.

"The students don't just want matric; they want the JMB matric, which tends to be seen as being classier and more intellectual than that NSC, and also, since the NSC is the matric which most black schools sit for, private students tend to want to escape it because it is seen as being part of 'the system'.

"In fact it is probably a little easier to get an NSC matric than a JMB — not so much because the NSC standard is lower, but because it tends to concentrate more on fact and less on argument and interpretation. But we knew many of our students would not get an NSC, let alone a JMB. The scheme was becoming negative, in that we were indulging the pupils in what we knew they were not going to achieve."

Accordingly, the project renewed its efforts to provide a practical grounding to the people it did not expect to get matric, and to equip them with a better base to be able to handle jobs even without the magic certificate. Staff spend much time and effort in de-mythologising

matric — persuading students that they can still make good without it. The task is not easy, says Welch, most students still want to do their JMB, and to take every subject on the higher grade, but it is getting a little easier.

In the fiery atmosphere of '78, the students were generally much more active, much more involved in social affairs and ideals. Now the trend is for more students to be concentrating simply on equipping themselves for future jobs, and there is a growing tendency to look for the practical and often well-paid blue-collar jobs which were previously ignored in the often unrealistic quest for

intellectual attainment, which is a positive thing.

Simultaneously, the project has radically changed its fee structure. At the start students used to pay R10 a year (R99) didn't pay" says Welch. Now the fee totals R70 a year — still a great deal cheaper than the comprehensive colleges which tend to give much more attention to notes and much less to personal person tuition, but high enough to be taken seriously. And the pupils pay.

The project's experience of what has happened has given rise to a tentative plan for a matric school in a small town, which has never before been set up in a town, providing not only a remarkably high rate of reaction to pupils, but also a reasonable opportunity of containing the operation in the project's small city-centre premises.

Welch's feeling is that the current structure is more or less on the right line. He concedes the inevitable question as to whether too much effort is not being devoted to too few people.

However, the costs of the project are exceptionally modest (and are mainly made up by sponsorship). All in all, says Welch, the project's worth is satisfying. If 80 people a year are approaching adult life with a solid and thorough background in how to cope with it, that is surely an improvement on providing them with cram certificates which are carrying ever-diminishing credibility in the employment world and the broader demands of adult life.

Open the mind as well as the purse

Stellenbosch University's Aktuele Aangeleentheidskring brought several of the country's leading educationists to a recent conference on educational needs. One recurring theme was that more government spending is not enough to answer the problems. A lot more government imagination is also needed. JOHANN DE WET reports.

THE education system in South Africa has not kept abreast with the demands of the country and needs urgent review.

This was the main point that emerged from the conference presented by the Aktuele Aangeleentheidskring at the University of Stellenbosch recently.

Mr F.E. Auerbach, educationist and President of the South African Institute of Race Relations, set the tone in stating that education in South Africa had long been neglected. "Though a much larger percentage of our population was being educated, our education spending rose

The
Search
For Skills

from 3.5 per cent of the gross national product in 1953 to only 4.1 per cent in 1978." Many other countries were spend-

PLEASE TURN OVER

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CONTINUED

and between six and nine per cent on education.

The government's concern about education should be encouraged not only because South Africa needed skilled workers, but because the provision of quality education was a fundamental human right, Mr Auerbach said.



AUERBACH

Professor F. van der Stoep, Dean of the Faculty of Education at the University of Pretoria said the government had committed itself to the principle of equal education. However, equal education as a means to an end would not solve the dilemma South Africa was facing.

The government should not hesitate to reconsider the premises on which the present system was based, including the methods by which teachers were being trained. He called for a bold and radical approach in gauging the needs and expectations of the peoples.

Dr F.H. Spiess, head of the Stellenbosch Unit for Future Research, said there would be more than 8 million blacks in primary schools and 4 million in secondary schools by the year 2000. By the year 2000 Matric pupils could number 53 000 whites, 18 800 coloureds, 14 400 Indians and 155 800 blacks.



SPIES

These figures show that blacks should play an important role in meeting the demands for skilled labour in South Africa, that is if their education were on a par with that of the other population groups. In 1980 the state was spending about nine times more on a white than on a black child's education.

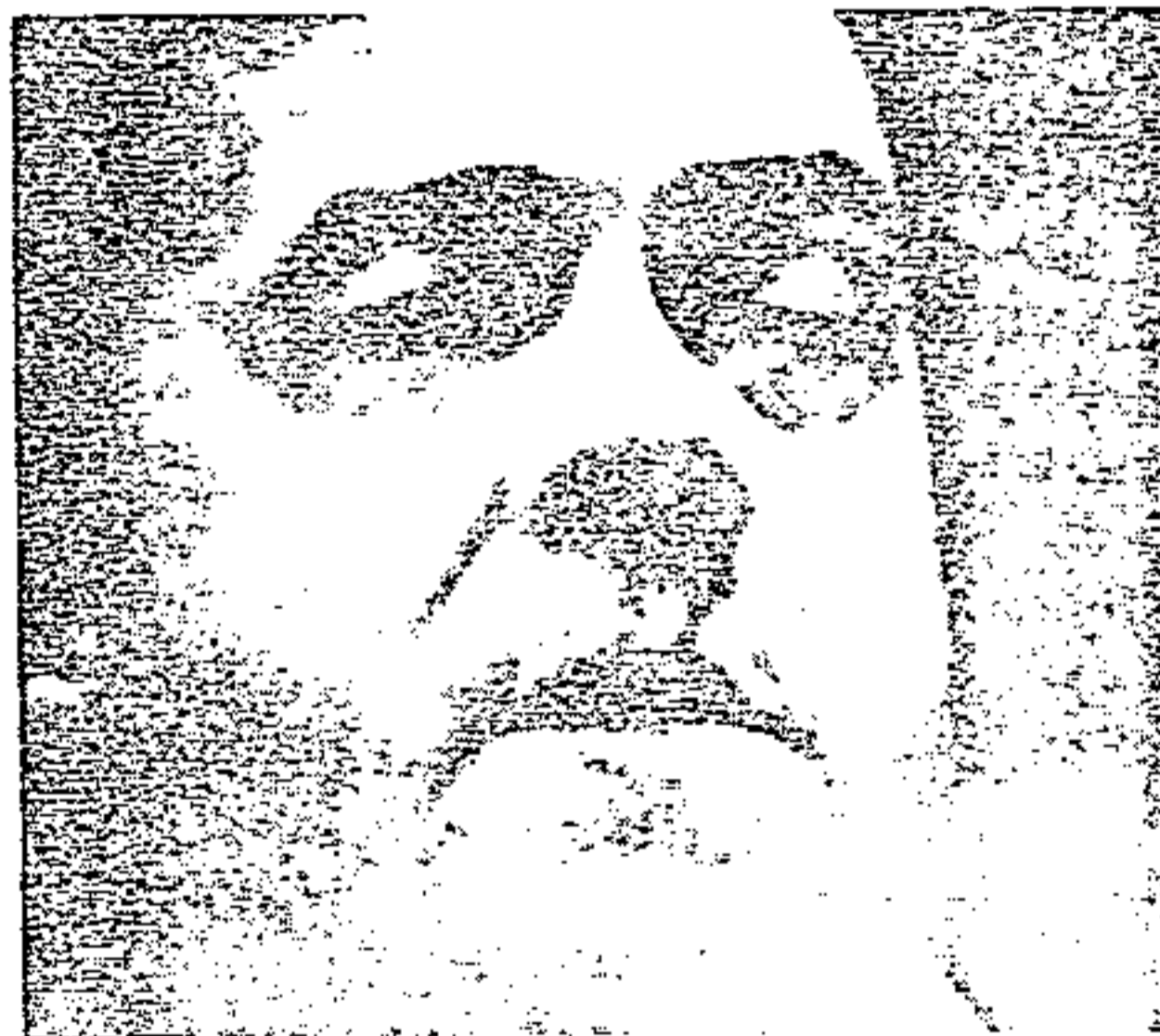
Party would present considerable fiscal problems. Dr Spiess said that at 1980 prices 12.2 per cent of the gross domestic product would have to be spent to achieve parity in white and black education in 1990. In the year 2000 it would be 10.7 per cent.

Dr J.C. van Zyl, Executive Director of the South African Federated Chamber of Industries, said that if South Africa could maintain a growth rate of 5 per cent coupled with a population increase of 2.8 per cent per annum, the average standard of living by 2000 should be 50 per cent higher than it had been in 1980. South Africa would also be able to contain unemployment.

To achieve a growth rate of 5 per cent meant that the supply of skilled labour would have to increase by 5 per cent per annum. Whites alone would not be able to meet the demand. In fact, more than half the skilled workers would have to come from the black population, he said.

Clearly the education and training of blacks would have to be both upgraded and extended.

Dr van Zyl said there was strong support in industry for education geared to the attainment of industrial skills rather than to our present academic orientation. Greater emphasis on career education would be more cost-effective, as school leavers would be trained more easily and less expensively and become productive at an earlier stage.



VAN ZYL

Professor W.L. Rautenbach of the Department of Physics at the University of Stellenbosch emphasized that the current academically orientated system of education was not designed for the needs of a developing country such as South Africa. He said the situation had reached a critical stage.

"If vocational or career education does not become the most rapidly growing part of education very soon, the growth of low-quality general academic education is in future going to turn out large numbers of students whose expectations and skills will be completely out of line with the developmental requirements of the country and its communities. This will lead to very severe socio-economic problems which may make further

development very difficult." He presented a model for a unitary educational system based on the concept for the modernisation of culture, where by technology, science and management are grafted into the existing culture to enable the people to become competitive in a modern world.



RAUTENBACH

Career schools should be established for such fields as technology, information, nursing and agriculture. Fifty to eighty per cent of children in standard eight or ten should receive career education.

Professor Rautenbach noted that in a developing situation with an unbalanced system of education, there existed the danger that universities might become overloaded with students lacking aptitude for academic study. Strict entrance requirements should be set and bridging courses should be established to help students of high potential from disadvantaged backgrounds meet these entrance requirements.



CURRY

Speaking from the floor, Mr Davi Curry, National Chairman of the Labour Party, said coloured South African wanted a unitary education system. It would help to solve the conflict situation in South Africa.

What more can be said in favour of restructuring the education system of South Africa? Surely the ball is now squarely in the government's court. It should act now.

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The square-eyed teacher who never sleeps

Education's basic problem, it is usually assumed, is that there are too few teachers chasing too many pupils. A very unusual company has bent its head to the problem, and has come up with a novel answer: instead of hunting vainly for more teachers, why not work out a way of needing fewer?

TWENTY years ago the boss of the Control Data Corporation in America came up with a bright idea. The dwindling attractiveness of the teaching profession, he figured, was not likely to be reversed.

Parents were constantly demanding higher teacher-pupil ratios, better teaching skills and more individual attention for their children. But the gap between commercial and public sector salaries was also growing. Fewer people wanted to become teachers.

Moreover, many world countries were stuck in a situation where people who had hardly been educated themselves had to educate the next generation. Without drastic changes, wouldn't they slip further and further behind?

Could it be, thought CDC, that the answer lay in getting first-rate instruction conveyed by remote control to places the instructors never see?

\$600 million worth of development later, the result of this bright idea is slowly making its way to classrooms across the world — in the form of a teaching computer of mind-boggling potential, named Plato.

Plato's friends claim that it gives the world the biggest educational breakthrough since the invention of chalk. It can be used by anyone between around 8 and senility, and by semi-literates as well as by post-graduates. It is a teacher of tireless dedication, never tarrying in the classroom, never ratty from hangovers, never wanting time off to take a sick dog to the vet.

In theory, it stays on duty all day and almost all the night, 365 days a year. But in practice it suffers from the universal problem of ever the most miraculous machines — its maintenance people are not always in the right place at the right time.

The pace of Plato's progress into South Africa's places of learning has been less than startling. At least one reason for this is straight suspicion of Plato's novelty. ("I still get jumpy about such new-fangled gimmicks as overhead projectors," says a prominent university educationalist. "I don't even want to hear about



PLATO — No hangovers, no favourites.

The Search For Skills

computer systems."

Another part of Plato's problem has a lot to do with that old syndrome: "If you're so smart, why ain't you rich?" Several educational institutions are hanging back waiting to see others take the lead: "If Plato's so wonderful, why isn't it everywhere?"

More deep-seated, there is scepticism over the fix-it claims that are often attributed to computers, fear that Plato de-humanises the learning process, and doubt as to whether such a highly technological system can be bent to basic learning needs.

From the eye of the user, Plato consists of a TV-like screen and a typewriter style key-board. The student can call up any one of a multitude of courses, ranging from semi-literacy programmes using pictures of dogs and cats to advanced instruction in such fields as

financial management.

The crucial feature of the system is that the student "talks back" to the machine, answering its questions and posing his own. It monitors his performance, and allows him to proceed exactly as fast or as slowly as he wishes — and has the handy side-effect of allowing the pupil to ask as many questions as he wants without testing the wits of a kind teacher.

So far Plato's only method of expressing itself is visual. A Stellenbosch University unit is now developing a sound system for local literary programmes. (It is having trouble de-Americanising Plato's accent. The first attempt ended up giving him a metallic German twang which sounded like a Hollywood movie mimicking a Gestapo general.)

A common complaint is that Plato's complexity will daunt little-educated people. But Plato's users confirm that this is where they get their best results. It is actually the managers and professionals who are most wary of using the machine, they say. They are scared it may show them up. As a rule, the people with the least background training plunge into it with enthusiasm, and revel in the discovery of how to work it.

PLEASE TURN OVER

CONTINUED

At some installations, such as the University of the Western Cape, the same terminals are used by university students by day and cleaners by night. UWC has been highly satisfied with a trial run on 10 terminals and is now stepping up its facility to 64 terminals. These will set it back some R2 million - or around the same as it would pay for 10 professors over 10 years. UWC will also become the first South African installation to have its own fully-fledged Plato computer. So far, all Plato terminals are plugged in to a corner of the giant Escom computer at Megawatt Park.

Still, it is clear that the whole business of education is in need of a radical overhaul - and it seems certain that one way or another the computer is going to be heavily involved. Plato may or may not turn out to be the system which finally revolutionises education. If not... well, at least he has paved the way for an Aristotle to come after him. And in the meantime he's providing a large number of people a route to knowledge which



TAYLOR

traditional teaching resources could never have stretched to.

The secret to using Plato successfully, says Joan Taylor, Control Data's market-

ing manager, is to accept that Plato will not replace teachers or traditional teaching methods, but supplement them. Laboratories, books and human contact remain necessary. Ideally Plato can make that human contact much more effective than it is when one teacher is struggling against the odds to teach, administer and cater for individual problems all at the same time. "The real problem," says Taylor, "is not that there are too few teachers, but that the teachers spend much of their time on administration rather than on teaching."

"A schoolkid may spend only a tenth of his time on Plato. But in that time he's getting top-class education, fully tuned to his personal needs instead of the average needs of his class. He can't doze off and he's getting continuous reinforcement or a correction. Plato is also recording and managing his progress, freeing the teacher from having to spend further time marking routine tests."

In the long run, the system could cut out waste of pupils' time as well as teachers'. Bright pupils would no longer need to spend a year on a single subject, and the whole move up in structure would be particularly helpful in areas where that world children, and some blacks in South Africa, only get to school at the age of 12 and wind up with no more at 15. And at night, their parents might be boning up on anything from literacy to accountancy to chess or Space Invaders.

The picture is pretty, but tough to paint. Plato takes plenty of criticism apart from the emotive opposition. Capital costs are off-putting. Some educationalists argue that Plato is being outdated by smaller and more flexible competitors and that to put new programmes into Plato involves too great a rigmarole.

In the US, Control Data is under fire for investing in South Africa in the first place. (One church organisation has criticised it on the grounds that *apartheid* means a bad deal for black education anyway, no-one should be improving it.) In South Africa, there are some who complain that Plato encourages individualism, which is undesirable and "unAfrican".

Joan Taylor affirms vigorously that Plato's aim is not to put teachers out of jobs, but to enable them to use their skills to best effect. But given that the main reason for the teaching problem is the inability of education authorities to pay competitive rates, this surely applies to the ideal situation more than the real one. In practice, whatever goes towards paying for expensive computer systems reduces the size of the already limited budgets.

Corporate missionaries or cosmetic capitalists?

"Mission Statement" sounds like something that would be more at home in a pulpit than a boardroom. Then again, Control Data's boardroom is unusual in more ways than one. Its operating philosophy revolves round the Mission Statement, which says in effect that the business of business is to cater for society's needs rather than its wants. If necessary, hidden needs rather than perceived wants.

Other features are that:

- * You influence the future by your attitude towards it. Thus, a positive attitude towards the future contributes to a positive future.
- * Business should work in co-operation with other businesses - even with competitors - or else you end up with the wheel getting unnecessarily re-invented in several places at once.
- * Small business is society's greatest strength - so CDC encourages its own staff members to hive off and set up their own businesses.

Hard-headed profit-is-all businessmen who think this looks like a pinko plot can relax - it is anything but that. The whole idea is that the broad view is ultimately good for the balance sheet, and CDC's remarkable growth has shown that that is not as woolly an idea as cynics once alleged.

The cynics on the other side might be closer to the mark when they claim that the philosophy of CDC is at least

partly a good PR exercise - an effort to turn capitalism's best face to the camera. But even if that is so, CDC's efforts have had the effect of developing areas which tend to be ignored. One of its American programmes provides part-time work, with pay and training - to disadvantaged youths, who then use that training to seek regular jobs elsewhere. Another priority is that new CDC plants are sited in depressed areas. (But the SA headquarters is in Sandton, which is not widely known to be a depressed area.)

Its pleas for corporate collaboration - backed up by evidence that lack of collaboration contributed to the decline of the American steel and motor-car industries - have often sounded suspicious to competitors. But now there are several areas in which CDC is co-operating concretely with other computer companies.

Senior Control Data staff say that the background philosophy stimulates them to undertake much longer term projects, at much greater risk than other companies do. Plato is one example of this - after 20 years it is still nowhere near making a profit, but CDC people are convinced that when the time comes, it will come with a bang.

Both here and in the US, Control Data executives have put a lot of effort into propagating the idea that business makes both itself and everybody else better off by acting positively to meet long-term social needs.

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Suspended pupils may be readmitted

Political Staff

HOUSE OF ASSEMBLY. — The 350-odd Indian school pupils who have been suspended in Natal since boycotting classes in protest against the Republic Festival will be readmitted next year if current review procedures for their readmission now fail.

This was announced yesterday by the Minister of Internal Affairs, Mr Chris Heunis, who said in Parliament that certain students at the medical school had been responsible for the boycotts and warned them to "keep their hands off" children's education.

Replying to Opposition criticisms of the suspension action, Mr Heunis said that because there was a court case pending on the matter he could not discuss the merits of the affair.

The current review procedures result in the suspensions continuing. I want to indicate now that the Director of Education will be prepared to give favourable consideration to the readmission of these pupils next year, except for 10 pupils (who have been permanently suspended)," said Mr Heunis.

The chairman of the Indian Council's executive would back him up in saying that if the suspension action had not been taken, the boycott and resultant violence which would have flowed from it would have escalated.

He was thankful that Mr Harry Pitman (PRP Pietermaritzburg) had agreed that discipline was one of the main facets of education.

Mr Heunis accused the press of suppressing the real start of the boycotts. They

had started to commemorate student action the previous year and then developed into an anti-Republic Festival protest.

He appealed to "certain institutions" and "certain students" at the medical school to keep their hands off child education.

"I want to direct a serious warning to those people who misuse child education to achieve their own radical aims," he said.

Sketching the background of attempts to end the boycott, he said school principals had been asked to try to persuade the children to return to classes and when this failed letters had been sent to the parents of the students.

This finally resulted in many of the children returning, but this had received no publicity and he could only surmise that the return of

the students did not fit into what certain people in the media wanted to achieve.

Pupils who had not heeded the constant attempts to get them back to class had been suspended as a disciplinary action. The number of pupils involved amount to 0.3 percent of all pupils.

Mr Heunis said that the Director of Education had a duty to ensure that children who wanted to study were able to do so and protect them against boycotters.

The result of boycotts had been shown in coloured schools where there had been a 20 percent fall in passes.

Everything was being done to improve education facilities for the Indian community and Mr Heunis repeated previous promises by the government to have equal education "content and facilities" for all races.

Mr Heunis said that he

would not allow children to be used for ulterior motives or that discipline to be torn to shreds.

The boycotts had resulted in the suspension of 605 pupils but all were given the opportunity of applying for readmission under certain conditions.

After reconsideration, 191 pupils were readmitted, 10 were permanently suspended and 46 pupils did not re-apply.

Another 358 were told they could reapply at the beginning of 1982 and 172 were given the opportunity of writing exams as private candidates.

Provision was made for them to have extra classes if any teachers could find the time and 80 pupils made use of this facility.

Mr Heunis went on to say that applications for readmission next year would be "favourably" considered.

Boss of Indian education digs his heels in

C. H. 29/9/81 2/9/81

THE Pietermaritzburg Supreme Court has ruled in favour of Charmaine Naidoo, the expelled schoolgirl whose father asked the courts to rule on the legality of her expulsion by Indian education boss Gabriel Krog. But Charmaine is still not back at school because Mr Krog says her expulsion is 'still legal'.

Her father is determined that she will go to school and said last week that if Charmaine was not admitted to school on Monday past, he would probably take urgent court action.

Charmaine of Merebank High and 600 other school-children were first suspended then expelled for boycotting classes in protest against the Republic Day festivities.

Mr Krog has since allowed 246 back, but has barred the remaining children from all Government schools.

This week he issued a statement declaring Charmaine's suspension 'still valid' immediately after her expulsion was set aside by Mr Justice Friedman in the Supreme Court, Pietermaritzburg.

Now Krog could face contempt of court proceedings and action for damages, according to George Thaver, general secretary of the Reform Party.

Krog's statement has come as a bitter blow to the desperate parents of

all the expelled children. They had hoped the success of Charmaine's case — a test case financed by the Reform Party — would enable all the children to take up their schooling once more.

Thaver says he speaks on behalf of all parents when he accuses Krog of using delaying tactics.

Charmaine's mother, Devani, said: I am so confused. I was happy when the Supreme Court ruled that she be allowed back, but now I don't know what to think.

I took Charmaine to school on Friday, but the principal sent us away again after telephoning the Department of Education and being told she would have to wait for a letter from them before she could be reinstated.

'We are not rich. All we can give our children is the opportunity to be educated. Now even that is being denied us.'

The Supreme Court set aside the expulsion order on the grounds that Mr Krog had not complied with the necessary legal requirements to make the order valid.

In a Press statement on Friday, Mr Krog said the suspension of all pupils, including Charmaine, was regarded as 'being still valid.'

'The procedures which the court said should have been employed before such suspended pupils could be expelled, will be set in motion by my Department as soon as possible, with a view to determining what further action, if any, should be taken in respect of such pupils.'

10 August 17
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17 August 18
U.P.T. (including foreign companies)

24 August 19
Tax Planning
Foreign Companies
Foreign Transactions
- S.W.A. Income
- Walvis Bay Resid
- N.R.S.T.
- N.R.T.I.
- Foreign Exchange
- U.K. Imputation System

Superintendent must go — students

C. Hoard 12/19/81

(519) (50)

MORE than 500 placard-waving students at Hewart Training College demonstrated outside the home of the hostel superintendent, Mr A V China, last week to demand his dismissal from the college.

The almost 70 students living at the college hostel said they were 'treated like children' by the superintendent.

This was the second picket by the students in their campaign against Mr China after several discussions with inspectors, the director of the college, Mr E Pratt, and the college's advisory committee proved fruitless.

At a mass meeting on Thursday the students decided to meet outside

Mr China's house at 7 am on Friday just before he was expected to leave for Mitchell's Plain where he teaches.

REFUSED

As they arrived just after seven, they found him in his car. He refused to speak to the students and drove away.

The students continued their demonstration and

hammered on the door of the house. Mrs China and her children were at home at the time.

A student said that they were watched by police in several vans.

He said the students had made several appeals to the Director to remove Mr China, who became superintendent at the start

of this year.

However, they were told Mr China had signed a contract which they could not terminate. The students have demanded that the contract be invalid.

'We feel that if the Department is not prepared to remove Mr China, we will use any

means at our disposal to remove him.

Mr Pratt refused to comment on Monday morning while the Deputy Director of Education for Internal Affairs, Mr A P de V Kempen, was not available for comment.

The Director of Education, Mr A J Arendse, refused to comment.

Application against Krog dismissed

NM 12/9/81 258 50

Mercury Reporter

AN URGENT application for an order against Mr Gabriel Krog, the Director of Indian Education, to readmit immediately the suspended Merebank high school pupil Charmaine Naidoo, was yesterday dismissed with costs by Mr Justice Friedman in the Supreme Court, Pietermaritzburg.

The Judge criticised Regulation 10 (2) of the regulations governing the admission of persons to State and State-aided schools, in terms of which her principal, Mr Ramnath Ramlucan Maharajh, had suspended her.

He also granted leave to Charmaine's father, Mr Krish Naidoo, the applicant in yesterday's hearing, to apply to the Court for alternative relief.

Mr Harry Pitman, an advocate assisting Mr Brian Law, SC, for Mr Naidoo, told the Mercury this meant Mr Naidoo would be given a chance to challenge Mr Krog's right to expel Charmaine a second time.

He would be able to do this on papers already submitted to the Court without

incurring the cost of submitting new papers.

The Judge also allowed Mr Naidoo to file supplementary affidavits on the same papers and furnish the respondents, Mr Krog and Mr Maharajh, with 48 hours' notice of the application instead of the normal 72 hours' notice.

Describing Regulation 10 (2) as 'absolutely ludicrous', Mr Justice Friedman said it had 'an exceedingly strange provision' in that it allowed the principal to suspend a pupil if he (the principal) considered absenteeism from classes without permission as being conduct detrimental to the welfare of the school or other pupils.

Unsatisfactory

The Judge said he could not say that in terms of the regulation a school principal could suspend a pupil, assuming he considered truancy as being conduct detrimental to the welfare of other pupils or the school.

'This Court can only interpret the regulation as it stands. It is for other authorities to consider whether or not this rather unsatisfactory regulation should

be amended,' he said in his judgment.

The regulation was also silent as to the period of the suspension order referred to in Regulation 10 (2) or as to when that suspension lapsed or ceased to have effect.

The Judge said the principal was obliged to suspend Charmaine because the conduct relied upon for the suspension was the fact that she absented herself from classes without permission.

'Obviously the principal could not suspend her if there was not a recurrence of similar conduct. It is common cause that after the warning letter was written, such similar conduct recurred.

'This being so, the principal was obliged to suspend her.'

Mr Law, SC, assisted by advocates Mr Harry Pitman and Mr Maurice Pillemer, instructed by Mr Baboo Akoo, appeared for Mr Naidoo. Mr Mitchell, SC, and advocate Mr Colin Mann, instructed by the State Attorney (Natal), appeared for Mr Krog and Mr Maharajh.

R8,5m for Border projects

From BARRY STREEK

CAPE TOWN — The government is to spend more than R8.5 million on capital projects in the Border during the current financial year.

Two projects — extensions to the Komani Hospital at Queenstown and to the Tower Hospital at Fort Beaufort — will cost R6.265 million.

DD 12/9/81

And a further R870 000 will be spent on the J. J. Serfontein School at Queenstown — leaving another R2.7 million still to be spent in later years.

These details were revealed yesterday in a memorandum tabled in Parliament by the Minister of Community Development, Mr Pen Kotze.

At Komani Hospital,

R3.3 million will be spent on additional accommodation, in a project which will eventually total R8.9 million, and R135 000 will be spent on the power supply at the hospital.

At the Tower Hospital a further R2.8 million will be spent on the R7 million extensions for additional accommodation.

Other projects in the

Border include R190 000 on the police station at Elliot. This is a new project which will eventually cost R685 000.

The final R60 000 of the R1.3 million extensions to the Fleet Street police station in East London will be spent during this financial year.

Another R500 000 will be spent at the Fort Glamour

prison on the R4 million extensions, and R70 000 will be spent at the Fort Beaufort prison in the first phase of R200 000 additions and improvements.

The government will also spend R300 000 on the Michaudsdal Senior Secondary School at Cradock, R250 000 at the Parkside Primary School, and R390 000 at the Panorama Senior Secondary School in East London.

Altogether the government will be spending R8 505 000 on the Border capital projects during the financial year. — PC



● Headmaster Rex Pennington and Amcham Executive Director Clark Else at Pace.

A school paces towards the future

S. Express 13/9/81 58

IT IS a face-bricked oasis in the dull matchbox housing desert of Soweto.

The Pace Commercial College, a R6-million private school opened just two months ago, is also something of an oasis in the desert of Black education.

The brainchild of the American Chamber of Commerce in South Africa, this high school caters only for a few — at most 600 — children who are bright enough to meet its standards of entrance.

It aims to prepare them for university entrance and ultimately a career in the top echelons of big business.

From the road, the College, even though still under construction, is a stunning sight, surpassing architecturally most other schools in South Africa.

The classroom block is a double-storey series of hexagons, windows specially shaped to both protect

from the summer sun and make the most of winter's weak rays.

The focus is the school hall, also six-sided, and still under construction. It is almost a mini-theatre with full lighting facilities and dressingrooms.

At the moment only the lower storey of the classroom section is in use, and lessons are in progress for the first 138 Standard VI children when Clark Else, Executive President of Amcham, drives us into the College in the middle of a smokey Soweto Monday morning.

The first seeds of the project were sown in 1977 when Amcham was founded. Members felt the Chamber should take on some kind of social project — and when a member suggested building a school, Project Pace was born.

Says Clark Else with a chuckle: "If I had known

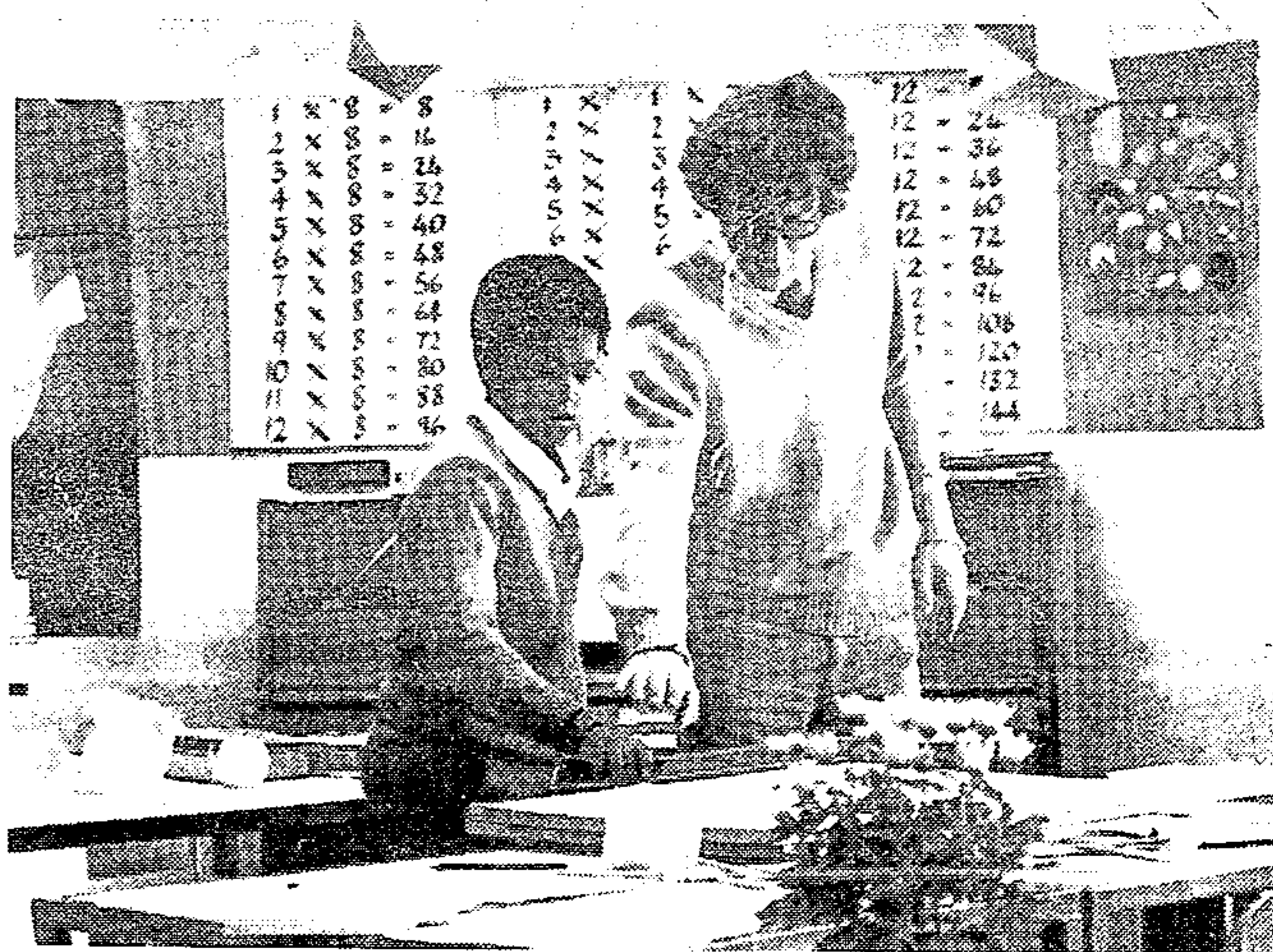
what we were taking on I don't know if we would have responded to the idea in the first place."

Funding has come from American companies with interests in South Africa as well as concerns such as Anglo-American.

Headmaster is ex-Michaelhouse principal Rex Pennington, who at 57 has taken on what he describes as the challenge of his career.

On the way to his office we pass the cafeteria, full of grinning children drinking tea and eating sandwiches, challenging each other to outrageous yo-yo tricks, chatting about the latest maths lesson.

Both Pennington and Else admit that Pace is, by definition, elitist. It is not a mass-education centre by any means, but both say entrance prerequisites do not include an ability to pay the fees, which amount in



● Pace College mathematics teacher Barnaby Horwood teaching a pupil how to make one of the multi-cubes which hang around his bright classroom.

Pace College is a high school with a difference. NIGEL WRENCH visits the Soweto school which aims to change the face of education for a few Black children. HORACE POTTER took the pictures.

toto to R1 400 per year.

"Entrance is by merit only," says Pennington, talking over the sounds of the grader that is producing a road from the Jabulani dust outside his office window.

Why was a White principal chosen for this exclusively Black school? Clark Else says it was simply a matter of choosing the most suitable person, irrespective of race.

Deputy principal is well-known poet Oswald Mtshali, and other teachers are both Black and White, chosen on a non-racial basis.

Seven hundred and fifty applicants answered the first call for pupils, and of the 138 eventually accepted 90% have bursaries which mean parents have to pay R400 of the fees.

A few pay nothing at all: children who are the sons and daughters of the least privileged of Soweto.

Though workers are still busy on much of the school — final completion date is February next year — a walk around reveals the very best in educational facilities, facilities of which the Principal is justifiably proud.

Compulsory subjects are English, mathematics and

Afrikaans, and Pace is aiming at Joint Matriculation Board examinations in the future.

Other subjects offered are accountancy, business economics, typing and commercial arithmetic.

About 25% of pupils will go on to university from Pace, others will find jobs among the school's donors.

It is easy to forget that one is in the same Soweto where poor educational facilities are still a fact of life for the vast majority of school children when you enter one of the classrooms with its individual tables and brightly-coloured chairs.

Though it is tea break as we walk through, some pupils remain in classes — such is the desire to learn in this most stimulating of environments.

Classes are arranged in "faculties" — English, mathematics and so on — with a seminar room for teachers of each subject.

Maths teacher Barnaby Horwood is teaching a pupil how to make a complicated multiple-cube out of yellow paper when we visit his bright classroom.

It is a room that, in common with the others, will soon have its own outside

grassed area for a fresco multiplication, division, addition and subtraction.

Another room will house the College's computer teaching system. It will enable the teacher to ask a question and get individual answers on his or her computer terminal from each pupil in the class through their terminals.

Outside the school are several acres of dust, bricks, workers and graders, but a landscape gardener is already hard at work.

Rex Pennington indicates with a sweep of the hand a soccer stadium, a swimming pool and an athletics track that are envisaged when building is finally finished.

All the facilities are going to be open to the wider community — just part of Pennington's plan to keep the school in use all the year round.

Adult education classes are planned for the evenings, and the auditorium will host plays, the foyer exhibitions of Black art.

All too soon it is time to leave and we drive out into the real Soweto, away from that cool educational paradise.

Heunis: Exam fees 'uniform'

Political Correspondent

HOUSE OF ASSEMBLY. — The Minister of Internal Affairs, Mr Chris Heunis, said yesterday that examination fees for coloured pupils in matric and Std 8 had been increased because uniform fees were now being charged by all education departments.

Mr Heunis, whose responsibilities include coloured education, told Dr Alex Boraine (PFP Pinelands) that the new fees would bring in an extra R318 186.

Requests from the leader of the Labour Party, the Rev Allan Hendrickse, and the Union of Teachers' Associations not to impose a 100 percent increase in examination fees, had been turned down.

The new scales also meant uniform payment for moderators, examiners, sub-examiners and invigilators. Higher tariffs paid to moderators and examiners by other departments had caused problems in coloured education, Mr Heunis said.

Govt may reject key proposals on schools

Political Staff

THE government is expected to reject key proposals for sweeping education reform contained in the De Lange Committee report to be tabled in Parliament next week.

One of the committee's most important recommendations in favour of provisions to allow white state schools to admit blacks, directly contradicts a "non-negotiable" cornerstone of the government's policy of separate education for different races.

During the present session of Parliament several Nationalist MPs have repeatedly emphasized the necessity of separate education systems, separate schools and separate teachers' associations for whites and blacks.

The committee's expected recommendations — compiled by 26 educationists of all races during a year-long investigation — is expected to cut across all these pillars of Nationalist policy.

The committee was convened by the Human Sciences' Research Council following a request by the Prime Minister, Mr P W Botha.

Dr Alex Boraine, Opposition spokesman on education, said yesterday the report would "sweep through South Africa like a giant shock-wave," because its recommendations were so far-reaching.

The far-reaching proposals include:

● Curbs on free education. This would require white parents whose children enjoy

free education to start paying for education.

● A school tax on parents.

● A crash programme for training 250 000 black teachers and building about 36 000 new black schools.

● Strict selection of university students.

One of the most controversial recommendations is certain to be a proposal for allowing white government schools to admit black students if the school councils support the idea.

This recommendation is backed by the underlying philosophy of the six-volume report that education control be decentralized to the greatest possible degree in order to "depoliticize" the matter.

It proposes that day-to-day control of education be passed into the hands of parents, educationists and local communities who will have the final say on whether a government school can become multiracial like a private church school.

The report is also expected to propose a system of open universities with strict admission procedures to curb the high dropout rate.

Another key recommendation involves a crash programme for upgrading black education, expected to cost about R5 000 million if the government wishes to pursue a policy of equal education for all.

Dr Boraine said that the government's reaction to the report was more important than the report itself. "My fear is that the government will reject many of the key recommendations of the report."

(Report by Helen Zille, Press Gallery, House of Assembly, Cape Town.)

11/10/81
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Black reaction to report on school reform

C. S. 2/10/71 (50)

Staff Reporter

A TOP black educationist said yesterday that unrest at black schools would become "unavoidable" if the government rejected key recommendations for educational reform contained in the report of the De Lange Committee.

The committee's report, which will be tabled in Parliament next week, is expected to make several far-reaching proposals, including the equalization of education for all races, the admission of black pupils to white State schools, open universities with a strict system of selection, and a sliding-scale school tax to finance education for the poor.

Political observers believe the government will reject most of these recommendations.

The De Lange Committee was convened by the Human Sciences Research Council (HSRC) at the request of the Prime Minister, Mr P W Botha, following last year's boycott and unrest at black schools.

Mr Thamsanqua Kambule, a lecturer in mathematics at the University of the Witwatersrand and former principal of Orlando High School in Soweto, said yesterday: "I am sceptical about whether

the government will implement these recommendations."

Referring to proposals for the crash-training of 250 000 black teachers to staff 36 000 new schools, he said: "Given the present economic climate, I doubt whether this can be done soon enough. Too much time has been lost already."

Professor Jakes Gerwel, head of the department of Afrikaans-Nederlands at the University of the Western Cape, declined to comment until he had seen the committee's report, but added: "Some of the reported recommendations appear to be quite progressive, but one has to see them within the ideological or philosophical context in which they are presented."

He said the government would be "playing true to form" if it rejected key proposals of the committee. "They appoint commissions to investigate issues, but reject their findings if they do not suit government policy." Professor Bob Leshaoi of the University of Bophuthatswana said it would be "very regrettable" if major recommendations for educational reform were rejected in the government's White Paper.

C. Head 2/16/87
Matric classes

THE Grassy Park/Lotus
River Residents' Associa-
tion is having matric revi-
sion classes up to the end
of the final examinations.

Subjects to be dealt with
are accountancy, biology,
business economics, Eng-
lish, economics, mathema-
tics and physical science.

For more information,
telephone the secretary at
73-6685.

Govt delaying free black education

— Cosas executive

By JIMMY MATYU

THE South African Government was not putting enough money into black education and was delaying the introduction of free black education.

This charge was made by the Port Elizabeth branch of the Congress of South African Students (Cosas) in a statement issued after a weekend meeting in New Brighton.

In the statement, Cosas executive member Mr Mkhuseleli Jack said relevant black organisations should appeal to the Government to subsidise black education.

This would help do away with any further frustrations experienced by black students and parents.

He said that last year students had demanded that per capita expenditure on education be the same regardless of race. They and others had also demanded free and compulsory education as well as free stationery.

"Promises were made but the delay in implementing them soon strained the patience of some students," Mr Jack said.

Cosas felt that poorly-paid parents could not meet all the financial demands made by the department to meet the requirements of educating their children and this was likely to lead to some victimisation of some kind.

Yesterday a group of students from Loyiso High School, Zwide, objected to a newspaper report which claimed that their principal, Mr Darlington Vinqi, had given pupils an ultimatum on Friday either to pay school fees or leave. They said the report, said to have come from a Form 4 pupil, was "incorrect".

Ev Post 14/9/81

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Feud develops as children stone buses in protest

Mercury Reporter

A FEUD has developed between the people of Ndwedwe and the local bus service.

Yesterday morning a bus travelling through the reserve was stoned by school-children, while teachers claim that bus drivers and conductors have threatened school children and their teachers.

Last week pupils prevented the Ndwedwe Mail Passenger Service buses from entering the reserve, stopped workers from boarding the buses and stoned buses driving past the local schools. They also boycotted classes in protest against the bus service.

They claimed the bus service was irregular and that the buses often had breakdowns, making them late for school.

Pupils returned to school yesterday morning, but were determined not to let Ndwedwe Mail Passenger Service buses pass through the reserve, a headmaster of one of the senior schools told the Mercury yesterday.

'When the children hear a bus approaching, they leave their classrooms and run down to the road to stone the bus. At the moment they are using private transport or walking to school. They refuse to use Ndwedwe Mail buses.'

The headmaster said that a Tongaat bus company was also sending buses to Ndwedwe, which the children used.

He added that he was worried about the situation, because of the alleged threats of the bus drivers and conductors. Some of them were injured in last week's stone throwing incidents.

The atmosphere was tense at the school because some of the older boys were arming themselves with knives and sticks, he said.

The owner of the bus company, Mr K Dabepersadh, could not be contacted for comment yesterday, but a spokesman for the company said they would continue carrying passengers between Verulam and Ndwedwe because this was their only route.

He said the police had agreed to escort the buses through the reserve, and the normal bus service should be resumed today.

When asked about the children's complaints that the service was irregular, he said that the buses were old but that the company intended to get new buses in the near future.

At present, he said, there was only about one breakdown a week.

Teachers' body in plea for boycott pupils

NM 15/9/81
258 50 324

Mercury Reporter

THE Teachers' Association of South Africa, mouthpiece of more than 7 000 Indian teachers, is to make fresh representations to the Minister of Internal Affairs, Mr Chris Heunis, to re-admit immediately all suspended Indian schoolchildren.

Association president Mr Pat Samuels told the Mercury yesterday that his association decided on this move after 256 of the 279 coloured children, suspended from Western Cape high schools during a recent schools boycott, had been re-admitted.

'I cannot see any reason why Indian schoolchildren in Natal should be treated

differently,' he said, adding that his association would write to Mr Heunis this week.

Mr Samuels said that although coloured education was controlled by a separate division it still fell under the jurisdiction of Mr Heunis's Department of Internal Affairs.

According to a reported statement by Mr A P de V Kempen, deputy Director-General of the Department of Internal Affairs, the 256 suspended coloured school children were re-admitted to their schools after their appeals were considered. Nine pupils were expelled and 14 did not seek re-admission.

Parents of suspended Natal children said yesterday they could not understand why their children were still being barred from school in spite of written apologies and an undertaking — countersigned by parents — not to boycott classes again.

'The coloured children were, in fact, more violent than our children,' said Mrs A Naidoo, parent of a suspended Appollo High School pupil.

Meanwhile, lawyers for suspended Merebank Secondary School pupil, Charmaine Naidoo, said yesterday they were preparing a new application to the Supreme Court in yet another attempt to get her back to school. Mr Baboo Akoo, instructing attorney, said.

He said the application would probably be made later this week or early next week.

Mr J S M Zwiigelaar, acting Director of Indian Education, said yesterday letters containing allegations against pupils had already been posted to the 355 suspended pupils inviting them to controvert the allegations 'within 14 days of the date of the letter' following a recent Supreme Court ruling.

Replies were not expected until later this week, he said, adding that his department had not yet decided on the procedure to be adopted after receiving the replies.

Commenting on Mr Justice Friedman's criticism of Regulation 10 (2) of the regulations governing the admission of persons to State and State-aided schools, Mr Zwiigelaar said it would be 'a natural thing' for his department to look at the regulation with a view to amending it.

In the Supreme Court, Pietermaritzburg, last Friday, Mr Justice Friedman described the regulation as 'absolutely ludicrous' saying that it had an 'exceedingly strange' provision in that it allowed the principal of a school to suspend a pupil if he (the principal) considered absenteeism from classes without permission as being conduct detrimental to the welfare of the school or other pupils.

Exco approves use of white school by coloured pupils

Political Reporter

NATAL'S Executive Committee has given approval for coloured pupils to use the empty Farquhar Road school in the white area of Ladysmith until the end of 1982.

Mr Ray Haslam, MEC in charge of education, said yesterday that exco had no objection to pupils from the overcrowded Cemetery Road Primary School using the white school. A new school for coloureds would be completed for use in 1983.

He said the approval did not set a precedent because four white schools in Durban were currently being used by coloured pupils and a further six white schools in Natal were being leased by the Department of Community Development for Indian education. This included a school in Dundee, used as an Indian primary school.

Dundee and Ladysmith are in conservative areas which are recognised as traditional National Party strongholds.

The Natal Education Department was approached by the Department of Internal Affairs for permission to use the 600-pupil school in Ladysmith on a temporary basis.

Mr Chris Heunis, Minister of Internal Affairs, highlighted in Parliament the coloured school's overcrowding problem.

Secret talks on suspended pupil

VM 16/9/81
By Mariah Vengtas

A DECISION on the fate of more than 350 suspended Natal Indian schoolchildren might be made today following an offer yesterday by legal representatives of Mr Gabriel Krog, Director of Indian Education, for the settlement out of court of the case of Charmaine Naidoo.

Mr Baboo Akoo, instructing attorney for suspended Merbank pupil, Charmaine, confirmed last night that a settlement offer had been made to her law-

yers yesterday, but declined to comment.

Mr Colin Mann, one of the advocates who appeared at earlier hearings for Mr Krog, expressed surprise yesterday that the information about a settlement offer had been leaked and refused to talk about it.

Mr George Thaver, general secretary of the Reform Party said last night: 'There are a few points still to be thrashed out. We are trying to obtain as many concessions as possible for the

suspended pupils.'

He said he could not disclose at this stage what the terms were but, he said, he was confident they would be in the interest of pupils and parents.

He said this week's planned new legal action against Mr Krog to seek readmission of Charmaine Naidoo would be dropped if the settlement offer were accepted.

Mr Krog could not be reached for comment yesterday, but Mr J S M Zwiegelaar, acting Director of Indian Education, said he was not aware of any settlement offer regarding the 350 suspended pupils.

'If there were such an offer it certainly did not come from my department,' he said.

Bus company brought to halt by schoolchildren

NM 17/9/87
BZA 50
DAG

Mercury Reporter
THE Ndwedwe Mail Passenger Service bus company has been brought to a standstill and is losing money following last week's stone throwing incidents, the owner of the company, Mr Kenneth Dabeepersadh,

told the Mercury yesterday. A number of the company's buses were not able to enter the Ndwedwe district last week when local schoolchildren blocked the roads and prevented workers from boarding the buses.

Stone throwing incidents occurred and some of the drivers were injured. One driver claims he was stabbed by a schoolboy.

Mr Dabeepersadh said he was aware of the children's complaints that the bus service was irregular and that buses often broke down, but at the moment could not do anything about them.

'We do intend to buy new buses, but if the trouble in Ndwedwe does not end we will not be able to afford them. Our buses do break down, but only about once a week.'

A Tongaat bus company is presently sending buses to Ndwedwe to transport the children to school.

Mr Dabeepersadh said that he believed another reason for the children's rejection of his buses was because they wanted to use KwaZulu Development Corporation transport.

This would not be possible because his company was the permit holder for the Ndwedwe district, he said.

Mr Dabeepersadh also denied allegations made by local teachers that his drivers had threatened to hit protesting children and beat up their teachers.

The Ndwedwe police confirmed that one of the company's drivers, who claimed that he was stabbed last Wednesday, had laid an assault charge against one of the local schoolchildren.



MR Kenneth Dabeepersadh, owner of a Verulam bus company which has been out of business since last week's stone-throwing incidents in Ndwedwe.

Cost of trying to get back to school 'was R12 000'

NM 17/9/81

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1/1/81

By Mariah Vengtas

SUSPENDED Merebank pupil Charmaine Naidoo's unsuccessful bid to get back to her school cost her about R12 000 in legal fees, Mr George Thaver, general secretary of the Reform Party, said yesterday.

He said the cost of the first application to the Supreme Court, Pietermaritzburg, at which her expulsion was set aside, totalled about R4 000 while the second application to set aside her suspension — which she lost with costs — was in the region of

R8 000.

Charmaine's attorneys yesterday declined to discuss it, except to say it was a matter between the lawyers and the Reform Party.

In spite of her court battle, Charmaine, a Std 8 pupil of the Merebank Secondary School, has still not been allowed to return to school.

She was among 355 pupils suspended and later expelled by Mr Gabriel Krog, director of Indian Education, following the boycott of classes in May in protest

against the Republic Festival celebration.

However, after her first application to the Supreme Court, Pietermaritzburg, a fortnight ago, her expulsion order was declared invalid by Mr Justice Friedman.

Meanwhile, there is a news blackout on the secret talks which began on Tuesday between legal representatives for Mr Krog and Charmaine for a possible settlement.

Lawyers for both parties yesterday declined to discuss the matter.

Spring school
07/17/1948
in Ravensmead

Staff Reporter

THE Ravensmead Students' Organization will hold a "spring school" for high school pupils during the third term school holidays.

The spring school classes, to be held on weekdays from 9am. will run from September 28 to October 2. It will be held in the NGK church hall opposite the library in Edgar Bullock Road, Ravensmead.

POLITICAL comment in this issue by A. H. Beard, G. E. Shaw, R. A. Norval, J. V. Scott and J. P. Acker. Headlines by A. J. Math, J. L. Reichenbamer and W. L. Lendall.

Talks over suspended pupil go on

UM 18/7/81
Mercury Reporter

LAWYERS for Mr Gabriel Krog, Director of Indian Education, and a suspended Merebank High School pupil, were still engaged in negotiations yesterday for an out-of-court settlement in regard to Charmaine Naidoo, one of 355 pupils suspended following a school boycott earlier this year.

Mr George Thaver, general secretary of the Reform Party, told the Mercury yesterday that a deed of settlement, prepared by Mr Krog's attorneys was yesterday handed to Charmaine's lawyers for formal acceptance.

However, there are a few

50 25/8
find points still to be clarified and once these have been finalised we will be signing the document in a day or two, he said.

The terms of the settlement offer — still a closely-guarded secret — were made to Charmaine's lawyers earlier this week while her lawyers were preparing a third application to the Supreme Court to seek an order to have her immediately readmitted to school.

At earlier Supreme Court hearings, her expulsion was set aside by Mr Justice Friedman and at a subsequent hearing — at which an application for her suspension order to be lifted was sought — Mr Justice Friedman dismissed the application.

The Judge, however, granted Charmaine's father, Mr Krish Naidoo, who made the application, leave to seek alternative relief from the Court. Mr Naidoo was also allowed to submit further affidavits in support of the application without incurring further costs.

Mr Thaver said if the settlement offer was accepted all the suspended pupils, except 10, would be readmitted next year.

It would appear that the 10 pupils were allegedly involved in disruption of State property and therefore would be expelled.

Another concession we hope to secure is that all suspended pupils, including Std 8 and Std 9 children who wish to write the year-end examinations this year would be allowed to do so, he said.

Indian pupils

will be allowed back next year

NM 19/9/81

SB
AKS

Mercury Reporter

MR GABRIEL Krog, Director of Indian Education, yesterday agreed to readmit 400 suspended pupils next year.

He said, however, the position of 10 pupils was still in the balance as their conduct was receiving further consideration. 'These children have been involved in alleged acts of vandalism,' he explained.

He said the dispute between suspended pupils and their parents and his department had now been settled after negotiations between legal representatives of the parties concerned.

Such settlement has been the result of bilateral negotiations between the

for their present suspension, have entitled the school principals or Mr Krog to suspend or expel them.

Suspended Standard 10 pupils had already been permitted to register for senior certificate examinations and Standard 8 and 9 suspended pupils would be allowed to write the year-end examinations during November and December at places to be determined by Mr Krog.

Senior certificate candidates who failed to obtain metric exemption would be

parties concerned after the last Supreme Court hearing — at which suspended Mererbank pupil Charmaine Naidoo had unsuccessfully sought an order to be allowed back at school — and not as a result of an approach by one side only,' Mr Krog revealed.

In terms of the settlement the parties agreed that the pupils would not be readmitted to school this year and none of the suspended pupils or their parents would apply to a Court for readmission again this year.

'The pupils would be readmitted next year provided that between now and the opening of schools next year, they were not guilty of any reprehensible behaviour which would, but

allowed to repeat the course next year.

Mr R K Naidoo, vice-chairman of the Mererbank Parents Support Committee, last night welcomed Mr Krog's decision. It was the 'best offer parents could have obtained under the circumstances.'

He said his committee would meet the legal costs of Charmaine Naidoo's two Supreme Court applications — said to be several thousand rands — and not the Reform Party.

'The Reform Party should never have interfered in this case. It seems that their sole purpose in doing so was to gain political capital in view of the forthcoming Indian Council elections,' he said.

Tafelsig residents demand

C. Herald 19/9/81 24 50 7A
a school

RESIDENTS of Mitchells Plain's baby township, Tafelsig, are demanding a school be built in the area before next year and have called on others not to take up residence there 'until the City Council has built enough schools for our children'.

At a meeting last Thursday night — held in the back yard of one of the residents — about 200 parents spoke about the problems they were experi-

encing after three months of living there.

On the lack of facilities in the area one woman said: 'There is nothing here. How can they expect us to live here?'

A spokesman for the residents said they had planned to use the community hall for their meeting, but were refused permission.

'We would not let ourselves be beaten and decided to have the meeting in a back yard,' he said. 'We were further aggravated because they switched off our water in the afternoon and many people could not make food,' he said.

The residents demanded that the authorities provide a free bus service for children who had to attend school in other areas of Mitchells Plain.

'There are many children of school-going age who are not at school because their parents cannot afford the bus fares to send them to school,' they said in a resolution passed at the meeting.

They said the City Council should provide them with one or two empty houses to be used as classrooms for those children who could not be accommodated at already established schools in Mitchells Plain.

They also asked for a mobile clinic and for a house to be used as a clinic until proper clinics were built.

'The nearest hospital is the Red Cross Hospital and when our children are injured it is extremely difficult to get them attended to,' the residents said.

In a supportive statement, the Mitchells Plain United Women's Organisation (UWO) said the plight of the Tafelsig residents

should be seen in a serious light.

They said Mitchells Plain was a 'modified coloured homeland'.

City Engineer Mr Jan Brand said the City Council had pointed out to the Department of Internal Affairs the urgency of providing a school in the area.

'The residents have every justification to demand a school, but it is not the Council's responsibility. However, I am sure the Minister will build a school there soon,' he said.

The Department of Internal Affairs could not be contacted for comment at the time of going to Press.



DD 19/9/81

Varsity bursaries for Ciskei villagers

KING WILLIAM'S TOWN
— The Ciskei Education Department was launching a rural education scheme to produce more graduates. The Minister of Education, Chief D. M. Jongilanga, announced yesterday.

He said the department was offering bursaries to two students from each village to study for a degree at the University of Fort Hare. The students would enter into a contract with the department to work for it for 10 years. In

this way it was hoped to produce more graduates.

Every chief and headman wanted a high school in his area and these needed qualified teachers.

"We must improve and upgrade the quality of our teachers", he said.

Chief Jongilanga appealed to parents to send their children to the Lennox Sebe Training College to take a new three-year teacher's diploma. —
DDR.

CT 19/9/81
Tasa slates expulsion of pupils

Staff Reporter

THE expulsion in May of more than 600 Indian pupils following class boycotts in protest against the Republic Day Festival celebrations was "a matter of grave concern" for the community, the Teachers' Association of South Africa (Tasa) said in its monthly bulletin, Tasa News.

In spite of representations by the association, community groups and concerned parents to the Minister of In-

ternal Affairs and the Director of Indian Education, more than 300 of the pupils are still excluded from school.

"The growing impatience has given way to wrath, for it is inexplicable that the punishment should be so harsh as to deny the expelled pupils the opportunity to repent," the association said.

It said all the expelled pupils were required to apologize for their alleged "misdemeanour" and made to

promise not to boycott classes again when they applied for readmission. But still some were refused.

The record would show that scores of careers had been destroyed because of the lack of meaningful rapport between the authorities and those whom they administer.

Tasa has also sent telegrams to the Minister of Justice and the Minister of Police and Prisons calling for the immediate release of

Mr Derrick Naidoo, a Cape Town teacher, who is being held under section six of the Terrorism Act.

The association said Mr Naidoo's recent fast in detention had "caused grave concern and perturbation" throughout the country.

Tasa said it hoped its call would not go unheeded. "We would like Mr Naidoo's immediate family to know that we stand by them and share their anxiety for the well-being of our colleague," it said.

Suspended pupils will be allowed to write final exams

By G R NAIDOO

ABOUT 350 Indian pupils suspended from school because they boycotted classes in protest against the Republic Day celebrations, will now be allowed to write their end-of-year examinations.

They will, however, not be allowed to return to school until the new year.

The children include Charmaine Naidoo, 15, who became a test case in the dispute, which has already resulted in two Supreme Court applications and which was to have gone to the Supreme Court for the third time this week.

A settlement came about after out-of-court talks between legal representatives of Mr G Krog, Director of Indian Education, and those of Charmaine Naidoo.

Not included

Mr Krog made it clear on Friday that the settlement did not include the cases of 10 pupils whose conduct was yet to be considered.

In the settlement the parties agreed that: "The pupils will not be re-admitted to school this year, none of the suspended pupils or their parents would apply to court for such re-admission again this year;

"The pupils will be re-admitted to schools next year provided that, between now and the opening of schools next year, they are not guilty of any reprehensible behaviour which would, but for their present suspension, have entitled the school principals or Mr Krog to suspend or expel such pupils."

Indian trainee S. Time 20/9/81 teachers in white schools

By REHANA LOONAT

INDIAN trainee teachers at the University of Natal are allowed to do their practical course in white or Indian schools.

According to Professor Tony Barrett, dean of the faculty of education, of two Indian students studying for their higher diploma in education, one had done part of her practical course at a white school.

"The placing of an Indian student teacher in a white school is dependent on many factors.

"One of them is whether proper facilities are available for students.

"The other criteria are whether the student would receive appropriate training at the school, whether she can get a suitable supervisor and would she be able to fit into a certain kind of school — some students perform better in a co-educational institution, while others may be better at single sex schools.

Conventional


"Another important factor is how well the student is received at a school — some schools are more conventional than others.

"This does not apply to Indian students only, but to all our students."

Professor Barrett said that the authorities responsible for the school — the education department and the head of the school — would also have to be willing to accept Indian students.

"The teaching sessions are divided into two periods in a year — the first lasting two-and-a-half weeks and the second, seven-and-a-half weeks. The student who had taught at a white school did her second session there."

Where luxury is S. Express 20/9/81 a proper school

 Sunday Express Reporter

THE children of a Coloured school in Ladysmith will soon experience a luxury they have never known — they will go to a proper school with ample room for them all.

Up till now the children, of the Cemetery Road Primary School, have been subjected to the "platoon" system and have been crammed into makeshift classrooms in an old community hall because their own school only had room for four classes.

Following an application by the Department of Internal Affairs the executive committee of Natal granted permission for the pupils to use the multi-million rand Farquhar Road School which has been standing empty since its completion two years ago.

Mr Ray Haslam, MEC in charge of education, who told the Sunday Express he was very happy with the decision, said: "The White school children in Ladysmith have ample accommodation. The Coloured children have a problem, we want to help them."

He said he had made a recommendation to the executive committee to allow the use of the school. The decision was made on Tuesday.

Mr Haslam said the children would be able to move in as soon as arrangements regarding rent and the leasing of the school had been made with the Department of Internal Affairs.

He said the children would have the use of the school until the end of next year when new Coloured primary school would be completed.

The regional representative of Coloured Affairs, Mr William Little, said he could not comment as he knew nothing about the decision.

The Farquhar School was built in expectation of an industrial boom which never materialised, and has caused the Natal Department of Education much embarrassment.

Charmaine and friends readmitted as Krog softens attitude

Char-
maine
Naidoo
... has
gained
her point



BRAGG KROG

DIRECTOR of Indian Education Gabriel Krog this week shifted from his hard-line attitude towards the 404 children he expelled from Durban high schools for boycotting classes in protest against the Republic Festival celebrations. He agreed to reinstate them next year.

Mr Krog would have been taken to court for the third time in three weeks had he not readmitted Merebank schoolgirl Charmaine Naidoo and 403 others suspended and later expelled with her.

Charmaine's four-month-old expulsion order was set aside by the Supreme Court, Pietermaritzburg, early this month in what was seen as a test case. On Friday afternoon, Mr Krog called a press conference and disclosed that Charmaine and the others would be readmitted next year and that they would be allowed to write the final examinations in November. He also said the failure of 10 other pupils accused of vandalising school property during the protest, would be considered later. Yesterday Charmaine's father Krish Naidoo, who brought two urgent court

By Shami Harichunder

actions against Mr Krog to have his daughter reinstated, declared: 'I've won. My objectives have been achieved.' He said the director has agreed to readmit his daughter and the others because he did not want to face another court action. The good news for the 404 pupils came after weeks-long negotiations between Mr Krog's legal representatives and Mr Naidoo's attorney, Mr Abboo Akoo.

In the first case against Mr Krog in the Supreme Court, Mr Justice Friedman set aside Charmaine's expulsion.

Immediately after this Mr Krog issued a statement declaring Charmaine's suspension still valid.

NEWS

Mr. Naidoo took Mr Krog to court for the second time to get his daughter reinstated.

He lost this battle, but was granted leave to apply to the court for alternative relief.

Just when Mr Naidoo was preparing for the third legal battle, Mr Krog's attorneys made a settlement offer.

In a statement issued at Friday's Press meeting, Mr Krog said it had been agreed, among other things, that:

• The pupils would be readmitted to school this year;

• None of the suspended pupils or their parents would apply to court for readmission again this year;

The pupils would be readmitted on condition they were not guilty of any "reprehensible behaviour" which would, but for their present suspension, have entitled principals or him to suspend or expel them;

• Standard 8 and 9 pupils would be allowed to write the final examinations at places to be determined by him.

Charmaine, a petite 15-year-old from Merebank High School, is excited about being able to return to school.

She told the Tribune yesterday: "Now I have peace of mind. I know I will be able to resume my studies and attain everything I planned to do."

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A bright pupil who has come in the first 10 throughout her three years in high school and who wants to study law eventually, has accepted that she may fail her finals if she writes in November.

"I am not prepared for an exam, although my friends have helped me keep pace as best they can.

"When I joined the protest, I knew what I was doing but I did not know it would take such a serious turn. I don't have any regrets. My friends who had been boycotting needed my support," she said. "Many people have sympathised with me and have always told me that one day I will be back in my class."

She does not hate Mr Krog but believes his action has been too stern.

Education report to be released soon

The Human Sciences Research Council's report on education is to be released within the next month.

The Minister of National Education, Dr Gerrit Viljoen, told the annual conference of the Transvaal Teachers' Association

at the weekend that the report was receiving "urgent attention."

It would be released in the next three or four weeks, he added.

During his address, he gave two hints of possible Government responses to the report:

- He said he was sure the current re-evaluation of education would result in a stronger emphasis on vocational training.
- He said he trusted one of the outcomes of reassessment would be a

national centre for the design, testing, evaluation and review of curricula.

Dr Viljoen was applauded by representatives of the province's English-speaking teachers when he advocated greater freedom for teachers.

"Rather than meeting

demands for more uniform syllabuses throughout our provinces and educational systems, I for one, would like to grant teachers, as the professionals they claim to be, more flexibility and variety in the interpretation of core syllabuses," he said.

246. Mr. P. R. C. ROGERS asked the Minister of Education and Training:

- (1) How many farm schools in the magisterial districts of Albany, King William's Town, Komga, East London and Stutterheim, respectively, provide for education up to (a) Std. 1, (b) Std. 2, (c) Std. 3, (d) Std. 4, (e) Std. 5, (f) Std. 6, (g) Std. 7, (h) Std. 8, (i) Std. 9 and (j) Std. 10;
- (2) how many pupils of each sex are there in each standard at each such school;
- (3) whether boarding facilities will be provided in each such magisterial district for (a)(i) boys and (ii) girls in the junior standards and (b)(i) boys and (ii) girls in the senior standards; if so, what boarding facilities in each case?

The MINISTER OF EDUCATION AND TRAINING:

- (1) and (2) The requested information is not readily available, as statistics are not kept according to magisterial districts, but according to regions. For the information of the honourable member it may, however, be mentioned that with the exception of a few cases, farm schools offer education only up to Std. 5 level.
- (3) Originally the Department erected hostels in trust areas. Bursaries were made available to pupils attending these boarding institutions. These bursaries are still available. The control of these institutions was taken over by the independent and national states. The Department is already busy with the erection of additional

post primary boarding school's area under its control. Consideration has been made for bursaries.

Reform Party denies charge of vote dodge

Mercury Reporter

THE Reform Party last night rejected as utter nonsense a claim by the vice-chairman of the Merebank Parents' Support Committee that the party had taken up the case of the suspended Indian school children merely to gain votes in the forthcoming Indian Council election.

Mr Lenny Mannie, public relations officer of the party, said the party had initially instructed lawyers to proceed with Supreme Court action to readmit suspended Merebank pupil

Charmaine Naidoo after attempts by parents and other organisations to get the children readmitted to school had failed.

'Our sole purpose in this was to get all the children back into the classroom,' he said hitting back at Mr R K Naidoo, vice-chairman of the Merebank Parents' Support Committee.

Mr Mannie said had it not been for the timely intervention of the Reform Party the likelihood of Mr Gabriel Krog, director of Indian Education, giving a firm undertaking to allow all the children to return to school next year would have been very slim.

'It is most disappointing that the Reform Party is now under severe criticism for taking up the matter of the nearly 400 suspended school children,' he said.

Mr A K Akoo, one of the lawyers who appeared for the suspended pupil at two Supreme Court hearings, confirmed that the Reform Party had initially instructed him to proceed with legal action to have the pupil readmitted to school.

He said the Parents' Committee had only approached him 'two weeks ago volunteering to take over financing the legal action'.

Mr George Thaver, general-secretary of the Reform Party, said last night that his party was still prepared to meet the legal costs of the two Supreme Court applications in respect of the suspended pupil.

Farm schools

CT 22/9/81

Political Staff

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HOUSE OF ASSEMBLY
The Minister of Education and Training, Dr Ferdie Hartzberg, said yesterday that he was unable to say how many farm schools there were in the Border region.

Replying to a question tabled by Mr Pat Rogers (NRP, King William's Town) Dr Hartzberg said details about the farm schools in the Albany, King William's Town, Komga, East London and Stutterheim magisterial districts were "not readily available".

The minister said the control of boarding facilities had been taken over by the independent and national States, though the department had erected hostels in trust areas.

Bursaries were available to pupils attending these boarding institutions and ample provision had been made for these bursaries, Dr Hartzberg said.

Malherbe 20m

Literacy remains ⁽⁵⁰⁾ a problem for SA

By JOUBERT MALHERBE

ILLITERACY in South Africa will not be eradicated easily, a report by the Human Sciences Research Council on black adult literacy says.

The report added that in 1970, South Africa and Lesotho were the only two African countries in which more than half of the adult population could read and write.

The report, based on information gleaned between 1946 and 1970, found that literacy among adult blacks had increased by 24% in that time — an increase of 1% a year.

“Although there was an increase in the percentage of people who were literate, illiteracy will not be eradicated easily — there is also an annual increase in the number illiterates.”

Opportunity

More black men than women had learnt to read and write in the period between 1946 to 1970 — this was because men had the opportunity to learn and improve these skills at their places of employment.

Women apparently learnt how to read and write at school but they had limited opportunities to use these skills afterwards, the report found.

There was also an increase in the number of young people who became literate.

In 1946, 8,16% of the total black population was at school. The corresponding figure in 1970 was 18,45%, according to the report.

Classes for the unclassified

Star 24/9/8

56

By Tyrone August

Two Eldorado Park housewives "play school" every day to 54 children who cannot attend school because officially they are neither black nor coloured.

The children, whose ages range from seven to 16, were born and brought up in a mixed community and do not have birth certificates.

"There are hundreds such children," said housewife Mrs Gertrude Ryan, one of the teachers. Many of them have never been to school."

The Eldorado Park "school" — two garages hired from the welfare organisation Good Shepherd Community Services — is the only place which caters for such children.

"It is very difficult for us," said Mrs Ryan. "The children have to buy their own notebooks, although none of them can really afford it. Some do odd jobs to get money for stationery."

They do not have any textbooks either and are forced to borrow reading matter from schoolchildren in the area. The "school" also gets pieces of chalk from children in the neighbourhood.

Mrs Ingrid Williams, who teaches the older children, does not have a single desk in her "classroom." Her 12 "pupils" sit on mats. The other "classroom" has three desks for 29 children.

"We get no help from the government," said Mrs Ryan. "The work here is entirely on a voluntary basis."

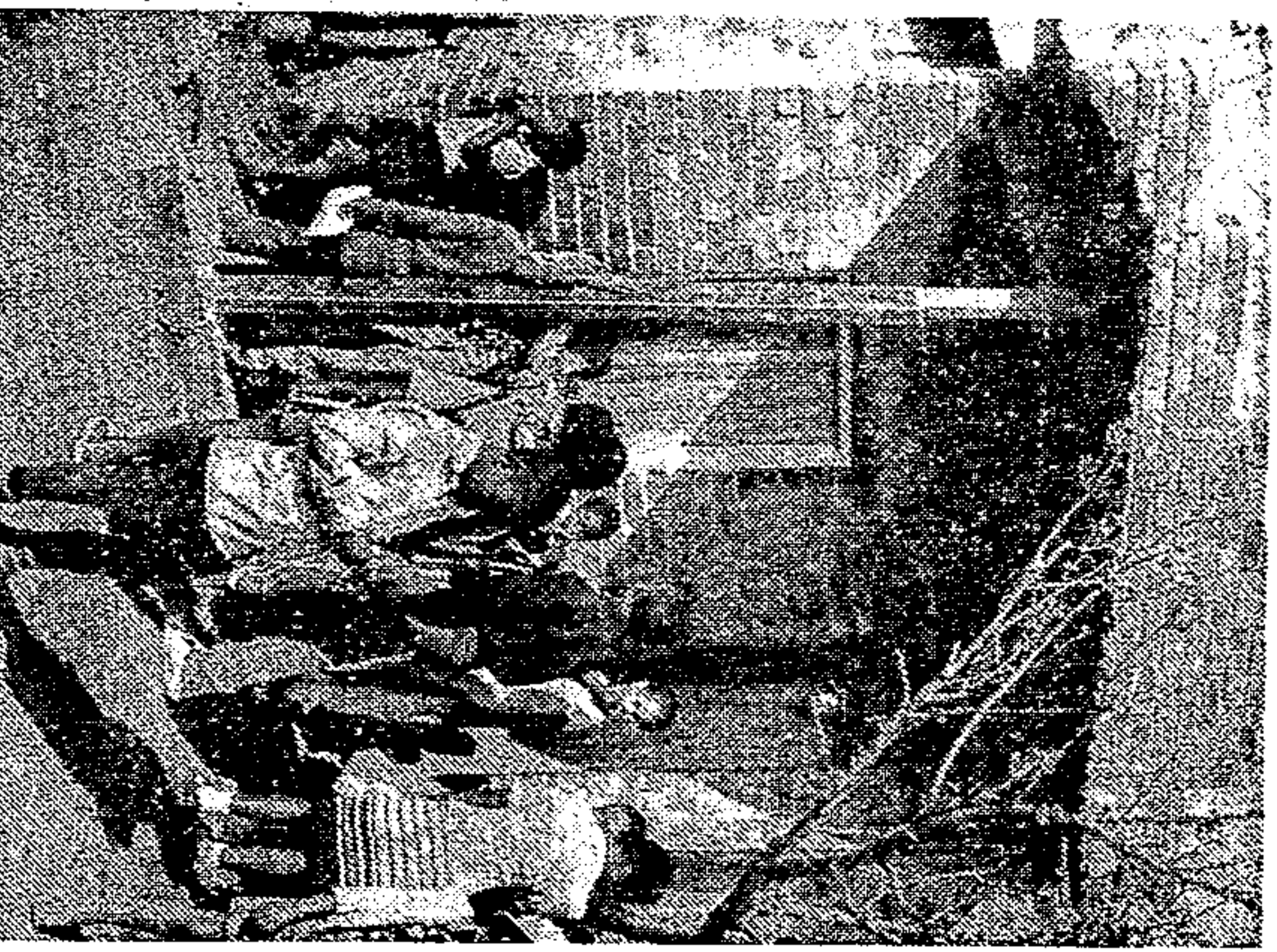
Mrs Ryan and Mrs Williams — both members of the self-help women's group Women for Troy — are unqualified teachers. "We are merely two housewives with a little free time to share," they said.

Miss Mary Fitzgerald, from the Primary Health Care Education Centre at the University of the Witwatersrand visits the "school" occasionally to monitor the children's progress.

But, other than that, the housewives are entirely on their own.



Housewife Mrs Ingrid Williams teaching at the school for "unclassified" children.



Children wait outside the garage that serves as their "classroom."

They aim to help children

The legendary women of Troy were hard workers who strived to uplift their community. The Eldorado Park self-help group Women of Troy are such a group of people.

"Our main aim is to help underprivileged children," says chairman Mrs Gertrude Petersen. "There is so much to be done."

The group was formed in 1976 when five women got together in Kliepdown. They started off by serving soup to needy children in the area.

Later they organised and ran a drama school, a night school and literacy classes. "We had to give this up when we had to shift premises in terms of a government order," recalls Mrs Petersen. "Now we have no place to work."

The result is that many of the founder members of Women of Troy dropped out. The group, which once had 30 active members, is left with ten members. Mrs Petersen is the only founder member left.

Cake sales, jumble sales and fund-raising are the group's main source of income. "We

use some of the money raised in this way to provide snacks for underprivileged children at Christmas," Mrs Petersen said.

They use the cottage hired from Good Shepherd Community Services for typing classes. "I don't know why the Department of Community Development doesn't build a place to do this kind of thing," said Mrs Petersen.

"Even if it's just a little hall or a room. There is enough space available."

But, despite all the hardships facing Women of Troy, they carry on undaunted.

Mrs Gertrude Petersen... "our main aim is to help underprivileged children."



Angry mothers demand schools for Tafelsig

Angus 24/9/81

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A TOTAL of 102 pupils in Tafelsig — the newest suburb in Mitchell's Plain — are not at school.

The pupils, aged between seven and 15, are not attending school because there are no schools in

Tafelsig and because of the schools crisis in Mitchell's Plain, where schools are full.

Parents cannot afford R22 a week on sending their children to schools in other areas.

CHANTED

These facts were presented to the chief inspector at the Wynberg office of the Department of Internal Affairs today by about 50 angry Tafelsig mothers who demanded that schools be built in the area immediately.

The delegation, many with babies in arms, was led by about 20 of the affected pupils, chanting: 'We want schools. We want schools!'

The mothers were addressed by a senior official of the department who promised that the matter was receiving priority attention.

The spokesman told the mothers that 'at this very moment attempts are being made to place the pupils.'

He was aware of the situation in Tafelsig which had arisen because his department could not keep pace with development in Mitchell's Plain.

His department could help the parents in Tafelsig by subsidising bus fares for children attending, or going to attend, school in Mitchell's Plain and other areas.

The school building programme in Tafelsig had been speeded up and building would start on two schools next year.

The delegation was not satisfied and wanted short-term solutions to their grievances.

The mothers produced facts from a detailed survey they had done in the area which showed that of the 487 pupils in Tafelsig, 242 were still travelling to schools outside Mitchell's Plain.

The survey showed that:

- The 104 children attending school in Mitchell's Plain had to walk great distances to school each day and, because of this, their attendance was irregular.
- Many schools in Mitchell's Plain were too far for small children to walk — many parents felt it was dangerous for such young children.
- 98 children were staying with relatives in other areas to be near their schools and parents saw them only at weekends.

● See Page 7.

Viljoen warns of extremism in SA education

25/9/81
Star
50

Political Staff

CAPE TOWN — The Minister of National Education, Dr Gerrit Viljoen, warned last night that while Christians in South Africa promoted Christian education through the authorities, there should be a watch against extremism and State absolutism.

Addressing the 30th congress of the Vereeniging vir Christelike Hoër Onderwys (VCHO) in Pretoria, Dr Viljoen said there must not be moral constraint by the authorities and the Government must not act in a way that would damage a cause it wanted to promote.

This was so in spite of the VCHO's view that the authorities received their mandate from God and that a Christian government must therefore follow Christian policy directions in all matters.

A Government such as the one in South Africa which had been elected by and consisted of Christians had to be careful when it legislated on areas which affected the philosophy of life of people.

When the matter was

viewed from the position of statecraft and politics, the case for a Christian direction in education did not appear to be so overwhelmingly strong.

Jews, Muslims and atheists also paid taxes. Could they therefore not also demand that their children should take note of their values at school? Was the promotion of Christian education at State schools therefore not against the valued ideal of freedom of religion?

Dr Viljoen said the ideal at least remained that Christian children should receive Christian education and that there should, where practically possible, be leeway for other groups to be educated in their own schools according to the values they held dear.

In addition to this it must be ensured that the religious freedom of all pupils must be fully respected in direct religious activities at school.

Dr Viljoen said another danger in Christian education from the viewpoint of the authorities was that there could be no guarantee that the teachers who had to spread these Christian values were true believers.

Aug 25/9/67

Most of Tafelsig demands are met

THE Cape Town City Council has acceded to all but one of the demands made by the residents of Tafelsig.

At a meeting held yesterday with a delegation of residents from the new Mitchell's Plain area, it was agreed that the council would run a free bus service for children having to go to school in other areas.

The council also agreed that a mobile clinic was needed until proper clinics could be built.

Referring to the third demand, that three empty houses be used as temporary classrooms, the council delegation said the residents could choose the houses they wished to use although they could not provide teachers.

Residents expressed satisfaction with the arrangements even though the main demand — that a school be built before the next school year — could not be met until 1983.

CHAIRMAN

The three members of the council who attended the meeting were, Mrs Eulalie Stott, chairman of the housing committee, Mr D Mabin, Assistant City Engineer for housing, and Mr G Hofmeyr, the assistant Town Clerk.

Mrs Stott encouraged the residents to voice their feelings on matters which affected them. She said the council wanted to work with communities.

The meeting came after protests by about 50 mothers demanding better facilities in Tafelsig.

The women presented a memorandum to the chief inspector at the Wynberg office of the Department of Internal Affairs and then went by bus to Cape Town to present their demands to the council.

Frolicking children point to lack of sch

Fares too high for pupils

By RYLAND FISHER

C. Herald 26/9/81

50
232
81
289



MRS Hazel Robertson sends her children during the week so they can go to school, who are supposed to be at school, frolic ar on Friday morni

AT all hours of the day, the streets of Tafelsig are filled with frolicking children — children obliged to stay at home because their parents can't afford to send them to school.

A survey by the Tafelsig Interim School Committee shows their township has more complaints than inhabitants.

The problem on the lips of every housewife is, however, the fact that there are no schools in the area.

The Interim Committee survey, done by interviewing 135 families, showed that more than half the children in the township go to schools outside Mitchells Plain and about one-third of schoolgoing age are at home.

Of those at home, most are in sub standards A and B.

Residents said bus and train fares for their children cost on average of R22 a week for large families.

To avoid this cost, many people send their children to stay with relatives during the week.

● Mrs Hazel Robertson, of Jonkershoek Street, said she was one of the many women in the area who have to survive on grants.

She sends her children to live with her mother in Lotus River during the week so they can be near their school.

● Mrs Laura Wolmarans has five children who do not attend school because the family does not have money for travelling.

We spotted two Standard 3 pupils from Rocklands Primary School walking around early on

money — so we cannot go to school every day.

Residents also spoke about the dangers children faced when they had to travel to school on their own.

Ten-year-old Charl Williams said he had just got out of a bus recently when he was knocked down by a car. Luckily he suffered no major injuries.

'The driver of the car then gave me 80c so I could go home,' he said.

Mrs Joan Mento said she has to take her children to school on her way to work every morning.

Her children attend the afternoon shift at a Bonteheuvel school, so they have to play around in the morning before they can actually go to school.

'One morning my daughter nearly suffocated in the train because it was so packed. A man had to lift her up so she could get some fresh air,' Mrs Mento said.

'Some mornings the trains are so full we cannot get out when we want to because it is difficult to push the people away.'

BREAKING UP

Committee member Mrs Zelda Lewis also has difficulty in getting her children to school.

She said: 'People just cannot afford to live on what they earn, let alone have the added inconvenience of no schools'

Free buses

News 23/9/81
for pupils

of Tafelsig

THE Department of Internal Affairs has agreed in principle to provide a free bus service for the children of Tafelsig who have to attend school in other areas.

It was reported last week that the City Council would run this service, but a spokesman for the Tafelsig residents said the Department of Internal Affairs had in fact agreed in principle to do so.

The spokesman said the council had nothing to do with schooling in Tafelsig, a new area in Mitchell's Plain.

What is he aiming at?

The loss in participation, variety, choice
competition of small municipal units may be lost



The face which wrenched a thousand hearts and made many readers reach deeper into their pockets for TEACH.

44 schools built, R2-million raised in 10 years...

By

Diann Shoebottom
If goodwill could be counted in rands, TEACH would be a millionaire in any times over.

In its decade-long history, TEACH has built 44 schools, raised R2-million and provided classrooms for 180 000 children who might otherwise have grown up without knowing how to read or write.

But the organisers of the fund consider the warm response which TEACH has received from every section of the community to be the campaign's greatest success story.

When TEACH began 10 years ago today, readers were shocked to learn that a third of all the children in Soweto would grow up illiterate as there were not enough schools.

CRAMMED

The other two thirds (100 000 pupils) were crammed into 128 schools, with up to 70 youngsters being squeezed into each class. Many of them had a tiny space on the cold floor instead of a desk.

The "platoon," or double session, system was standard practice and "shadow schools" — those with a principal, teachers and pupils but no classrooms — were common.

Following The Star's description of the classroom crisis in Soweto, readers responded promptly and

TEACH is more necessary and more exciting now than ever before.

"In the beginning TEACH limited itself to supplying only the bricks and mortar for building classrooms," said the editor of The Star, Mr Harvey Tyson.

"Our priorities have shifted a bit, now that a great deal more is being spent by the State on these basic necessities."

Mr Tyson said the

The warm response to TEACH is campaign's greatest success...



TEACH was created to alleviate this problem. In 1971 there were only 128 schools in Soweto, a quarter of which had no classrooms, to cater for 150 000 children.

It's their chance to learn

generously, and there were many heart-warming stories behind the contributions including:

● Soweto children from an afternoon play group turned a game into a fund-raising effort for TEACH when they began "mass producing" toy cars made from wire, and sold them as Christmas presents.

● A mother gave the R1 000 she had saved to bring her daughter and future son-in-law out to South Africa when her

daughter died on the day she turned 19.

● An 11-year-old girl asked her family to sponsor her to keep quiet and raise R25 before they pleaded with her to break her 50-hour silence.

● It took an Indian family six years to collect R402 which they gave to their favourite charity — TEACH.

● After skating 772 km round Wembley Ice rink, a Johannesburg accountant collapsed, but by then he had

managed to collect R50 for the fund.

"The campaign's greatest achievement has been the feeling of communal interest which has acted as a natural bridge across every artificial language, age and racial barrier," said Mr Harvey Tyson, Editor of The Star.

His words sum up the generous response from every section of the community which has characterised TEACH's successful history.

Within three months of the appeal's launch, enough money had been collected to build two schools.

The first, Tshedimose School was completed early in January 1972, in time for the new school term.

Although the campaign was aimed mainly at big business, most of the initial donations came from individuals, and children were consistent contributors.

By 1973, it was estimated that almost every white English-

and to provide accommodation for the displaced pupils will cost R50 000.

TEACH gave half the amount in ready cash but needs you to raise the other half.

Construction has already started on another of TEACH's projects — a nursery school in Alexandra which will have capacity to cater for 120 youngsters.

Looking to the future, TEACH is planning to complete the

sports facilities of the Rendall school and reconstruction complex which has been growing since 1974.

Another ambition of the campaign is to establish a technician in Alexandra.

But all this needs money, so to end with the traditional message: If you would like to make a contribution, please send your donation to TEACH, c/o The Star, PO Box 1014, Johannesburg 2000.

medium school had given money to the fund, and three years later, children's donations totalled R50 000.

Companies also answered the call and began giving R1 500 at a time — enough to build a classroom. TEACH appealed to members of the public to "Buy 1 000 bricks" for R18 and schools started blossoming all over Soweto.

The education crisis continued however, and companies were challenged to donate entire schools at a cost

of R25 000. The Star launched this stage by paying for a school which was named Edkanyezeni, which means "At the Star". This idea soon caught on and a record of a school being paid for every month was kept up for several years.

Inflation became one of TEACH's greatest enemies as the price of building equipment spiralled. Today a classroom costs R8 000, more than five times that of 10 years ago.

Another foe raised its head in 1976 when the rumour arose that TEACH schools had been burnt down in the riots.

DAMAGE

In fact not one of TEACH's 41 schools was destroyed by fire — the only damage being a few broken windows and some graffiti.

Donations dropped to a trickle however, and the future looked bleak until the Tsongur School Board — representing a small ethnic group in Soweto — presented a cheque for R10 000 to TEACH.

This was followed in 1977 by a donation of

Fund more necessary than ever before

and in the future would be to set a pace for establishing schools where a lack of ready finance was holding up education.

TEACH's latest projects are to find emergency funds for two education crises.

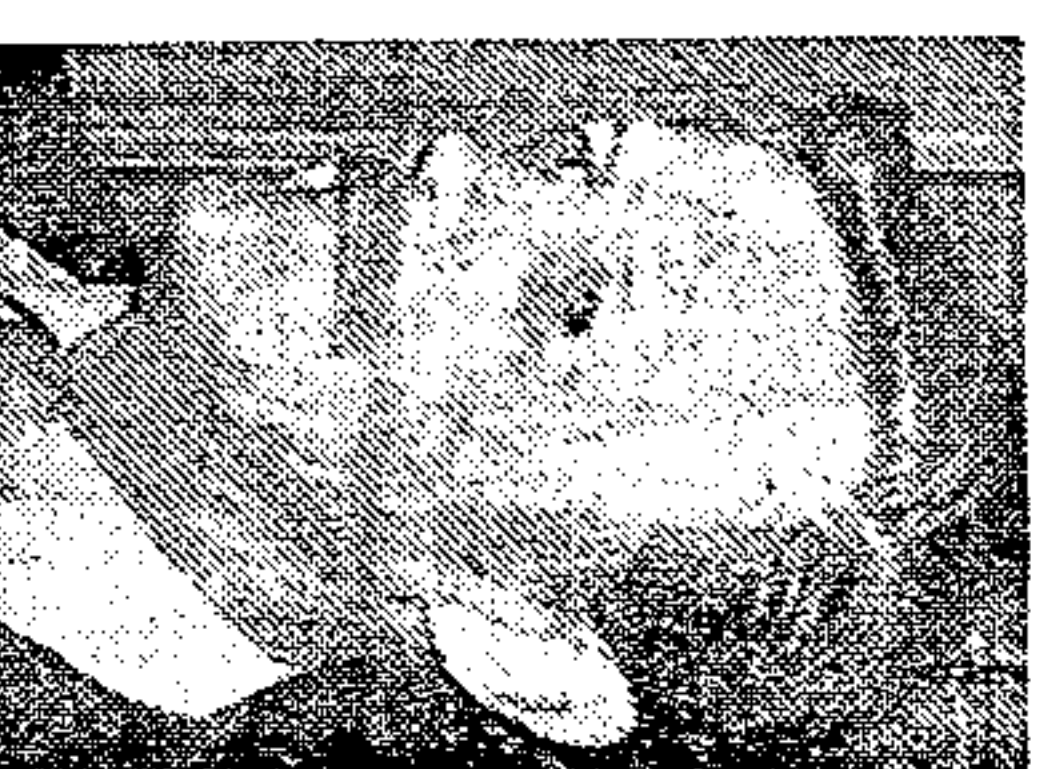
One is at the Motlape training centre where student industrial art teachers have to share an inadequate number of classrooms with schoolchildren.

The teachers are urgently needed to fill new posts in Soweto.

TEACH agreed to an immediate grant of R40 000 and is appealing to readers to raise the remaining R40 000 needed.

The other crisis is in Alexandra where two old churches being used as schools are about to be demolished.

To add four classrooms to the existing Entufudisweni School



Mr Harvey Tyson... a shift in priorities.

50 000 from the Citrus Exchange to mark its 50th anniversary.

Both contributions were used to build a school in Meadowlands named Lamula.

In Tsonga, lamula means "orange" and in Zulu it means "make peace."

A mother gave the R1 000 she had saved to bring her daughter and future son-in-law out to South Africa when her daughter died on the day she turned 19.

In a thesis written for his Bachelor of Education degree, Mr James Liston stated that "the riots may have erupted earlier and may have been even bloodier if it had not been for TEACH."

Since the unrest, the campaign has gone from strength to strength, the takings from many major events being given to the fund.

HIGHLIGHTS

Some of the highlights have been the annual grooms' race at Turffontein, the poignant last performance at His Majesty's Theatre, and the donation of 15 000 books to the TEACH school in Alexandra from people all over the world.

Part of an ambitious project to build a multi-school complex with sports fields and a community centre for the residents of Emdeni, was completed in 1978 and additions are being made as funds become available.

On the eve of TEACH's 9th birthday last year, the R2-million barrier was broken, meaning each reader had contributed an average of R2.

But more schools are needed, so perhaps the new goal should be an average of R3 each.

"The lucky ones who do get enrolled for school will have to face lessons with at least 50 children in a class and sometimes 60 to 70 in areas where the classroom shortage is most severe," said the article.

Trainee teachers are told that the quality of their teaching is impaired once the number of pupils in a class rises above 30.

Control gets progressively more difficult as this number increases and a teacher becomes unable to deal with individual children such as those who have learning problems or who are exceptionally gifted.

WILL

"But the will to learn is great in Soweto. Even though schooling is not compulsory.

"Parents will endure any number of sacrifices to get their children into school and children will overcome many hardships and obstacles."

Most Soweto schools were poorly equipped when the article was written.

Children sat at broken desks or on the floor, under leaky roofs and sometimes had to make do with a painted wall as a blackboard.

At that time a quarter of the registered schools were "shadow schools" — those with no classrooms. The pupils were taught in borrowed halls, disused shops and under trees.

In 1971 there were only eight high schools in Soweto.

These were some of the startling facts which gave birth to TEACH — Teach Every African Child.



On January 24, two years ago, thousands of pupils clamoured to be registered at the Molapo Training Centre in Soweto. Today TEACH is raising funds to solve the Molapo problem.

... Thanks to your gifts

Some white children cry because they are made to go to school. Black children cry because schools are full and there is no place for them.

This was the introduction to a story printed in The Star in the early 1970s, one day before primary schools re-opened.

From early tomorrow morning there will be long queues of parents and children outside most Soweto schools. It will be a time of tension and anxiety for them because they know that not everyone will get into school.

In that year, Soweto had a shortage of 1 000 classrooms and 50 000 children of school-going age could not be accommodated.

Some did not even bother trying to enrol as their parents could not afford R16 for text and exercise books, up to R50 for a school uniform and the school fund, and in some cases a portion of the salaries of "private" teachers required to supplement the staff paid by the Government.

All of this was on top of the 38c a month education levy. The report continued: "Latecomers tomorrow may forfeit their chances of going to school this year."

CHANCE
"At best they could hope for a chance to attend an afternoon session at one of the 'platoon schools' or perhaps the third session at a three-session school.

Tears Over Shortage of Schools

At first, TEACH's priority was to provide classrooms only for children, but in 1974, R20 000 was set aside for additional classrooms at the Jabulani teacher training college.

This was to make training facilities available to more student teachers as up till then, 70 percent of the teachers in Soweto had no professional qualifications.

Since TEACH was launched on October 7 1971, The Star's 1-million readers have reached deep into their pockets and their hearts to provide nearly 500 classrooms.

BELONG

But TEACH does not belong to The Star. It is owned and supported by the community. Gifts have been given by people in all walks of life, from the board of directors of huge corporations to the little old lady who has contributed her "window's mite."

Whether the mounts have been R150 000 or 15c, they have all contributed to providing schools for 180 000 children who may otherwise have been labelled as "ignorant".

In 1972 Mr Sam Moss, who was then chairman of the Johannesburg Non-European Affairs Committee, highlighted the inequity of black and white education systems in this country.

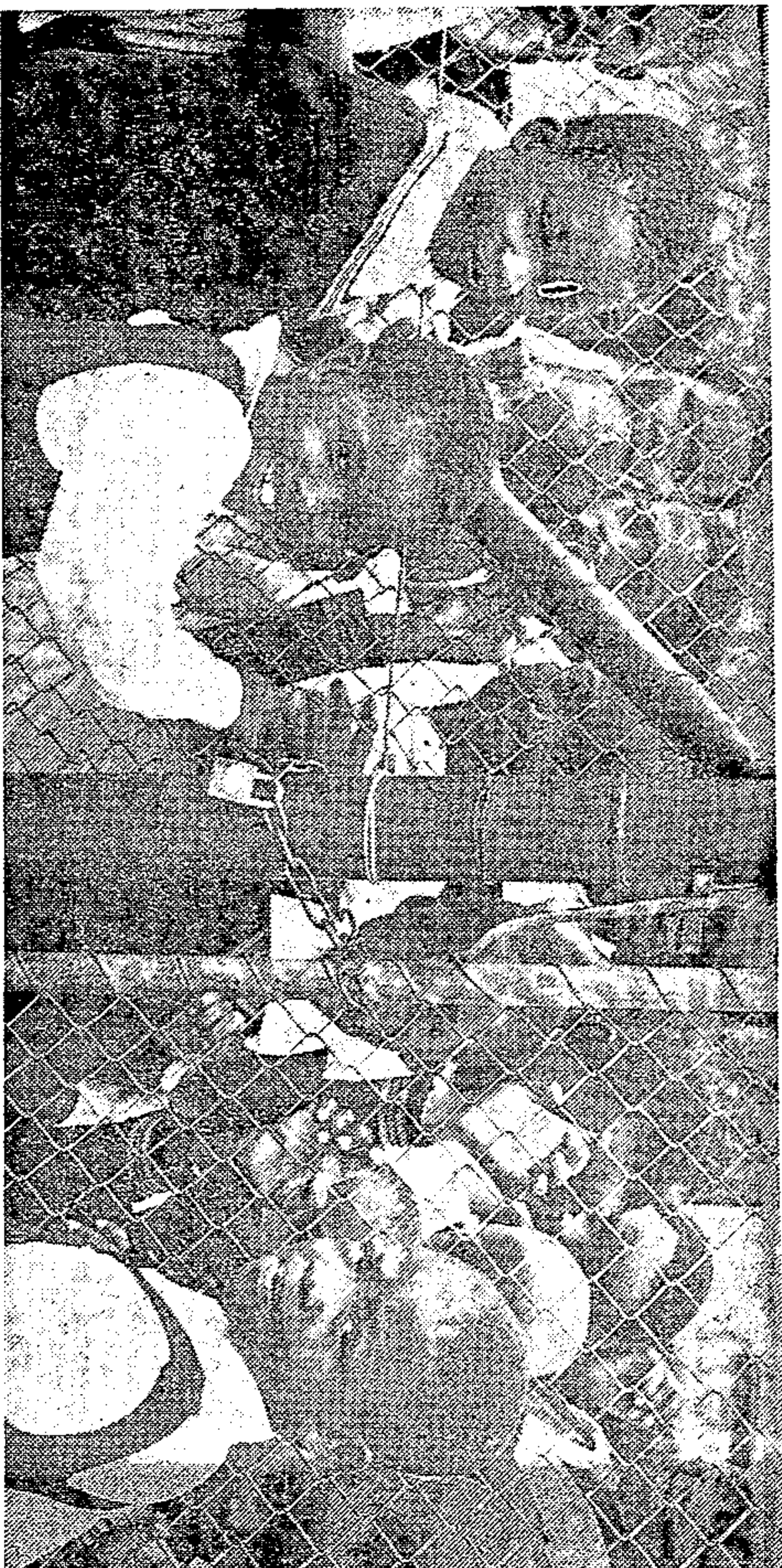
"The average white school for 750 pupils today costs R1-million. This is paid for by the Government."

The same amount was all that was needed to remove the backlog of 600 classrooms (for 50 000 children) desperately needed in Soweto, he said, but it was unlikely that the Government would provide this money.

Later the same year Mr Moss made this point: "Every rand given to TEACH saves the people of Soweto R2."

This was due to Government loans for school buildings not only having to be repaid by Soweto's residents, but they cost as much again in interest.

"No matter what Government funds are made available, I earnestly appeal for this magnificent TEACH campaign to continue," said Mr Moss. Nine years later, TEACH is still needed.



This picture was first printed in 1973, when the backlog of schools in Soweto left 50 000 children without classrooms or teachers.

Achievements 'cannot be praised highly enough'

If you do not build schools, you will end up building prisons.

This was the reaction of a Soweto school principal when TEACH first began its efforts to reduce the classroom backlog.

"A people is compelled to pay for its neglect to build up a stable community through its education," he said.

More recently, Mr Peter Nixon, Opposition spokesman on education in the Provincial Council said TEACH had played an important role in paving the way to what would be happening increasingly in the fr-

ture — individuals paying more for their children's education.

Dr Ntsho Motlana, chairman of the Soweto Committee of 10, congratulated The Star on creating one of the nation's fantastic success stories.

"It is just a pity that private enterprises had to intervene where the State ought to have done the job itself," he said.

One of the behind-the-scenes figures who has been involved with TEACH all along, Mr H I Jumper of the West Rand Administration Board, stated emphatically that he

could not praise TEACH's achievement highly enough.

He agreed with the view that the outbreak of unrest in 1976 and subsequent boycotting of schools could have come much earlier if TEACH had not helped alleviate the school shortage.

On behalf of the Alexandra Liaison Committee, deputy chairman Mr Leepile Taunyane, said: "The schools TEACH has built have not just been a question of placing a building at the disposal of children.

"They have been a valuable instrument — education — placed at the disposal of the community and the country as a whole."

Over the years, donations and messages of support have been sent from every sector of the community in aid of TEACH's non-political campaign.

When Mr T N H Janson, deputy chairman of the then Bantu Administration and Education, opened a TEACH school, he handed over R25 from his own pocket to show his personal support for the campaign.

Drastic education proposals out on Thursday

RDM 5-10-81
By GERALD REILLY

RECOMMENDATIONS for revolutionary changes in the country's education system will be revealed on Thursday when the De Lange Committee's report is released in Cape Town.

At the same time the Government will issue a preliminary White Paper which will give some idea of how far it is prepared to go in applying some of the more drastic recommendations.

A more detailed White Paper will be issued in the first half of next year, after the Government has assessed reaction to the report.

Senior educationists and Opposition politicians fear the Government will allow political considerations to stand in the way of urgent reform in the country's education system.

One recommendation certain to be accepted by the Government — the Minister of National Education, Dr Gerrit Viljoen, has already indicated he favours it — is for parents to make a substantial contribution to the education of their children.

'Dropouts'

This would be on a sliding scale, based on family income.

Other recommendations are expected to include:

- More stringent conditions for entry to universities, to screen out "dropouts";
- That the private sector should make a bigger contribution to black education;
- The establishment of one Education Ministry, to end the apartheid-based system of fragmented control;
- The admission of blacks to white Government schools under certain conditions; and
- The opening of education at tertiary level to all races.

Educationists warned yesterday that much of the huge amount spent by the State in subsidising university education was wasted because 30% of students never graduated.

Welcomed

The screening out of potential "dropouts" would mean more admissions to technikons — a development which would be welcomed by the private sector, with its critical shortage of skilled white workers.

Dr Alex Boraine, Opposition spokesman on education, said yesterday the little that was known of the De Lange investigation indicated the committee had looked at the edu-

suggested educational remedies.

Political ideologies, it appeared, had been ignored.

However, he said, the Government was certain to look at the consequences of some of the recommendations from a viewpoint of its own political security.

Dr Boraine warned that the climate for conflict would be aggravated if the recommendations were rejected.

The Government had taken fright at the recommendations of the Erika Theron Commission report on the future of the coloured people for political reasons.

"It will be tragic if this happened again with the De Lange Report, and recommendations which could contribute to greater race harmony were rejected," he said.

Govt coercing private schools — Boraine

CT 6/10/81

50

Political Correspondent

HOUSE OF ASSEMBLY. — The government was accused yesterday of threatening and coercing private schools into restricting the admission of black, coloured or Indian pupils.

Dr Alex Boraine, (PFP Pinelands) and the chief opposition spokesman on education, said there were "sinister" implications in enabling the government to declare a white private school to be a black, coloured or Indian school if it admitted pupils of those races.

The Progressive Federal Party opposed the second reading of the Financial Relations Amendment Bill, which legalizes the previously ad-hoc admission of other races to white private schools and enables provinces to subsidize schools for these pupils.

Dr Boraine welcomed these provisions as long overdue, but said the underlying intention behind the threat to change the race group of a school was to dissuade the admission of pupils of colour.

A school declared black, coloured or Indian would be threatened with closure because it was in a white group area and would in any case then be subject to an inferior education system.

"If that is true, this is a



Dr Alex Boraine

drastic threat to private schools to toe the line and admit only a few token blacks."

When there was a desperate need for education for all, the government should be encouraging private schools, not threatening them.

"With this legislation, the government is trying to control and coerce private schools in the same way they are trying to control and coerce every other way of life."

The New Republic Party supported the bill after Mr Derrick Watterson (NRP Umbilo) was told that the

government would accept an amendment changing from singular to plural the number of pupils of another race who could be admitted before the race group of the school might be changed.

Mr Watterson said the NRP believed in local option for local people, and that private schools should be able to choose for themselves which pupils to admit.

Mr Piet Clase (NP Virginia) said the government believed in separate schools for each race group. Private schools, which could admit pupils of other races, had to be controlled by law and their race categories could be changed if the "balance" in the pupils was disturbed.

Mr Ken Andrew (PFP Gardens) drew heated Nationalist interjections when he accused the government of "cultural imperialism" and intimidation of private schools.

He asked for which race a school would be classified which had 25 percent each of white, coloured, black and Indian pupils.

Mr Andrew repeated his view that all schools should be open to all people in a neighbourhood, "and this means multiracial schools".

A previous statement to this effect had been circulated by Nationalists in Gardens in the belief that it would harm his election

chances. It had backfired, because the majority of people there, even Nationalists, had seen the need for adaptations in education.

The Minister of Internal Affairs, Mr Chris Heunis, emphasized in his opening speech that the bill was limited to the admission of pupils of colour to white private schools.

"There is no question of admitting non-white pupils to white public (provincial) schools."

Mr Heunis said in reply to the debate that there were historical inequalities in the education for various race groups and the government was doing its best to improve the situation, particularly the quality and numbers of teachers. But it was wrong to say the system for one race was inferior to that for another.

Replying to a question from Dr Boraine, he said the Private Schools Association and the administrators had agreed to regulations for the admission of other pupils to white private schools, but he would not say whether they supported the provision enabling the race group of a school to be changed.

Mr Heunis accused the PFP of supporting the admission of other race to private schools and then opposing spending provincial money on them.

Tax moves could save schools

CT 6/10/87
Political Staff (50)

STRUGGLING private schools which no longer receive government subsidies could be saved by new tax provisions which will give them a much-needed shot in the arm financially.

According to the Income Tax Bill, donations made by private individuals will be deductible from their taxable income up to a maximum of two percent of their income or R500, and in the case of companies, up to five percent of their taxable income.

Last night, the chief opposition finance spokesman, Mr Harry Schwarz, welcomed the proposals and said they would bring relief not only to private schools but also to private institutions which taught the physically or mentally handicapped and which promoted the education and training of religious or social workers.

"Many private schools are struggling to make ends meet and to have tax deductible donations is a great advantage to them," said Mr Schwarz.

"At the moment these donations can only be applied to capital projects, which means buildings, land and moveable equipment. Normal running costs such as teachers' salaries and provision for their pensions are not covered by the new law.

"We hope the government will in future give relief on these matters as well."

The provisions are in the new bill which did not include the anticipated provisions for taxing fringe benefits.

"The education provisions appear to be part of the government's new plans for equal education for all races. The process is expected to be more fully disclosed in the De Lange report which is expected to be tabled on Friday."

Another provision in the bill closed a tax loophole which Mr Schwarz said had enabled "dividend stripping" of companies.

This meant selling a company with accumulated profits where the purchaser could declare dividends without attracting tax, and then sell the shares at a loss and claim the loss for tax purposes.

Bill to admit blacks is 'positive'

for 6/10/70

Private schools in Johannesburg have reacted cautiously to a proposed Bill giving the Government power to reclassify white private schools which admit black pupils.

The Financial Relations Amendment Bill, which was opposed by the PFP during its second reading in Parliament yesterday, legalises the admission of students of other races into white private schools.

Dr Alex Boraine (PFP, Pinelands), chief Opposition education spokesman, says the Bill has "sinister" implications in the threat of reclassification.

"If that is true, this is a drastic threat to private schools to toe the line and admit only a few token blacks," he says.

Mr Peter Nixon, principal of Woodmead School in Nooitgedacht, which has an undisclosed number of black pupils, says the Bill is a positive step but there is uncertainty as to how the proposed power of reclassification will be implemented.

"The fact that blacks would legally be allowed to attend white schools is a positive step and would in fact legalise what is already happening," he says.

"But the implications that schools admitting pupils of other races could be reclassified implies some sort of quota."

Mr G C L Clarke, secretary of the Association of Private Schools, says everything depends on how the Bill is to be applied.

"If there were, say, 150 Indian pupils in a school of 200 pupils then that school could not reasonably expect to remain under the Department of National Education, which administers white education."

'Sinister' Bill on private schools

Angus 6/10/81

(50)

Parliamentary Staff

A BILL providing for white private schools which admit too many pupils of other races to be declared black schools was strongly condemned by the official Opposition yesterday as being a cleverly disguised threat to intimidate the schools.

The Financial Relations Amendment Bill was introduced for its second reading by Mr Chris Heunis, Minister of Internal Affairs.

Mr Heunis said the Government had agreed some years ago to allow provincial administrators the right to approve black attendance at white private schools under special circumstances.

It had now become necessary to grant legislation powers to provincial councils to enable them to authorise black attendance at white private schools and exercise 'proper control' over the matter.

The Bill provided for the Minister to declare a white private school which admitted large numbers of pupils of other races a



Mr Chris Heunis



Dr Alex Boraine

private school for the other race groups.

Dr Alex Boraine (PFP Pinelands), chief Opposition spokesman on education, described the wording of the Bill as 'sinister'.

He said there was a grave danger that the provision had been included merely to dissuade white private schools from admitting black pupils on a large scale.

If questioned what might happen if a white private school were declared black.

'Could that school continue to operate in terms of the Group Areas Act? If not, then this is but a drastic threat to make private schools toe the line and satisfy themselves with a few "token" blacks,' said Dr Boraine.

Even stronger opposition was expressed by Mr Ken Andrew (PFP, Gardenburg) who described the measure as 'nothing more than straight-forward intimidation of private schools.'

Anyone who did not see that a multiracial school system was inevitable for South Africa was living in a fool's paradise.

He suggested that the Government had introduced the measure because it feared that the multiracial system at private schools was working too well.

Another reason was that the Government was trying to 'satisfy the appetites' of the verkrampptes in the National Party — doing irreparable harm to

race relations in the process.

Mr D W Watterson (NRP, Umbilo) said only a small number of blacks attended private schools in Natal. The admission of too many black children brought the inherent danger that such schools would find it harder to recruit white pupils.

Many of these schools had a long history and were not keen to 'destroy themselves' — thus they would not be unreasonable in the number of blacks admitted.

In his reply Mr Heunis suggested that the PFP had the wrong interpretation of the principle behind the Bill.

One of the main reasons for the measure was to allow the provinces to

subsidise the black pupils admitted to white private schools, which was not permitted in present circumstances. White pupils at such schools were currently subsidised.

If the Opposition voted against the Bill they were in effect voting against the subsidies for black pupils.

Mr Heunis emphasised that Government policy rested on the fundamental principle of separate education for separate population groups. For this reason it could not allow large numbers of black children to be admitted to private white schools on an uncontrolled basis.

This policy would prevail — it was the policy that the public had supported in the last election.

Mr Heunis said he was also aware that very often efforts were made to have black children admitted to private white schools not for the sake of the children, but to prove that integrated schools were successful.

The PFP voted against the second reading of the Bill in a division. The NRP voted with the Government.

Provinces to subsidize private-school pupils

C.T. 8/10/81 (50)

HOUSE OF ASSEMBLY. — The Financial Relations Amendment Bill which empowers provincial authorities to subsidize private school pupils, was passed after a division yesterday.

The Official Opposition opposed the measure because, as Dr Alex Boraine (Pinelands) put it during the third reading debate: "Its acceptance seals the fate of some private schools."

The opposition objection was directed mainly at a provision which allows the reclassification of private schools for races other than white.

This provision, Dr Boraine said, could lead to schools being forced into closure and being deprived of financial assistance received from provinces by virtue of the fact they were entitled to it while being classified white.

If a private school in a white area was declared black it would have the choice of refusing to admit blacks, which in the case of religious schools was not likely, or it could decide to close.

It could also decide to continue in the new status and apply for a permit in terms of the Group Areas Act. This could be refused which would also result in closure, he said.

The New Republic Party spokesman, Mr Ron Miller (Durban North), said his party supported the measure because it gave more power to the provinces and would benefit the private schools by having their black pupils subsidized as well.

"We believe it is a major breakthrough in saving and financing the private schools," he said. — Sapa

Education Probe - clashes with Govt

NM

9/10/81

(50)

ORIMANDE POLLOK

Political Correspondent

CAPE TOWN—Members of the De Lange Commission are furious at the Government's reaction to their report on South Africa's education system.

Confusion surrounded the report yesterday on the crucial issue of open schools, with architects of the final report clashing on the interpretation of the term 'free association in schools'.

Meanwhile the Government reaffirmed its stand that all groups should have their own schools and education authorities, which appears to reject the De Lange recommendations.

Prof J P de Lange hedged on the issue yesterday when questioned about it in the presence of the Minister of National Education, Dr Gerrit Viljoen.

He said it was up to the Government to decide whether freedom of association meant granting the right to schools and universities to decide whom to admit.

What is believed to be a majority of the De Lange Commission may call a private meeting to issue a statement on their feelings about the Government's stand.



report clearly indicate that the investigation found in favour of 'open schools'. It said, for instance: 'No person will, on educational grounds, be debarred from available educational opportunities from which he might benefit.'

The report in overall terms amounts to a massive indictment of Government education policy and states quite clearly that because of the system it would be difficult to meet the country's skilled manpower needs in the future.

According to the report, one of the main aims of the system in future should be to achieve equality in education, but so far there was no indication of a timetable of how soon this should be achieved or how it should be financed.

The Government rejected the main recommendations of the investigation but said that it would not make a final decision until March next year so that interested bodies could submit their views.

Differences

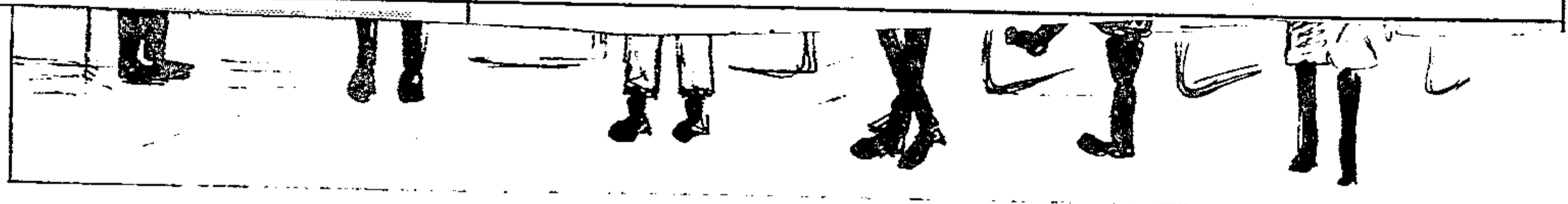
The commission urged the formation of a single national co-ordinating department for education for all race groups.

It also said: 'Differentiation based purely on differences of race or colour cannot be regarded as relevant grounds for inequality of treatment and is consequently contrary to the social and ethical demands for justice.'

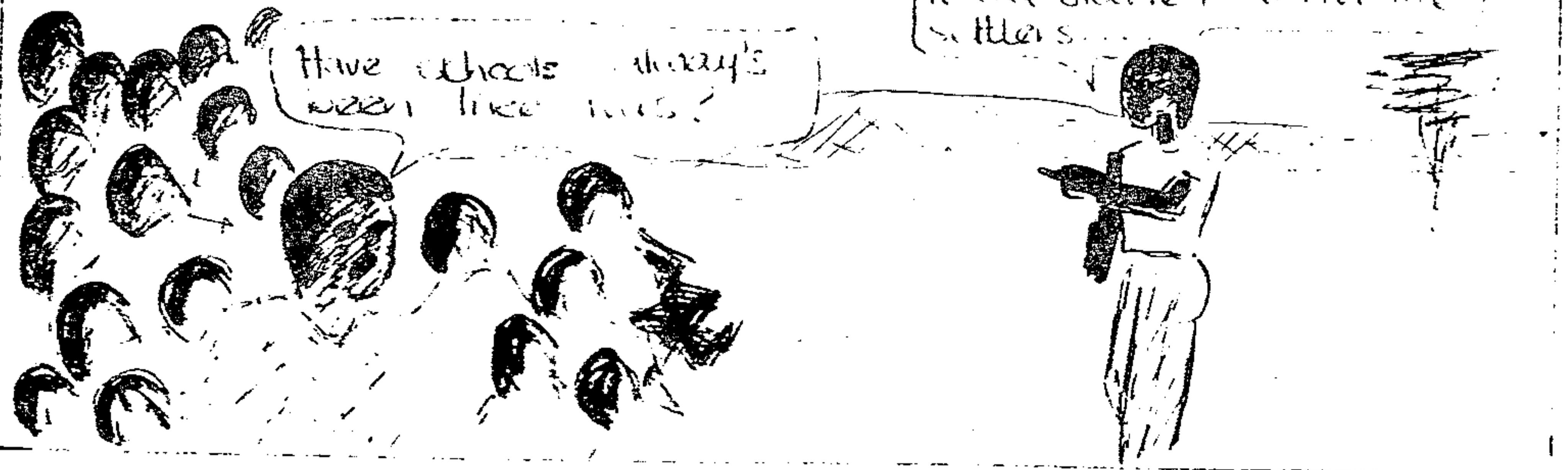
A theme running through the report was the disparity between white and black education and how black education would have to be improved in order to provide the country with the necessary skilled manpower.

The Opposition's chief spokesman on education, Dr Alex Boraine, last night praised the De Lange Com-

• TURN TO PAGE 2



AT THE MEETING



Open school plan clash looms

Star
9/10/81
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Clash looms over open school plan

▶ from page 1

cepting that it was based on scientific grounds.

The Government had decided that each population group should have its own schools, he said.

Surprisingly, the chairman of the main HSRC research committee, Professor J P de Lange, appeared to support Dr Viljoen's view at a Press conference yesterday.

This has led to the distinct possibility that a special memorandum will be issued by a group of researchers, led by Dr Kenneth Hartshorne, to explain the motivation for these specific recommendations.

People involved in the research group say its

members are furious with the refusal to see the recommendations as a simple and clear go-ahead for opening schools to all races where communities want this.

The report's recommendations for education were today called "the boldest and most imaginative ever made in South Africa" by the opposition's education spokesman, Dr Alex Boraine.

This contrasted sharply with the government's "timid, tepid and tentative" response, he added.

Mr Jaap Marais, leader of the HNP, said that, while the Government was now promising to keep white schools, it had done the same with the sports policy and integrated the sports clubs slowly.

By Peter Sullivan,
Political Correspondent

Cape Town

With the wrappers hardly off the Human Sciences Research Council (HSRC) report on education, a storm of controversy has broken over its proposed revolutionary changes to South Africa's education system.

Besides the sharp differences between the Government and the report's authors, the authors themselves differ on what exactly the proposals are.

But everyone has agreed that the proposals are dramatic, far-reaching and will change the face of South African education permanently.

The report appears to call for open, non-racial education in government schools, definitely calls for open education in private schools and universities and wants a single Ministry and department for all education.

In a preliminary memorandum, the Government insists on maintaining separate schools in an apartheid system and says it also favours separate education departments.

It has left open the option of a single education policy department.

Dr Viljoen, Minister of National Education, said that one Ministry might

For full details of the report see Page 17.

not fit in with the constitutional suggestions likely to come from the President's Council.

"It is still reasonably easy to have a central department for education under the present system — but not under a new system in which whites, coloured people and Indians decide in one way while a different provision is made for blacks," he said.

Rejected

Dr Viljoen also rejected, almost contemptuously, the report's key phrase suggesting integrated education.

The report says: "The greatest possible weight should be given to the principle and practice of 'free association' rather than to predetermined 'cultural identities' established from above."

Dr Viljoen objected to this, saying it was unscientific and opinionated.

It was inadequately motivated, he said, and "cultural identities" was in inverted commas almost as if this were a foreign concept. The Cabinet had difficulty in ac-

To Page 3, Col 1

Nats have kicked for touch — Boraine

Political Staff

CAPE TOWN — Government reaction to the vast education reforms proposed by the De Lange report is "timid, tepid and tentative," says Dr Alex Boraine, the Progressive Federal Party's education spokesman.

Dr Boraine said the Human Sciences Research Council investigation had been conceived against a background of crisis in education.

"It has produced a lousy baby. But the Government is trying to sing a lullaby of the past in the hope the new child will be lulled to sleep.

"The committee's report and recommendations are the boldest and most imaginative to be made in South Africa.

PLAY FOR TIME

"In strong contrast, the Government's response is timid, tepid and tentative.

"It is clearly afraid of its right wing so it hides behind formulations of the past. Nevertheless, it wants to placate educationists so it does not reject the recommendations outright.

"Instead, the Government has kicked for touch and is playing for time."

Dr Boraine said the negative response of the Government would have a cooling affect on the "fires of hope that burned brightly in anticipation of the report."

(50) 9/10/81

PHOTO ESTIMATE ON BLACK PAGE

ty im Govt snubbs P1a1n for open schools

9.10.81 F.P.M. (50)

By HELEN ZILLE

ONE of the most important committees of inquiry ever appointed in South Africa has backed the right of schools and universities to choose whether they will admit students of all races.

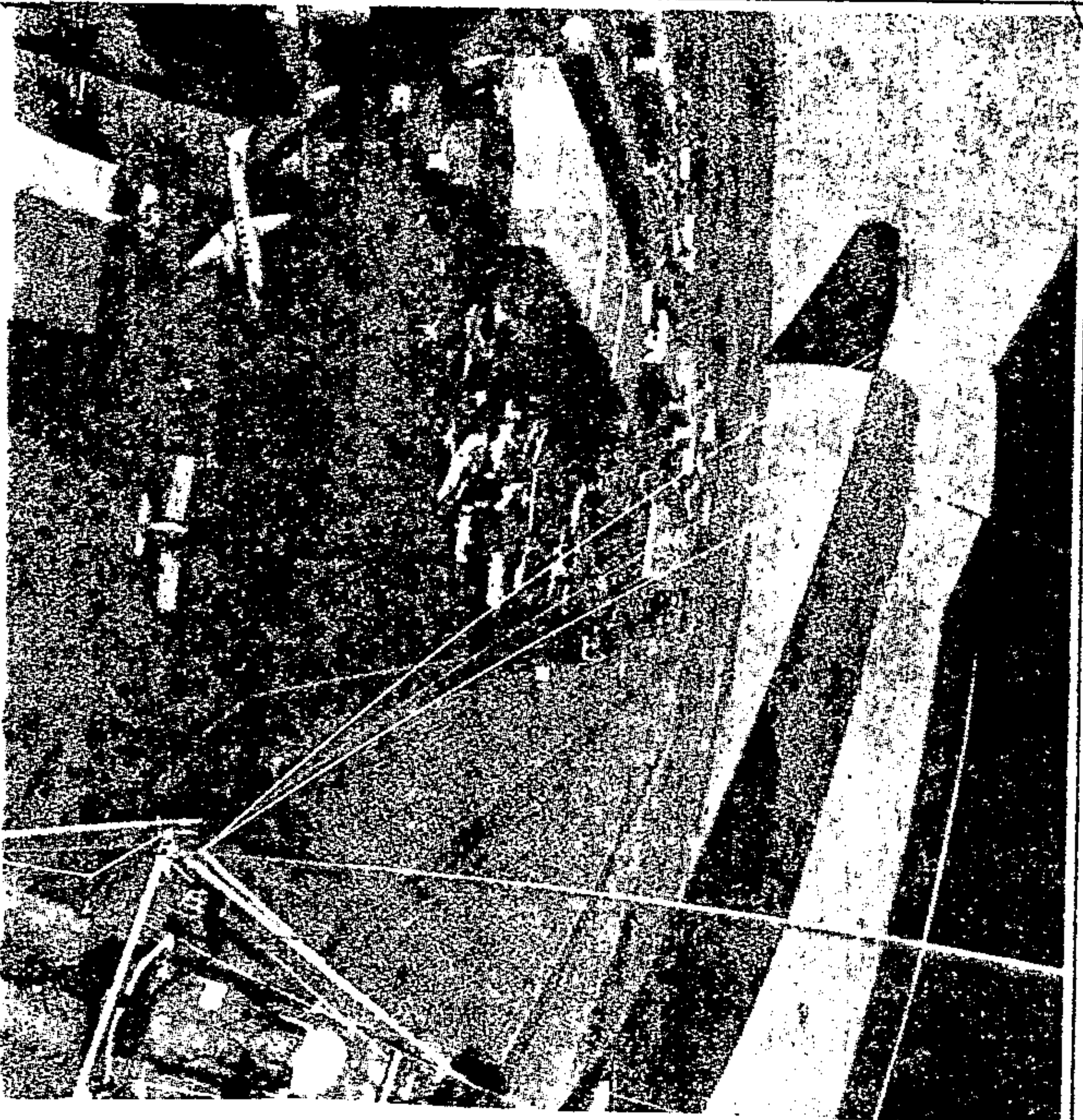
This is a major thrust of the historic report of the Human Sciences Research Council investigation into education, tabled in Parliament yesterday.

The report makes recommendations on ways to achieve an equal quality of education for all and calls for a single Minister controlling one education department for all population groups.

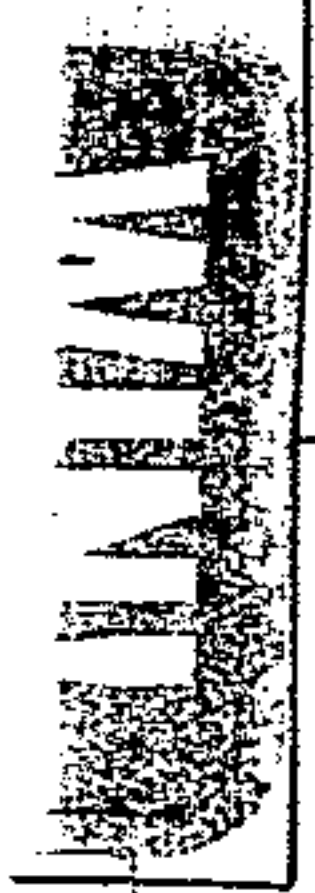
Cold water

Reacting to the report in a preliminary White Paper, the Government poured cold water over these recommendations, standing by its policy of separate schools and separate education departments for different population groups.

But it left the door open for a single "umbrella Ministry" linking the different education departments.



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Last night, prominent mem-
bers of the HSRC committee ex-
pressed grave concern and anger
at the Government's reaction to
the report, and said they were

considering how to voice their protest.

However, at a Press conference in Cape Town yesterday, the inquiry chairman, Professor J P de Lange, tried to head off the looming clash between the Government and committee members, saying the recommendations had to be interpreted within the framework of Government policy.

While private schools were free to open their doors to all races, State schools would have to abide by central government policy, he said — but pointed out the report left the door open for a change in Government policy.

Justice

Furious members of the committee last night supported the view that the Government had crushed the major recommendations of their report, which contains a scathing indictment of education policy.

One of the most significant passages reads: "Differentiation based purely on differences of race or colour cannot be regarded as relevant grounds for inequality of treatment and is consequently contrary to the social and ethical demands for justice."

The report calls for a clear programme to "eliminate restrictions on access to the provision of educational facilities based purely on racial or colour discrimination" — and says the greatest possible weight should be given to the principle and practice of "free association" rather than to predeetermined "cultural identities" established from above.

However, at yesterday's Press conference, Dr Gerrit Viljoen, Minister of National Education, explicitly rejected this statement, saying the Cabinet had decided the recommendation was not backed by scientific proof and was not "properly motivated".

He also disclosed there were strong differences of opinion in the committee over this recommendation, and named Dr Ken Hartshorne, a prominent educationist, as the author of the controversial statement.

As a confrontation loomed between the Government and committee members, informed sources said a majority of the committee had favoured the principle of allowing all schools and universities the right to admit students of all races if they chose to do so.

Responses

The Government's final responses to the many recommendations in the report will come at various stages next year, after all interested parties have had an opportunity to present their views on the issues.

But the Government has already rejected the appointment of an interim council for education composed of education authorities, teachers, private education representatives, leaders of commerce and industry, trade unions, cultural and community interests to plan the implementation of the HSRC recommendations.

Instead it has proposed the Minister of National Education, the Minister of Internal Affairs and the Minister of Education and Training form a committee to consider the implementation of the report.

• See Pages 8, 7, 10 and 11

Division forecast on the report

50 RDM 9-10-81
By GERALD REILLY

THE Federal Council of Teachers Associations expects sharp differences of opinion among its affiliates on the content and recommendations of the De Lange Committee report.

Commenting on the report yesterday the president of the Federal Council, Professor H O Maree, said the council thanked the Government for ordering the investigation and for fixing a time-scale for its completion.

This had stressed the urgency of the investigation.

The council however, would withhold comment on the report and its recommendations until a close study had been made. It would not take a premature stand on the issues.

The council had made arrangements for a close study of the full report and had asked its affiliated teachers associations to submit their comments to the council.

These would be considered at a special meeting scheduled for February 26 and 27.

The council realised, Prof Maree said, that because of differing standpoints, partly determined by political and social considerations, there could be sharp differences of opinion on some of the recommendations.

The council hoped that because of the fact that the interests of education must be the "absolute starting point", all interested parties would take into account that on a number of issues no final decisions had been taken by the government.

'Govt response devastating to black people'

THE chief Opposition education spokesman, Dr Alex Boraine, yesterday described the Government reaction to the De Lange report on education as sterile, negative and devastating to black people in particular. RDM 10-31 (50)

Dr Boraine (PFP Pine-lands) said the Government's initial response was in sharp contrast to the breathtaking scope and intention of the report.

The acceptance of key recommendations would fundamentally change the educational structure, he said.

Non-racial

"Implicit in the recommendations is a commitment to a non-racial point of departure which is as refreshing as it is bold and creative.

"It's finding concerning the general state of education for people other than white is an indictment of the Government which has been responsible for all education over the past 33 years," he said in a statement.

The need for massive new funding to provide future educational requirements would be endorsed by all who hoped for a peaceful resolution of South Africa's problems.

Dr Boraine said it would require "a defence-like budget" to implement the recommendations.

"In strong contrast to the committee's innovative and daring approach is the Government's initial response.

"It is both sterile and reactionary. Its rejection of a single education department and its adherence to separate institutions will come as a huge disappointment



DR ALEX BORAINÉ
'Government response sterile'

and a rude shock to many who have pinned their hopes on education and reform.

Devastate

"The Government aroused high expectations with the appointment of the De Lange committee. Their negative response will devastate black people in particular," he said.

"This can only compound our desperate problems and leave many dispirited and hopeless."

Briefing

Take whole page

50) 889 9/10/81

Revolution in education proposed

One system for all races is the aim

An almost total and "revolutionary" remodelling of South Africa's education system has been recommended by the Human Sciences Research Council investigation into education.

The remodelling is basically aimed at meeting the labour requirements of the country and providing educational parity to the various race groups. In order to achieve this the HSRC committee has recommended that the present tiers of education be scrapped and replaced with another system divided into three basic segments.

And in its most politically sensitive suggestion, the report contains a devastating condemnation of racial bias in education and comes down heavily in favour of one ambisexual and one education department for all races. While the Government is unlikely to accept this completely, indications are it will allow one umbrella body to regulate all education.

Compulsory

Education, including compulsory education, would not in terms of its recommendations be confined to formal education. It has recommended that "compulsory school attendance" for all race groups be six years followed by three years of

The Human Sciences Research Council investigated education with a view to making available schooling of an equal quality for all. It proposed dramatic changes under one ministry. But this pivotal recommendation has already been rejected by a Government interim recommendation which says that each population group should have its own education authority/department and its own schools. Reports by Peter Sullivan, Political Correspondent; Bruce Cameron, Leon Marshall and A H G Wentzel.

The De Lange Report

The basic principles for providing schooling

The HSRC investigation into education has laid down a number of basic principles for the provision of education:

- Equal opportunities for education. Including equal standards in education for every inhabitant, irrespective of race, colour creed or sex, shall be the endeavour of the State.
- Education shall afford positive recognition of what is common as well as what is diverse in the religious and cultural way of life and the languages of the inhabitants.
- Education shall give positive recognition to the freedom of choice of the individual, parents and organisations in society.
- The provision of education shall be directed in an educationally responsible manner to meet the needs of the



Rationalising a system that "mass-produces graduates."

oriented non-formal education. Also, it would make "post-basic" education possible for those who continued along this path.

It was suggested that the post-basic stage be divided into three groups, junior intermediate, senior intermediate and higher education. The module system would be used again with the junior intermediate being equivalent to the existing Standards Five, Six and Seven. The senior intermediate would be equivalent to the existing Standards Eight, Nine and

Ten. Higher education would be tertiary education.

The HSRC education report, an incredibly wide-ranging document of 221 fact and opinion-filled pages, formulates 11 principles upon which South Africa's education should be based. These deal with matters from equal education to finance, private schools and teacher training.

But the report is at its most controversial when it deals with how education should be managed and how equality of education should be achieved.

The essence of the proposals is "a three-level pattern of education managed with strong, built-in structures and procedures for participation, consultation and negotiation," the report says.

It recommends that "a single ministry of education be created to effectively meet the need for a national education policy aimed at equal opportunities and equal quality and standards."

A single ministry would have an overview of the needs, priorities, adequacies and relevance of practices.

These

On the report submitted by the Human Sciences Research Council investigation into education.

Rejecte

In an attempt to force... it says... given to the practice of "rationalisation" of pre-determined identities from above.

Evaluation of education... different... strikingly... Example... of per capita... proportion... teachers... quantity... buildings... sport facilities.

"A further... where administrative... related... Different... purely on... race or... grounds for... treatment... functions... social and... port says.

THE STAR

Five years drop-out rate 'high'

Semi-compulsory pre-primary education is recommended in the report to help the appalling drop-out rate of black pupils.

The report points to the "lack of adequate preparation for formal education" because of "environmental deprivation" for the astounding drop-out rate particularly amongst blacks.

For example only 42 percent of the 300 545 black pupils who entered Grade one in 1975 reached Standard Two four years later.

The drop-out and failure rate also occurs among other population groups but to a much lesser extent.

The small amount of education received by those who have dropped out in the early years becomes worthless. Dr J P de Lange, who headed the investigation, said at a Press conference they reverted to illiteracy soon after dropping out.

"From an economic point of view this means a great loss in manpower potential... and it causes tension between those benefiting and those not benefiting from the educational structure.

Pre-primary education offers the child a wonderful opportunity to move over easily to the formal education of the primary school."

The committee recommended that pre-primary education be provided free and should be "partly optional" before six years of age, "partly compulsory" after the age of six, depending on "local needs and resources."

When, on entering school at the age of six, if a child is not ready for formal education, pre-primary would be compulsory.

300 000 extra teachers vital

Population growth, particularly among blacks, will place enormous strains upon educational facilities within the next 40 years, with about 300 000 extra teachers needed to achieve parity between race groups.

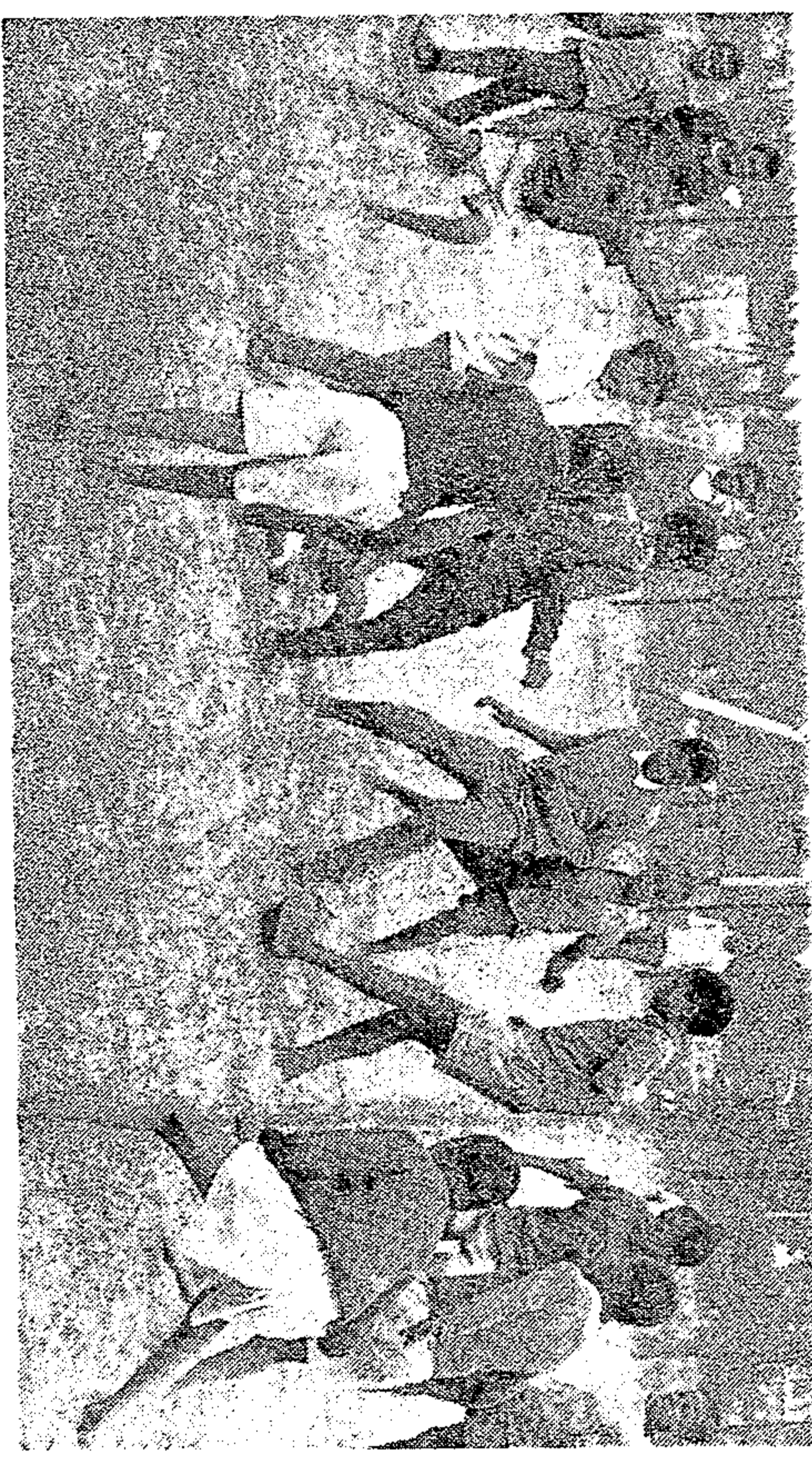
But the De Lange Report says that the problem does not stop at population growth but extends to a substantial shift in the population of South Africa.

The population growth and the shift from the south to the north and north east (Transvaal and Natal) has to be taken into account in what will amount to a massive planning exercise to provide teachers and facilities, it says.

To meet the population growth and shifts in population, not only would about 300 000 teachers have to be trained but an enormous number of existing teachers would have to improve their qualifications.

At present 85 percent of black teachers are unqualified; 66 percent of the coloured teachers, 19 percent of Indian teachers and 3,3 percent of white teachers.

At present there is one teacher for every 20 white pupils, one for every 27 Indian pupils, one for every 28 coloured pupils and one for every 47 black pupils.



"A way must be found to eliminate the number of drop-outs."

Firm deadline urged on racial disparity

The Government is urged to set itself a firm target date for removing educational disparities between races and to drastically revise spending priorities to meet the deadline in the De Lange Report.

The report also suggests that education need not be entirely free and that parents and communities could make a contribution.

Admitting that even the least ambitious programmes for attaining parity would require a drastic re-ordering of State spending priorities, it nevertheless urges that this be done within the shortest possible period. Saving measures to re-

do not encourage a sense of personal possession or care for possessions, it says.

The committee also believes that the norms set by white education and that too extravagant and that by punning them judiciously the quality of education need not suffer.

Of the State's role the committee says financially realistic norms for the provision of a functional and adequate standard of education should be drawn up and revised from time to time by a central education authority. This should be used for the financing of education for the total population.

Conditions of service should satisfy professional requirements and should satisfy and keep the teaching corps happy, the investigation decided.

Adequate opportunities for promotion and favourable physical circumstances should be created, including the availability of the necessary apparatus and aids.

Statutory rights for teaching conditions

The teaching profession should have statutory means to negotiate conditions of service and the profession should be made attractive enough to draw promising young people, says the HSRC report.

Each education authority and says a future council for education should draw this up.

Technicians must help to educate and train teachers in some fields, says the report.

It also points out that there is a critical shortage of natural sciences and mathematics teachers.

Well, we've got good student 'factories'

South Africa had an "excellent" education system — if what was wanted was a simple mass-production system, according to Professor J P de Lange, head of the HSRC education investigation.

At a Press briefing he said the present system was designed for the industrial revolution, not for modern ideals.

"They needed people educated quickly and devised a system," he said. "You freed a child on one side and tightened the nuts and bolts as they passed by. It worked excellently for them."

Those who did not conform, who had too few nuts or no bolts at all, simply dropped out and were discarded.

"It's a sad thing, but that is part of the human condition," he said. His committee had not explained all this in its report, "there were enough shocks already."

The new system being proposed, did not get away from the conveyor belt idea. But it was an attempt to formulate a new basis from which to work.

Seven specific shortcomings in the present educational management system were identified in the HSRC report:

- Education is controlled by a particularly complex bureaucratic structure. Consultative mechanisms are inadequate.
- No body has been established specifically to bring about co-ordination at a national level.
- No body exists for ongoing planning of overall policy.
- A high degree of centralisation means all important financial decisions are made centrally and outside the education system.
- The control and management of tertiary education does not function smoothly in every respect.
- The mobility and transferability of students between tertiary institutions is a matter that requires attention.
- There appear to be serious problems with regard to the acceptability of educational practice in South Africa.

In addition, the report listed nine specific shortcomings in the present education structure for formal education:

- Inability to assist school beginners who are not ready for school to overcome this handicap.
- Limited ability to keep in school large numbers of pupils who want to leave the system.
- Inflexibility which does not allow for a large number of dropouts and blocks the structure.

- Limited ties with non-formal education.
- Limited outlet points into the employment world.
- Deficiencies in standardisation of certification.
- Excessive cannibalisation of pupils, especially in senior secondary phase.

Experts who drew up report

- Professor J P de Lange, chairman, who is director of the Rand Afrikaans University.
- Dr S S Brand, head of financial policy in the Department of Finance.
- Dr R R M Cingo, inspector of schools.
- Dr J G Garbers, president of the HSRC.
- Mr J B Haasbroek, director of the S A Institute of Educational Research of the HSRC.
- Dr K B Hartshorn of the centre of continuing education of the University of the Witwatersrand.
- Professor J H Jooste, director of the Transvaal Education Department.
- Professor S R Maharaj, dean of the faculty of education at the University of Durban-Westville.
- Dr P R T Nel, former Director of Education in Natal and of the Department of Indian Education.
- Professor A C Nkabinde, principal of the University of Zululand.
- Mr R D Nobin, inspector of education in the Department of Internal Affairs (Indian Affairs).
- Mr M O'Dowd of the Anglo-American Corporation.
- Mr A Pittendrigh, director of the Natal Technikon.
- Miss C C Regnart of Western High School.
- Dr P Smit, vice-president for research of the HSRC.
- Mr F A Sonn, director of the Peninsular Technikon.
- Mr J F Steyn, chief secretary of the Transvaal Onderwysersvereniging.
- Mr L M Taunyana, president of the Transvaal United African Teachers' Association.
- Dr P J van der Merwe, deputy director general of the Department of Manpower.
- Professor R E van der Ross, principal of the University of the Western Cape.
- Professor F van der Stope, dean of the faculty of education at the University of Pretoria.
- Professor N T van Loggerenberg, dean of the faculty of education at the Free State University.
- Dr R H Venter, director of university affairs of the Department of National Education.
- Professor W B Vosloo, at the time head of the department of political science and public administration at the University of Stellenbosch.

Fields, labs, halls could be shared

A system whereby neighbouring schools could share sporting facilities, science laboratories and school halls is proposed in the De Lange Report.

The report also recommends that school sports facilities be opened for use by the community or that schools, in turn, make use of community facilities.

A comprehensive scheme is suggested to limit unnecessary duplication to standardise buildings and to expedite building programmes. It is even suggested that, where necessary, it would be possible to acquire school sites outside specific group areas. The Group Areas Act caused many problems in this respect. It is recommended that the provisions of the Act be disregarded as far as educational facilities are concerned.

The report recommends that a computerised national inventory of school building facilities be formulated to facilitate planning.

School building programmes should take into account factors like the local building industry, the labour force required and the need for phased development of the local building industry.

The heat's on PW

FOR the third time in less than a month a cornerstone of National Party policy has been subjected to full-frontal attack.

Among the recommendations in the report of the De Lange Committee — which investigated education reform — tabled in Parliament yesterday were a single education department for all races and the conditional admission of children of all races to State schools.

The preliminary White Paper published with the report effectively rejected these proposals and reaffirmed the Government's commitment to separate schools and education departments. The Government's reaction to the report indicated clearly that, at least for the time being, recommendations for reform, divorced from party-political ideology, are set for head-on confrontation with National Party policy.

Cabinet Ministers have spelled out time and again that among the fundamental, non-negotiable principles within which reform will be implemented are: separate political institutions; separate schools, separate residential areas;

Last month two other pillars of National Party policy — the Group Areas Act and influx control — were also firmly shaken.

Related

A joint committee of the President's Council recommended the return of District Six in Cape Town and Pageview in Johannesburg to the coloured and Indian communities.

The committee also recommended the appointment of a specialist committee, headed by a judge, to investigate the Group Areas Act and related legislation.

These recommendations could be seen to clash directly with the National Party's commitment to separate residential areas which have been a fundamental principle of Government policy for more than 30 years.

It is estimated that in terms of this policy as many as 600 000 people have been forced to move from their homes to new areas designated for their particular race group — and it is now suggested by a Government-appointed institution that this policy may not be sound.

One of the aspects of the Group Areas Act which the President's Council clearly wants investigated is blacks living illegally in "white" suburbs — often because of chronic accommodation shortages in their own areas.

But the Government has already indicated that it plans to crack down on these illegal residents, many of whom live in Johannesburg's central city suburbs.

Another blow to the bulwark of apartheid was dealt by Mr Justice O'Donovan in the Rand Supreme Court last month.

He ruled that under certain conditions migrant workers could live permanently with their families in "white" urban areas.

He rejected the official interpretation of labour regulations published in 1968 which for 13 years had prevented homeland residents coming to the "white" cities as anything but contract workers.

The regulation — as it was applied — also barred a migrant worker's family from living with him in the cities while he was there on contract.

The Supreme Court's decision could lead to thousands of black women and children moving from the homelands to the cities to live with husbands and fathers — a frightening prospect for Nationalist policy makers who see the possibility of a black tide

Another key Nat policy under fire as the reform clamour mounts

By 9/10/87

52

The report released yesterday by the De Lange committee of inquiry into education has highlighted the fact that key non-negotiable aspects of National Party policy appear to be the most daunting obstacle on South Africa's road to reform. Political Reporter CHRIS FREIMOND looks at the problems and possible ways out for the Government.

bursting through the influx control dyke.

Although an appeal has been lodged against the decision, it was seen by observers as a major strike against the Government's efforts to keep homeland blacks out of "white" urban areas and seems to have cast serious doubts on what was once believed to be a water-tight policy.

Where does all this leave the prospect for reform?

Ideology

An historian at Stellenbosch University and a close observer of the South African political scene, Dr Hermann Gillhorne, said the Government did not have a set programme for reform. Changes would be brought about "slowly and labouriously".

By refusing, at this stage, to accept some of the reforms recommended by commissions and committees the Government would probably continue to lose credibility with the Left, while the very talk of change would continue to lose the National Party support to the Right.

But it would press ahead at its own pace with changes that could be fitted into National Party ideology.

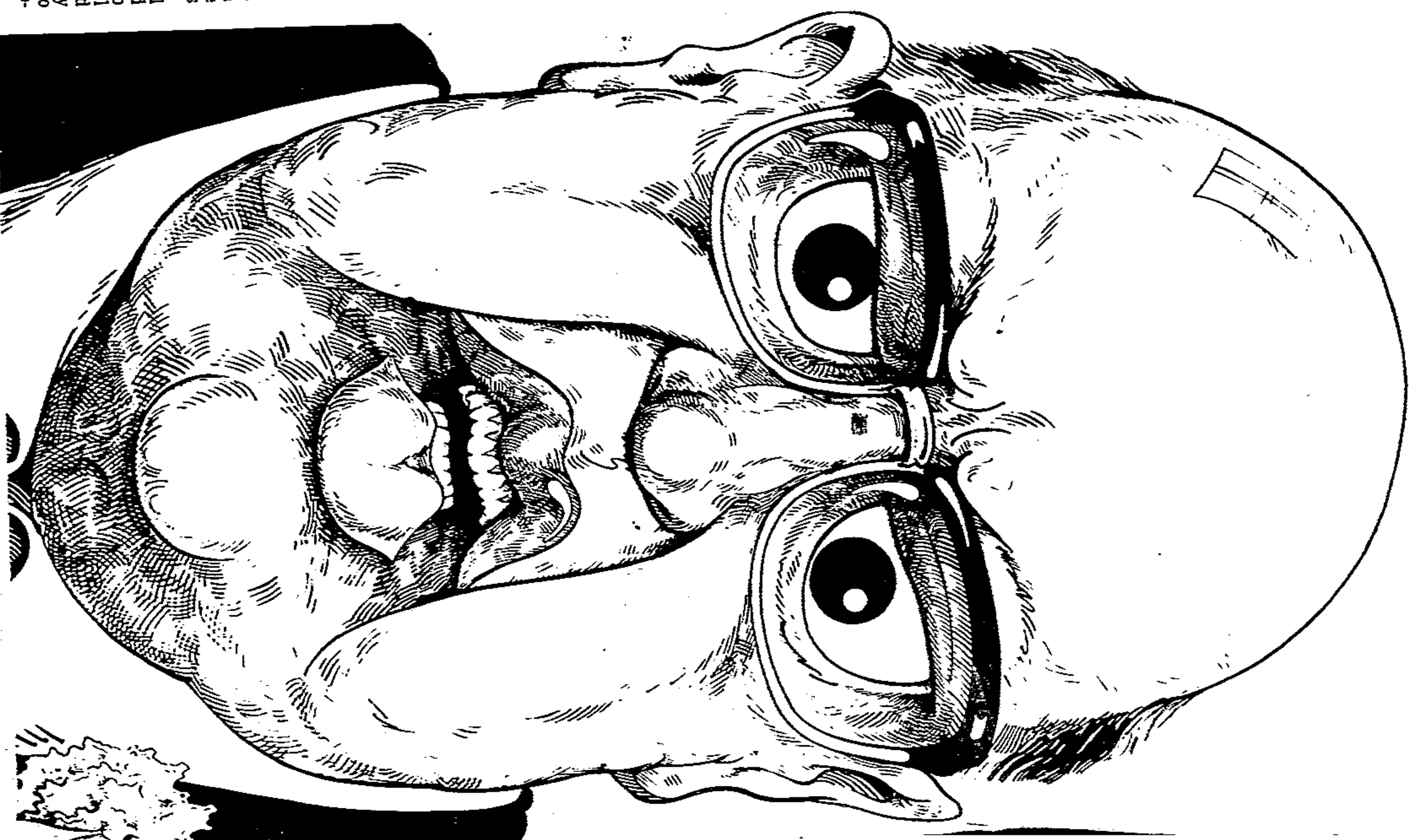
It was possible — as had happened in the past — that recommendations being made by commissions today would be implemented at some later stage when they became more acceptable to the National Party as a whole.

In an article in the Rand Daily Mail earlier this year, Dr Gillhorne said he believed political analysts who "wrote off" Mr P W Botha after the April General Election were "misreading the man and the situation."

"Although the doubts are crowding in I still believe he is capable of giving reform leadership and of rallying Afrikaner vigilantes and English reformists behind him," he said.

There was evidence that in the short term the National Party would attempt to restore its ethnic base rather than pursue a middle-class strategy in the hope of attracting growing numbers of English-speaking voters.

The Government was still committed to reforms initiated or announced in the past two years — including the gradual easing out of the pass laws and removal of curbs on the mobility of qualified blacks, but subject to the Group Areas Act, Dr Gillhorne said.



'Rejection' of report on education saddens many

Star
9/10/87
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By Anthony Duigan

Educationists representing the majority of South African schools have expressed severe disappointment at the Government's apparent rejection of key aspects of the Human Sciences Research Council blueprint for education.

The educationists — representing black and coloured teachers nationwide and more than 3 000 white teachers in the Transvaal — were particularly upset by the Government's "political" response to the recommendation of a single education Ministry — "each population group shall have its own education authority department."

At the same time the HSRC report itself was acclaimed by educationists representing all population groups for "opening" the South African education system and thrusting it into a new era of change and reform.

● Mr L Taunyane, president of the Transvaal United African Teachers' Association and member of

the HSRC committee and Dr Ken Hartshorne, member of the executive committee of the HSRC inquiry and educational adviser to the Bophuthatswana Government. "The statement of the 11 principles for education in South Africa (which underline a commitment to equality of educational opportunity for all irrespective of race) and the Government's memo accepting them are historic.

"When we looked at the problem of making a start with the new blueprint, we came up with two basic priority recommendations:

● The need for the 11 basic principles to be officially adopted as a blueprint.

● The immediate appointment of an interim council for education representing all groups.

"But the Government's acceptance of these principles, subject to restrictive and apparently non-negotiable provisos (the Christian National character of white education to remain along with separate education departments for each group), could take away the freedom of flexibility we tried

to build into the principles.

"Then, instead of the interim council for education, the Government has appointed a working party weighted with civil servants.

"These officials will make recommendations to the Ministers responsible for education. It is a very dead, unimaginative response.

"I think all of us concerned with this investigation feel most disappointed at the Government's response."

● Professor Richard van der Ross, rector of the University of the Western Cape and member of the HSRC committee: "Here is a scientific investigation to which the Government has given a political reaction. The Government is saying it is sticking to the broad outlines of its policy."

DISAPPOINTED

● Mr Franklin Sonn, coloured teachers' leader, vice-president of the Joint Council of Teachers' Associations and HSRC committee member: "The expectations we had of the report itself have been met, particularly the way it depoliticises and deracialises education and places it under one department.

"But we are very disappointed, in fact very disillusioned, that the Government has chosen to reject one education department and has re-established apartheid in education."

● Mr Jack Ballard, secretary of the Transvaal Teachers' Association: "One ministry of education is essential if we want to gain the confidence of all racial groups. It is disappointing to see this apparently turned down."

● Mr R C Peteni, president of the African Teachers' Association of

Educationists: Govt's reaction disappointing

CT 9/10/81

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EDUCATIONISTS last night welcomed the De Lange report as a bold and enlightened initiative — but most said they were “disappointed and disillusioned” that the government had reacted by simultaneously quashing the idea of one education department for all races.

● The president of the Union of Teachers' Associations of South Africa (Utasa) Mr Franklin Sonn, said he was “sad, disappointed and disillusioned” that the government had rejected one open education system. “This in fact re-establishes apartheid education and

places us back where we started,” said Mr Sonn, who is also president of the Cape Teachers' Professional Association and vice-president of the Joint Council of Teachers' Associations.

But, he said, “the expectations we had of the report have been met, particularly the referring to equality in education and the de-politizing of education”.

● Mr Laurie Starfield, chairman of the Association of Governing Bodies of Transvaal English Medium High Schools, which represents the parents of 46 000 pupils, said: “It is an honest, non-political attempt to overhaul the education system, but nothing has come forward to stop the teacher shortage.

“I say this with regret and hope that the minister will take practical steps to tackle the crisis. So far nothing has happened to do this.”

● The president of the African Teachers' Association of South Africa (ATASA), Mr Randall Peteni, said his association had been “fighting” for the idea of equal educational opportunities recommended.

“With this recommendation, and hopefully its implementation, we hope that a new era in black education will be introduced.”

He said the call for 250 000 black teachers to be trained was a top priority.

● The president of the Teachers' Association of South Africa, Mr Pat Samuels, said in Durban that the biggest stumbling block would be “the vagueness in which the report's 10 basic principles are couched”.

“The terms are so general as to make them vague and perhaps ambiguous, and this could lead to a lot of controversy with regard to implementation.”

● The chairman of the South African Teachers' Council, Professor N T van

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WORK TRAINING

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From page 1

Loggerenberg said it was “unusual and unacceptable” that teachers' associations had been excluded from the working party established to advise the Minister of National Education.

He said attention to the recommendations would be “unthinkable” without teachers having a say.

● A statement from the National Educational Union of South Africa said it was clear the report wanted to maintain a segregated system under the guise of equal quality of schooling “which will train some people for superiority and others for subordination”.

“The government's guiding principles make it quite clear that the principles of Christian national education will remain — self-determination, separate education departments and separate development.”

● Education could never be divorced from the political and social system. Dr Edgar Maurice, a leading black educationist, said in Cape Town last night.

“Of what good is equal education if the people are to remain voteless and rightsless? It is impossible to divorce education from the social and political system in which it is to operate.” Dr Maurice, former head of Harold Cressy High School, said.

He said the government's response showed that it was prepared to move toward parity in education to “make apartheid in education more acceptable to blacks”.

“But it is quite clear that the government has no intention of accepting the main recommendations. They are still speaking of separate schools and education departments.”

● Mr Wallace Mqoqi, a member of the Parents' Action Committee, which represented black parents during the school boycotts last year, said the report “echoed the call over the years of the people who had been the victims of apartheid education”.

Commenting on the White Paper, he said it was “regrettable that the government insisted on clinging to an archaic system”.

● The rector of the University of Stellenbosch, Professor Mike de Vries, and the rector of the University of Cape Town, Dr Stuart Saunders, declined to comment, saying they had not had time to study the report.

● A member of the commission, Professor Richard van der Ross, said last night that the government had made a “political response entirely in character”.

Professor Van der Ross, who is the rector of the University of the Western Cape, said he was not disappointed over the government's reaction, as he did not expect “a capitulation”. — Staff Reporters and Own Correspondent

Plan to reform education

THE South African Chamber of Industries has launched a scathing attack on the existing education system and suggested radical reforms in a white paper on education policy.

The proposals in the white paper were submitted to the Human Sciences Research Council's investigation into education.

Far-reaching proposals were made for reform in the financial structure, the management of the system and for change towards career orientated education.

The paper proposed that the critical area of reform in the system be dealt with in two phases. In the medium and longer term it suggested that:

● The amount spent on education be increased from four percent of the

gross domestic product to six or eight percent;

● The distribution of resources used in education be spread more uniformly among the population groups;

● Teachers be given professional status and removal of the regulations that bar married women from active participation in the system; and

● The curricula move away from an academically orientated system to a more career orientated system.

In the short term it suggested that television services be extended to provide for all spheres of education by:

● Using the best teachers in a single, live programme;

● Overcoming language barriers by dubbing;

- Using open air classes to view programmes; and
- Canvassing international assistance for the supply of programmes.

AUTONOMY

The paper suggested that the local school be given greater autonomy and placed under the management of a governing council — with representation for parents, teachers and employers — which will be fully responsible for:

● Determining teachers' salaries;

● Selecting curricula; and

● All financial matters including the spending of State subsidies.

A single Ministry of Education is suggested which will monitor, advise and impose broadly based non-discriminatory standards.

Argus 9/10/81

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'Shock, dismay' by teachers

Aug 9/10/81 (50)

Education Reporter

THE Union of Teachers' Associations is 'shocked and dismayed' at the Government's rejection of two main recommendations in their report and have sent a memorandum to the officials concerned protesting against the rejections.

The recommendations that there should be one ministry for education and parents and pupils should have freedom of choice in educational matters have been rejected in a Government interim memorandum.

The memorandum says each population group should have its own schools and department/authority.

Mr Franklin Sonn, vice president of the association, said: 'I don't even

know how to respond. We have sent a memorandum expressing our dismay — although dismay is scarcely a strong enough word.

'Why does the Government talk about reform if the very basis of reform concerns policies which they say are non-negotiable?

'In the memorandum we have stated that we cannot believe that separate can be equal. If all the population groups are to be equal why can there be no freedom of choice for individuals and communities?'

Mr. Sonn said: 'even though the cornerstones of the recommendations had been rejected educationalists would not let the matter rest.

His one satisfaction was that the recommendations had been put on record.

'I believe we must keep talking, because what else is there to do. We must not be seen to give up. The struggle continues,' he said.

Miss Claudia Regnart, a Westerford High School teacher, said she feared the Government took the present calm for acquiescence and possibly felt that placating the right-wing was of a higher priority than education reform.

The calm had not been acquiescence but was a period of waiting.

'If the Government does not act now we may not have another calm,' she said.

The Government will publish a White Paper after interested parties have had time to examine the reports.

Tucsa, FCI endorse De Lange report

Own Correspondent

DURBAN. — The South African education system was slammed yesterday by the general secretary of Trade Union Council of South Africa (Tucsa), Mr Arthur Grobbelaar, and by the South African Federated Chamber of Industries (FCI), both of which endorsed the De Lange commission recommendations.

Calling for an equal unitary education system in place of the present fragmented one, Mr Grobbelaar urged industrialists and trade unionists to "get cracking and do something about it".

At a seminar organized by the National Development and Management Foundation at a beachfront hotel, Mr Grobbelaar told 40 management and personnel executives on black advancement and education that: "We've got to grow up and accept in pure economic terms the need for one department of education.

"We're going to face serious difficulties in the next few years in finding suitably educated blacks to move into occupations requiring high levels of technical skills."

He related this largely to the poor level of black education in particular, but spoke of the poor quality of South African education generally.

"All groups, but particularly the blacks, must be trained and educated to avail themselves of the opportunities that are available," Mr Grobbelaar said.

He urged employers and trade unionists to help remove the most serious barrier to the advancement of blacks — racial prejudice. Calling it a "monstrous and illogical attitude", Mr Grobbelaar said prejudice could be eliminated by a process of training and education.

Universities

"I am perturbed by the thought that universities are providing people with knowledge and wisdom of no practical purpose. They are not being used to equip people with the knowledge, know-how and skills needed for an industrial society," he said.

There should be one educational institution providing this technical training and not a number of institutions catering for the different race groups.

● The Federated Chamber of Industries said that after a year of intense consultation, the De Lange report had come forward with a new perspective on the education crisis which had been partially responsible for the crippling national skills shortage and widespread unrest.

● De Lange report 'vindicates PFP' — page 4

Govt blow splits education team

RD 10/10/81 (50)
By CHRIS FREIMOND

THE De Lange committee of inquiry into education has been split by the Government's reaction to some of its far-reaching proposals for reform, tabled in Parliament on Thursday.

At least eight of the 24 members are preparing a statement expressing "grave disappointment, concern and dismay" at what was seen as the Government's negative reaction to the report.

The leader of the dissident group, Dr Ken Hartshorne, said last night it was possible more committee members would support the statement, expected to be issued shortly.

And it was learnt that nearly all the members of the committee were deeply disappointed when the contents of the Government's provisional White Paper — published on Thursday — were revealed to them by the chairman, Professor J P de Lange, at a preview in Pretoria on Monday.

One member said last night that it was felt by many that the massive effort and considerable expense that had gone into preparing the most comprehensive study of education ever undertaken in South Africa had been a virtual waste of time.

Some members felt they now had the right to respond, as individuals, to the White Paper, he said.

Weighing response

Dr Hartshorne — a former senior official in the Bantu Education Department and now attached to the Centre of Continuing Education at the University of the Witwatersrand — said last night that the eight had held meetings over the past few days to carefully consider a response to the White Paper.

The White Paper effectively rejected some of the more enlightened recommendations — such as the conditional opening of State schools to all races and a single education department — because they were incompatible with National Party policy.

Dr Hartshorne said the De Lange report was a landmark in the history of education in South Africa — and the Government's "negative" reaction was unacceptable to a number of committee members.

He felt the Minister of National Education, Dr Gerrit Viljoen, was unjustified in alleging that some of the recommendations — believed to have been the brainchild of Dr Hartshorne — were unscientific, opinionated and unmotivated.

Dr Hartshorne was backed last night by a number of fellow committee members.

They included Professor Richard van der Ross, principal of the University of the Western Cape.

He said the Government's reaction had been "political" to reassure the white electorate education was not being tampered with.

Professor A C Nkabinde, principal of the University of Zululand, said all the recommendations were based on a thoroughly scientific study, with the facts to back them.

Both men indicated they would support a detailed response to the Government's reaction as outlined by Dr Hartshorne.

Two other members of the committee who asked not to be named said they too regarded Dr Viljoen's attack on certain recommendations as unjustified. They were also disappointed by the Government's response.

They would be prepared to consider any statement that was being drawn up in response to the White Paper, they said.

It is understood that a majority of the committee were in favour of the principle of allowing all schools and universities to admit students of all races if they so wished.

'Boldest'

The report's recommendations were described yesterday by the Opposition spokesman on Education, Dr Alex Boraine, as the "boldest and most imaginative ever made in South Africa".

But in response, the Government had reacted in a "tepid and tentative" manner, he said.

A final White Paper on the De Lange report is expected to be published some time next year.

The Government has given its assurance that no final decisions on the future of education will be taken until all interested parties have had the opportunity to comment on the report.

But it appears unlikely the Government is prepared even to consider, at this stage, any proposals or pleas for education reform going beyond NP policy.

Star 10/10/81

Dismay on Lange front

By Bob Davis

A number of members of the De Lange committee of inquiry into education have expressed disappointment, concern and dismay at the Government's reaction to the committee's report.

Dr Ken Hartshorne, a committee member and spokesman for at least seven other members who have described the Government's reaction as "negative," said today that a substantial statement was being prepared and would be issued shortly.

"We have been in frequent telephonic contact with each other since the Government White Paper was published and we feel

that instead of small and off-the-cuff statements to the Press, the situation calls for a substantial statement."

Dr Hartshorne said his personal grievance was that Dr Gerrit Viljoen, the Minister of National Education, had alleged

that some of the recommendations were unscientific, opinionated and unmotivated.

One of the passages objected to by Dr Viljoen — "the greatest possible weight should be given to the principle and practice of free association rather

than predetermined cultural identities established from above" — is believed to have been the brainchild of Dr Hartshorne.

Meanwhile, educationists representing the majority of South African schools have expressed grave disappointment with the Government's "political reaction" to what were seen as key aspects of the report.

The educationists, representing black and white teachers nationwide and more than 3 000 white Transvaal teachers, were particularly upset by rejection of the recommendation that a single education ministry be established.

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The De Lange Report

'Open up the classrooms' Education ... and a single Department for all

THE possibility of schools opening their doors to all races and a single Department of Education for all groups are among the most sweeping recommendations of the report tabled in Parliament yesterday.

The report was drawn up by a multiracial team of the country's leading educationists appointed by the Human Sciences Research Council at the request of the Prime Minister, Mr P W Botha.

Its recommendations, based on scientific evidence and statistics, reject the present apartheid system of education and propose alternative education policies that cut straight across all the major features of Government policy:

● Free association, allowing schools themselves to decide whether they wish to open their doors to all races.

● Differentiation based purely on differences of race or colour cannot be regarded as relevant grounds for inequality of treatment, and is consequently contrary to the social and ethical demands for justice.

● A single ministry — one minister and one department — for all education, replacing the present system of separate departments for the different races.

● The establishment of a multiracial South African Council of Education that the Minister of Education would be obliged to consult before taking decisions.

● The Group Areas Act should be disregarded as far as education facilities are concerned. This would mean that pupils of all races would be allowed to use education facilities in any area.

● Massive decentralisation of control over education, designed to give the greatest possible degree of autonomy to the schools, and freedom of parental choice.

● Restricting Government financial support at higher levels of education, but providing equal funds for pupils of

all races during the first six compulsory years of school attendance because there are far more blacks than whites in schools at lower levels. This system would mean dramatic increases in spending on black education and a reduction in spending on white education.

● State subsidies to private schools on the same basis as all other schools. These schools would have a large measure of freedom of choice and association, effectively allowing them to become multiracial.

● Large-scale preparation to provide education facilities to cater for massive urbanisation, particularly among blacks, in the years ahead, and

● Structuring the administration of education in three levels: a central level, a regional level and a local level. At the central level, a single ministry would be responsible for the country's broad education policy; at the second level, education authorities would provide for education within a defined area, and at the third level, the basic unit of management would be the school.

The report recommends that schools should have the greatest possible degree of autonomy, with parents and teachers having a major say in decision-making at all levels. Second-tier regional authorities would control teacher recruitment and co-ordinate administration in different geographic regions.

Ethnic units

There was division in the committee on whether these regional authorities should be based on ethnic units, such as the homelands and 'white' South Africa or on multiracial geographic regions. The committee did not attempt to resolve this difference, but said second-tier education authorities would depend on the type of constitutional structure developed in the future.

The committee also recommended a further investigation into tertiary (higher) education, with a view to channeling more learners towards career education rather than academic education.

These recommendations arose from the committee's starting point of 11 principles as the basis of a future education policy in South Africa. These principles are:

Principles

Equal opportunities for education, including equal standards in education for every inhabitant, irrespective of race, colour, creed or sex, shall be the purposeful endeavour of the State.

Education shall afford positive recognition of what is common as well as what is diverse in the religious and cultural way of life and the languages of the inhabitants. Education shall give positive recognition to the freedom of choice of the individual, parents and organisations in society.

The provision of education shall be directed in an educationally responsible manner to meet the needs of the individual as well as those of society and economic development, and shall take into consideration the manpower needs of the country;

Education shall endeavour to achieve a positive relationship between formal, non-formal and informal aspects of education in the school, society and family;

The provision of formal education shall be a responsibility of the State provided that the individual, parents and organisations in society shall have shared responsibility in the choice and voice in the matter;

The private sector and the State shall have shared responsibility in the provision of non-formal education;

Provision shall be made for the establishment of State subsidised private education;

In the provision of education the processes of centralisation and decentralisation shall be recognised organisationally and functionally;

The professional status of the teacher and lecturer shall be recognised, and Effective provision of education shall be based on continuing research.

'An urgent need for neighbouring schools to share facilities has arisen'

The R223 000 m school backlog

IT WOULD cost up to R23 000 million to wipe out the current schools backlog, says the report, which has recommended an entirely new approach to school design and use of facilities by the community.

It says, too, that the differences in standard and quality of facilities provided for the different race groups are to a great extent due to the existence of various education departments — a system the Government has decided to continue.

The demand for whites had largely been

met but large backlogs had built up in Indian, coloured and black education.

Calculated on the basis of 30 pupils to a class, the current shortage of school places was 1 583 748 in primary and 283 851 in secondary schools. The lowest cost at which this could be eradicated by the State alone was R1 800 million, and if the community also contributed it would be R2 300 million.

Among other things, it says that the Group Areas Act causes 'many problems' when a

school site is needed outside of a particular group area.

The report says there should be a design standard for schools so that space can be used more effectively, and says the traditional South African school does not make provision for the range of teaching and learning spaces a school requires, even less does it facilitate community utilisation of the school.

'Owing to financial considerations on the one hand and a shortage of qualified teach-

ing staff on the other, an urgent need for neighbouring schools to share facilities has arisen,' says the report.

'The question is, for example, whether it is financially justifiable for every school to have one or more equipped laboratories, especially if there is a shortage of qualified teachers to run them.'

The report says, too, that transportation should be provided for schoolchildren and says that while some provision has been made for coloureds and Indians, 'this is in-

adequate in the light of actual requirements.'

'No transportation is provided for blacks, although there is a real need for it. There was also a need for hostel accommodation for blacks and coloureds, and the policy of provincial administrations in providing these services for whites could be the basis for providing them for all groups.'

The demand for non-formal education was also increasing and the need for training and retraining was becoming increasingly

urgent.

'There is a demand for the better utilisation of schools which at present are used mainly in the mornings and usually stand empty for the rest of the time,' said the report.

'Although in the first place schools have to serve the educational needs of the youth, it is essential that attention be paid to the design and adaptation of schools and school grounds so that they can be utilised as community centres.'

Exploding black population and rapid urbanisation are the main factors

AN EXPLODING black population and rapid urbanisation over the next 20 years are two of the main factors affecting education planning.

The report says that, according to population projections, the number of schools needed for white and Indian people will decline while the demand for black and coloured schools will increase.

The report notes a population shift to the north and north-east of the country, with a particularly conspicuous migration of coloured people from the Cape to the Transvaal.

Prof J P de Lange, who headed the investigation, told reporters there were an estimated 4 500 000 black pupils this year. This would jump to 9 000 000 by 2020 if the black birth rate kept increasing and to

about 7 500 000 if the birth rate dropped under the influence of rising education and economic standards.

The white population was expected to peak in 1985 with a need then to school 760 000 pupils. This would drop to about 700 000 by 2020.

The coloured population was expected to peak by the year 2005.

The report says the relative proportions of whites, coloureds and Asians would decrease while that of blacks would increase rapidly.

Just more than 37 percent of black people were urbanised in 1980 and extremely rapid urbanisation could be expected in the next two decades.

If the present trend continues, the great-

est urbanisation will take place in the existing metropolitan areas of South Africa, where the vast majority of the urban black population is settled at present.

'A large number of new urban areas will also have to be developed.'

Black and coloured pupils are concentrated in the lower standards. In 1978 more than half the black pupil total had not

reached Standard 2 while 79 percent were at primary school.

The report says the demand for education among coloured, Indian and black people is shown by the higher proportion of whites who complete schooling. Of those who started school in 1963 and completed 12 years of schooling, 58.4 percent were white, 22.3 percent Indian, 4.4 percent coloured and 1.66 percent black pupils.

ELECTRICITY SUPPLY COMMISSION

Blacks get

South Africa's exceptionally high inflation rate, high interest rates, continued interruptions in electricity supplies from Cahora Bassa with consequent use of plant that includes older power stations, and sustained growth in electricity demand which requires continuing installation of more generating capacity, have compelled Eskom to increase tariffs for 1982 by 13,1% on average. Increases in the coal price, over which Eskom has no control, could lead to a further increase of the electricity selling price by 1,2%. The new tariffs will apply as from January 1982.

This is the first time in four years that the average tariff increase will exceed ten percent. The average increase is below the present inflation rate that has already reached a figure in excess of 15%. Eskom's average tariff increases in recent years have been as follows (the corresponding inflation rate is given alongside):

	INCREASE	INFLATION RATE
January 1979	4,1%	13,1%
July 1980	7,3%	16,5%
January 1981	5,5%	14,0%
January 1982	13,1%	

In terms of the Electricity Act Eskom is required to balance expenditure and income. Surpluses or deficits are carried forward therefore to the following financial year. The tariff increase for 1982 has been necessitated by considerations that include the accumulated deficit on the electricity supply account of the beginning of 1981, as well as the fact that 1981, which is a difficult operating year, may very well result in a further increased deficit. Inadequate generating capacity among other things has resulted in higher operating costs during 1981 and in addition has had a detrimental effect on electricity sales.

In determining the tariff increase for 1982, unavoidable cost increases during 1982 were taken into account in addition to provisions for decreasing the deficit in the electricity supply account that accumulated during 1980 and anticipated in 1981. Notwithstanding the increase of 13,1% Eskom has honoured the undertaking to keep tariff increases below the current inflation rate where possible. The tariff adjustment of 13,1% for 1982 may be attributed to the following:

- OPERATING, MAINTENANCE AND FUEL COSTS**
For some time now Eskom has experienced the effect of the high inflation rate on its operating costs, i.e. fuel and materials. Owing to interruption of the Cahora Bassa supply among others it became necessary to use the older and less economical power stations entailing high fuel costs. In addition the teething problems experienced with new equipment during the accelerated commissioning programme have increased operating costs.
- LOAN COSTS**
New equipment has been commissioned at an increasing rate, and not only proved more expensive than existing equipment, but required financing by means of loans with very high interest rates.
- CONTRIBUTIONS TOWARDS CAPITAL DEVELOPMENT AND RESERVE FUNDS**
The role of contribution to these funds has been reduced to some extent as a reasonably satisfactory level of internal funding is being maintained at present. Further reductions would result in problems in financing Eskom's expansion programme, and this programme is essential in order to avoid inhibiting economic growth in the country. As the income and expenditure account in each of the respective distribution undertakings is required to balance, tariff adjustments in Eskom undertakings will vary as follows:

UNDERTAKING	CURRENT TARIFF DISCOUNT OR SURCHARGE	PROPOSED TARIFF DISCOUNT OR SURCHARGE AS OF JAN. 1982	EFFECTIVE TARIFF INCREASE FOR CALENDAR YEAR 1982
Rand & OFS	Discount 3%	Surcharge 9%	12,4%
Natal	Surcharge 5%	Surcharge 20%	14,3%
Eastern TV	Discount 5%	Surcharge 9%	14,7%
Western Cape	Surcharge 20%	Surcharge 38%	15,0%
Northern Cape	Discount 25%	Discount 16%	12,0%
Border	Surcharge 12,5%	Surcharge 26%	12,0%
Orange River	Surcharge 65%	Surcharge 90%	15,2%
Weighted Average Tariff Increase			13,1%

The tariff increases which amount to 13,1% on average for 1982 are restricted to changes in accordance with standard tariffs and do not apply to extension charges. Eskom intends to reduce certain extension charges, particularly those which are payable in addition to the standard tariffs in rural areas with effect from January 1982.

As was stated earlier, standard tariffs include a built-in mechanism for adjusting energy prices in accordance with coal price fluctuations. With due allowance for these factors, together with the weighted average increase of 13,1% estimates are that Eskom's average selling price for 1982 reflected in cents per kWh, will exceed the corresponding figure of 1981 by approximately 14,3%.

The Electricity Control Board is at present considering new standard tariffs for the Western Cape, Orange River and Border Undertakings. With the new tariffs the tariff structure will be changed so as to eliminate the high tariff surcharges in force at present. The new standard tariffs have been calculated however to provide the same total income as existing tariffs. Subject to approval by the Electricity Control Board, Eskom intends to apply the new standard tariffs from January 1982. In the case of these new tariffs, the proposed tariff adjustments with effect from 1982 will be as follows:

UNDERTAKING	TARIFF DISCOUNT THAT WOULD APPLY IN 1981	TARIFF DISCOUNT FROM JANUARY 1982	EFFECTIVE TARIFF INCREASE FOR CALENDAR YEAR 1982
Western Cape	25%	14%	14,7%
Orange River	25%	14%	14,7%
Border	25%	16%	12,0%

I.D. van der Walt
Senior General Manager
8 October 1981.



ALL FIGURES ARE IN PERCENTAGES UNLESS OTHERWISE SPECIFIED

the worst deal

No transport provided, although there is a need for

BLACKS in South Africa received the worst deal on all levels in education, the committee found.

Throughout its 221-page report, the committee has shown that the poorest facilities in schools are found among those provided for black people.

This finding applies on all levels, from the provision of health services to school guidance to the shortage of classrooms and teachers to transport.

In primary and secondary schools, the committee established that 'white schools are adequately served by the school health service whereas the service to black schools is completely inadequate.

'Indian and coloured schools are also not optimally served.'

In pre-primary education, health services are provided to white pupils to some extent but they do not extend to the pre-primary schools of the other population groups, or if they do, only to a limited extent.

School psychological services exist in all provinces for white pupils, on a limited scale for coloureds and Indians, but not for black schools.

Guidance

The committee adds: 'The investigation has shown, however, that within the current organisation of school health services it is hardly possible to speak of anything such as a comprehensive health service.'

The committee found that the provision of school guidance for coloureds is totally inadequate, while there is very little or no provision for blacks in spite of legislation which makes it possible.

The committee says: 'The critical shortage of professionally qualified teachers is one of the most serious problems confronting education in the Republic of South Africa.

'The most pressing shortage of teachers in regard to both quality and quantity exists in schools for blacks and coloureds.'

Disparities

Although some provision has been made for the transportation of Indian and coloured children, 'this is inadequate in the light of actual requirements. No transportation is provided for blacks although there is a need for it.

As far as participation in education is concerned, black levels of education, and a survey of the present education in South Africa shows a different population groups.'

The committee said: 'The fact that the population group should responsibility for its own welfare is not defensible because blacks, for example, but also coloured and Indian communities do not have the necessary resources to finance adequate programmes from the existing funds and sources within the country.'

Each pupil should buy his own textbooks

IT WAS educationally unsound for education to be altogether free, the report said.

Not only the adult community's but also the child's sense of what personal responsibilities are and should be were diminished by the practice of free education, the committee said.

In this respect free books are perhaps the best example in the experience of the child: the fact that the textbook is the property of the State does not encourage his sense of personal possession or care for possessions; the repeated use of a textbook by successive generations of learners causes the book to become dirty and yet the child has to spend hours studying it.

'Because the same book also has to be used by other learners, the child is unable to regard it as a personal instrument of learning in which he can adopt his own learning methods such as numbering, underlining, writing explanatory notes in the margin, and so forth.

Subsidise

'Textbooks should become the personal property of the learner. He should buy the book.

'It is our considered opinion that even the administratively cumbersome method of subsidising pupils, according to a sliding scale so that no child will suffer because of poverty, will be justified by the educational advantage of buying, owning and transferring the book into a personal learning instrument, learning respect of property and perhaps even beginning a small collection of books of his own.

'This discussion on textbooks has merely been given as an illustration. There are other ways and means of saving, for example: differentiated school fees, the joint use of certain facilities by more than one school or by the school and the community.

'It is probable that the increased contribution of the parent and community will foster their involvement in education and school, and will possibly have the effect of their being protective of the school and opposing any

Compulsory 'pre-basic' education suggested

Reports by the Mercury's Political and Parliamentary Staff

PARENTS will be able to send their children to school at the age of four-and-a-half if the Government accepts a recommendation in the De Lange Report.

The report recommends that a period of 'pre-basic' education should be made compulsory for at least one year to ensure the 'school readiness' of each child. Parents of a child turning five in the first half of the year would be able to send him to a normal primary school for 'pre-basic' education.

At the age of six, such education would be compulsory. All children would have to undergo at least one year of pre-basic education and could, if their parents wished, continue for a second year.

Pre-basic education would be free and would be aimed at achieving exceptional high as possible before they begin with formal education.

The report states that children from deprived backgrounds are often not ready for school at the normal school-going age and that a special pre-school education system would be needed to bridge the gap.

If the State were to provide free education at the end of the traditional phase up to Standard 1, the pre-school education system would be needed to bridge the gap.

It pointed out that expansion of education in South Africa would be exceptionally high.

ALL FIGURES ARE IN PERCENTAGES UNLESS OTHERWISE SPECIFIED

The De Lange Report

'The system has failed' Too much concentration on academic-type study

THE South African education system fails to provide the trained manpower the country needs to maintain economic growth, increasing employment and ultimately social stability.

This is one of the central themes in the report. The Cabinet request specifically included an analysis of how education should suit the country's manpower needs and the report contains numerous criticisms of the present system.

It says white education in particular concentrates far too much on academic-type study unrelated to career requirements, while the high drop-out rate in black and coloured schools is a massive loss of potential skilled manpower. The result is a prospect of increasing unemployment both

for those without skills and those with 'wrong' skills when there is a critical need for highly trained workers in a variety of technical and technological fields.

There is an inability to educate an 'exploding' black population for jobs which will increasingly be needed in urban areas.

Society puts itself at great risk if too many children, particularly in a situation of urbanisation, are either unemployed or untrainable in the work situation because of dropping-out or leaving school at too early a stage.

The report says there is an urgent need for career-oriented education, particularly technical education, and that whites will fill a decreasing proportion of skilled and technical posts.

In 1979, 89 percent of engineers, 78 percent of natural scientists, 91 percent of technicians and 72 percent of artisans and apprentices were white.

The disparity in training is illustrated by the fact that in 1978 there were 107 434 white students at a variety of technical institutions and only 2 652 black students at 16 technical institutes.

Last year there were 6 827 students at the Indian Technikon and 1 356 at the one for coloureds.

The report says South Africa is training far fewer technicians and engineers than it needs — only 11 percent of those being trained in the comparable situations of Israel and Taiwan.

South Africa needs to train 23 000 skilled workers and 9 500 technicians a year to maintain a 4.5 percent growth rate. The present annual training rate is only 10 000 skilled workers and 2 000 technicians.

All population groups will require thousands of qualified teachers. If there were to be a greater emphasis on technical training.

The report emphasises the need for guidance and incentive, and not compulsion, in altering the imbalance between what schools produce and what the work situation demands.

It recommends an increased choice for pupils coupled with a greater availability of training which will suit the country's manpower requirements. It makes specific recom-

mendations for increasing the popularity of science and mathematics, which it says should be part of the equipment of every person in the modern world.

Prof J P de Lange, who headed the investigation, told reporters that pupils could not be seen simply as potential labour units.

Over the past three years, however, white education been 80 percent academic preparation and 20 percent vocational preparation when the country's needs were exactly the opposite.

The situation for blacks was even worse — 99.25 percent received academic preparation and less than 1 percent vocational preparation, he said.

'Serious control problems' revealed

THE report has revealed serious shortcomings in South Africa's education management.

It has found that it is controlled by a 'particularly complex bureaucratic structure' within which consultative mechanisms are inadequate. One of the major problems is that almost every important educational decision is taken outside the basic framework of education of departmental level.

'Ideally a management system has to provide machinery at all levels which will bring about real participation, sharing of ideas, negotiation and decision-making by representatives of all interest groups,' says the report.

The major recommendations are that the system of three separate education departments be abolished and that a single minister and one department control all education at the first level.

Second-level education authorities should be established with full responsibility over all education in a defined area, and also over education policy. At the third level, schools should have the greatest possible degree of autonomy with parents and teachers sharing in decision-making.

'Measured against the criteria for an effective system of education, management in South Africa reveals certain shortcomings,' says the report.

It finds fault with the various consultative bodies which exist within the sub-systems that make up the whole structure.

At yesterday's commission Press conference



Report slates teacher training

SOUTH Africa faces a 'critical' teacher shortage, particularly for blacks and coloureds, the Human Sciences Research Council's investigation into education in South Africa under the chairmanship of Prof J P de Lange, rector of the Rand Afrikaans University, said in its report yesterday.

While the need for white teachers is expected to drop by the turn of the century with the natural population decline, the number of black teachers will have to more than double from 95 501 to 239 943 if the country's skilled manpower needs were to be met.

The report says, too, that not only is there a shortage of teachers but that the quality of black teachers

to 27 850 in the year 2 000. In the case of other population groups, the demand for teachers will increase considerably even if provision is made for a larger number of pupils teacher.'

The number of colored teachers would have to increase from 25 359 to 27 000 and the number of black teachers would have to more than double. There would be a slight drop in the number of Indian teachers needed.

The report says that present rate of training teachers for primary secondary schools is 'totally inadequate' and that quality of black teachers

turn of the education system. "The bodies that provide consultative machinery between the different sub-systems and at the overall level are inadequate."

More private schools envisaged

PRIVATE school education will no longer be limited to a select minority who can afford it, if the Government accepts the recommendation on the matter.

The report recommends that private schools get the same subsidy as Government schools but be allowed a large measure of autonomy in running their own affairs.

In effect this would mean that private schools would be free to open their doors to all races without Government intervention and at the same time receive the same support as State schools.

On the other hand, specific ethnic communities — such as Greeks, Germans or Afrikaners — could run their own private schools with State help.

The report describes private schools as institutions that provide for educational needs not provided for by State schools and says they should be accepted as an important innovative factor in the provision of education.

There is also criticism of the fact that there is no body to co-ordinate education at a national level. "The control and management of tertiary education do not function smoothly in every respect and require rationalisation."

On the one hand the autonomy and individual character of institutions ought to be emphasised and on the other more effective co-ordinated management is needed, especially with regard to the use of scarce resources," it concludes.

Provision should be made at the central level of education management for what is common in the education of all the inhabitants of the country. A decentralised level of opportunity should be given to a greater or lesser degree for the expression of diversity on the basis of free choice and association.

But the report emphasises that a decentralised system of management can only function satisfactorily if the functions and responsibilities of each level are clearly defined and a higher authority is clearly defined.

A decentralised system of management requires a firm national policy and active consultative and co-ordinating mechanisms.

Total lack of training co-ordination

AT YESTERDAY'S Press conference were: (from left) Dr J G Garbers, president of the HSRC, Prof J P de Lange, chairman of the commission, and Dr Gerrit Viljoen, Minister of National Education.

THERE was a total lack of co-ordination in teacher training for all four population groups, the report said.

In order to improve the standard of teacher training and to promote parity, a co-ordinated policy for the training and registration of teachers is essential," it said.

The mobility of students between colleges should also be promoted by means of a system of "transfer credits."

Another aspect which needed co-ordination and greater co-operation was the sharing of training teachers among universities, colleges and technikons.

Among matters which needed attention were equal standards at the various training institutions, rationalisation of

courses to prevent duplication, external moderation, and effective co-ordination of the training of teachers among the various institutions with a view to the mutual recognition of courses.

The report said it was essential to create proper service conditions so that suitable teaching staff could be attracted to the profession.

Recruitment was handicapped by salaries that are not always competitive, excessive bureaucratic control, the status and image of the profession, unfavourable publicity when service conditions were being negotiated and a lack of mobility in the profession.

Sports facilities must be shared in future

TRADITIONAL practices in the provision of school facilities would be turned upside down if the recommendations of the report were accepted.

The massive shortage of schools has brought the realisation that the average white South African school has luxurious sportsfields that are used only to about 14 percent capacity and school halls which are often put to even less use.

The report recommends the future sharing of sports facilities between two or three neighbouring schools and that their use also be extended to the immediate community.

It is clear that research undertaken by the committee brought it to the conclusion that white South Africans have been spoilt in the type and sprawling size of the schools they have become accustomed to.

Written exams at the end of the year may be stopped

Children of 12 could find themselves out of the classrooms in new plan

COMPULSORY school attendance could end at the age of 12 if the Government accepts the report's recommendations, or a complete overhaul in the present school system would be needed.

And pupils could also see the last of written examinations at the end of each school year by which they fail if they do not make the grade. These are some of the major implications of the plan for a new "modular" education system, designed to cater more for individual needs of students, to prepare them for each stage of education and to channel those who are not academically inclined into occupational training.

The proposals involve dividing education into three phases: pre-basic (presently pre-primary), basic (primary) and post-basic

(secondary, occupational and university education).

Compulsory education would continue until 15 years of age — but only 12 of these would have to take place in a school.

After that a student would have to receive a certificate of competence before continuing to the next phase of education. Some pupils would continue within the school system while others would move into occupational and vocational training outside the school.

The report recommends that education should be free during the period of compulsory school attendance, with the State's contribution declining at higher levels. The present system of grades, standards and

forms would be replaced by levels, each level taking one year to complete.

In turn, each level would be divided into different classes of varying degrees of difficulty — comparable to the A, B and C stream system of education in the past. The committee believes this would enable the education system to cater for pupils of differing abilities.

The main features of the three-phase system are:

- Pre-basic education. This would cover a period of one or two years, before the normal school-going age, with the aim of making pupils "school ready". This would be optional at the age of five and compulsory at the age of six and provided free at existing primary schools;
- Basic education, which would aim to ensure basic literacy. Basic education would start at the age of six or seven and would be compulsory for six years, after which a pupil would have to gain a certificate of competence. Then the pupils could either proceed to non-formal education (occupational training) or move to the next school phase. Education would remain compulsory in either field for a three-year period after basic education; and
- Post-basic education, offering a wide range of subjects and options to pupils to cater for specific interests and capabilities. Post-basic education would continue for six years through six levels. At various stages pupils would be able to move out of formal schooling to non-formal education.

Positive efforts will have to be made in both the formal and non-formal sectors to expand and speed up the training of teacher instructors without affecting the quality of training, says the report.

them are under-qualified. There were 10 688 black teachers with Standard 8 or lower qualifications.

The number of white teachers needed to obtain a teacher-pupil ratio of 1:30 will drop from 48 772 in 1980

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De Lange report 'vindicates' PFP

9 10/10/81 50
Political Correspondent

HOUSE OF ASSEMBLY. — The De Lange report on education had vindicated the Progressive Federal Party's stand against government policy and legislation this session. Dr Alex Boraine (PFP Pinelands) said yesterday.

He said during the third reading debate on the Budget that the overall thrust of the education report was towards a non-racial common society and away from "the sacred cow of fenced-off separate ghettos".

The report, breathtaking in scope, extent and implications, bore the imprint of a wide cross-section of educational opinion.

"It is the true voice of South Africa that is being heard, and the only people standing against it are the government."

The government response to the report was disappointing, negative and stalling for time.

"In essence, they have merely restated their policy of separation in education. Their response is timid, tepid and tentative.

"Afraid of right-wing reaction, they have clung to the worn-out framework of the past."

Professor De Lange himself was the "inspiration and the genius" behind the report, but the government had poured cold water on the hopes that had been raised.

Dr Boraine noted calls by the government and the committee for attention to the politically-sensitive issues not to outweigh the mass of far-reaching educational reforms proposed.

"The fact is that politics has a great deal to do with education in South Africa.

Whether we like it or not, this is a reality and there are very real political implications involved," said Dr Boraine.

He asked whether the government would reject the De Lange report's findings as it had rejected opposition arguments against the new black Vista University and also measures which threatened open private schools.

The PFP had been told "we are irresponsible and don't know what we are talking about" when it opposed the establishment of a separate black university.

Now the De Lange report, for which the government had refused to wait, recommended that universities should be able to decide for themselves which students to admit.

The PFP had also opposed a measure enabling the government to declare a white private school which admitted black, coloured or Indian pupils to be a black, coloured or Indian school.

The De Lange report now said private schools should enjoy exactly the total autonomy for which the PFP had argued.

Dr Boraine repeated his call for "a Defence-like budget" to improve education for all and said this would require sacrifices by all.

"We will be among those prepared to make sacrifices — not in order to maintain apartheid, but in order to break away from its shackles" he said.

De Lange report 'vindicates' PFP

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Govt won't drop policy on education

HOUSE OF ASSEMBLY. — The government was not prepared to discard its education policy and implement that of the Official Opposition simply because of a few value judgments made in the De Lange commission report, the Minister of National Education, Dr Gerit Viljoen, said here yesterday.

Speaking in the budget third reading debate he said that there was a great volume of positive recommendations of immense value for the future of South Africa's children which could be exploited rather than scratching the "political flea" of an open society and education system.

The declared goal of the government was parity of quality in education for all population groups and in this the De Lange commission had been even more cautious than the government itself.

"It is almost as if it is telling us not to be too optimistic," Dr Viljoen said.

In its recommendation on autonomy of choice for schools on the admission of pupils of different races, the commission had allowed a measure of unscientific value judgment.

"This government is also entitled to make value judgments just as we did in the past election. That does not mean that the government's value judgment is less valid than that of the commission."

The commission had spoken of a "predetermined cultural identity imposed from above".

This contained three such unscientific value judgments which served as premises for the recommendation of free association.

"This is not government policy and it would be political imbecility to throw our policy overboard and implement the opposition's on the basis of such recommendations. It would be educationally irresponsible to do such a thing," Dr Viljoen said.

'Determined'

"The government is determined to act only after it has given the report and its implications thorough consideration. We are not going to leap into changes with undue haste."

The minister pleaded with the Opposition not to isolate and exploit the politically entangled aspects of the commission's report but to work on the greater body of positive material it contained with due responsibility towards the coming generations of children who stood to benefit from it.

"Do not exploit celebrated educational 'winter chills' suffered by some people as the squatters experienced the real winter chill at Nyanga. Do not exploit it for political gain. There is enough positive material that can be employed to make this report a milestone in the educational history of South Africa," he said. — Sapa

Speaker back

HOUSE OF ASSEMBLY. —

Nine slam 'tragic' schools White Paper

Sunday

11/10/81

By IVOR WILKINS

Political Correspondent

NINE members of the De Lange inquiry into education have drawn up a joint statement slamming the Government's response to their report.

The statement released to the Sunday Times yesterday, criticises the Government's White Paper on the report for a "tragic lack of understanding of the real issues to which government needs to address itself."

The nine members have also drawn support from other members of the Human Sciences Research Council investigation, who feel unable to sign the statement because of their positions.

The group of nine berate the interim White Paper as "an unfortunate and ineffectual document".

"It fails completely to capture the spirit of the HSRC report which, whether accepted or not will remain a landmark in the development of education in South Africa," the statement says.

"The Government's response is a slap in the face for a group of South Africans of all colours and persuasions who, in good faith, and in some cases at the cost of their own credibility, gave intensively of their professional expertise, judgement and goodwill for over a year because they believed it was important to seek joint solutions to the educational malaise of their country."

The signatories

The group of nine are Dr Ken Hartshorne, a former senior official in the Bantu Education Department and now attached to the Centre of Continuing Education at the University of the Witwatersrand; Mr Franklin Sonn, president of the Union of Teachers' Associations of South Africa and rector of the Peninsula Technikon; Prof A N Boyce, rector of the Johannesburg College of Education; Mr Alan Pittendrigh, director of the Natal Technikon; Mr Michael O'Dowd, a director of the Anglo American Corporation; Mr L M Taunyane, president of the Transvaal Union

of African Teachers; Miss Claudia Regnart, a Cape Town school teacher; Dr Jack Ntsheni, professor of education at Natal University and Prof A CNkabinde, principal of the University of Zululand — who was a late signatory.

All nine were members of the HSRC investigation's head committee and five of them were chairmen of sub-committees.

According to their statement, the hopes that were raised by the Government's terms of reference and by the objective and sensitive manner in which the HSRC committee went about its task are in grave danger of being dashed.

Slamming

"The criticism and protest that basically has been suspended to allow the report to be prepared is likely to return in full force as various community groups realise that there is little intention to bring about real reform," they say.

The action of the HSRC group is strikingly reminiscent of the course of events after the Government issued its White Paper on the Erika Theron report in 1977.

At the time, seven members of the commission, including Prof Theron, issued a joint statement slamming the Government's rejection of the main recommendations and questioning whether the Government had understood the philosophy underlying the report.

The main concern behind the action by the HSRC's group of nine is that whereas their report specifically favoured a system of education in which

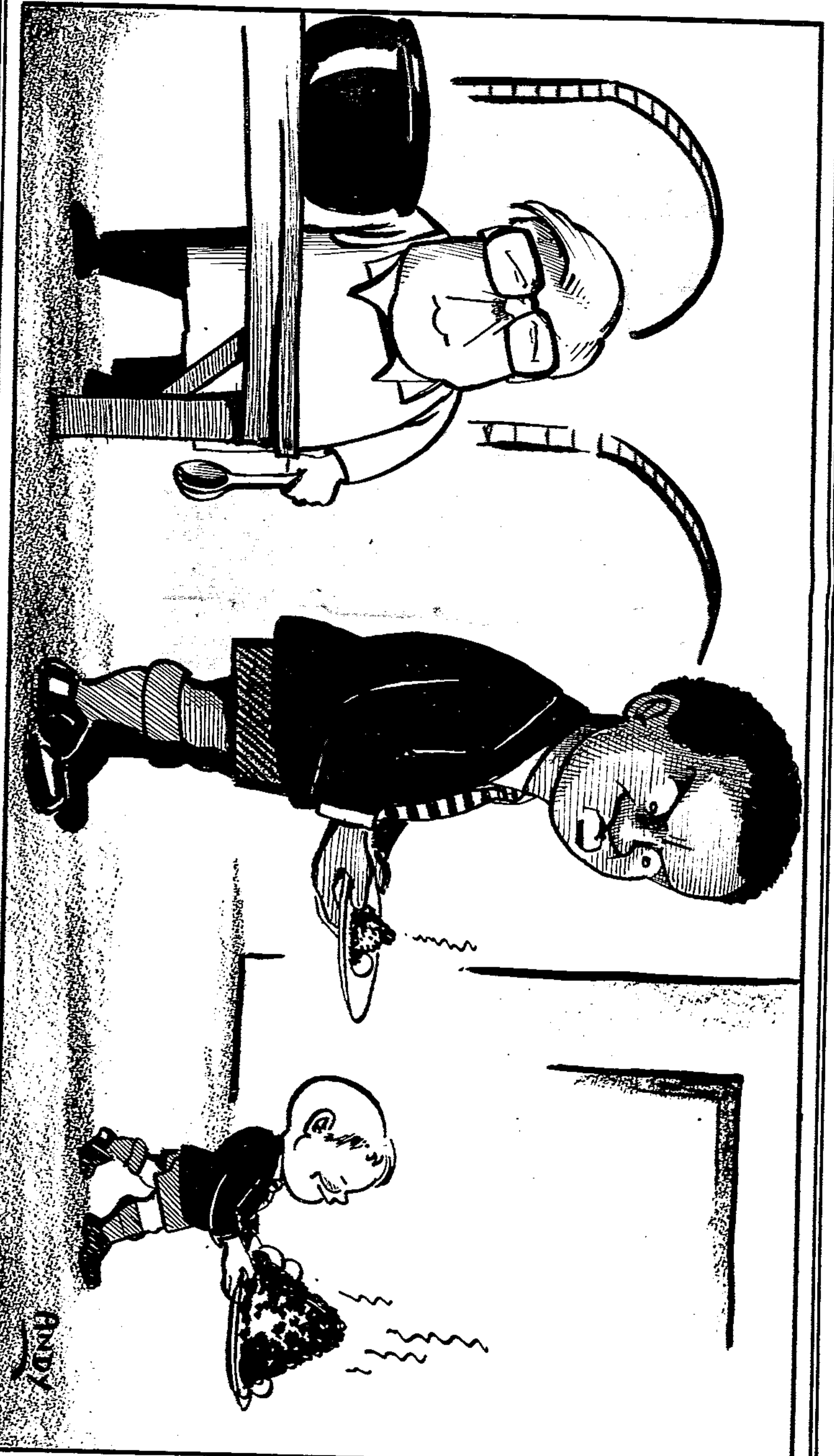
— Page 2

Special report on educational development in South Africa
 A journey that cannot afford not to take

Stairings future shock in the face

Sunday Times
 11/10/81

50



Andy

From Verwoerd to De Lange is a long journey in educational philosophy.

But, judging from the first government responses to the massive education report, released this week, a long road still lies ahead before official policy catches up with scientific thinking.

The Human Science Research Council investigation, headed by Prof Pieter de Lange, rector of the Rand Afrikaans University, lays down a detailed route map to show the way from Verwoerdian concepts of education to a new dispensation in which all South Africans will enjoy education of equal quality, untrammelled by the purely racial considerations that have applied since South African society began.

The Government's initial response, however, puts the racial emphasis back in the forefront.

Whereas the report was content to provide equal education, the Government has been quick to put back the variation into its familiar and unimpeachable-but-equal

apartheid has finally been abandoned and the Government now faces the reality that the South African economy is indivisible.

Hard facts have also brought an acceptance that, far from being held to the level of hevers of wood and drawers of water, skilled blacks will be increasingly required to maintain the economy.

Hence the Cabinet's instruction a year ago to the HSRC to find an education system that would "make available education of the same quality for all population groups."

The result is a revolutionary report that recommends a total restructuring of the system in South Africa.

In the search for equality, the HSRC specifically does not base its recommendations on an assumption that all people are the same.

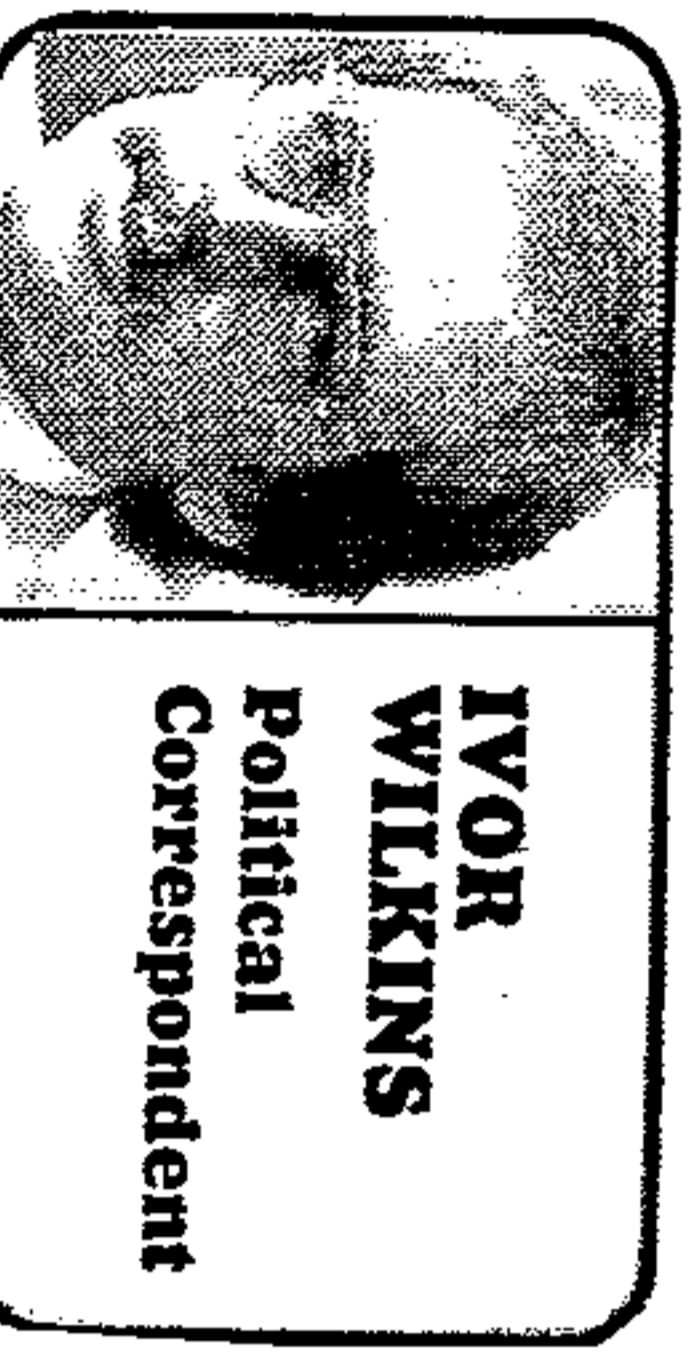
It accepts there is a great diversity in South Africa.

But the vital statement in the report that brings it into conflict with the Government is that differentiation can only be justly applied on educationally relevant grounds.

In the present dispensation, it tests "differentiation also rests on the basis of race or colour."

garded as far as education facilities are concerned.

● In sharing common interests and strengthening co-operative activities, the wishes of parents, teachers and communities should be considered and the "greatest possible weight given to the principle and practice of 'free association' rather than to predetermined 'cultural



IVOR WILKINS
 Political Correspondent

accepted or rejected the principle.

The Government's view was that the education structure should have four pillars, one for each race, but no final decision had been taken on the design of the roof — the umbrella over the segregated structure.

"Education departments of their own are... essential to do justice to the right of self-determination which is recognised by Government policy for each population group," the interim response says.

It also quickly shuts the door opened by the "free association" recommendations in the HSRC report.

It accepts the principle of freedom of choice for the individual and for parents in education matters and in the choice of a career, "but within each population group is to have its own schools."

In other words, whites will be free to associate with whites and blacks with blacks — but so far and no further.

The final white paper will be drawn up next year after the Government has considered the HSRC report in full and the reactions of interested parties, but already the spirit and letter of the Government's reaction has caused widespread

a complete change of educational emphasis.

For example, the report has found that South African schooling places 80 percent of its emphasis on producing university candidates and only 20 percent on preparing pupils for practical vocations.

The requirements of the economy demand a direct reversal of that emphasis.

To attain this, the report recommends a far greater emphasis on non-formal education — learning in a work situation.

Basically it separates education into formal and non-formal sectors. All pupils will undergo a six-year compulsory formal schooling at the expense of the State.

This would be followed by a further three years compulsory and free education.

But at this point (the beginning of the seventh year) the aptitudes and needs of the children — tested by a high level of sophisticated in-school guidance — will determine whether they continue with formal schooling, or transfer to non-formal education, where they would receive in-work training in vocationally oriented courses.

This would complete nine years of compulsory education.

Hereafter, pupils in the non-for-

mal sector would advance in their specific careers, with a strong emphasis on continued training, either in-service or at higher education institutions or both.

Those following the formal education route could complete a further three years at school, taking them up to the equivalent of the present matric, and thereafter on to higher education levels.

Crucial to the plan is a high degree of flexibility and mobility to enable pupils to swap from formal to non-formal education and vice versa if they choose.

Also identified by the report as of vital importance is a sophisticated support system incorporating a highly developed programme of curriculum planning and the use of modern technology like computers and electronic equipment, requiring the enlistment of the Post Office and the SABC.

Within these broad outlines, the HSRC report, backed by 18 research volumes, presents a mass of findings and recommendations adding up to a comprehensive picture of the current education situation, its myriad shortcomings particularly in regard to racial disparities, and ways to overcome them.

It traces the steady migration of people mainly to the Transvaal; it looks at population projections which show a decline in whites and Indians, and a massive growth of coloureds and particularly blacks.

Something of the proportions of this phenomenon is portrayed in the need for teacher training.

To achieve a uniform pupil-teacher ratio of 30:1 for all races by 2020 will require the training of 24 981 white teachers, 22 708 coloured teachers, 6 964 Asians and a staggering 245 405 blacks.

The existing teachers themselves need to be taught and, again, it is in black education, where the bulk of the pupils are, that the problem is most acute.

On a scale where a matric pass plus a teaching certificate constitutes a well-qualified teacher, 85 percent of the black corps is at present underqualified, compared with 3,36 percent of the whites.

Of the children who began school in 1963, 58 percent of the whites completed the full 12 years of education compared with 22 percent of the Indians, four percent of the coloureds and less than two percent of the Africans.

On and on the figures go, building up a daunting picture needs.

Part of the uncomfortable reality that in the search for parity standards are going to have to be met in the middle.

Black standards will have to be raised and white standards will have to be lowered.

Not in terms of the quality of education itself, but in terms of comfort and style in which it is received.

Also, the physical nature of schools will have to change to achieve parity of standards. There will have to be smaller and smaller schools that will be able to afford the gain of playgrounds, sports recreation halls and elaborate laboratories.

Obviously, financing the parity in education will place additional burdens on the coffers.

For instance, to arrive at a pupil-teacher ratio by 1990 would nearly double the current expenditure from R2,1-billion to R4-billion.

In short, the HSRC report, though written in a forthright and no-nonsense style, outlines a stark and expensive struggle ahead. It also provides stark scientific evidence that it is a South Africa cannot afford to take.

In 1954, Dr Verwoerd, architect of apartheid, outlined his belief that education for blacks should gear them for their appointed and distinctly inferior place in white society.

"There is no place for (the Bantu) in the European community above the level of certain forms of labour," he stressed.

And education for blacks was accordingly structured, leading to the situation today where the HSRC report devastatingly confirms the enormous inferiority of black education in virtually every aspect.

Dr Verwoerd's approach depended on his belief that separate, racially determined economies could be created in South Africa. That cornerstone of Verwoerdian

which cannot be regarded as relevant for inequality of treatment.

"Examples of this are the treatment of different racial groups in a way that is strikingly unequal, for example, in the distribution of education in terms of per capita expenditure, proportion of qualified teachers, quality and quantity of facilities such as buildings, equipment and sports facilities.

"A further example is where admission to educational institutions is regulated mainly on a racial basis. The result is that an individual, owing to his being a member of a particular racial group, does not or cannot receive his rightful share in the provision of education."

To overcome some of these inequalities, the report recommends that:

● the Group Areas Act be disre-

education, directly or implicitly, All of which, adds up to a clear demand for a massive relaxation or removal of the racial elements of South African education.

But, while the Government has accepted all the principles for the provision of education laid down in the preamble of the HSRC report, it calls a halt far short of its racial implications.

Briefing journalists on the Government's attitude, the Minister of National Education, Dr Gerrit Viljoen, said the education dispensation could not contradict the constitutional dispensation — now or in the future.

On the question of a single ministry, he said the Government had not

disappointment.

But, beneath the sound and the fury of the debate which will rage over the political implications of the HSRC report, is a solid core of recommendations — 90 percent, according to Prof de Lange and Dr Viljoen — that lays the foundations for a major restructuring of education in South Africa.

Its central philosophy is that education must provide all South Africans with equal opportunities, that the needs and potential of the individual must be balanced against the needs of the economy and that the users of education should have a say in how their learning is framed and applied.

Achieving this will require a radical overhaul of existing practices, structures, financing procedures, physical designing of institutions and

OUR DOUBTS . . .

Sunday Times
11/10/81

(50) by eight commissioners

WHILE it is true the Government has indicated that the White Paper is an interim response to the report of the HSRC's committee of investigation into education, it is nevertheless an inadequate and disappointing response.

It has failed to take into account the very situations in education that caused the investigation to be brought into being in mid-1980.

As members of the committee responsible for the report, we believe it offers effective and practical solutions to our problems, and also sets positive directions for the future.

We are pleased that the Government has decided to publish the full report, which will, we hope, enrich educational debate in the country.

Concerned

We also welcome the fact that the Government has accepted responsibility in principle for bringing about equality of provision and standards in education for all the people of South Africa.

And has, in addition, accepted the 11 principles for the provision of education put forward by the HSRC committee.

However, we are concerned that it has then subjected these principles to a number of provisos of a restrictive and apparently non-negotiable nature.

Among these provisos are those that re-iterate existing government policy, as far as Christian national education and separate schools and separate education departments are concerned.

While some recognition is given to freedom of parental choice, this is subject to the above constraints, certainly in the case of state schools.

Perhaps most disturbing of all



DR KEN HARTSHORNE
Wits University

is the Government's failure to respond positively to the HSRC's basic and unanimous priority recommendation that an interim SA Council for Education, broadly representative, be appointed to advise government in its consideration and implementation of the recommendations of the report.

Instead of this, a working party with a strong official flavour has been appointed to advise the Ministers concerned.

Some of the members of this group are responsible to the Ministers they are to advise, while others are inextricably bound up in the present system of education provision.

A positive response to far-reaching reform and innovation, so urgently needed if peace and progress are to be achieved in education in South Africa, is unlikely to emerge from a body of this composition.

It fails to involve all those interests (for example, the private sector, community leaders and teacher associations) whose involvement is imperative if any new dispensation is to have the broad acceptance which is so necessary to its success and legitimacy in the eyes of those groups, particularly those whose education had failed to meet their needs and aspirations.

The proposed working party will prove to be an ineffective substitute for the carefully considered machinery recommended in the report.

The general tone of the Government's response is anything but encouraging, inclines to the past rather than to the future, makes not even a passing reference to such fundamental issues as non-formal education, technical education, curriculum reform or teacher education, and is in grave danger of destroying many positive attitudes built up during the course of the work of the HSRC group.

The hopes that were raised by the Government's terms of reference, and by the objective and sensitive manner in which the HSRC committee went about its task, are in grave danger of being dashed.

The criticism and protest that basically has been suspended to allow the report to be prepared is likely to return in full force as various community groups realise that there is little intention to bring about real reform.

The White Paper is an unfortunate and ineffectual document: it fails completely to capture the spirit of the HSRC report which, whether accepted or not, will remain a landmark in the development of education in South Africa.

Slap

The Government's response is a slap in the face for a group of South Africans of all colours and persuasions who, in good faith, and in some cases at the cost of their own credibility, gave intensively of their professional expertise, judgement and goodwill for over a year because they believed it was important to seek joint solutions to the educational malaise of their country.

More important, the White Paper shows a tragic lack of un-



MR FRANKLIN SONN
Teachers' Associations of SA

derstanding of the real issues to which the Government needs to address itself.

Even at this late stage, we, as a group, would appeal most earnestly to Government to reconsider its response to the report, to react positively and quickly to what are listed as priority recommendations.

And not to postpone action any longer by further collection of comment which in any case is available in the supporting records of the HSRC investigation.

If we are not to experience a complete rejection of the existing education systems by the majority of the people of South Africa, then bold and urgent steps are necessary in order to convince them that the Government has not used the HSRC investigation as a "holding action", but as an honest and sincere intention to bring about the reforms recommended in the report.

If the report is not implemented now, it will certainly have to be implemented in the years ahead, but in the meantime we shall have lost the goodwill and support of the majority of our people and made the recommended reforms even more difficult to achieve than they are now.

In the process, the progress of

South Africa and its people will have suffered an almost irreparable setback.

A lack of appreciation, at this point in our history, of the critical importance of education for the good of South Africa, may well prove to be disastrous.

Personal

We wish finally to state that we were members of the HSRC committee in our personal capacities, and it is in those capacities that we support this statement.

SIGNED:

Dr Ken Hartshorne, of the University of the Witwatersrand and chairman of the HSRC's sub-committee on Education Management.

Mr Franklin Sonn, president of the Union of Teachers' Associations of South Africa and chairman of the HSRC's sub-committee on Education Facilities.

Prof A N Boyce, Rector of the Johannesburg College of Education and a member of the HSRC's Head Committee.

Mr Alan Pittendrigh, Director of the Natal Technikon and chairman of the HSRC's sub-committee on Education Technology.

Mr Michael O'Dowd, a director of the Anglo American Corporation and chairman of the HSRC's sub-committee on Legal Affairs.

Mr L M Taunyane, President of the Transvaal Union of African Teachers and a member of the HSRC's head committee.

Miss Claudia Regnant, a teacher at Westerford High School and chairman of the HSRC's sub-committee on Guidance.

Dr Jack Niven, Professor of Education at Natal University and a member of the HSRC secretariat.

'A DISASTROUS AND IRREPARABLE BLOW TO THE FUTURE WELL-BEING OF SOUTH AFRICA'

WHAT is believed to be an unprecedented move, eight head-committee members of the top-level Human Sciences Research Council education probe have accused the Government of betraying the spirit of the Human Sciences Research Council report and of striking a "disastrous and irreparable" blow to educational progress and the future well-being of South Africa.

And Professor Jack Niven, professor of education at the University of Natal (Maritzburg), who, though not a member of the head-committee, was responsible for drafting the report, joined the eight members in their scathing attack, contained in a public statement issued yesterday.

The shock statement by nine of South Africa's leading educationists comes only days after the Government poured cold water over the far-reaching recommendations of the HSRC report by re-affirming its commitment to separate education for the different race groups and rejecting key recommendations relating to educational autonomy.

The hard-hitting reply to the Government's initial response also contains an 11th-hour appeal to the Government to "earnestly reconsider its response" to the HSRC report.

It describes the Government's response as "unfortunate and ineffectual" and a "slap in the face" for a group of South Africans of all colours and persuasions "who, in good faith, gave intensively of their professional expertise".

The eight HSRC head-commit-

Educationists accuse

Govt of 'betrayal'

EXPRESS 11.10.81

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BY JOHN BATTERSBY
Political Correspondent

tee signatories to the statement — representing a third of the 24 members — are:

- Dr Ken Hartshorne — a former senior official in the Bantu Education Department and presently attached to the Centre for Continuing Education at the University of the Witwatersrand.

- Dr Hartshorne headed the crucial 14-person sub-committee on education management which contained the most controversial and overtly political recommendations of the report.

He is regarded as the initiator of the statement.

- Mr Franklin Sonn — director of the Peninsula Technikon and President of the Union of Teachers' Associations of South Africa.
- Professor A N Boyce — rector of the Johannesburg College of Education.

- Professor A C Nkabinde — principal of the University of Zululand.

- Mr Mike O'Dowd — a top executive of the Anglo American Corporation.

- Mr A Pittendrigh — director of the Natal Technikon.

- Ms C C Regnart — from Westford High School in the Cape.
- Mr L M Taunyane — president of the Transvaal United African Teachers' Association.

According to informed sources, three other members of the head-committee are in sympathy with the statement but decided for tactical reasons not to put their names to the document.

They are understood to be: Professor Richard van der Ross, rector of the University of the Western Cape; Professor W B Vosloo, head of the department

of political science and public administration at the University of Stellenbosch; and Professor F van der Stoep, dean of the faculty of education at the University of Stellenbosch.

The publication of the watershed HSRC education probe, which was led by Professor J P de Lange, rector of the Rand Afrikaans University, and the Government's "interim response" has sparked off a major controversy which is likely to dominate future education policy for years to come.

It has divided the country's leading educationists into two camps: Those prepared to go along with the Government's piecemeal approach to the HSRC blueprint, and those who insist on a statement of intent to implement the major findings.

The chief points made in the counter memorandum were:

- The Government's initial response is "inadequate and disappointing" and fails to take into account the "very situations in education which caused the investigation to be brought into being in mid-1980".

- That the Government has, in principle, accepted responsibility for bringing about equality of provision and standards of education for all the people of South Africa is to be welcomed.

But the signatories are concerned that it has subjected those principles to a number of provisos of a restrictive and apparently non-negotiable nature.

- The Government's failure to respond positively to the HSRC's unanimous recommendation that an interim SA Council for Education — broadly represen-



● Franklin Sonn... will not give up the fight for equal education

tative, independent and reporting to Parliament — be appointed immediately to advise Government, is most disturbing.

- Instead, a working party with a strong official flavour, which was unlikely to formulate a positive response to far-reaching reform and innovation — had been appointed to advise the Ministers' concerned.

- The general tone of the Government's response was "in grave danger of destroying many positive attitudes built up during the course of the work of the HSRC group".

- The hopes that were raised by the Government's terms of reference and by the objective and sensitive manner in which the HSRC committee went about its task, are in grave danger of being dashed.

- The Government's interim memorandum completely failed to capture the spirit of the HSRC report which — whether accepted or not — would remain a landmark in the development of education in South Africa.
- "If we are not to experience a complete rejection of the exist-

ing education systems by the majority of the people of South Africa, then bold and urgent steps are necessary in order to convince them that the Government has not used the HSRC investigation as a 'holding action', but has an honest and sincere intention to bring about the reforms recommended in the report."

The statement concludes with a warning that if the report is not implemented immediately, the support and goodwill of the majority of South Africans would have been lost and the recommended reforms would become increasingly difficult to achieve.

"In the process, the progress of South Africa and its people will have suffered an almost irreparable setback. A lack of appreciation, at this point in our history, of the critical importance of education for the well-being of South Africa, may well prove disastrous."

The leader of the HSRC probe, Professor J P de Lange, told the Sunday Express that he would rather not comment on response to the report and the Government's initial attitude "at this stage."

"I would rather evaluate the responses at a later stage and in a calmer atmosphere," he said. According to seasoned political observers, the extraordinary step by nine of South Africa's leading educationists has no precedent in recent South African political history.

The HSRC probe was a top-level scientific investigation requested by the Cabinet in June 1980 following serious unrest at Coloured and Black schools.

In education and the De Lange Report's response to it

THE provision of education shall be directed in an educationally responsible manner to meet the needs of the individual as well as those of society and economic development, and shall, inter alia, take into consideration the manpower needs of the country.

5 EDUCATION shall endeavour to achieve a positive relationship between the formal, non-formal and informal aspects of education in the school, society and family.

6 THE provision of formal education shall be a responsibility of the State provided that the individual parents and organisations in society shall have a shared responsibility, choice and voice in this matter.

7 The private sector and the State shall have a shared responsibility in the provision of non-formal education.

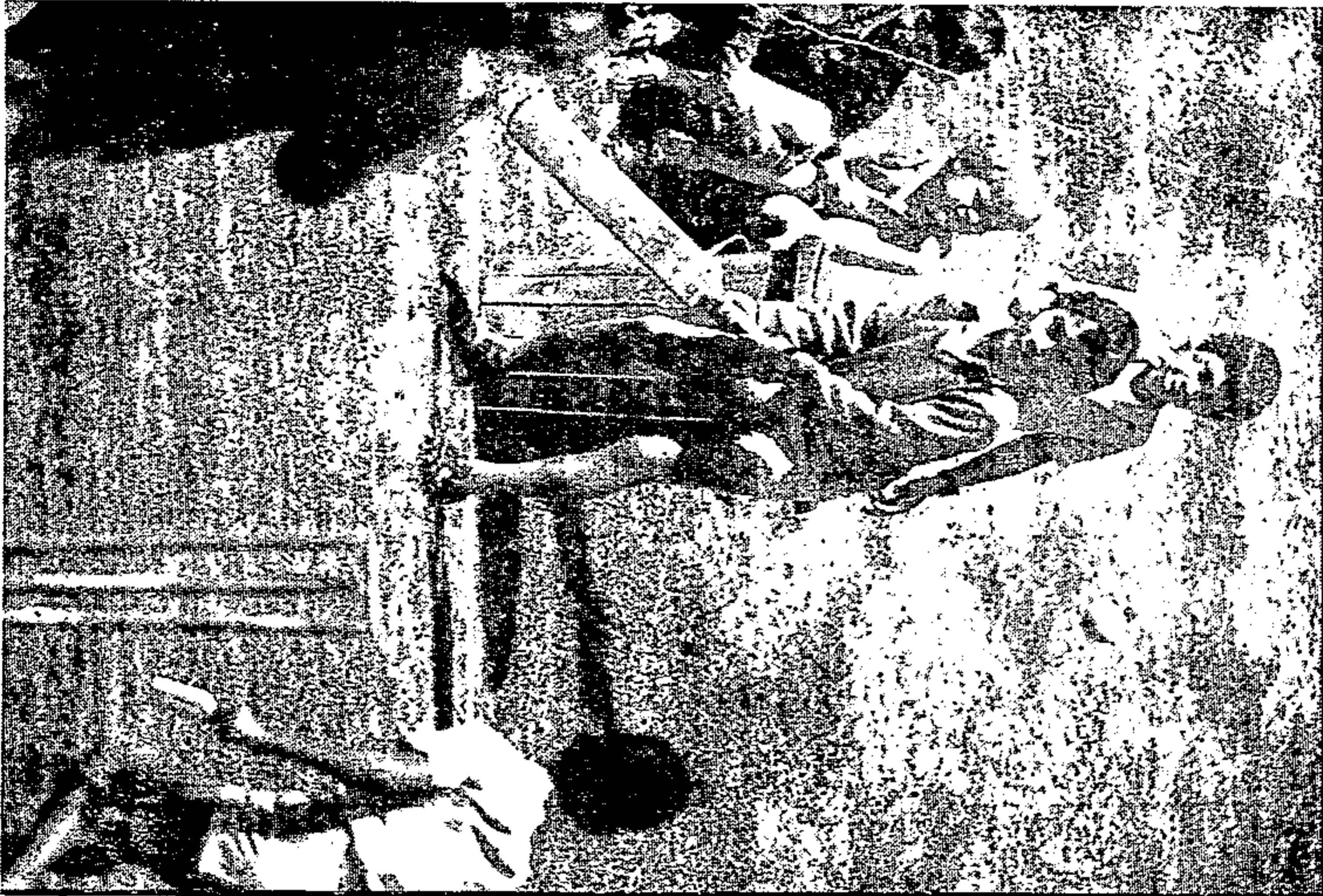
8 PROVISION shall be made for the establishment and State subsidisation of private education within the system of providing education.

9 IN the provision of education the processes of centralisation and decentralisation shall be reconciled organisationally and functionally.

10 THE professional status of the teacher and lecturer shall be recognised.

11 EFFECTIVE provision of education shall be based on continuing research.

TODAY: The pictures and story that show mixing on the quad does work . . .



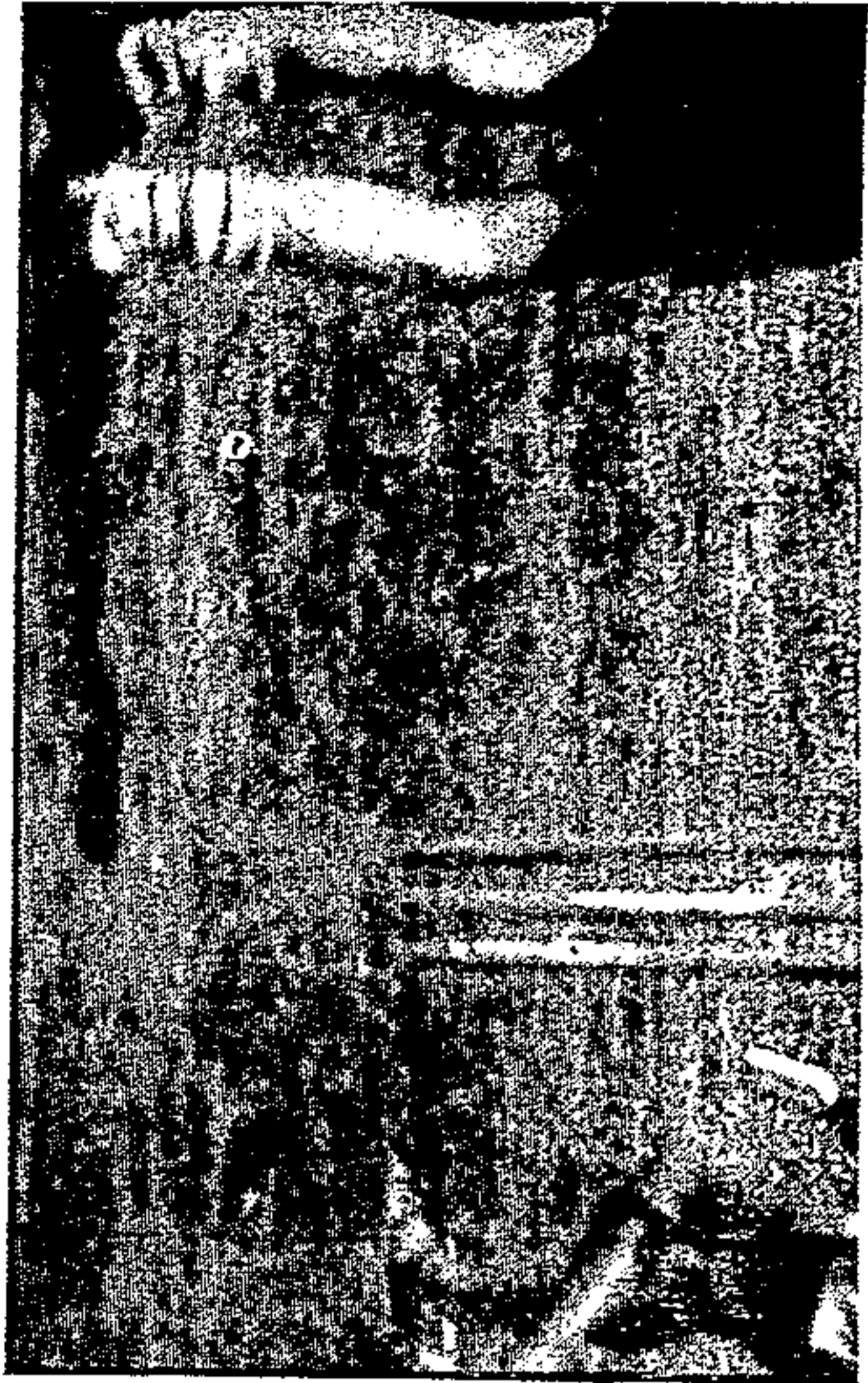
LEFT: A casual cricket game in the grounds of St George's at break this week.

School for the colour blind!



QUOTE
They form friendships across colour lines which go way beyond school. Whites and blacks visit each other at their homes. We had one real lovely case of a white boy who didn't have many friends. Now he's absolutely bosom pals with an Indian boy.
— GRAHAM DODS





RIGHT:
Getting to-
gether . . .
an informal
scene dur-
ing a break
between
lessons.



Report: TONY SPENCER-SMITH

THE admission of large numbers of black pupils to St. George's Grammar School in Cape Town had not only gone incredibly smoothly but had also raised the school's academic standards.

That assessment on non-racialism at the prestige Anglican private school was given this week by the man who has been its headmaster for 15 years, Graham Dods.

Following the publication of the De Lange Report this week, with its implicit support for non-segregated schools, the Sunday Tribune visited the school and observed at first hand an island of extraordinary racial harmony in South Africa's apartheid-torn society.

Boys played and laughed and whispered together in groups formed quite independently of race.

The spontaneity of the interaction made it plain that — as Mr Dods said in an interview — the boys are colour blind. He said that of the 270 boys at the school — which is a combined junior and senior school — 30 percent were not white.

"We took a firm decision to go non-racial and admitted the first black pupils in 1978.

"Since then the percentage of coloured, Indian and African pupils has risen steadily to its present highest-ever level.

"We will never reduce the current percentage of blacks under any circumstances, but we will have to consider the implications of the Financial Relations Amendment Bill — under which we could theoretically be declared a coloured school and find ourselves in the wrong group area — carefully in relation to increasing the percentage still further."

He said it was "marvellous" to see how the pupils had adjusted to the new situation and interacted together.

"They form firm friendships across colour lines which go way beyond school. Whites and blacks visit each other at their homes.

"We had one lovely case of a white boy in standard eight. He really didn't have many friends.

"Now he's absolutely bosom pals with an Indian boy."
He said integration had taken place with absolutely no problems at pupil level, although there were one or two

Pictures: GLYNN GRIFFITHS



Rehearsing for St George's forthcoming production of the musical *Oliver* are coloured pupil Marvin Smith, who plays *Oliver Twist*, and white pupil Ashley Richardson, who plays the *Artful Dodger*

whites in the matric class who were still faintly resistant.

"The only problems had come from a few white parents who had well-defined their sons from the school.

"But that was only a dribble."
Mr Dods said the non-racial policy had increased academic standards because the pupils who were not white were "gluttons for education."

"They first work like mad to clear

are introduced to a whole lot of influences and activities — including simple things like debating and chess — which they would not have had in their own schools."

As we walked through the prep school grounds at break, a white and a coloured boy ambled past companionably, each busily eating yellow frozen suckers.

Said a smiling Mr Dods: "I've seen boys of different races offering each other bites of their suckers. It's one of the little things which shows how colour blind they are."

In the hall, a rehearsal of the prep school's forthcoming production of the musical *Oliver* was under way.

A coloured *Oliver Twist* — Marvin Smith, a promising violinist with a beautiful voice who is on a full musical scholarship — sang a duet with a white *Artful Dodger*, Ashley Richardson.

Mr Dods said that in the pit-lane it was common for white and black youngsters to play together and "swim kati in the rivers."

"But suddenly they reach an age when the white boys become bossy. We have seen no sign of that happening here.

"It is inevitable that the boys who attend a school like this will carry a different set of attitudes into the world from those at segregated schools.

"This year we have our first matriculant who is not white and it will be very interesting to see what happens to him when he leaves the school environment."

He said the people at the school could serve as "damned good guinea pigs" in a South African non-racial experiment, but what was happening at St George's would take time to filter through the educational scene as a whole.

"There are many schools in the government sector which could make non-racialism work right now.

"But it is too early for a universal opening of the schools.

"The next step could be for all school to be given the choice of being non-racial or not. One should never force this — that would be utterly and completely disastrous."

Mr Dods said the school's mixed sport teams played regular matches against white schools including Africans ones — and to the best of his knowledge there had not been a single incident.

In the spotlight: South Africa's massive crisis

IN the spotlight today — South Africa's massive crisis in education and the response to it by the Human Science Research Council's Investigative Committee chaired by Prof J. P. de Lange, rector of the Rand Afrikaans University. The De Lange com-

mission, the most probing of its kind ever seen in South Africa, postulated 11 principles for South African education which are reproduced along the top of this and the next page today.

The proposals have already been slammed as a "sell-out" of the traditional policy of separate races... and attacked for not going far enough.

The Government, which commissioned the report, has given until March 31 next year for all interested parties to comment.

1 EQUAL opportunities for education including equal standards in education, for every inhabitant, irrespective of race, colour, creed or sex, shall be the purposeful endeavour of the State.

2 EDUCATION shall afford positive recognition of what is common as well as what is diverse in the religious and cultural way of life and the languages of the inhabitants.

3 EDUCATION shall give positive recognition to the freedom of choice of the individual, parents and organisations in society.

Professor Peter de Lange, the man behind the Human Science Research Council education probe, says the time has come for an objective survey of the public's attitudes to integrated schools.

The Rand Afrikaans University rector pushed 600 researchers and 200 collaborators through a grueling year of arduous work. He says the report of his committee takes a neutral attitude to the opening of state schools, but has left the door open for possible future developments.

Professor De Lange said he had approached the massive project throughout as a scientific study.

"There were politicians on both sides who expected us to make decisions for them. But political decisions are for the politicians.

"We've recommended that private schools and universities should be free to admit students as they wish, without regard to race.

"Then we'll see whether any evolution will take place as a result of the position in the wishes of society.

"We don't want to enforce integration or segregation. We in this country have tended to push ourselves into extreme positions — one or the other."

Professor De Lange, a student-looking academic who nevertheless projects an air of hard-headed efficiency, said South Africa needed an "innovative approach" towards mixed education in the future.

The scientist, who leapt into national prominence this week, is chairman of the National Council for Education for whites and is on the councils of several universities. He has been a vocal and staid

NOW ASK THEM PEOPLE



Reports by TONY SPENCER-SMITH and DEON DU PLESSIS

The sober facts of catastrophe

- To achieve and maintain a ratio of 30 pupils to every teacher in the land by the year 2020, 245,403 black teachers will have to be produced in that time. By contrast, the same figures for whites, coloureds and Indians respectively are only 24,981, 22,708 and 6,904.
- If it is accepted that a qualified teacher has at least a Standard 10 pass and a teaching certificate or diploma, then 85 percent of black teachers today are "unqualified." The same figure for whites is 3.36 percent.
- The totals of white school leavers increase by 1.6 percent a year; blacks by 6.3 percent — and that's not yet the peak.

BLACK PUPILS

- Of the 300,345 black pupils who began grade 1 in 1975, 42 percent reached Standard 2 four years later.
- Today there is a teacher for every 20 white scholars; and one for every 48 blacks. To adjust this to an ideal of one teacher for every 30 children, 144,600 black teachers must be trained by the turn of the century.
- Despite the crushing shortage of skilled manpower, 90 percent of the engineers in South Africa are white, 91 percent of the technicians and 72 percent of the tradesmen and apprentices. The latest census figures say whites form only 18.7 percent of the total population.
- In 1978 there were 43,734 white students at technical colleges and 24,800 at technical institutes. At the technical institutes for blacks there were fewer than 2,900 students.

- To maintain an annual growth of 4.5 percent it is necessary that South Africa produces 23,000 schooled workers and 9,500 technicians a year. At present there is an annual training tempo of only 10,000 schooled



Overcrowding in black classrooms — a recipe for conflict

School could be like this

THIS is what lies ahead for Little Johnny, John, Jean, or Juhka — probably still in his crib today — if the government asks the way Professor J. P. de Lange and his colleagues think it should.

When he's five years old — probably in the first half of the year — his parents may voluntarily send him to what is now called primary, and what will then be called pre-basement.

Mostly these will take place at present-day primary schools. The purpose will be to teach the children to learn. At age six it will be compulsory for all to attend.

All children of seven will be compelled to begin what is now called primary school and what will then be called "basic education".

The instruction will be aimed at Little Johnny, "Johnny", in the words of the commissioners, meaning "the ability to read, write, speak, calculate, listen and acquire knowledge and values". This will be achieved in six years.

Instead of the present vertical (step through primary school, then Standard 1 to Standard 3 and so on) there will be what the commissioners call a modular education structure.

Each school year will consist of a number of phases — "modules" — of varying difficulty.

"The pupil's achievement determines what module he will be in next year, and to which module he will be promoted.

Pupils cannot fail in the basic phase, except in the final rounding off module. During the basic educational phase a pupil who does badly will therefore move to a module with a lower degree of difficulty in a particular year or will be promoted to such a module the following year but at a higher level."

This system will apply throughout the proposed new school system.

While the commission recommends six years attendance, it advocates, too, that there should be a further three years of compulsory "education" — either at school or at some other institution.

The last three years of compulsory education may either be spent passing through further modules (this, now the beginning of high school will then be called "junior secondary"), or for those with the inclination, a trade, technical or some other training.

For those who stay at "formal" school there will then be senior secondary education, not compulsory, in which there will be a high degree of "horizontal streaming". Pupils will be encouraged to take courses which interest them particularly and which will be most in demand by society.

"The current a cadre in college-oriented fields of study will have to be investigated and ways found to interest more pupils in vocational or related education."

Subsidised higher education (universities for example) awaits those with the talent.

The compulsory years of education will be free, though the commission recommends that pupils should buy their own books.

Support services will include R.U.D.A.N.E., health care, educational technology services, and the diagnosis of specific learning problems.

Many schools may find themselves sharing luxuries such as playing fields and technical laboratories.

Individual schools will have a much greater degree of autonomy — with considerable parent involvement — and there will be a single ministry for all race groups to determine policy on the provision of education.

His financing, the service conditions of teachers and the standards of examinations.

Private schools should have a far-reaching freedom of choice within the bounds of broad national educational policy.

They should also:

- Have access to the specialist and support services that are created by the proposed new authority.
- Provide for the educational needs not provided by the state schools and in this way become an innovative factor in education.
- Meet the minimum standards in terms of national education policy.

THE BOSS

Boss, you're not going to get out of this one — these are your own top experts talking.

This report is foolproof — no loopholes... the message could be clearer... the scientific evidence is overwhelming.

Ah, boss, but you forgot one crucial factor in the whole equation!

Oh — what's that, boss?

'A Beer weak in plan' — PROBE THE PROBE

workers and technicians.

- Over 72 percent of the 4.9 million primary school children in South Africa are black; 12.2 percent are white. At high school 53 percent of the 1.1 million students are black; 30 percent are white.
- There is an immediate shortage of 1,867,599 primary and high school places. To provide them would cost the State between R1 840 000 000 and R2 322 000 000.
- The emphasis today is placed on university or academically oriented education at the expense of vocation-oriented education. This means most pupils enter the employment market without adequate vocational preparation or skills.

CLOSED

- South Africa's current educational system is a "retail" one in which pupils cannot easily change their courses or receive recognition for training completed somewhere else.
- The lack of emphasis on "non-formal" education — in-service training, literacy programmes etc — means many students (especially blacks) lose what literacy they have gained in their short time of "formal" or school education.

Teachers' salaries are often "out competitive". Excessive bureaucratic control stifles initiative and decision-making. Teachers' training colleges do not enjoy autonomy and are often seen as mere extensions of secondary education.

It was to this sombre picture that Prof De Lange and his colleagues addressed themselves one year ago.

Eastern Cape and... at the Universities of Stellenbosch, Pretoria, BAU and Unisa, where he gained a string of degrees, including a masters degree in education.

He did a number of overseas educational research projects. The current project he participated in the most in-depth study of South African education ever undertaken, and churned out 40,000 research pages.

The reports of the 18 working committees — averaging 200 pages each — had to be condensed to a main committee report of approximately 200 pages.

Said Professor De Lange: "There was great urgency, very tight schedules, a tremendous amount of work to be got through in a short time. I even had to axe one researcher who was working too slowly."

"After all, the study arose from chaos in both black and white education."

The project, to which he devoted himself full-time from February, gave him an unparalleled overview of the entire educational structure in South Africa for all races — and he did not like much of what he saw.

"We identified many very serious problems in the educational structure. Unfortunately, one has had the sad situation that interest in education over the years has tended to be superficial.

"It has related largely to conditions of service of teachers and failed to go to the heart of the matter.

"Now we need nothing less than a radical restructuring of the whole system."

He said one central coordinating Education Ministry was necessary to counteract the educational isolation of the different race groups and to see that "justice was done" to all.

"As a start, teachers from the different committees should get closer together, should get to know each other, negotiate conditions of service together, and the creators of the future —

Govt accepts principles

CT 12/10/81 (50)

Van der Ross

By ANTHEA TASKER

The Rector of the University of the Western Cape and a member of the De Lange Commission, Professor Richard Van der Ross, said yesterday that he did not share the "pessimism" expressed by eight members of the commission who released a statement at the weekend decrying the government's response to the HSRC report.

The statement by the eight said the government's response to the report was "inadequate and disappointing" and it "failed to take into account the very situations which caused the investigation into education".

It was signed by Dr Ken Hartshorne, Mr Franklin Sonn, Professor A N Boyce, Mr Alan Pittendrigh, Mr Michael O'Dowd, Mr L M Taunyan, Miss Claudia Regnart and Dr Jack Niven.

Professor Van der Ross told the Cape Times yesterday: "The restructuring of the education system is to be done on the basis of the report, whose basic principles have been accepted by the government, although with reservations.

"Fully-integrated education is not wanted now — it is an ideal. The concern of the report was that equal education should be provided for all races in the shortest possible time, which the government has accepted. The question of full integration was left. "Because I refuse to be sidetracked by those aspects of the government's response which are obviously politically inspired, I cannot share the more pessimistic inferences of Dr Hartshorne's memorandum."

In the statement, the eight said the most disturbing factor of the government's response was its decision to appoint a working party,

consisting mainly of officials, to help implement the recommendations of the report, instead of the widely-representative council which was "a unanimous recommendation" by the members of the commission.

Professor Van der Ross said: "I agree with Dr Hartshorne that the working party should include more people who are not officials, but three of the members of the De Lange Commission will be on it."

The three are Professor J P de Lange, Professor Van der Ross and Dr R R M Cingo.

The statement said the working party failed to involve the private sector, the community leaders and the teachers associations, whose involvement was imperative.

Professor Van der Ross said he agreed with the commissioners that the government should not waste time on further collection of comment on the recommendations until the end of March.

He said, however: "I do not understand from the government's White Paper that nothing will be done until then. No decisions will be taken but this does not prevent the machinery from being set in motion."

The statement by the eight commissioners at the weekend called on the government to reconsider its response to the report and to act quickly and positively to the priority recommendations.

They said: "If the report is not implemented now, it will certainly have to be implemented in the years ahead, but in the meantime we will have lost the goodwill and support of the majority of our people and made the recommended reforms even more difficult to achieve than they are now."

No place on

SA education council for

Star 12/10/81

56

protest group

Staff Reporters

Most of the 25 members of the Human Sciences Research Council committee of Inquiry into education are disappointed by the Government's response to the report.

Apart from the eight members of the main HSRC committee who issued a joint statement of protest at the weekend, the Star has learnt that at least five other members are unhappy.

But several members believe the Government should be given more time in which to work through the implications of the report.

One committee member, Professor Richard van der Ross, rector of the University of the Western Cape, said the statement by the eight was too pessimistic a view of the Government's attitude.

"I refuse to be sidetracked by those aspects of the Government's response which are obviously politically inspired," Professor van der Ross said.

In the statement the eight said the Government's "inadequate and

disappointing response" was a "slap in the face" for educationists of all races who had co-operated in the inquiry.

"Perhaps most disturbing of all is the Government's failure to respond positively to the HSRC's basic and unanimous priority recommendation that an interim South African Council for Education, broadly representative, be appointed to advise Government," they said.

CIVIL SERVANTS

One member of the main committee told the Star it was envious of the committee itself could make up the council. But the Government has appointed a working party dominated by civil servants.

The working party includes Prof van der Ross, Prof J P de Lange, chairman of the education inquiry, and Dr R R M Cingo, a Free State schools inspector and chairman of the Black Education Advisory Committee.

None of the signatories of the weekend statement are on the working party.

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Row brewing on education

CT 9/10/81

(50)

By MICHAEL ACOTT

A MAJOR row on open education is brewing following the government's insistence on maintaining separate schools and education departments for each race group.

The new debate was sparked by the Human Sciences Research Council's year-long investigation of South African education and its relation to the country's future manpower needs.

The council yesterday published a report giving implicit backing to racially-open schools and universities.

It also recommended a complete restructuring of South Africa's education system and a single ministry determining policy and financing for the education of all race groups.

The HSRC investigation, headed by Professor J P de Lange of the Rand Afrikaans University, started an immediate political storm amid disappointment at the government reaction and confusion as to what the report actually recommended.

Professor De Lange told a press conference yesterday it was not the investigation's function to make political decisions, and he denied the report expressly advocated

single education policy department.

He also rejected the "tendency towards open education" in the report as unscientific value judgments on the part of individual members of the investigation.

Dr Viljoen said the report was made against the background of the present constitutional dispensation and that planned constitutional changes could affect government thinking on the recommendations.

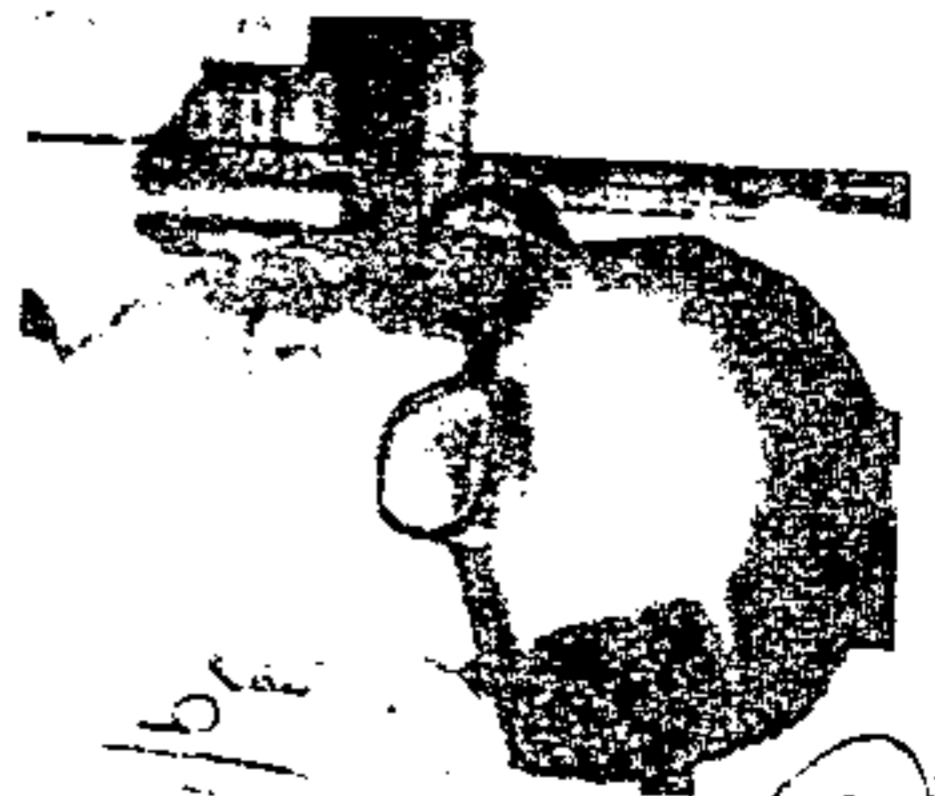
Political debate on the report will centre around carefully-worded statements recommending equal access and opportunities for all race groups to equal educa-



At yesterday's press conference were, from left, Dr. J G Garbers, president of the HSRC, Professor J P de Lange, chairman of the commission and Dr Gerrit Viljoen, the Minister of National Education.

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SO A



Dr S Brand



Prof R E Van der Ross



Prof W B Vosloo

Top men took part in inquiry

Staff Reporter
MOST of the members of the De Lange commission on education are senior professionals in education and government.

Among the 21 are the president of the Human Sciences Research Council (HSRC), the government's chief financial planner, the director of the Transvaal Education Department, the vice-chairman of the National Manpower Commission, the vice-principal of Potchefstroom University, the director of the South African Institute for Educational Research, senior academics in Afrikaans and English universities, and at least four members of the Broederbond.

The chairman of the commission, Professor J P de Lange, who is the rector of the Rand Afrikaans University, was also director of research for the commission.

Other prominent members of the commission are:
● Dr J G Garbers, the president of the HSRC. Dr Garbers was dean of the faculty of education at the Rand Afrikaans University before joining the HSRC.
● Dr S Brand, chief of financial policy in the Department of Finance. Dr Brand was an economic advisor to the Prime Minister, and the Government's economic planning chief before his appointment to his post.
● Professor J H Jooste, Director of Education in the Transvaal since 1975. Dr Jooste has devoted his entire career to education and was the rector of Potchefstroom's College of Education in 1964 and 1965. He is also listed in the book "The Super-

Afrikaners" as a member of the Broederbond.
● Professor A N Boyce, a well-known author of school history books, and rector of the Johannesburg College of Education. He was also president of the Transvaal Teachers Association in 1979 and 1980.
● Professor R E van der Ross, rector of the University of the Western Cape, who was also a member of the Theron Commission of Inquiry into the coloured people.
● Professor P J van der Merwe, vice-chairman of the National Manpower Commission.
Apart from these six, there are three heads of educational institutions: Mr Franklin Sonn, director of the Peninsula Technikon; Professor A C Nkabinde, rector of the University of Zululand; and Mr A Pitendrih, director of the Natal Technikon, as well as the vice-principal of Potchefstroom University, Professor N J Swart (a member of the Broederbond).

A number of heads of university departments served as members: Professor S R Maharaj, dean of the faculty of education at the University of Durban-Westville; Professor F van der Stoep, dean of the faculty of education at the University of Pretoria; and a member of the Broederbond, and Professor W B Vosloo, head of the department of political science at Stellenbosch University.

Two men who specialize in educational research, Mr J K Haasbroek, director of the Institute for Educational Research, and Dr Kenneth Hartshorne, a consultant at the Centre of Continuing Education, also served on the commission.

The report proposes a new approach to education, starting with a compulsory preparatory year to ensure children are ready for their first year of formal schooling. It suggests greater mobility between education of varying scope and levels of difficulty. Greater availability of technical subjects and the possibility of allowing children to complete compulsory education through in-work training.

* What is a relevant criterion for measuring the efficiency with which the system achieves its objectives? This applies to the

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More De Lange reports

Pages 2, 4, 5 and 6



open education.

He said the report advocated a free choice about racial mixing for private schools. It left open the possibility that this could not be excluded at state schools "if a political decision should come in future".

Other members of the investigation believe their report is a clear call for open schooling and are considering further action to clarify the issue.

The government has postponed all major decisions on the report and its implementation until next year and has invited "interested parties" to submit comment by the end of March 1982.

Final decision

However, an interim government White Paper published with the report expressed reservations about the report and emphasized that the government's final decision would be taken against the background of its insistence on educational segregation.

"The government reaffirms that in terms of its policy that each population group should have its own schools, it is essential that each population group should also have its own education authority/department," the policy paper stated.

"Education departments of their own are also essential to do justice to the right of self-determination which is recognized by government policy for each population group."

The Minister of National Education, Dr Gerrit Viljoen, told a press conference that the government had not yet decided for or against a

tion.

The report is highly critical of existing inequalities in education and says race or colour should not be a reason for different treatment.

Guideline

It proposes as a policy guideline that "no person will on educationally irrelevant grounds be debarred from available educational opportunities from which he might benefit".

The implication of this is that "clarity should be obtained on the methods and pace that will be followed to eliminate restrictions on access to and the provisions of educational facilities based purely on racial and colour discrimination".

It says school districts should be based on "free association" rather than "cultural identities" established from above. The report also recommends that universities and technikons be given the freedom to decide which students they will admit.

Opposition spokesmen last night welcomed the report as significant, but expressed disappointment at the gov-

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To page 2

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(50) Angus 9/10/81

Basic principles accepted by State

Political Correspondent
THE HSRC investigation laid down basic principles for providing education in South Africa.

The Government has accepted these principles. They are:

● Equal opportunities for education, including equal standards in education for every inhabitant, irrespective of race, colour, creed or sex, shall be the endeavour of the State.

● Education shall afford positive recognition of what is common as well as what is diverse in the religious and cultural way of life and the languages of the inhabitants.

● Education shall give positive recognition to the freedom of choice of the

individual, parents and organisations in society.

● The provision of education shall be directed in an educationally responsible manner to meet the needs of the individual as well as those of society and economic development and shall, among other things, take into consideration the manpower needs of the country.

● Education shall endeavour to achieve a positive relationship between the formal, non-formal and informal aspects of education in the school, society and family.

● The provision of formal education shall be the responsibility of the State, provided that the individual, parents and organised society shall have shared a

responsibility, choice and voice in this matter.

● The private sector and the State shall have a shared responsibility for the provision of non-formal education.

● Provision shall be made for the establishment and State subsidisation of private education within the system of providing education.

● In the provision of education the processes of centralisation and decentralisation shall be reconciled organisationally and functionally.

● The professional status of the teacher and lecturer shall be recognised.

● Effective provision of education shall be based on continual research.

The Government, because it has 'reservations' about certain aspects of the

report, has decided to lay down 'guiding principles' as points of departure.

These include:

● The Government reaffirms that it stands by the principles of the Christian character and the broad national character of education as formulated in the National Education Policy Act 1967 in regard to white education and as applied in practice or laid down in legislation in regard to the other population groups.

● Any changes or renewal in the provision of education will have to take these principles into account, with due regard to the right of self-determination which is recognised by Government policy for each population group.

They're poles apart over reform

RDM 12.10.87
By HELEN ZILLE

50
THERE is deep division among members of the De Lange Committee of Inquiry into education over the Government's negative response to key aspects of their report calling for far-reaching education reform.

At the one pole is the conservative "white Transvaal teaching establishment" consisting of Prof J H Jooste, Director of Education in the Transvaal; Mr J F Steyn, of the Federal Council of Teachers' Associations, and Prof N T van Loggerenberg, chairman of the Teachers' Council for Whites.

Prof Jooste has publicly welcomed the Government's reaffirmation of the christian national education policy and strict racial segregation.

'Spirit'

At the other pole is a group of nine committee members who issued a statement at the weekend slamming the Government's response.

"The Government's response is a slap in the face for a group of South Africans of all colours and persuasions, who in good faith, and in some cases at the cost of their own credibility, gave intensively of their professional expertise, judgment and goodwill for over a year because they believed it was important to seek joint solutions to the educational malaise in their country," they said.

The nine are Dr Ken Hartshorne, from the centre of continuing education at the University of the Witwatersrand; Mr Franklin Sonn, president of the Union of Teachers' Associations of South Africa; Prof A N Boyce, rector of the Johannesburg College of Education; Mr Alan Pittendrigh, director of the Natal Technicon; Mr Michael O'Dowd, a director of the Anglo American Corporation; Mr L M Taunyane, president of the Transvaal Union of African Teachers; Miss Claudia Regnart, a Cape Town school teacher; Dr Jack Niven, professor of education at the Natal University, and Prof A C Nkabindi, principal of the University of Zululand.

Concern

Their main concern is that whereas their report specifically favours a system of education in which race is not a criterion and in which there would be freedom of association, the Government had refused to budge from its policy of ethnic education departments and ethnic schools.

The chairman of the committee, Prof J P de Lange, has declined to comment publicly on the White Paper.

A significant number of committee members fall between the two poles. They are critical of the Government's response yet also believe the situation is "not as black" as the statement by the nine make out and that the door is still left open for further developments.

Prof Richard van der Ross, rector of the University of the Western Cape and a committee member, said yesterday while he agreed with the protest statement in certain respects, he had "some reservations".

He believed the statement painted "too black" a picture and that there were many aspects relating to education reform that the Government could implement despite the political position it had adopted.

Prof Floors van der Stoep also said there was room for movement and that the White Paper could be seen as a starting point.

However, he was severely critical of the White Paper, describing it as "unimaginative".

'REMEMBER SOWETO '76'

Sawetan
12/10/81

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By SELLO RABOTHATA

ONE of the country's leading black educationists, Mr T W Khambule, yesterday said whenever a blackman made ideas which brought him on a par with a white he was said to be a radical.

Mr Khambule was reacting to the Government's snubbing of the Human Sciences Research Council's findings and recommendations on the right of schools and universities to open their doors to all races.

He said he had originally been asked to serve on the commission but that he refused as he could predict its results and Government reaction. He said the Nationalists were incorrigible and that is why he is not disappointed by the reaction.

He said blacks could not talk to whites as equals because they have been sentenced to an inferior status by the Government. The findings of the commission were, to him, very moderate and it should have been spelt out that the country needs one education for all.

"The Government has lost its last chance as education is an extremely sensitive issue as was shown by the 1976

riots. The National Party has an insurmountable problem and time is presently against it."

Mr Khambule also said the Government was stalling on this issue because it realised that if it opened schools it would have to open residential areas and ultimately open parliament.

"The causes of the 1976 riots have still not been removed and if the Government does not want to put this education problem right then the children will do it again. It is time the Government stopped its paternalistic attitude towards blacks and stopped interfering with black desires.

"Equality in education can only be measured if all children, irrespective of colour, are put in one class and given equal treatment. The black man is not impressed by physical facilities."

He said many parents sent their children to white schools in a desperate bid to

try and equalise an impossible equation and many of these children were humiliated by their white school-mates.

The National Education Union of South Africa (NEUSA), a non-racial teachers' organisation, said in a statement: "The recommendations of the De Lange Commission nowhere near meet the demands of the majority of people in this country for one free, compulsory and equal education.

"It comes as no surprise that a commission which saw as its terms of reference the furthering of commerce and industry, should come out with such recommendations. Under the guise equal quality of education, the commission is hiding a clearly pragmatic approach to education — that it should serve the needs of commerce and industry.

"The commission is maintaining a segregated system of education, which trains a few people for superiority and many others for subordination. This emphasis on equal quality of education disguises the fact that there cannot be equal education in an unequal society.

"The Government's preliminary response in its guiding principle make it clear that the principle of Christian National Education will remain:

- Separate education departments
- Self determination education and separate development for different racial groups.

Sawetan 12/10/81

Head goes into hiding

By NORMAN NGALE
THE principal of the Phaphama Dress-making and Commercial Private School in Temba, Hamanskraal, Mr A Mathebe, has gone into hiding following the recent sudden closure of his school.

The trouble-torn school was closed down in August on instructions from the Bophuthatswana government.

On the day of closure, police had to be called in to protect Mr Mathebe from enraged students who demanded their tuition fees back.

His house, according to

one witness, had to be kept under police guard while students were being dispersed from their dormitories to make way for families.

When approached last week about the closure of his school Mr Mathebe refused to talk and said he was not in a good mental frame to talk about his "ordeal".

When pressed for an interview he said, "I am not refusing to talk about the matter, but today I am not myself, I am not feeling well. Come another day," he said.

But on the appointed day for the interview Mr Mathebe could not be found at his home. A cleaner said he had left at 6 am without giving his destination.

SA is sitting on a 'time bomb' warning

Mercury Reporter
SOUTH Africa was sitting on a 'time bomb' at present, Chief Gatscha Buthelezi, Chief Minister of KwaZulu, said in Durban yesterday.

'You don't have to love Gatscha Buthelezi, Inkatha or his ministers,' he continued. 'It is a question of survival.'

Chief Buthelezi said the backlog in black education was 'breath-taking'.
He said the De Lange inquiry into education had found that 85 percent of all black teachers were under-qualified.

There was one teacher for every 47 black pupils as against one teacher for every 20 white pupils, one teacher for every 27 Indian pupils and one for every 28 coloured pupils.
'If we do not get together now to create machinery that will enable us to do something concrete about these disparities, failure will give credibility to the hawks among my people,' Chief Buthelezi declared.

He said these 'black hawks' were already saying that a race war was needed before things could be sorted out and before there could be justice for the blacks.
The KwaZulu Training Trust has been founded to promote technical training in the region as well as research on training methods.
The trust aims to raise R1 000 000 in the short-term in order to build at least 10 community learning centres near in-service training centre at Esikhawini near Durban.

There should be equal education for all, says Buthelezi on De Lange report

Mercury Reporter

THE Chief Minister of KwaZulu, Chief Gatscha Buthelezi, hit out yesterday at the Government's reaction to the De Lange inquiry into education.

Speaking at the same function a few hours later, the Minister of National Education, Dr Gerrit Viljoen, reiterated the Government's view that 'one undifferentiated, universal type of education for all would not meet South Africa's diversified needs'.

Speaking at a meeting to inaugurate the KwaZulu Training Trust, Chief Buthelezi said the Government established commissions at great cost to the State and, when those commissions made recommendations, they were often contradicted by the Government.

He said the heavens would not cave in if the Government endorsed the general principle of achieving equal education for all, irrespective of race, colour or creed, on the basis of allowing free association and allowing schools to open their doors to all races.

But Government reaction had been sharply against such a principle.

'For example, Dr Gerrit Viljoen, the Minister of National Education, who will be our guest of honour today, is reported to have rejected "almost contemptuously" the report's key phrase suggesting integrated education,' Chief Buthelezi said.

Dr Viljoen was not present when the Chief Minister made these remarks.

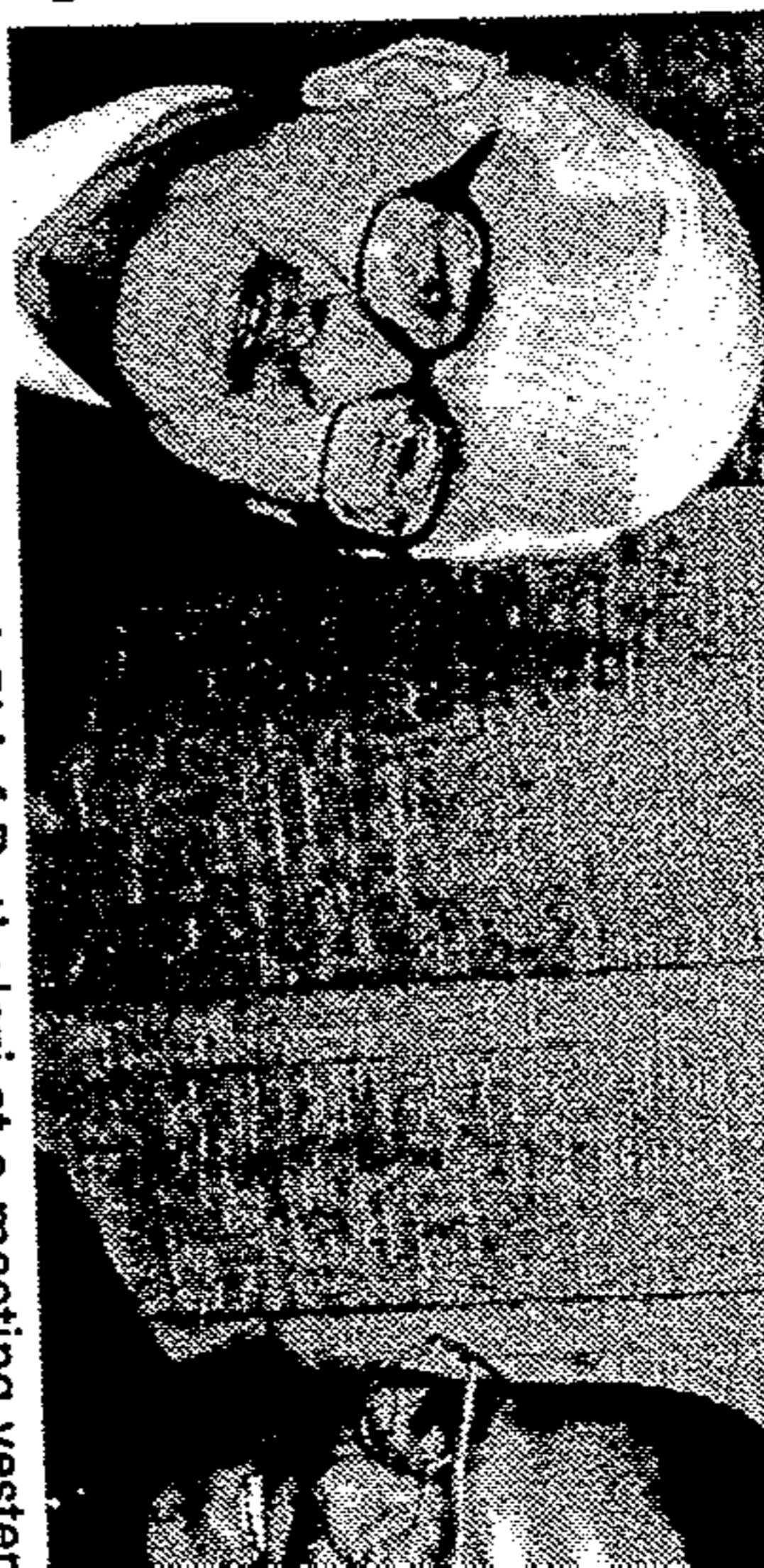
However, when he spoke at a luncheon which followed the meeting, the Min-

Chief hits at Govt reaction

ister said one undifferentiated, universal type of education for all, while perhaps serving the needs of a few, would sadly fail to meet the needs of others and would definitely fail to meet the diversified needs of a country.

Educational differentiation, he pointed out, was essential to meet both the needs of individual learners and the requirements of society. He considered it important that the right balance should be achieved between individual needs and the demands of society.

Dr Oscar Dhlomo, Minister of Education and Culture in KwaZulu, who thanked Dr Viljoen, said he hoped the Cabinet would view the findings of the De Lange commission 'objectively and scientifically'.



DR Viljoen and Chief Buthelezi at a meeting yesterday.

Education — fears the Govt needs to allay

by Franz Auerbach

I believe that the Government could allay some of the grave doubts that have arisen over its response to the De Lange report by issuing a further statement within the broad context of its policy. Such a statement could deal with three key problems:

★ Steps towards open schools. Some State schools for whites in several provinces at present admit pupils of other population groups when the State requests it, for example the children of black diplomats from Transkei, Venda and elsewhere. The key principle — that black children attend State schools for white pupils — has already been accepted.

★ Single education departments on a regional basis. Many Government ministers believe very strongly in separate

The debate over the Government's response to the De Lange report shows that there is a pressing need for it to demonstrate that it is sensitive to the deep feelings aroused by the whole question of education.

schools for Afrikaans- and English-medium pupils, and indeed many other people agree with this.

They all believe that separate schools help preserve group cultural values. But this does not prevent both groups of schools from being run by a single education department. So we already have ONE education department administering schools in which TWO different cultural identities are fostered.

★ Interim education council. The Government has accepted the appointment of a working party to advise the three Ministers responsible for the education of all the children of the country. This

will apparently consist of about 15 people as now envisaged. The Government could surely state that, in order to show its appreciation of the urgency and delicacy of the educational situation, it agrees to expand this working party into an interim advisory council by the addition of six or eight members representing, and chosen by, the entire organised teaching profession and the business sector.

De Lange men for debate ^{RDM 13-10-78} (50) on report

By MARTIN FEINSTEIN

A MAJOR national conference to discuss last week's De Lange Report on education is to take place in Grahamstown early next year.

Several of the De Lange Committee's more outspoken members are expected to attend, and two — Dr Ken Hartshorne and Mr Franklin Sonn — are members of the organising committee.

The conference, which is being held under the auspices of the 1820 Settlers Foundation, "will give educationists and representatives of Government and private bodies an opportunity to discuss and debate the De Lange Committee's findings, as well as dealing with the practical issues involved in implementing the proposals", according to Mr Stan Jenkins, the foundation's executive director.

Many top academics are on the organising committee, including the former vice-chancellor of Wits University, Professor G R Bozzoli; Nr Ntatho Motlana, of the Soweto Committee of 10; Professor Willie Rantenbach, professor of physics at the University of Stellenbosch; and Professor Ben Vosloo, director of the Small Business Corporation.

Government's tragic response CT 13/10/81 SD to report on education

By OWEN VAN DEN BERG, Director of the Education Policy Unit at the University of Cape Town

...A management system has to provide machinery at all levels that will make possible real participation, sharing of ideas, negotiation and decision-making by representatives of all interested groups.

(ii) A system of management has to be able to accommodate both the commonality as well as the diversity of the inhabitants of the country.

In other words, the report argues that no educational dispensation can succeed without the support of the broad mass of the people, and that they have to be involved effectively in the educational decision-making process.

Accordingly the report recommends a three-tier management structure for education. At the first (central) level there would be a single ministry to determine macro-policy, and a widely representative council for education which the minister would be obliged to consult. At the third (local) level the

THE government's policy towards education in South Africa has always rested upon the Verwoerdian principle of separate and unequal provision of education. During 1980, however, the Prime Minister, by acknowledging that "justifiable grievances" existed in schools for those classified coloured, indicated a movement in government thinking away from a continuing acceptance of inequality in education. This was shown also in his brief to the Human Sciences Research Council, to conduct an investigation into all aspects of education in South Africa in order to formulate "a programme for making available education of the same quality for all population groups".

Impressive

The report of the HSRC investigation, tabled in Parliament last week, makes a strenuous and generally impressive attempt to propose ways of eliminating inequalities in education. It has, however, gone beyond this to challenge, if somewhat tentatively, the separateness of education as well. And it is precisely in this area of its findings and recommendations that the report has falled foul of the government.

Thus, in a crucial section of the report entitled "Pre-conditions for an effective system of education management", it is stated that:

(i) Systems of education are a part of the social, economic and political structure of a country. Acceptance by, and the involvement of, the "user" are essential.

report envisages the greatest possible degree of autonomy for the local educational institution, to give effect to the principle of freedom of parental choice and to what it calls "the principle and practice of 'free association' rather than to predetermined 'cultural identities' established from above".

More flexible

In effect, the report is saying: (i) that no longer can those classified "white" take all decisions affecting the education of all the people of South Africa, and (ii) that while nobody should be forced into integrated schooling, similarly nobody should be forced into segregated schooling. The solution to the problem of reconciling the commonality and diversity of the religious and cultural ways of life of the country's inhabitants, the report states elsewhere, will depend upon creating a system that is far more flexible.

The government's response, as contained in the Interim Memorandum tabled in Parliament along with the report, is both predictable and tragic. It reaffirms the government's commitment to "the principles of the Christian character and the broad national character of education". The government still sees it necessary to legislate for Christianity, and still sees the need to maintain a racist educational dispensation in which "each population group should have its

own schools... [and] also have its own education authority/department". Within this framework, the memorandum states, there may be "freedom of choice for the individual and for parents", a freedom that unfortunately is deprived of any meaning at all within that framework.

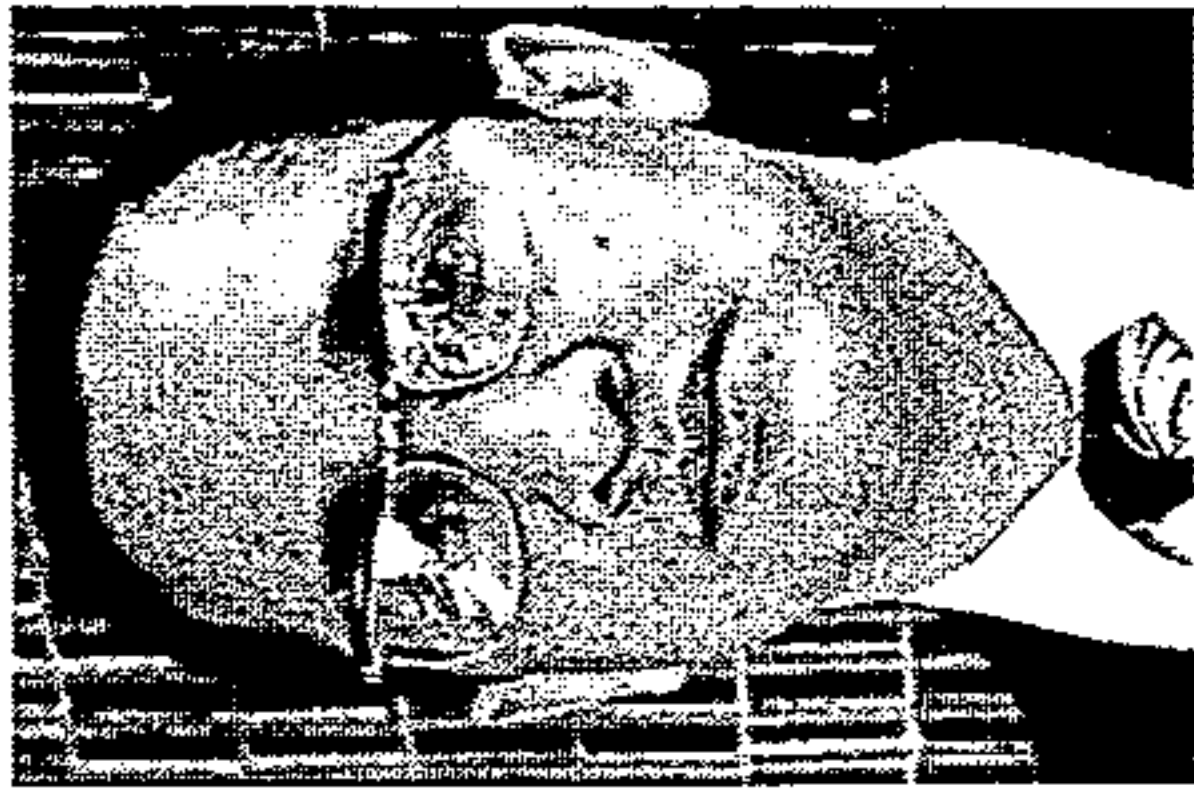
This means also that education will remain in "white" hands, for each population group will most assuredly not have "its own education authority/department" but an authority funded by a "white" Parliament and controlled by a "white" minister for people racially classified in terms of a "white" law. Shared decision-making in education and flexibility at the local level are thus rejected. Diversity, as defined by government, is to remain the cornerstone; any degree of "openness", even on the basis of voluntary association, is rejected.

The government would seem, then, to have taken a decision to attempt to eliminate inequality in education in the hope that this tactic will make educational separation acceptable to the great mass of the people without rocking the boat too much within the party caucus. The government's decisions are therefore again being taken with a view to placating the right wing of the "white" electorate rather than meeting the legitimate aspirations of the broad mass of the people. And it is pre-

cisely this preoccupation that makes the government response so tragic, for it suggests a continuing sectarian promotion of what are seen to be the interests of the "white" group over against the interests of the majority of the population.

It is tragic because it adds weight to the arguments of those holding the view that any negotiation with the present government is a waste of time, and that only bloody revolution can bring about meaningful change. It is tragic too because it further destroys the credibility of the diminishing number of *undersdenkerdes* and *andersdenkerdes* who still believe in negotiation. The government response, said Mr Franklin Sonn, "re-establishes apartheid education and places us back where we started". Would that this were true; unfortunately, one has to admit to a feeling that the chances of meaningful, peaceful change have yet again been diminished in the interests of National Party "unity" — we are precisely not back where we started.

It is in this context that the Interim Memorandum's statement to the effect that "all decisions taken in terms of the recommendations in the report will have to take due account of, and fit in with, the constitutional framework within which they are to be implemented" must be understood. Education, thus, cannot be treated — in the way sport supposedly is



Mr Franklin Sonn, president of the Union of Teachers' Associations of South Africa... "back where we started".

— as "outside politics", but as deeply embedded within a social, economic and political context which it is designed to serve. Any decisions on non-racial management procedures and "open" schools run counter to the government's interpretation of the "realities" of the South African situation, that decision-making remains a white prerogative and that persons of different classifications shall remain separate.

Unacceptable

Precisely for this reason the government rejects the Management proposal of the report. And because the educational system is seen by the majority of the population as a manifestation of unacceptable social, economic and political goals, that majority will continue to reject it, no matter how "equal" it is. That the government chooses to fear the opposition of right-wing "white" groups rather than that of the mass of the people indicates how far along the road to a total breakdown of communication South Africa's people have gone.

'Broaden education committee'

Community leaders, teachers and the private sector had to be represented on the working party advising the Government on implementation of the De Lange education report, the executive director of the Urban Foundation said today.

"It will be impossible to give effect to the report unless the working committee is broadened," Mr Jan Steyn, the executive director, told The Star.

The strength of the De Lange committee lay in its diversity, he said.

Mr Steyn yesterday issued a statement reacting to the report on behalf of the executive council of the foundation.

Mr Steyn said the terms of reference of the HSRC committee specifically included the issue of manpower and economic growth.

This concern was reflected in the HSRC's main committee by the presence of members from the private sector and from the Government departments of Finance and Manpower.

But there was no such representation in the Interim Educational Working Party set up by the Government.

This body could "hardly be expected to deal adequately" with the report's recommendations and with comment on it.

De Lange — how the Govt turned hope into despair

by Joyce Austoker

The multiracial team of educationists under the chairmanship of Prof J P de Lange has published its report, and an interim White Paper, setting out the Government's response to it, has rejected the general purport of the document.

Dr Gerit Viljoen, the Minister of National Education, has stated that the official Government response has been delayed until all interested parties have had an opportunity to comment.

I am one — extremely interested, involved and concerned — party. As a teacher of a large number of matriculants at a well-equipped white school, and of an even larger number of black scholars who attend Saturday classes, under the auspices of the Institute of Race Relations, I am in close contact with a variety of pupils from a large number of schools on the Witwatersrand and in Pretoria.

As the author of three series of textbooks, used extensively by both English-speaking white and non-white schools throughout the country, I am also in direct contact with a large number of teachers of my subject, and am personally aware of their increasing concern and distress about the state of our education.



As an educationist I have become more and more aware of the endless educational problems facing us, and of the frustrations of both educator and pupil.

We are neither extending our brightest pupils at the top of the education ladder, nor do we offer enough suitable non-formal education to our weakest pupils on the bottom rungs.

We are all aware of the fact that, at all levels, and in all groups, we are in the midst of a major manpower crisis. And we are all aware of the acute agitation that exists, particularly in regard to all the aspects of non-white

education. As an educationist and scientist, I endorse wholeheartedly the basic principles for providing education as set out by the De Lange Committee, among them being:

- That equal opportunities should be provided for every inhabitant;
- That education should give positive recognition to freedom of choice of the educational institute;
- That the provisions of formal education should be the responsibility of the State, but that individuals and society as a whole should share some of the responsibility;
- That the private sector and the State should share the responsibility

for providing non-formal vocational education;

- That provision be made for State subsidisation of private education;
- That the full professional status of teachers and lecturers be recognised;
- That the provision of education be based on continual research;
- And, most important for all, that there should be one controlling umbrella Ministry of Education under which separate ministries for provincial or for the separate groups shall operate.

On this last premise rests the successful development of a South African education system that

Those involved with education have greeted the De Lange Committee's report with enthusiasm and the Government's rejection of key recommendations with deep concern. Yesterday, Dr Franz Auerbach, in an article on this page, wrote about the fears that the authorities need to allay. Today a senior teacher discusses exactly why the De Lange recommendations should not be tampered with.

will be acceptable to the different groups. The Government reaffirms its commitment to the principles of the Christian and the broad national character of education. If this statement means a commitment to the principle of a broad Christian education, and a national education broad enough to encompass all the groups that make up our society, it would be meaningful.

The De Lange Report has stated that it would cost up to R2.3 billion to wipe out the current school backlog. With the Government stalling until the end of March 1982 to discuss its white paper, it means an 18 to 24-month delay before any reform, minor or major will be introduced and a further staggering increase in costs, both monetarily and in resentment and bitterness. We cannot afford either. We have not the time to stall.

● Joyce Austoker teaches in Johannesburg. This article was written specially for The Star.

TOMORROW: In a shortened version of a speech he delivered in Parliament last week, Dr Alex Boraine severely criticises the Government's "desperately disappointing" response to the De Lange Report.

Education policy untenable — Saunders

Argus 14/10/81

(50)

THE Government's concept of separate but equal education is untenable because it is rejected by and has no legitimacy in the eyes of the people who have been denied an equal provision of education in South Africa.

This is the opinion of Dr Stuart Saunders, Vice-Chancellor of the University of Cape Town, in a statement on the Government's response to the report of the Human Sciences Research Council inquiry into the provision of education.

The general thrust and specific recommendations of the report, Dr Saunders said, had been directly contradicted by the recent passage of the Vista University Bill which entrenches apartheid in tertiary education, and the Financial Relations Amendment

Bill, which defines private schools in ethnic terms.

'These Bills illustrate the folly of having separate education departments and the Government's continuing commitment to segregated education,' he said.

'They fly in the face of the HSRC report.'

The Government had reaffirmed its commitment to Christian National Education, but such prescriptions did not work in a plural society.

The emphasis of the HSRC report, Dr Saunders said, had been to allow for cultural diversity at the local level.

It was surprising and disappointing that the Government had indicated its continuing commitment to racially orientated education.

'Surely we must move away from political expediency if we are to achieve equal opportunities for education in this country'

'Surely race is irrelevant in ensuring that as many inhabitants as possible achieve the education their talents deserve?' Dr Saunders asked.

'I am also disturbed by the fact that the Government has not recognised the urgency of the educational situation in that it has not implemented the recommendation that an interim education council be established.'

'It should be noted that the creation of a Council for Education advising a single Ministry would greatly help to achieve equality of education in the Republic.'

Snubbed

NM 15/10/81

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Retired educationist overlooked for top post

By Nagoor Bissetty

DEEP-ROOTED division in the Indian community about the South African Indian Council has surfaced again with the Teachers' Association of South Africa — mouthpiece of more than 7 000 Indian teachers — snubbing a top retired educationist because of his SAIC connection.

The association does not recognise the Indian Council and has overlooked an SAIC member, Mr R G Pillay, for its newly created post of honorary president — a position of honour for former presidents — although Mr Pillay was president of the association's predecessor, the Natal Indian Teachers' Society, before he became an inspector, and later chief inspector, of Indian education.

Two other former presidents, Dr A D Lazarus and Mr R S Naidoo, were elected to the new post.

Mr Pat Samuels, the association's president, declined to comment yesterday, but admitted that teachers saw Mr Pillay's membership of the SAIC as an embarrass-

ment in the face of the association's official stand against the Indian Council.

When Mr Pillay was first appointed to the SAIC by the Government earlier this year, the association wrote to him urging he should decline the appointment. Mr Pillay, who was then the association's only surviving honorary vice-president for life, flatly rejected the request.

Teachers said the association then summoned a special meeting and abolished the life vice-president's post, thus stripping Mr Pillay not only of his honorary position but also his ex-officio status in the association.

Mr Pillay is not a candidate for the new SAIC's November 4 election, but has been tipped to be chosen for appointment by the State President, Mr Marais Viljoen, as one of five nominated members.

Mr Pillay was not available for comment. He suffered a heart attack this week and was admitted to Durban's St Aidan's Hospital where he was said yesterday to be making excellent progress.

(Report by N Bissetty, 12 Devonshire Place, Durban).

Students sue Le Grange

Save our 16/10/81 50

THE Minister of Police has been served with papers by lawyers representing two Bosmont pupils who claim they were beaten up by cops during a students' sit-in in May.

The pupils, Aziz Jardine, headboy and SRC chairman of Chris Jan Botha High School and Adriaan Marrillier, claim they were sjambokked by riot police who broke up an anti-Republic Day sit-in with teargas and sjamboks.

A subsequent civil claim against the police is still in the pleading stages and is not expected to come before court for several months.

Jardine claimed the riot police sjambokked him when he tried to stand between his fellow pupils — most of them girls — and the police.

He was detained under the General Laws Amendment Act the same night, and later transferred to Section 10 of the Internal Security Act.

Jardine was released on August 10 after 75 days in detention.

Back to square one

FM 16/10/81 (50)

There were those who said it was bound to happen — that the massive government-sponsored investigation of education would be vitiated by politics.

And indeed, Pretoria's decision to reaffirm its stand on separate education has created bitter resentment in education circles — especially, and significantly, among members of the head committee of the Human Sciences Research Council (HSRC) investigation.

The historic report tabled in Parliament last Thursday is a thorough and objective piece of scientific research which contains lucid and far-reaching recommendations.

How much effect it will have in alleviating the crisis in education (detailed in the FM in a series of articles, May 22-June 19) depends entirely on how many of its recommendations are finally accepted by Pretoria.

Although no decisions on recommendations will be taken until interested parties have had the opportunity of commenting (by March 31 1982) and Pretoria has had a chance to consider thoroughly the recommendations and comments, expectations of profound changes have suffered an immediate and inexorable blow.

As they stand, the 11 guiding principles of the HSRC report (see box) are fundamental to meaningful educational change. They present in broad form the platform on which an effective restructuring of SA education must take place.

The unseemly haste with which Minister of National Education Dr Gerrit Viljoen slapped down certain vital recommendations enshrined in the principles was bad news for those educationists, teachers, parents and pupils who had looked to the report

as providing a way out of the morass.

Pretoria's response, as expressed in its Interim Memorandum, has been challenged by nine members of the HSRC head committee. They speak of "a tragic lack of understanding of the real issues." The Interim Memorandum, they say, is "an unfortunate and ineffectual document."

Pretoria's most important points of departure from the report are:

□ A reaffirmation of Christian National Education as formulated in the National Education policy Act of 1967;

□ A reaffirmation that, in terms of its policy of separate education, each population group should have its own education authority/department;

□ Freedom of choice for individuals and parents is acceptable, but only within the framework of each population group having its own schools.

These points of departure contradict the most important minimum change acceptable to blacks, as recognised by the report — and blacks are the most visible component of the crisis in education.

This would be official representation for all race groups at the highest planning level where policy decisions are made. Equal opportunity for all and parity spending would more naturally follow outside the constraints of separate development.

Racial education lies at the heart of discontent with and resistance to the current system. The most important development towards satisfying what the report considers a fair demand — one Minister and one education department — has been crushed.

The report defines the issue: "There appear also to be serious problems with regard to the acceptability of educational practices in SA. Firstly, acceptance by the users of the authority responsible for the establishment of the system, and secondly, the involvement of the users in decision-making processes."

It goes on to say that a unified ministry has the best chance of meeting the need for a policy aimed at "equal opportunity," "equal quality and standards," and one which is able to cope with changing needs.

In other words, if the innovative recommendations are to be at all effectively implemented, the sound management of education is vital. Left to the present grossly inefficient and cumbersome bureaucracies, the chances of reform must diminish.

Equally important is the rejection of the proposal to establish a statutory body at the highest level — a South African Council for Education (Sace) — to monitor progress and advise the Minister on all policy matters.

Sace would represent education authorities, the organised teaching profession, private and non-formal education, agriculture, commerce and industry, trade unions and

cultural and community interests.

Dr Ken Hartshorne, a member of the head committee, points out that the report made two basic *priority* recommendations: that government accept the 11 principles; and that an interim council of education be appointed.

Hartshorne says that government accepted the 11 principles with five non-negotiable provisos. And instead of an independent committee, it has appointed a working party with a strong official component. This



Minister Viljoen ... pity he acted in such haste

body is unlikely to respond to changes efficiently, or have much credibility in the black community.

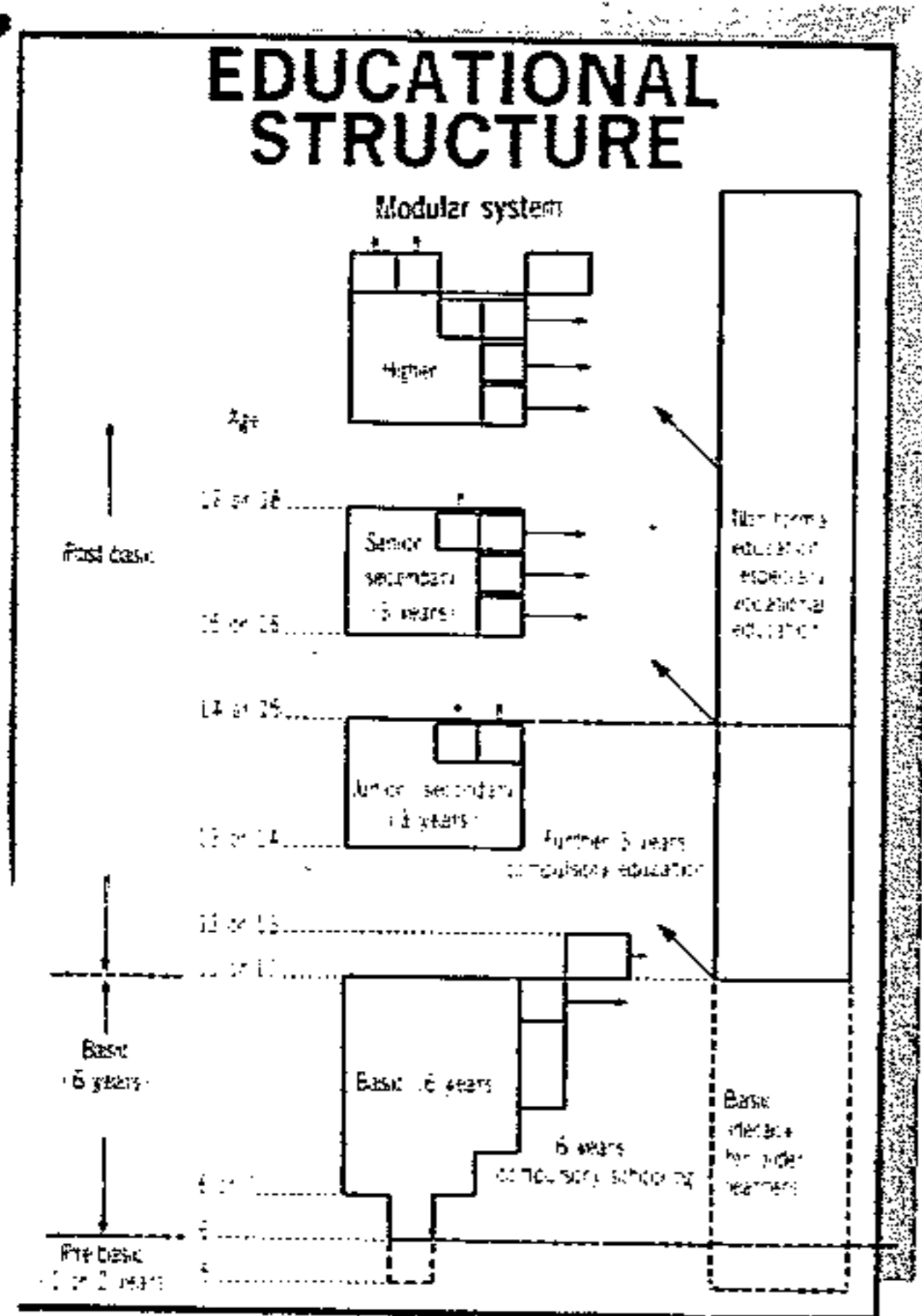
What then is Pretoria likely to accept?

The report proposes that, based on demographic and economic factors, sub-regional and local interests should fall under the control of a statutory second level council, representative of all people concerned. A director, appointed by this council, would have the responsibility of determining operational policy.

So delegation of responsibility at this level should mean greater attention being paid to important community needs.

The greatest possible degree of autonomy is advocated at the third level (schools) where parents and teachers should receive a major share in decision-making by an increase in the scope of governing bodies.

Finally, the report states that if the educational management system is to reflect research findings, the following preconditions are essential: structures should be



P.T.O.

Call to meet education

priorities

THE PRIORITIES demanded for black education must be met with the utmost urgency. If not, the combination of population growth, urbanisation, industrialisation, and rising expectations will create 'an irresistible force which could lead to a virtual breakdown in our society.'

This was said today by Dr Alex Boraine, Progressive Federal Party MP for Pinelands, at the national conference of the Institute of Cost and Management Accountants in Johannesburg.

Dr Boraine said the number of blacks with matric or equivalent would exceed the figure for whites by about 10 000 by the end of the 1980s, and by the year 2000 there would be 53 399 white matriculants and 186 000 black matriculants.

'The number of black matriculants will be 3,5 times that of whites and more than double that of the other population groups combined,' he said.

He said a far higher percentage of the gross domestic product should be allocated to education, especially black education, and added that the country could not afford the duplication of separate facilities for separate race groups.

HERE is something faintly fierce about Kenneth Hartshorne, like a small, wiry dog inclined to utter a low growl at, rather than lick, any important boot raised in his direction.

The latest important boot to kick out at Dr Hartshorne was that of Dr Gerrit Viljoen, Minister of National Education. But then the Minister was a cornered man, trying to justify the knee-jerk Nationalist reaction to the revolutionary recommendations of the Human Sciences Research Council's investigation into education.

Dr Viljoen rejected a statement in the HSRC report that called for the removal of racial considerations in access to educational institutions, saying that it was not properly motivated and that Dr Hartshorne was its author. Dr Hartshorne, in turn, responded to the Government's negative reaction by drawing up the first angry draft of last weekend's statement attacking the White Paper, and his name headed the list of eight signatories — all members of the De Lange committee which conducted the HSRC investigation — to the final more diplomatic statement.

Yet Kenneth Hartshorne blinks unwillingly in the spotlight, for all his strong personal disappointment at the Government's response and his feeling that his self-respect "couldn't let that sort of thing go".

He is a man who has long walked a tightrope between his job in "Bantu Education", and his own belief in a non-racial, non-discriminatory society, between flak from his superiors for his outspokenness on public platforms and flak from the "liberal", particularly the English-speaking, section because he served the apartheid system.

Threatened

Even after Hartshorne's retirement at the end of 1977, he was threatened with action by Dr Andries Treurnicht, then Deputy Minister of Education and Training (speaking in Parliament) for statements he had made since leaving the Department. Dr Hartshorne said he had merely used his democratic right as a citizen to comment.

Certainly the kind of things he has said come oddly from someone who was inspector of schools for Soweto for 10 years and a Bantu Education planner, rising to Director of Planning, for another 10.

He used to warn that South Africa could not afford to save on black education, that the "discrimination in per capita expenditure between a white and a black child reveals not only where our national priorities lie but it is also expressing a political viewpoint"; that it was time to stop making decisions for other people; that it was right to defend the borders, but then we must create the kind of country "whose borders everyone would fight to defend; that "we either face the future together, all of us, or we have no future, none of us".

Shouting

After the 1976 riots he said that behind the tumult and the shouting the pupils were saying that "the system" had failed them, that they wanted an education as good as anyone else's and the opportunity to use it when they had it. He called for public repudiation of Dr Verwoerd's policy speech which he said had "poisoned black education for 25 years". And in Optima

The man who

believes in people before policies



KENNETH HARTSHORNE... man on a tightrope who took flak from the left and the right

magazine he wrote recently that the state of black education had become a major obstacle to progress and stability in South Africa.

Was there no conflict between Dr Hartshorne, public servant in Nationalist employ, and the ex-Methodist college teacher who constantly pleads for the recognition of "ubuntu", of the "personhood" of other beings.

Of course there was conflict, but Kenneth Hartshorne has always resolved that conflict and endured the consequences, because he has put people before policies, remembering what it was all about: the child who had to be taught.

Classroom

In his Pretoria office he had a crayon drawing of a black schoolboy, drawn by a Soweto teacher, a reminder that the innumerable committees, curricula, regulations and circulars all existed for the moment when teacher and child came face to face. Today, in the dust-up following the release of the De Lange report, he is still aware that's what it's ultimately about. He stepped into his first black classroom at Zam on a January morning in 1938. It was one of three Standard Eight classes in the whole of the Transvaal and had seven pupils. Four of them were taken through matriculation two years later.

"I think they learnt some English and history from me, but nothing to compare with what I learnt from them," he says.

Hartshorne hails from County Durham, from coal miners on his father's side and Clyde ship builders on his mother's. His pa-

ternal grandfather was a mines tallyman who left school at the age of nine but was self-educated and could quote from the whole of Shakespeare and the Bible. His father was the first on either side of the family to break away from manual work, leaving school at 14 to become a pupil teacher — learning teaching on the job.

Missionary

Young Kenneth grew up in a depressed era in which 80% of the men in his home village were on the dole. But backed by a strong Methodist upbringing and hard work at school he won his way to grammar school, his teachers college and London University.

His Methodist college supplied missionary leaders world-wide, so he came to South Africa on contract to Kilmerton where he also met and married his Afrikaans wife from Stellenbosch University. After war service he was invited by the native education section of the Transvaal Education Department, who ran Kilmerton together with the Methodist missionary society, to become an inspector. He served in Ermelo. Then came Bantu Education.

"A lot of us, especially those of us who came through the missionary mill, then had to sit down and make fundamental decisions. I decided to stay on. I sort of backgrounded attitudes needed to be in, that there were children needing to be educated. Although one realised one would be working under great constraints, one couldn't just desert the ship.

Kenneth Hartshorne was in "Bantu Education". And a member of the HSRC investigation into education. And he first drafted that statement attacking the Government White Paper. LIN MENGE talks to a man who believes in putting people before policies.

there were times where I had to look at this again and make sure that what I was doing was still worth doing. But I was committed to black education. And I always felt one could do a great deal in the day to day work with teachers and children."

So he rose to the rank of deputy secretary in the department, probably an irritant to his colleagues because of his belief that he was a man first, a teacher second and a civil servant third. Yet he felt they respected him.

Fundamental

The 1976 riots came as no surprise, only terrible dismay, because men like Dr Hartshorne had been warning of the likelihood of trouble. From his desk in Pretoria he tried to keep in touch with what was happening. But in spite of being the one person with long, close contact with Soweto, he found himself increasingly shunted aside, excluded from the discussions and the decisions. But Dr Treurnicht was then Deputy Minister, and "obviously we did not see eye to eye".

Dr Hartshorne decided to retire early. "If I had felt that the lessons of Soweto had been learnt and that some fundamental changes would come about, I would have stayed on. I have never believed

announced by the Government, and the recommendation for a council has been chopped — and something very different put in its place.

"Of course the report isn't perfect, but it gives us a startling point. This is the first time in the history of this country that we have looked at education across the board, that we've had more than a separate white group looking at education."

But if he is proud of the final report now, he was in no hurry to accept the HSRC's invitation to join the committee.

"I spent three to four weeks making up my mind. Members of the committee were appointed by the HSRC, not the Government, but there was the old image of the HSRC as being Government-orientated, there was the question of whether the Government was honest and serious in its intentions, and a lot of public criticism and suggestions that people should make a stand by not joining the inquiry.

"I talked to people in the same position and in the end we decided we would take the risk, but we insisted that it would be an absolutely open operation. That was accepted.

Intensive

"And it was heavy intensive work, masses of paperwork and meetings. I don't think I got to bed before I am for months."

The next six months will be critical for committee members in trying to keep the debate going while the Government waits for public comment on the report.

"There is a lot of misunderstanding about the recommenda-

tions. Nowhere does the report say we've got to have prescribed, integrated schools for everyone. All we are pleading for, in essence, is that people be allowed to do their own thing, for Government to take its hands off.

"Nowhere do we fall into the trap of doing what Government has done, of prescribing to everybody how they must run their affairs. Obviously there will still be a need for English Afrikaans, dual-medium and black schools. We're living in a situation in which we've just got to have that sort of flexibility.

"But if you mean what you say when you talk of freedom of parental choice, you must allow people options. That is the way it should start.

Children

"I have seen black and white children relating and working together. Even when they are in separate schools they have common interests.

"I think we underestimate the capacity of children to deal with this sort of situation. The problem is not with the children, it is with the adults. We're not giving our children a decent chance to have the kind of country we're going to need in the future.

"I'm a South African now. I have a total commitment to this country. But I don't believe we solve problems by sitting around corners and having our own ideas. Not only in education, but politically the time will come when we are going to have to sit round a table, like the HSRC, with all shades of opinion from the far right to the radical, and talk together and find solutions. As long as we avoid that we are not going to get anywhere."

The white school that stands empty



Mr ANDREW JANUARY, Chairman of the Coloured Management Committee in Somerset East, stands outside the empty white school the coloureds would dearly like to use.

Coloureds must leave to study beyond Std 5

Ev. Post 17/10/81 (50)

By CLIFF FOSTER

COLOURED families in Somerset East are busy converting an old Anglican church into makeshift classrooms for some of the 200 children they can no longer afford to send to secondary schools in Port Elizabeth, Cradock or Graaff-Reinet.

Yet a complete school with seven classrooms and all facilities has been standing empty for two years because white children do not need it.

The Coloured Management Committee asked for permission to use the empty school, but their request was turned down because it stands next to a hostel for white girls.

Even so, coloured and whites are living cheek by jowl in Somerset East with the whites, for instance, living down the west side of Worcester Street, coloureds down the east.

Somerset East has no secondary school for coloureds, though there are ones for blacks and whites.

The wait for a secondary school for coloureds in Somerset East has been a long one.

The families were promised a new school 15 years ago when a new township was proposed, but the earliest date for this project has now stretched to 1983 and the families can't wait any longer.

Burdened by the cost of sending children away to school — or by the prospect of seeing 14-year-old sons and daughters roaming the streets hunting hopelessly for jobs — the families have now taken on the task of providing their own secondary school classrooms in the old church.

The families have raised their own funds and coloured men are doing the carpentry and rebuilding. The municipality, sympathetic to their plight, is providing the materials.

But it is only a temporary measure and a compromise one. The three classrooms they can squeeze into the old church will take only between 50 and 60 Std 7 pupils. The remaining 140 or 150 will still have to be sent out of town, at a cost which is reducing some families to penury.

It is a moment of intense anguish for parents when they have to decide which children they can afford to provide with a secondary education and which they cannot.

The empty school formerly Bellevue which the families eye with envy is situated right next to a hostel for junior girls attending Gill College. But Mr Andrew January, Chairman of the CMC, points out: "To our minds this is no problem because you could easily put a barrier up between the two and then they could remain separate entities."

"When our application to use the empty school failed to win support from the municipality we didn't take it any further. There would have been no point.

"There was a bit of upset because we have a big problem here. We have got to send our children away to school and there was this school standing empty and nobody using it.

"We can't quite understand

this reason the council gave us for turning us down.

"We have been looking forward to a new building that is going to be erected, but the latest date is now 1983."

The Somerset East Town Clerk, Mr G V R du Bruyn, told Weekend Post yesterday there was no date fixed for this development, but he thought 1983 was a possibility.

Mr January said the coloured community raised R2 000 for the work on the old church and the materials the municipality provided were worth far more.

"But the school next to the hostel would have been better because it's a much bigger place with all the facilities. The old church will only give us three classrooms.

"It will accommodate 50 to 60 children, but there are about 200 children who have to leave town for secondary schools elsewhere. For children whose parents can't afford to send them out of town, or who we can't accommodate in the church, schooling terminates at Std 6."

Mr January stressed: "The problem comes when a child leaves school at Std 6 — he is still a small boy — loitering the streets. He finds a job here and there, but nobody wants to hire a small boy."

The Mayor of Somerset East, Mr W J C van Aardt, said he was not prepared to comment on the proposal to use the old Bellevue school. But he said: "The new coloured area is being planned. It's in the final stages of planning now — a whole new area with new amenities, etc.



Mr MARTIN APOLLIS and Mr HERMAN MICHAELS helping to convert a disused church into classrooms for coloured secondary pupils in Somerset East.

"It's what I am pinning my hopes on. I have no idea when it might be started. I believe the project is with the Department of Community Development.

"The coloured people have been having this problem for a long time and we have been doing our best to try to help, but you probably know what it's like when you are dealing with Government departments."

Mr Du Bruyn said: "When the CMC asked to use the Bellevue school I don't think the people responsible were prepared to let them use it. The council has got no say over it.

"The council wasn't actually in favour of it — because of the hostel.

"The council told them they weren't in favour, but the final decision rests with the provincial authorities."

Mr January said his management committee had a good relationship with the council, but it felt there was no point pursuing the Bellevue application further without council support.

It was not possible for Weekend Post to contact the appropriate official at the Department of Community Development yesterday to ask whether the coloured township plan might start.

Heavy financial burden of having to send children away

By CLIFF FOSTER

WHAT kind of burden does it place on a coloured family to have to send children away to school?

Mrs Sina Carels is providing a secondary education for all five of her children — and her husband earns R120 a month as a truck driver.

"Sometimes you go without food to manage," she said.

Last year Mrs Carels had two children attending school in Gelvandale, Port Elizabeth, and one at Cradock.

This year she has one at Dower College and one at secondary school in Gelvandale.

Next year her fifth child will reach secondary school age.

"If you send your children away you have a tremendous struggle to come out. Sometimes there isn't any money for necessities," she told Weekend Post.

"You must go to buy on credit. Then it takes you months to pay the debt off.

"It's very expensive when the children leave home because you must buy everything a child needs for a new school. The fees at Cradock are R90 a term — it's a private school — and then there is pocket money and fares, and sometimes you must pay for special books.

"You have to check everything you buy — if you have to send anything by post it costs you more.

"The bus fare to Port Elizabeth is R5 each way — that's R20 at present for the two coming home from Gelvandale.

"It takes all my man's wages — he's getting R120 a month driving for the Divisional Council.

"At home there is rent and lights, and sometimes sickness when you have to go to the doctor. You can't pay everything.

"Our fifth child is in his last



Mrs SINA CARELS
... it's hard on us.

year at primary school now and he will also have to go away next year."

Can she afford to send him as well?

"We must. We have got to send him — we have sent all the others.

"This year they opened another school in Cradock. I will try to get him in there. It's a school with a hostel — it's too expensive to send them to private places.

"I think Somerset East has a great need for a coloured secondary school because there are so many children. It's not everyone who has the money to send their children away.

"There are so many children in Somerset East who have got the intelligence to learn and to do well. But there's no money here, or if there is money we don't get it.

"I can't understand why there is no school for coloureds. The Africans have got a secondary school, and of course the whites.

"I feel upset that we can't use the old Bellevue school. I don't think the coloured children will try to mix with the whites because it's not the way they have been brought up.

Boraine call for action on black education

CT 11/10/81
50
Staff Reporter

A FAR higher percentage of the gross domestic product should be allocated to education, especially black education, Dr Alex Boraine, Progressive Federal Party MP for Pinelands, said yesterday.

Addressing the national conference of the Institute of Cost and Management Accountants in Johannesburg, Dr Boraine said the priorities demanded for black education had to be met with "the utmost urgency".

If this was not done, the

combination of population growth, urbanization, industrialization and rising expectations would create an irresistible force which could lead to a "virtual breakdown in our society".

By the end of the eighties, the number of blacks with matric would exceed the number of whites with matric. In 2000, there would be 53 399 white matriculants and 186 000 black matriculants.

The country could not afford the duplication of separate facilities for the different race groups, he said.

Hurly reassures private schools

CT 17/10/81 (50)

Staff Reporter

THERE was little fear that private schools would be closed by the province, Mr Rupert Hurly, MPC for Claremont, said at Marist Brothers in Rondebosch on Thursday night.

Mr Hurly was speaking from the floor during a meeting of the Marist Old Boys' Association held to mobilize support for a bid to save the school from threatened closure because of lack of funds.

The MPC echoed the view expressed earlier at the meeting by Professor John Morris, chairman of the school's administration board, who said the Minister of National Education, Dr Gerrit Viljoen, had indicated that government policy towards private schools had not changed.

Co-operation

Professor Morris said Marist Brothers had not advanced to its present position without a measure of co-operation from the authorities.

Later during the meeting, Mr Hurly said debate during the recent session of the Provincial Council had

shown a change in attitude towards private schools by the Administrator, Mr Gene Louw, and the Executive Committee.

He said Mr Louw had made it clear he would make a small sum available to private schools because he valued the part they played in education in the province. Legislation had been amended to legalize co-operation between private schools and the education authorities.

Subsidies

Professor Morris pointed out that the province did not grant subsidies in respect of pupils of other races at the school. He said the "good reason" given by the province was that it did not control education of races other than whites.

Appealing to old boys to help save the school, he said if the institution closed it would be "gone forever" to be replaced by "blocks of flats".

"The position of the school is too strategic and too valuable for us to lose."

Professor Morris said the school needed an endowment fund of R500 000. Fees for next year would be increased by 15 percent.

We are wasting human resources Boraine warns SA

SOUTH Africa had been wasteful of its human resources and its future would depend on how this "invaluable asset" was developed, Dr Alex Boraine, MP for Pinelands, said yesterday.

Addressing the Institute of Cost and Management Accountants at the Wanderers Club, Johannesburg, he said South Africa had to urgently review the priorities black education and training demanded.

"If we total all South Africa's manpower at 10 800 000, then 30% are to be regarded as having no education at all, 36% have primary schooling only, secondary schooling accounts for 31% and diplomas and degrees for 3%.

"Bearing in mind that nearly all skilled occupations require a minimum of Standard 8 education and that professional and managerial posts usually demand matriculation and often diplomas and degrees, we have

no more than 20% of our manpower educationally qualified for this work, but many will not have had the training to perform such jobs.

"To make a realistic assessment of the need for quality education for blacks in relation to the country's manpower requirements, changes in the structure of the South African population had to be considered.

"In 1951 the white population was 20.6% of the country's total, but in the year 2000 it will only be 11.2%.

"In contrast, blacks who made up 67.9% of the total population in 1951, will be 78.5% by the year 2000.

"Other factors to take into account were the demand for skills by industry, the demand for work, and the growing inability of rural agricultural areas to support the growing population.

Instability

"It follows that the increased demand for education for blacks, and the rising expectations which will accompany this, will lead to socio-political instability unless such education is available and is accompanied by job opportunities."

Dr Boraine said new initiatives and methods would have to be explored to meet this growing demand by blacks for education.

A far greater percentage of the gross domestic product would have to be allocated to education, especially black education.

There would have to be a movement away from separate facilities for separate race groups, a rationalisation of exclusive white facilities and a new understanding of formal schooling. — Sapa.

SNAP!

MUM!

CHILDREN MARCH ON THE CHIEF AS MOTHERS MAKE THEIR PROTEST

Tribune Reporter

THE mothers of Mambuko and other children marched in protest against a decision of their tribal authority regarding — and won the day — trucks in their battle over the siting of a secondary school for their area.

On Monday about 100 women marched on the offices of commissioner Carel de Bruyn to tell him they were angry about the decision of their chief, Mphengwa Mthiyane to site a secondary school near his kraal. At the same time, but unknown to their parents, about the same number of school children marched to the chief's kraal to give him the same message.

Both groups demanded that the school be sited more centrally in the area, about 25 kilometres from Empangeni.

The fight between the chief and his people, who were moved from Richards Bay to the Nambanana district in 1975, has been raging for at least two years with the Department of Co-operation and Development caught in the cross-fire. According to Mr de Bruyn, the department is bound by the decision of the tribal authority.

However, after meeting the chief on Wednesday, Mr de Bruyn told the Sunday Tribune the school would not be built until the dispute had

been settled. He could not give any details but said an attempt was being made to site the school to everyone's satisfaction.

These moves follow representation by the Mandlazi combined Schools Parents committee to Chief Mthiyane, the Department of Co-operation and Development and the Department of Education and Training to site the school half way between themselves and the Chief's kraal.

They argue that their school serves more pupils than any of the other three primary schools in the area, that it is more densely populated than other areas, for these children have to travel a long distance to the site where the chief wants the school. It would involve a 12-kilometre, two-and-a-half-hour walk across a river and through a deserted stretch of land which, they claim, harbours animals.

About two weeks ago the women noticed that the site preferred by the chief had been levelled and building materials deposited there. The women decided to see the chief.

"About 54 women went to his kraal. He would not listen to us and chased us away. He said the children must go to the school near his kraal," said Mrs Victoria Magubane, mother of three. "That's when we decided to see the commissioner."

On Monday, the others caught a bus to Empangeni and marched on the commissioner's offices.

He told them the site had been chosen by the tribal authority. The Mandlazi School Committee had not attended the meeting when the site was chosen.

The women told him they had not been informed of the meeting.

Mr de Bruyn then said he would meet with the chief on Wednesday "and see if I can do something for you".

While they were talking, their children left their desks and marched to the chief's kraal.

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Tribune
5/1/78
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Overcrowded — but white school stands empty

THE FUTURE of an overcrowded Ladysmith coloured primary school took another twist this week with the Department of Internal Affairs apparently ignoring an offer by Natal Provincial Administration for the pupils to use an empty white school nearby on a temporary basis.

Instead the department will erect six prefabricated classrooms in the school grounds, a move it had originally intended but was forced to scrap when none were available.

The prefabs were acquired recently from the Natal Department of Education and will be transported from Edgewood Teachers College in Durban to Cemetery Road in Ladysmith at a cost of R37 000.

Describing the decision as yet another example "of the hidden hand of verkrampte racist ideology", Mr Graham McIntosh, MP for Maritzburg North, said it was ironic that the Minister of Internal Affairs, Mr Chris Heunis, had written to the Natal Education Department in the first place for permission to use

Mail Correspondent

the white school but had suddenly changed his mind when offered a simple, practical solution.

"The fact remains that by allowing coloured children to use the Farquhar Road high school he was giving ammunition to the HNP, and the National Party will do anything to avoid that at the moment," he said.

When Natal announced its agreement to the Minister's request, it stipulated it was for a period of 15 months only as a new coloured school would be completed by then.

The recent turnabout, however, upset Cemetery Road parents who claimed the prefabs would take up what little playground the school possessed.

By

Kenneth Hartshorne

For educationists, the lesson of the last 20 years in Africa is that the school alone, as a formal institution, has failed to cope both with growing numbers of children and with development needs, be they social or economic. Newly independent developing countries throughout the continent entered what is now known as "the first development decade" (1960-1970) with a strong belief in the formal schooling system as an agent of change, as the provider of manpower with a high level of ability, and as a direct, stimulating factor in economic progress.

But long before the end of the sixties it had become clear that educational and economic expectations alike were to be disappointed. Far from educational targets being met, the rate of "drop-out" — premature departure from the school system — proved an intransigent problem and although there was an improvement in the proportion of literate people in African populations the absolute number of illiterates was increasing. Considerable rises in government expenditure notwithstanding, available finance fell well short of what was required to meet the growing needs of the school systems. There arose, too, an awareness that economic development was a delicate plant which needed for its healthy growth a more

Education: the unfinished business

Black education in South Africa has been neglected for 30 years. In consequence, there is now an entire generation of young black people that has been subjected to an education system gravely inferior to that provided for whites.

Star
20/10/81

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education," but also on the quality and nature of that education, and on community attitudes, political will and individual enterprise.

The same trends are to be found in the education system for blacks in South Africa. A recurring weakness has been the absence of specific targets for educational development. They were laid down only once; in the report of the Commission on Native Education of 1949-1951 (the Eiselen Commission) established under the chairmanship of Dr W W M Eiselen, one of the main academic exponents of the apartheid ideology and secretary of the Department of Native Affairs under the then Minister, Dr Hendrik Verwoerd.

In its "tentative scheme of educational development" the commission suggested that the main aim should be to provide by 1959 enough places in the first four classes of primary schools to accommodate the anticipated

numbers of children aged 8-11.

In terms of the Bantu Education Act of 1953, control of black education was removed from the provincial authorities in Natal, Transvaal, Orange Free State and Cape Province, and from mission churches, and was placed with the central government's newly created Department of Bantu Education.

By 1959 the Eiselen Commission's targets for primary and secondary pupil enrolments had been met but there were only 5 656 student teachers rather than the 15 000 envisaged, and 1 379 pupils instead of the predicted 6 000 were receiving technical training. Indeed, it was not until 1975 that the projected 1959 level of teacher training was achieved, and the objective for numbers undergoing technical training was not reached until 1980.

The enrolment of the planned number of children in primary and secondary schools brought in its train a far-reaching consequence: priority was given to quantity rather than to quality. This affected primary education in particular. Instead of a projected 33 000 teachers in service by 1959 there were only 26 110, of whom 22 601 were subsidised by the government. Doubling the number of children in lower primary school (the first four years of education) was achieved by introducing into Sub-standard A and B (respectively the first and second years of primary schooling) the double session system, under which a teacher was expected to instruct two separate groups daily. Each group — on average about 45 children — thus received about three and a half hours of schooling, with teachers responsible in total for 90-100 pupils. Introduced as an emergency measure in 1955, the double session is only now beginning to disappear; in 1979 there were still 456 188 pupils in South Africa (excluding the "independent" Transkei and Bophuthatswana) being taught in this way.

Consulting the oracle.

Valiant as have been the efforts of the teachers, and many with very limited qualifications, in dealing with this situation in the crucial first two years of schooling, there is no question but that the double session system is a salient cause of the inferior standard of primary education, with all its implications for the later educational development of the child and for South Africa's broader social and economic needs.

When, as now, skills are being sought from the black community, when training has become a national imperative, and unemployment a major problem facing South Africa, to have so large a number with so little education is to place a serious brake on economic progress, and holds inherent dangers for social and political stability. South Africans are now having to face the implications of the failure of the school system in their country.



Dr. Hartshorne

● Dr Kenneth Hartshorne, formerly a senior Government official concerned with black education, is now a consultant to the Centre for Continuing Education, Johannesburg. He was a member of the recent De Lange Commission of the Human Sciences Research Council. Above are some edited extracts from an article in *Optima* magazine.

Aboult-face

New twist over the future of Ladysmith coloured school

(50)

NM 2-0110/81

~~6/11~~

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Mercury Reporter

THE future of an overcrowded Ladysmith coloured primary school took another twist this week with the Department of Internal Affairs apparently ignoring an offer by Natal's Executive Council for the pupils to use an empty white school nearby on a temporary basis.

Instead the department will erect six prefabricated classrooms in the school grounds, a move it had originally intended but was forced to scrap when none was available.

The prefabs were acquired recent-

ly from the Natal Department of Education and will be transported from Edgewood Teachers' College in Durban to Cemetery Road in Ladysmith at a cost of R37 000.

Describing the decision as yet another example 'of the hidden hand of verkrampte racist ideology', Mr Graham McIntosh, MP for Pietermaritzburg North, said it was ironic that the Minister of Internal Affairs, Mr Chris Heunis, had written to the Natal Education Department in the first place for permission to use the white school but had suddenly changed his mind when offered a

simple, practical solution.

'The fact remains that by allowing coloured children to use the Farquhar Road high school he was giving ammunition to the HNP, and the National Party will do anything to avoid that at the moment,' he said.

When the committee announced its agreement to the minister's request, it stipulated it was for a period of 15 months only as a new coloured school would be completed by then.

Residents overlooking the high school voiced no objections to the decision, provided it was only tempo-

rary, they said.

This recent turnabout, however, angered Cemetery Road parents who claimed that the prefabs would take up what little playground the school possessed.

Another complaint was that their construction would mean the end of any hope of moving to the new school in 1983.

'There is no coloured high school in Ladysmith, and our children are forced either to go to the Indian high school or to Pietermaritzburg,' said a spokesman.

Bitter row over plan to close down renowned college

21/10/81

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Mercury Reporter

A BITTER row has broken out in the Indian community over Government moves to close down one of Natal's oldest Indian educational institutions, Sastri College, at the end of the year.

Plans for the shutdown of the 50-year-old college — founded by the late Sir Strinivasa Sastri, first Agent-General in South Africa of the Government of India — were outlined to the education committee at a special meeting yesterday convened by Mr R. L. Pienaar, a Department of Indian Education planner.

Parents were informed that the nearly 400 pupils would be transferred to schools nearer their homes. For children from the central Durban area a free bus service to other schools

would be provided.

Mrs Pat Pillay, a parent, said Mr Pienaar had also told them that the existing building would be renovated at a considerable cost and converted into a training centre for children and adults.

'It's a sheer waste of money. The building is still in good shape and does not need extensive renovations. All it requires is paint.'

'If the Government is finding it uneconomical to run the college with an enrolment of 400 pupils we are prepared to take over and run it as a multiracial private college,' she said.

Mr Pienaar said Mr Gabriel Krog, Director of Indian Education, would make a statement on the issue today.

Viljoen to act on special pupils

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RDP 21-10-87

THE Department of National Education will give "urgent and immediate" attention to special education, the Minister of National Education Dr Gerrit Viljoen said in Cape Town on Monday night.

While opening the 25th biennial congress of the South African Council for the Blind, he said attention would be given to three recommendations on special education made by the recent De Lange Report.

The recommendations were that the necessary mechanisms for the co-ordination of special education be established, both between and within the different racial groups; special education be organised on a "co-operative" basis at all levels; and there be a comprehensive centralisation of schools and resources for the handicapped to facilitate the maximum use of staff and facilities.

Dr Viljoen said the De Lange Report had shown there was a vast backlog in schools for handicapped black children and there was a lack of co-ordination between schools.

All black schools for the handicapped were privately run, but received State aid.

"Education for the handicapped is a right, not a privilege or a favour," Dr Viljoen said.

Given the growth of the economy, South Africa could not afford to waste manpower and it was therefore necessary to recognise the labour potential of the handicapped.

— Sapa.

Sata wants open teachers' colleges

Staff Reporter

THE South African Teachers' Association (Sata) yesterday expressed itself in favour of open tertiary education institutions, including teachers' colleges.

Sata's president, Dr John Gibbon, said open tertiary-level education provided "immediate opportunities to implement equal-quality education".

"Sata supports the principle of open tertiary education institutions and believes that the state should place no restriction based on race or sex for admission to tertiary institutions."

The decision on admission on educational grounds should be that of the governing body of the institution, he said.

Dr Gibbon said there was a demand for higher education in black communities and it made no sense reserving under-utilized white institutions while facilities for other race groups were inadequate or had to be duplicated at great expense.

He said open tertiary education was not only in the interests of all people in South

Africa, but also served the national need for manpower skills.

The director of the Education Policy Unit at the University of Cape Town, Mr Owen van den Berg, said while he agreed that tertiary education facilities should be "open", these institutions should be opened "because they are fundamentally discriminatory and unjust".

He welcomed Sata's support for open teachers' colleges.

Mr Van den Berg said that as Sata's membership consisted largely of school-teachers, it was hoped that the association would go further and also support the right of the local schools to decide on segregation.

Segregated education 'a farce'

Argus 23/10/81 (50)



Dr Stuart Saunders

Education Reporter

THE vice-chancellor of the University of Cape Town, Dr Stuart Saunders, last night gave Sea Point Boys' High School pupils a picture of a very different future in South Africa from the life their parents enjoyed.

Dr Saunders spoke to the pupils at their annual prize-giving at the school

He spelt out to them the recommendations of the

De Lange Committee investigation into education. He commented on the folly of continuing four departments and three Ministers of education.

'Such an administrative structure will, no doubt be the subject of a farce at some time in the future by a South African playwright. But unfortunately the farce is our contemporary reality,' Dr Saunders said.

'The report has called for the opening of all

tertiary institutions, something which UCT recognised over many years.

'It is very costly to duplicate expensive facilities and impossible to obtain academics of sufficient standard to cater for a proliferation of universities,' Dr Saunders said.

Speaking earlier to members of the UCT convocation, he said the modern emphasis on tech-

nology should not be allowed to get out of proportion, since too narrow a technical education would result in a society of barbarians.

Dr Saunders was concerned at suggestions that resources available for the development of the humanities would be restricted. This was shortsighted and unnecessary.

'A university education equips men and women to make rational decisions in

our rapidly changing world.

'There is no doubt that a great deal of training in other institutions is needed to allow us to expand our technological society. But we must be sure that we continue as a university to play the central role and to be a pacesetter in tertiary education where the university has been, is, and must continue to be, the senior partner.'

Schools quizzed on attitude to mixed sport

Star 26/10/81
50

Details of a major questionnaire on racial mixing at Transvaal schools have been disclosed.

The lengthy questionnaire was sent out by the country's most powerful teaching association to about 30 000 teachers, parents and senior pupils of Afrikaans schools.

The 32 questions were drawn up by the cultural committee of the 17 600-member Transvaalse Onderwysersvereniging, and sent to a sample group of Transvaal schools.

The idea was to test reactions to mixed cultural and sporting activities, a spokesman said in Pretoria.

Since a mixed schools rugby drama earlier this year — when a Waterkloof Hoërskool team refused to play against Christian Brothers' College because there were two black boys in the team — the cultural committee has been working on guidelines to racial mixing at schools.

Respondents are asked if they are in favour of mixed sport and cultural meetings at the primary and secondary school level, if they think mixed activities could benefit race relations in the Transvaal and if they should take place at local, provincial or national level only.

Other points to which the respondent should answer "yes/No/Unsure" include:

- Mixed activity at school level is an ideologically inspired method of breaking down Afrikaners unity.

- Mixed activities at school level will not promote peaceful relations between race groups.

- Mixed activities at school level imply mixed receptions after the activity.

- I will (not) play or allow my child to play in a team in which pupils from any other race group are members.

- Mixed school activities are an education in their own right and develop the pupil as a person and form character for living in society.

- If black children take part in Afrikaans competitions they will learn to speak better Afrikaans.

- Mixed activities at school are an inevitable and logical result of the Government's sport policy.

The questionnaire also tries to establish who should decide on mixed school activities with questions like:

- The parent should have the say, about his child's participation in mixed sport outside school.

- The school and parent should decide.

- Outside organisations (like sports clubs) should decide with the parent.

- The school principal and governing body or school committee should decide.

- These school activities must only take place under the control and protection of the Education Department.

Small builder urged to enter lease plan for black housing

From COLIN VINEALL,
Property Editor

EAST LONDON — The so-called small builder should endeavour to enter the market of building homes for blacks for sale under the 99-year lease system, the past president of the Association of Building Societies, Mr Andries Viljoen, told the Building Industries Federation congress here.

He said such a move would naturally elevate the situation of building operations in the townships and added that the small black builder should similarly endeavour to enter this market.

As an example Mr Viljoen quoted the case of a large company which indicated that it would rather buy completed homes than have the trouble of building and supervising them themselves.

Small builders built these homes and got their money quickly from the corporation. This is a lucrative field to be exploited.

Adjust

He said the Small Business Development Corporation had a formula for financing home building that would assist beginners to get off the ground.

He said building societies were part of the country's economic structure and as such would have to change with the times.

It is therefore clear to me that societies, in their endeavour to obtain sufficient funds from the market to fulfil their function, will have to adjust more frequently and more rapidly to market related trends, he said.

I do believe societies will work towards getting a larger slice of the investment cake to provide the home loan finance needed to house all of our people on an economic basis. The Government cannot be expected to continue building sub-economic housing units — private enterprise must play a stronger part, and eventually it will be building societies, he forecast.

Speaking of the role of the building societies' development corporations, he said they did not operate in competition with the building industry.

Most if not all of them put their work out to tender for building contractors to build the units, he said.

Mr Petrus Liebenberg, chairman of Finansbank, told delegates that bankers tended to regard small builders as overgeared, in overdrive and over-optimistic.

The typical small builder who approaches a bank manager and asks for a loan has few personal assets, too little capital in his business, little in the way of a track record and perhaps not even a firm contract guaranteeing him work.

The bank manager sees him as a big risk for comparatively little financial reward. But he also knows that perhaps one out of every 10 such applicants will eventually not just make it but make it in a major way in the building industry.

Blacks

Mr Samuel Motsuenvane, president of the National African Federated Chambers of Commerce, said there were increasing opportunities for black contractors in the years ahead. There was a demand for about 400 new houses a day until the turn of the century.

It is quite heartening to see that in certain building companies the ratio of black to white apprentices stands at 10 to 30 in favour of blacks, he said.

About 20 to 30 percent of the total labour force in the building industry was black of which 43 percent were semi-skilled workers and predominantly black.

Mr Motsuenvane said the denial of property rights deprived blacks of an opportunity to invest and to participate in the development of a capitalist or free enterprise society in South Africa.

I feel quite strongly that capitalism will never survive where a vast majority of the population is compelled to live without basic rights and under intolerable conditions of poverty and dependency.



STUDENTS who were presented with books and trophies for outstanding achievements. David Ngcobo (second from left) got the highest marks.

Seboni backs de Lange

Seveta
27/10/81
 (50)

By AARON NGEMA

THE leaders who criticised and shunned the De Lange Commission findings on education were charged for being non-parents and failing to foresee the good of the commission on the present day educational system.

This was said by a leading educationist Mr S W Seboni at a parents-cum-completers function held at the Tembisa High School at the weekend.

Mr Seboni, a former principal at the school and now schools inspector in the Mabopane area, encouraged local leaders and parents to form committees and choose "right people," to study the recommendations.

"It is the first time that black people were given a chance to choose the type of education for their children. Things are changing," Mr Seboni told parents. However, he pointed out that the department may not accept all their views. But they (parents) should not allow "non-parents"

outside the educational field to take control of the situation.

In conclusion Mr Seboni said: "Do not be weary of well-doing for you shall be rewarded in due course."

The principal of Tembisa High School, Mr Ralph Mothiba told parents that a handful of students attended a multi-racial course, where the school obtained the first position. David Ngcobo (20), who is doing form four, obtained the highest marks and won himself a scholarship hopefully to further his

studies abroad.

The students entertained parents and dignitaries with traditional, choral songs and stage plays. Recitals were presented by a promising poet Andrew Montwedi with his emotion-charging poem Africa. Some students who showed abundant talent were Ronnie Khoza (poems) and Matthew Mostweni who accompanied the school's choir on keyboard.

Parents responded favourably to the proceedings with thunderous hand-clapping and ululations.

Report counts vast cost of equality in education

RDM 28-10-81 (50)

Number of this book 4

Surname..... ~~XXXXXXXXXX~~
(In block letters)

First Name(s)..... ~~XXXXXXXXXX~~

Date..... 31/10/79

Degree/Diploma/Certificate for which you are registered (e.g. B.A., B.Sc.)

Subject..... ECONOMICS
(to be copied from the heading on the

Paper No..... PAPER
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education

Mail Reporter

PARITY in education by the end of the century will cost a staggering R5 700-million a year, according to the most recent socio-economic survey by the Bureau for Economic and Policy Analysis at the University of Pretoria.

The report says the black urban population will rise from 11 700 000 to 24 660 000 by the year 2000 — while the number of whites rises by only 20% to 4 880 000.

This is based on a conservative forecast of a total population of 45-million in the year 2000.

The survey found the social structure of South Africa was being rapidly transformed.

It was characterised by three basic elements:

- Rapid growth of the mainly black population;
- The even faster rate of black urbanisation; and
- The lack of industrial skills and opportunities among the growing black labour force.

The report said the Government's responsibility for education and black housing was so great that tax rates would have to be increased substantially, unless the private sector financed a larger proportion of the outlay.

A fundamental change needed was a rapid increase in the percentage of national income earned by urban blacks.

By 2000, 66% of South Africa's population would be urbanised, and the actual black urban population, including "informal squatters" was expected to grow from about 9 000 000 in 1980 to at least 20-million.

Without effective rural development, this figure could rise to 26-million, the report said.

The rapid rate of Third World urbanisation would involve material expectations of "almost revolutionary proportions". For instance, spending on food and housing would be 2,4 times as much as the total for the past 20 years.

Education

The expectation is that total expenditure on food — taking 1980 prices as constant — would rise from R10 000-million in 1980 to R25 000-million by the year 2000.

By then, black consumers would account for two-thirds of total food spending.

On housing, the report said that during the next 20 years the focus would have to be

Exam- iners' Initials		need for units rising from 100 000 in 1980 to almost 200 000. On the vast expenditure needed for education expansion, the report said the numbers of white, coloured and Asian primary schoolchildren would fall over the next 20 years. However, the number of black primary school children would increase rapidly. The primary school total would rise from 5 200 000 in 1980 to 6 500 000 in the year 2000 — an increase of 24,3%. The percentage of blacks in the total would increase from 73,6% to 80,5%. The proportion of blacks in secondary schools would rise from 55,8% in 1980 to 75,7% by the end of the century.

NOTE CAREFULLY

1. Enter at the top of each page and in the left hand margin of the block on this cover the number of the question you are answering.
2. Blue or black ink must be used for all answers. The use of a ball point pen is not acceptable. Red or green ink may be used for underlining, emphasis or for diagrams. Pencil which pencil may also be used.
3. Names must be printed on each sheet of paper (e.g. graph paper) where sheets are used in examination book(s) are used.
4. Do not write in the left hand margin.

Any dishonesty will render the candidate ineligible for the examination and to possible exclusion from the examination.

books, notes, papers or other material may be brought into the examination room unless candidates are so instructed.

Candidates are not to communicate with other candidates or with any person except the invigilator.

One part of an answer book is to be torn out.

Answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Official stand on education

is 'illogical'

AR 6/15 27-0-71
Education Reporter

THE Government's refusal to accept open education while it accepted the major recommendation of the Wiehahn Report, which provided for opening the employment market to blacks, was illogical, Mr Franklin Sonn said last night.

Mr Sonn, the president of the Union of Teachers' Associations of South Africa, and Mr Owen van den Berg of UCT's education policy unit were discussing the De Lange Committee report on education at the university last night.

UNFAIR LOAD

He said the Government's insistence on segregated education was putting an unfair load on commerce and industry.

Formal education was a socialisation process where young people were taught to relate to and cope with society and to be tolerant of others.

'When finally the products of our educational institutions meet in the labour market they will not know one another.

'It would be left to industry and commerce to conduct the educational process of socialisation while at the same time absorbing the tensions and prejudices which young people bring with them from their apartheid educational institutions.'

Because of these 'totally unnecessary problems' commerce and industry often opted for non-formal in-house training to escape apartheid.

'With all its ostensible benefits there can be no doubt that this system of non-formal training cannot be in the best interests of young trainees and of manpower provision in South Africa.

'Production must take place in industry and education at educational institutions,' Mr Sonn said.

Mr Sonn said the period of commissions was over. Commission reports had succeeded in scientifically



Mr Franklin Sonn

exposing the heart of the problem — apartheid. This was true of Theron, Calliers and De Lange.

REGRESSION

During the discussion which followed the main addresses Mr van den Berg said that the rejection of the main recommendations of the report represented a regression.

'We are not back where we started. Prior to the 1976 unrest there had been no opportunity to talk. Now we have talked and there has been no response from the Government. So we have actually retrogressed,' Mr van den Berg said.

'There is no clarity on how the Government expects one to react other than with violence, since all other options are closed.'

Cost of closing the education gap

THE GOVERNMENT would have to spend nearly R4 000-million to immediately close the gap in spending between white and coloured, Indian and black education, the Bureau for Economic and Policy Analysis at the University of Pretoria estimates.

A report issued by the bureau said parity in spending would have cost about R3 800 million extra in 1980. This estimate was based on current pupil numbers.

In 1990, as a result of dramatic increases in the numbers of black school-children, parity would cost about R4 900-million, the bureau estimated.

In the year 2000, parity would cost R5 700-million.

The estimates in the report were based on 1980 prices.

The report was drawn up by Professors J A Lombard and J J Stadler and Mr F G Steyn of the university's economics department.

Black primary school enrolment would rise from 5,2-million in 1980 to 6,5-million by the turn of the century, according to the report.

The proportion of black

pupils in total primary school enrolment would rise from its 1980 level of about 74 percent to about 80 percent. In secondary schools the proportion of black pupils would rise to about 76 percent of the total from its 1980 level of about 56 percent.

Taxes would have to be substantially increased to finance education and black housing, unless the private sector financed a higher proportion of expenditure, said the report.

The percentage of national income earned by urban black people had to be rapidly increased.

Educationists have warned in the past that equal expenditure on education cannot realistically be achieved soon without a drop in expenditure on white education.

TEACH helps school in Eldorado Park

The Star's TEACH Fund has come to the rescue of yet another education project in a black township.

It has given R200 to the Eldorado Park school for racially unclassified children.

The children, whose ages range from seven to 16, were born and brought up in a mixed community and cannot attend a Government school because they do not have birth certificates.

They are taught by two Eldorado Park housewives, Mrs Gertie Ryan and Mrs Ingrid Williams, in two garages hired from the Good Shepherd Community Services welfare organisation.

Now the TEACH Fund has brought temporary relief. The teachers went on a shopping spree and bought enough stationery for the 54 children until next year.

CT 29/10/81
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Education: Govt dealt expectations a 'blow'

Staff Reporter

THE government response to the report of the De Lange Commission on education spelt the end of all commissions, one of the commission members, Mr Franklin Sonn, said last night.

Mr Sonn, who is chairman of the Cape Professional Teachers' Association and president of the Union of Teachers' Associations of

South Africa, was speaking at a public lecture at the University of Cape Town.

It was clear that "ideological considerations and the attempt to maintain the myth of identity once again appear to have taken precedence over common sense", he said.

The government had acted with "unseemly haste to denounce the crucial recommendations of the report and it would be true to say that expectations of profound changes in education have suffered an inexorable blow".

He said that on the day the government white paper was released, the chairman of the commission, Professor J P de Lange, "had difficulty in hiding his anger".

Professor De Lange has consistently refused to comment on the government response.

Mr Sonn said the government maintained some of the recommendations were "unscientific and devoid of sound motivation", but if it had been ideologically satisfied with the report, then the findings would have been praised as "scientifically founded", "positive" and "well motivated".

He had no regrets about his participation in the commission, and what was produced would stand as a "historic document for the world to see".

Mr Sonn said that "education can lead this country to a solution of its problems".

Chief's daughter rusticated, with his approval

Star 29/10/87 (50)

Own Correspondent

DURBAN — The chancellor of the University of Zululand, Chief Gatsha Buthelezi, and the principal and vice-chancellor, Professor A C Nkabinde, have strongly denied that the boycott of lectures at the university has anything to do with the rustication of the chief's daughter, Miss Luthuzolo Buthelezi.

"Disciplinary action was taken by the university against my daughter and three others and I support it," Chief Buthelezi said today.

"As chancellor of the University, I believe that discipline must be maintained whether or not my daughter is involved.

"We cannot have a university without discipline. That is agreed, but it is quite despicable to link my daughter's rustication with a protest by law students who failed their examination and rioted because of that."

Miss Buthelezi is in her first year of BSc social science studies. She and three other students, whose names are not known, were rusticated for an incident in the students' union which resulted in a member of the university's security staff being injured.

Mr Franz van Rensburg, public relations officer at the university said today that law failures and other complaints involving food resulted in eight students being arrested at the campus last Friday for causing damage to university property.

The students were refused bail and are due to appear in court tomorrow. Some other students refused to attend lectures until the eight students returned to the campus.

Professor Nkabinde said the university would not be drawn into a confrontation with a minority student group on its disciplinary decisions.

The cost of closing education gap

Star
29/10/87
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The Government will have to spend nearly R4 000-million to close immediately the gap in spending between white education and coloured, Indian and black education.

This is estimated by the bureau for economic and policy analysis at the University of Pretoria.

A report issued by the bureau says parity in spending will cost about R3 800-million more in 1980. This estimate based on current pupil attendance.

In 1990, as a result of increases in the numbers of black school children, parity will cost about R4 900-million, the bureau says.

In the year 2000 parity will cost R5 700-million. The estimates in the report are based on 1980 prices.

The report was drawn up by Professor J A Lombard, Professor J J Stadler and Mr F G Steyn of

the university's economics department.

Black primary school enrolment will rise from 5.2-million in 1980 to 6.5-million at the turn of the century, the report says.

The proportion of black pupils in total primary school enrolment will rise from its 1980 level of about 74 percent to about 80 percent. In secondary schools the proportion of black pupils will rise to about 76 percent of the total from its 1980 level of about 56 percent.

Taxes will have to be substantially increased to finance education and black housing unless the private sector finances a higher proportion of expenditure, the report says.

Educationists warned in the past that equal expenditure on education cannot realistically be achieved soon without a drop in expenditure on white education.

The Montessori Nursery School's walls rising

By Diana Shoebottom

In a school where 120 children are allowed to do as they please, play wherever and with whatever they wish, one would expect chaos — but not so with the Montessori method.

This system of teaching, revived in South Africa by Mrs Ortilia Oppenheimer, will be used in the new Alexandra Nursery School, under the guidance of the Montessori Society.

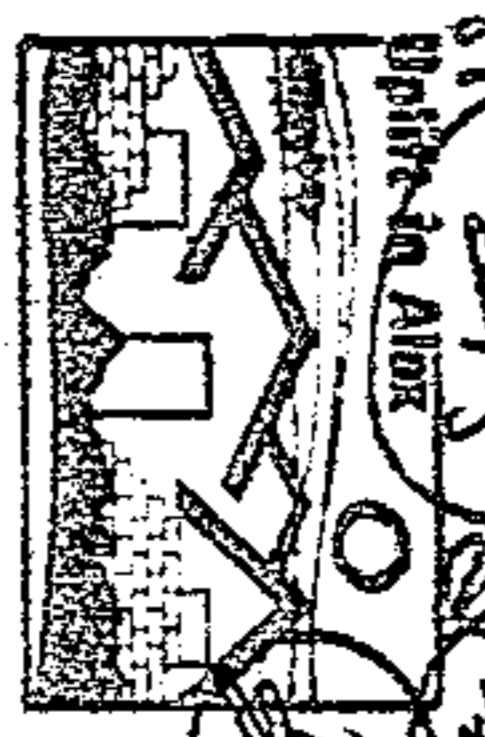
Members of the society with diplomas will also give the creche's staff an intensive training programme and supply the specially designed, imported equipment.

On a visit to a Soweto school I saw the Montessori method's effectiveness when children hurried through their breakfast and rolled so they could start working.

The youngsters quickly chose their materials — still new-looking after a year's use — and settled down to concentrate in an almost unbelievable hush.

Mrs Oppenheimer pointed out that although they were free to play outside, none of them wanted to as they were too engrossed in their work.

"The difference between conventional education and Montessori education," she explained, "is that in normal



schools they are told what they will do and at the end of a specific period the whole class moves on to the next activity, whether or not they have all finished.

"If they all blow bubbles on Thursday and one child really enjoys it, he cannot continue on Friday because by then they are all playing with plasticine?"

"This destroys his interest and concentration," she said.

In Montessori schools each child decides what he wants to work with and, for one, neither child nor adult may disturb him until he has finished.

As there is only one piece of each type of equipment, youngsters have to practise patience and self-discipline in waiting their turn.

Pupils are shown how to use the articles and are then left to themselves to experiment. The equipment is specially designed so they can see their own mistakes and work out how to correct them.

Mixed age groups of children from three to six years old, work together and Downs Syndrome (Mongoloid)



Work has begun on the walls of the Alexandra Nursery School. Its teachers (left), Mrs Susan Stole, Miss Dora Molyneux and Mrs Alice Monosi, show some Alex schoolchildren round the site. The Rotarians who helped create the school, Mr George Kemley, Mr James Crosswell and Mr Gordon Craig point out some of the building materials.

children fit in well as they can progress at their own speed.

The system was created by the first woman Italian doctor, Dr Maria Montessori, at the beginning of this century.

Her aim was to focus on the child as an individual and to nurture each one's potential.

She worked for a while in asylums and was acclaimed a miracle-worker when

she helped handicapped children pass their State primary exams.

Dr Montessori's unusual educational methods worked when she ran a nursery school in a slum area and found her pupils had no

trouble teaching themselves to read and write.

Mrs Oppenheimer said that during the "Spock permissive period," Montessori schools were considered too restrictive.

but the pendulum had swung back and many now thought they were too revolutionary.

One of the major criticisms of the Montessori system is that children no longer have fantasy toys such

as dolls and dressing up clothes.

Mrs Oppenheimer said that when the school started the toys had been available, but the children preferred the educational equipment and never returned such

But there's not enough money to finish it

The walls of Alexandra's new nursery school are already knee-high — and growing — despite the school's cost having trebled in a year.

When the Uplift Alex Committee began dreaming about the project in September last year, as TEACH's first school in the township was nearing completion, the cost was R50 000.

Today it is R150 000. Almost R30 000 is still needed to build the pre-school.

Construction is under way and the Rotary Club of Rosebank is confident it will raise the balance so that the school can open at the beginning of next year. TEACH has contributed half of the funds.

Costs would have been far higher if all the surveying, landscaping and designing of plans had not been done by the Rosebank Rotarians.

Members of the Sandton branch have promised to add the finishing touches and the Montessori Society has selected and will train the staff, provide equipment and supervise teaching for the first two years.

The Alexandra Nursery School will cater for 120 children, ranging from two and a half to six years old. They will be fed and taught while their mothers are at work.

The school should be self-supporting as parents will be asked to pay R15 a month per child, which is on a par with fees for other nursery schools in Alexandra.

ned to their old games.

Most observers are surprised to find that Montessori pupils have mastered "the three Rs" by the time they start primary school.

"We do not teach them these skills," said

Mrs. Oppenheimer. "The materials are there for them to use if they want to."

"If they want to know what the sound 'sss' looks like, we show them a card with a large S on it and they trace the shape of the letter — in the direction they would write it — while making the sound."

Once they know all the sounds, they have individual letters they can put together to make words, so the children learn to write before they can read.

Asked if it was a shock for the children when they started school and were suddenly thrust into a strictly disciplined environment, she said Montessori children were better able to adapt than children with poor self-images.

"This is because our main aim is not to teach them to read, but for them to be aware of their own self-worth and to have confidence and independence."

Buthelezi: 'Boycott not caused by daughter's rustication'

THE chancellor of the University of Zululand, Chief Gatsha Buthelezi, and the principal and vice-chancellor, Professor A C Nkabinde, have strenuously denied that the boycott of lectures at the university has anything to do with the rustication of the chief's daughter, Miss Luthuzolo Buthelezi.

"Disciplinary action was taken by the university against my daughter and three others and I support it", Chief Buthelezi said yesterday.

"As chancellor of the University, I believe discipline must be maintained whether my daughter is involved or not.

"We cannot have a university without discipline. That is agreed, but it is quite despicable to link my daughter's rustication with a protest by law students who failed their examination and rioted because of that".

Miss Buthelezi is in her first year of B Sc Social Science Studies. She and three other students, whose names are not known were rusticated for an incident in the Students Union which resulted in a member of the university's security staff being injured.

Mr Franz van Rensburg,

public relations officer at the university, said today law failures and other complaints involving food resulted in eight students being arrested at the campus last Friday for causing damage to University property.

Students were refused bail and are due to appear in court tomorrow. Some other students refused to attend lectures until the eight students returned to the campus.

Mr Van Rensburg said more students were attending lectures today and the university would be closing as planned on Wednesday.

Professor Nkabinde today warned the students that examinations would begin on November 6 and some students would have the opportunity of improving their year marks by writing the tests as scheduled in the few remaining days.

In no circumstances would the university allow additional tests or lectures, and if students failed to take the tests planned they had only themselves to blame if they failed their end-of-year examinations, he said.

All scheduled lectures would be given as arranged and the university would not be drawn into a confrontation with a minority student group on its disciplinary decisions, Professor Nkabinde said.

CT 31/10/81 (SD) Matric exams start on Monday

Staff Reporter

ONE of the most feared but important days in the lives of more than 23 000 Cape matriculation pupils dawns on Monday with the start of the Senior Certificate examinations.

White and coloured pupils write their last subject on November 27.

Black pupils in the Cape began their final examinations on Thursday and finish on December 2. Only 155 black pupils registered for the Senior Certificate in the Western Cape out of a Cape total of 805.

Black pupils did not write the examination last year after a boycott and the closure of high schools in September. There are now only 11 black high schools in the Cape catering for Standard 9 and 10 pupils.

In 1979, 23 251 blacks throughout the country wrote matric while 43 765 registered for the 1980 examination.

According to a spokesman for the Department of Education and Training yesterday, this year's figure for the

Cape was less than the figure for previous years.

A country-wide total of 9 729 full-time coloured pupils will write the Senior Certificate, most of these being in the Cape. Last year, 8 389 pupils sat for the examination.

A spokesman for the Department of Internal Affairs, which controls coloured education, said the increase was expected. The number of matriculation pupils would continue to rise for many years along with the increase of pupils entering school.

Part-time

More than 5 500 part-time pupils (some only write a few subjects) have also registered for the Senior Certificate, about 1 560 less than last year.

The spokesman said the decrease could be attributed to the school unrest with pupils dropping out of studies altogether.

A total of 13 909 white pupils in the Cape, representing 285 schools, begin on Monday with the first of three Afrikaans papers.

Focus on black education

THE COUNCIL for Black Education and Research, to be headed by Professor Es'kia Mphahlele, was formed at the University of the Witwatersrand at the weekend.

The council will do research and collect information concerning education in South Africa and other countries and document such information. It will also assemble and evaluate existing educational theories and practices in South Africa.

Attending the weekend meeting, which saw the birth of the Black Education and Research Council, were 11 of the 14 executive

members of the Board of Trustees. Prof Mphahlele was elected director of the council.

Other aims and objects of the council are to:

- Conduct research into other areas of black education, including available resources for student aid, statistics regarding students' and teachers' needs, schooling facilities, the financing of black education, manpower in both urban and rural areas, and including curricula, etc.
- Evaluate existing textbooks and prescribed books;

Initiate programmes for informal education, seminars for teachers, upgrading institutions the council may deem necessary and feasible for furthering the education of the black people, to work towards the establishment of a multiple-stream institution for long- and short-term training courses.

The council also aims at establishing a centre where reference books and documentation will be housed and made accessible to blacks who want to do educational research and to provide a library and reading room in such a centre.

Black pupils to get language options

RDM 4/11/81 (50)

THE Department of Education and Training is to introduce a new system of teaching languages and medium of instruction in black primary schools next year.

The teaching of three languages — mother tongue, Afrikaans and English — in primary schools will be spread over three years, according to a circular by the department to school inspectors and principals.

In Sub A, the only language taught will be the pupil's mother tongue.

Either English or Afrikaans will be taught as a subject in Sub B. One of the three languages chosen will then become the medium of instruction from Standard 3.

In Standard 1, the official language not selected in Sub B will then be introduced as a subject.

- This means that:
- From Sub A to Standard 2, mother tongue will be the medium of instruction;
 - From Standard 3 to Standard 5 one of the three language subjects — English, Afrikaans and mother tongue — will be used as a medium of instruction;
 - Religious education will be taught in mother tongue throughout.

'Confrontation'

The department circular said parents, through the school committees, had the right to choose the medium of instruction and which language would be taken as a subject.

Mr Wilkie Kambule, a lecturer at the University of Witwatersrand and former Soweto school principal, said the new regulations indicated that the Government had not learnt any lesson from the 1976 student uprisings.

One of the causes of the unrest was the Government's decision that Afrikaans be the medium of instruction for mathematics and science.

"Black education is poised for another confrontation," Mr Kambule said.

"Decisions are made by white officials in the offices of the Department of Education and Training in Pretoria. Black parents are not properly consulted."

The general secretary of the African Teachers' Association of South Africa (Atasa), Mr H H Dlamlenze, said the new regula-

Mail Reporter

tions were "quite in order" represented a step in the "right direction".

Mr Dlamlenze, a Soweto school principal, welcomed the spreading of the teaching of languages over three years. Pupils in other parts of the world started learning a second language in their second year of study, but this was not the case with black pupils.

"We have been doing a queer thing by burdening our kids with three languages in Sub A."

Professor E Mphahlele, head of the recently formed Council for Black Education and Research, said he had no quarrel with mother tongue as medium of instruction from Sub A to Standard 2.

"Although the introduction of two so-called official languages are staggered between Sub B and Standard 5, the black child still has to deal with three languages by compulsion," he said.

Option

He stressed that English should be the medium of instruction from Standard 3 upwards, and suggested that pupils be given the option to choose between English and Afrikaans as a language to be studied until Standard 10.

The other official language could be taken at the pupil's discretion up to university level — "just as white students have the option of doing a foreign language at matric," Prof Mphahlele said.

He rejected the teaching of Religious Education through the medium of mother tongue. This was adversely going to affect students who pursued the study of divinity at university level, he said.

US plans black education centres in South Africa

Cape Times 5/11/81 (50) 337

Own Correspondent

NEW YORK — A team of United States officials is expected in South Africa next week to test plans for a multi-million dollar educational programme for South African blacks.

This plan, promoted by the Reagan administration as a key element in its "constructive engagement" policy, is a

radical departure from past US policy, in that it concentrates on helping black residents of the Republic, rather than refugees. As well as scholarships to the US, it would feature support for domestic education programmes in the Republic itself.

A "design team" of officials from the Agency for In-

ternational Development and the Department of Education is expected to spend three weeks in the Republic testing the response of blacks and the government.

The US has provided millions of rands in Southern African refugee aid, including UN-run education and training programmes, but the new plans are a "significant departure" from this, an official said.

Criticism

It is also expected to meet sharp criticism here — particularly over the suggested support for internal training.

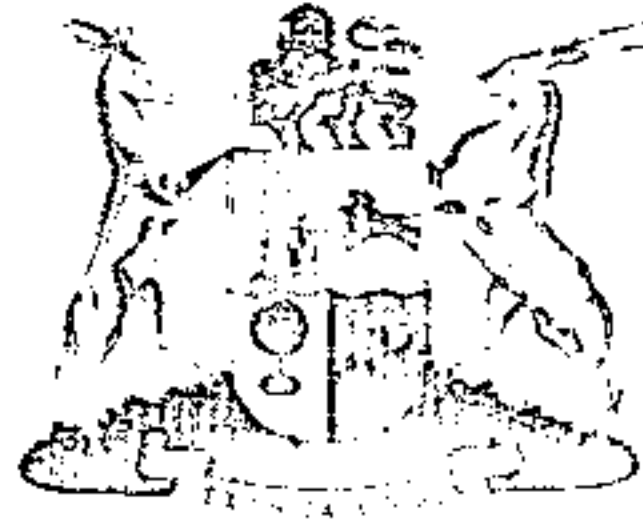
With business backing and a R330 000 government grant, the private Institute for International Education recently brought 35 South African students to the US. Democratic congressman Stephen Solarz is promoting a bill that would channel R5 million in US funds to further scholarships, but this does not include the internal component the administration wants.

The user may reference a specific update from a sequence of retained updates by entering the proper cycle number absolute or relative to the control statement calling for the compilation. The update entry will be combined with the update of the lowest cycle number (the lowest entry is discarded, and the oldest form, becomes the oldest to make room for these corrections thus become incorporated. The basic elements and can only be removed on statements.

The cycle parameter applies only to source elements. For differentiation among symbolic elements, an integer parameter called C-CYCLE is associated with each element. This allows several 'copies' of an element to be retained within a program file. C-Cycles are produced by the use of the U option on the processor call statement. Each item in a symbolic element has a cycle number indicating to which cycle it belongs, and if deleted, a deleted-cycle number to indicate in which cycle this item was deleted. When a symbolic element is updated, the update items are inserted where they belong in the element and given a cycle number one greater than the last cycle of the element. Any previous cycle items that have been deleted by this update are marked so. The user may make references by cycle number. This gives the same effect as though several different copies of the element were maintained. The user may set the number of update cycles to be retained at any level he desires; however, he need set that number only if he desires to change it from the standard system assumption.

2.6.1.2 C-CYCLE PARAMETER

Both an element name and an element version may be from one to twelve characters in length, and these two parameters together must uniquely identify one element among all elements of any particular type. Elements of different types (e.g., source language vs. relocatable binary vs. absolute) may, however, have the same name and version. An element name is required for all elements within a program file. A name (NAME\$) is supplied automatically by the Operating System in many cases; however, the specification of an element version is not required.



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[No. 7882

KAAPSTAD, 6 NOVEMBER 1981

OFFICE OF THE PRIME MINISTER

KANTOOR VAN DIE EERSTE MINISTER

No. 2345.

6 November 1981.

No. 2345.

6 November 1981.

It is hereby notified that the State President has assented to the following Act which is hereby published for general information:—

Hierby word bekend gemaak dat die Staatspresident sy goedkeuring gegee het aan die onderstaande Wet wat hierby ter algemene inligting gepubliseer word:—

No. 102 of 1981: Financial Relations Amendment Act, 1981.

(K. Edwards)
No. 102 van 1981: Wysigingswet op Finansiële Verhoudings, 1981.

'Worthy role' of private schools

50
Own Correspondent

PORT ELIZABETH. — The De Lange Commission's recommendation on State subsidies for private schools, coupled with income tax relief where donations are made to schools, would relax considerably the financial burdens on private schools, the vice-chancellor of Rhodes University, Dr Derek Henderson, said in Johannesburg at the weekend.

At the annual speech night at St Andrew's School, Senderwod, Dr Henderson said the government had already stated its acceptance, with certain reservations, of this principle.

It had also accepted the principle that positive recognition should be given to the freedom of choice of individuals, parents and organizations about the kind of education they wanted.

'Fair-minded'

In the light of this, it was to be hoped that the government would calculate subsidies to private schools in a fair-minded and ungrudging manner.

Dr Henderson said the De Lange goal of achieving parity in pupil-teacher ratios would reduce the annual costs of educating a white pupil from R1 100 to R750.

To be equitable, he said, a subsidy of R750 a pupil should be paid to private schools — which would enable a school like St Andrew's to pay eight more teachers.

The commission was advocating a system of education which Dr Henderson likened to health care — with the bulk of medical care being subsidized by the State, but with private doctors and hospitals which had opted out of official tariffs for those who wished to enjoy more expensive treatment.

Any official reluctance to accept such a proposal implied that education was regarded as being of lesser consequence than medical attention, he said.

Private schools played a powerful and worthy educative role and the De Lange report gave grounds for cautious optimism that this role was due at last for more official recognition.

'SA education more a villain than a saviour'

By J S MOJAPELO.

SOUTH African education was more of a villain than a saviour, according to a Natal political scientist, Professor Laurence Schlemmer.

Writing in the magazine South African Outlook, Prof Schlemmer said education was often portrayed as a potential hero and saviour.

Prof Schlemmer said because of apartheid and the quality of black education, a school certificate for blacks was in the process of being down-graded.

"It is going to bring about a process of certificate down-grading, to the point where matriculation is going to mean very, very little," he said.

He said the black educational system was operating to distribute more personal failure than personal success, more negative than positive self-worth, and this was a covert justification for the system.

He said although the country was on the threshold of an explosion of opportunity for blacks to move into demanding occupational positions, the country had a skills shortage.

"The quality of the education which blacks have received is bad, and ... the surrounding educational process outside the school system is also impoverished because of the system."

Universities

In the same magazine, Dr A P Hunter, of the University of Witwatersrand wrote on how South African universities can contribute to the resolution of the national problems.

"If the university is to become an institution dedicated to the betterment of South African society, our students must be confronted with the facts about the inequalities and imbalances in society in the context of their future lives," Dr Hunter said.

He said South African universities' thrust in relation to the wider South African community would be handicapped unless there was a move to a situation in which there were more than token numbers of blacks in the major decision-making bodies (councils, boards of control, senates) and in middle and senior positions on the administrative staffs.

"Many of the things which we would wish to do must await changes of Government policy. However, we must not be guilty of believing that we are powerless until the necessary legal changes permit us to do all that we would wish," Dr Hunter said.

University authorities had considerable room for manoeuvre to meet the challenge of the times.

7/11/81
Soweto

Exam leak: Govt hit

SEVERAL black leaders and educationists have reacted against the leakage of examination papers in Soweto and the Reef townships. 59

A Soweto educationist, Mr T W Kambule, lecturer at the University of the Witwatersrand said the leak was "a sheer act of carelessness from the Government." Many of the students would now suffer because they would be victimised.

"It is really sad that this type of thing has to happen among the people who get the type of education we are getting, and the Government is responsible for this state of affairs," he said.

Mr Tom Manthata, executive member of the Soweto Committee of Ten, said the leak of examination papers was caused by lack of discipline and foresight from the people who administrate education.

The whole exercise could be blamed on the people who wanted to augment their salaries.

NOW IT'S A FLOOD

12/4/87

Soweto

50

MORE matric exam paper leaks were disclosed yesterday as the scandal spread to Durban.

Exam papers for matric mathematics, written by 5 000 Indians, were said to have been available "like a newspaper" the night before.

A Durban newspaper was handed an advance copy of the maths examination paper yesterday by a group of students who said that they pooled together and bought the photostat copy of the handwritten questions and answers for R50.

The copy of the examination paper was handed to the Director of Indian Education, Mr Gabriel Krog, who confirmed that it was in fact the same paper that was written yesterday.

However, he said that there was no chance of the examination being postponed and rescheduled to a later date.

"The examination is going ahead as scheduled and I am going to wait and see. We have experienced markers who would be able to pick up any irregularities.

"Also, the June and trial examination marks would be used as a guide to determine the potential of a candidate", said Mr Krog.

A student telephoned a reporter and said that if he wanted an advance copy of the mathematics paper he should meet the caller at the University of Durban-Westville.

A meeting with the reporter and the caller took place at 8.30 pm and a copy of the paper was handed over. The caller asked that his identity be kept secret.

Another anonymous caller said he believed the source of the leakage was the University of Durban-Westville.

He added that students

SOWETAN Reporter

were receiving photostat copies of the examination paper which were made at the university.

Many students said they believed that the examination papers were printed at UDW and that was why papers were available from the campus.

However, Mr Krog said that he did not see how this was possible as the papers were printed by the Government Printer in Pretoria.

Meanwhile, many people in Soweto have been questioned by police in connection with the leakage.

Full swing

This was disclosed yesterday by Brigadier J Botes, Chief of the Police Inspectorate in Soweto.

He said the police were "on the full swing" in their investigation into the examination papers leakage and have taken names of some of the people questioned.

He appealed to the public to help the police by giving them information about any clues.

He would not disclose the names of the people questioned and said that so far nobody has been arrested.

Several organisations and concerned church leaders have strongly rejected a move to start a delegation of parents and teachers to ask the Department of Education and Training to reset or cancel the current matriculation examinations.

They have agreed that they will oppose such a move because "it is not our children's fault that examination papers leaked, but the authorities' carelessness".

The suggestion to send a delegation by parents and teachers in Soweto and the Reef to DET on the issue follows widespread reports that matriculation examination papers had leaked in most schools in Soweto and Reef.

representation to the Government on this matter.

The resetting of the exam papers would be impossible because it posed several problems and high financial implications, since the costs were double the amount candidates paid in actual examinations fees, said DET public relations officer Gerhard Engelbrecht.



KAMBULE: Time to stop.

Already many educationists and organisations have blamed the Government for not being strict on examination papers since the first exposé was made in 1978.

In a statement the Reverend T Mbabane of the Methodist Church in Soweto said he was strongly against the move for the resetting or cancellation of matriculation examinations.

A lecturer at Wits University, Mr T W Kambule, said the leakage of examination papers seemed to be happening annually and it was time it was brought to a stop. Innocent students who worked hard during the year might suffer if the papers are reset or cancelled.

There would be another delay in correcting and making arrangements for university entrance next year. "This whole issue is disturbing, especially to parents who pay for their children's education."

Several other people interviewed said that it would not be in the interest of the community that a delegation be appointed to present a memorandum or any form of

RAU head wants single education system for all

RDM
25/11/81

50

By MARTIN FEINSTEIN

A SINGLE, central education department was essential if South Africa was to meet the challenge of the future, Professor J P de Lange, chairman of the mammoth Human Sciences Research Council investigation into education, said yesterday.

Prof de Lange — who is also rector of the Rand Afrikaans University — said: "There is no way of meeting the aspirations of people and the needs of society unless we have a basic policy which relates to the provision of education, its financing, the country's manpower needs and the standards we wish to strive for."

Standard

"For example, the Std 10 certificate should have a single meaning, which it does not have," he said.

But one department should not deal with provision of education or employment of teachers; this should be left to regional government.

Prof de Lange said South African education could never be the same again, following the Government's acceptance of the committee's principles.

He referred specifically to the great increases expected by the year 2020 in the number of school-children — and the cost of educating them.

For example, while there were about 4 500 000 black children of school-going age this year, there would be between 7 500 000 and 9 500 000 by 2020.

The numbers of whites of school-going age would decline from the present 980 000 to about 750 000 by 2020.

On a basis of 30 pupils per teacher for blacks and 20 per teacher for the smaller groups, the finance needed for education would increase from the present R2,14-billion (or 15,2 percent of the national budget) to R4,4-billion (or 31,5 percent of the budget).

The home

This assumed that "free education" — which the committee did not recommend — would continue, said Prof de Lange.

He said informal education — that gained in the home and the community — as opposed to formal education gained at school, was "the most important education activity in any society".

Prof de Lange said almost 58 percent of black pupils dropped out of school in the first four years because their early informal education could not support their formal learning.

This represented a "mis-spending" of R300-million on education of children who did not benefit from it.

"Money for education has to be invested where the biggest dividend can be obtained — in the pre-school years.

"We have to start at the bottom and build up. That's the only way. There's no short cut."

Education: 'Conflict looming'

C. Times
5/12/81

50

Staff Reporter

THE president of the South African Institute of Management, Mr Dennis Etheredge, yesterday questioned the government's rejection of the De Lange Committee's proposal for a single national education system and predicted "something of a conflict looming over the content of black education".

He was speaking at a conference on the use of computer-based education in adult training programmes at the University of the Western Cape. The conference, hosted jointly by the university and the SA Institute of Management, was attended by about 300 business leaders and academics.

Mr Etheredge said the Minister of Education, Dr Gerrit Viljoen, had argued that separate education departments could best cater for the interests of individual groups with different cultural, traditional and religious values.

Mr Etheredge said: "Be that as it may, what we need is economic growth; we want to be a modern State with an improving standard of living for everyone. To achieve this, we must concentrate on the sort of education that in-

volves people in industrial and commercial activity.

"We will not be concentrating on traditional values, but on subjects such as maths and science, which have no emotional content and are not responsive to the old values which concern the minister. I am not interested in the politics of the matter, but only in the right sort of education — and don't let us pretend that the education which blacks now receive fits them to participate in a Western industrial society," Mr Etheredge said.

He said South Africa's shortage of skills in the technological field was having an adverse effect on growth and on research and development work in the public and private sector. Mr Etheredge attributed the country's shortage in skilled high level manpower to "an attitude among young people against technical education, which many of them regard as a lesser form of education".

Mr Etheredge said the government had to "get formal education on the right lines" by providing adequate facilities and trained teachers while the private sector provided training for workers with little or no formal education.

Call for aid to train unskilled

Staff Reporter

FREE and compulsory education for blacks had to be introduced to supplement the use of technological advances such as computer-based education, the president of the National African Federated Chamber of Commerce (Nafcoc), Mr Sam Motsuenyane, said yesterday.

Addressing the adult education conference at the University of the Western Cape, he said the training of black people in technical and related fields was "grossly inadequate".

"It is common cause that hitherto very little effort was directed to the training of the black population in technical and related skills. There were 16 technical institutions for blacks in 1979, where only 3 000 students were enrolled. And in the last two years, only two technikons were opened for blacks," Mr Motsuenyane said.

Quoting from the findings of the recent Commission on United States Policy toward South Africa, he said 82 percent of African workers held unskilled or semi-skilled jobs while only nine percent held clerical positions.

"Any effort seeking to find a bridge by which under-educated adults can gain competence in tertiary-level studies should primarily address itself to the under-educated mass of the black section of the labour force," Mr Motsuenyane said.

He said the state, private sector and the individual should share the costs of training and upgrading the workforce. Computer-based education should not only be employed at universities, but also at technical colleges, technikons, factory plants, large hostel dwellings and premises where a large labour force was employed, he said.

Basics of education need 'overhauling'

Staff Reporter

EVEN a superficial evaluation of formal education showed that its basic structure was in need of overhaul, according to Professor J P de Lange, chairman of the De Lange Committee report on educational reform.

Speaking at the adult education conference at the University of the Western Cape, Professor de Lange, who is also the rector of the Rand Afrikaans University, said the traditional structure of formal education was too manpower intensive and expensive to cope with the need for life-long education.

"It cannot really cater for the array of individual differences and it has become

too academically orientated. The values underlying it tend to ignore the fact that education is also a way of ensuring that a country can earn its living in its given situation."

It was "highly unlikely" that the traditional technology of education could cope with the present and future need for education.

Professor De Lange also said the introduction of computer-based education would result in improved quality of learning and a less manpower-intensive system of education. He urged educationists to be "constantly aware" of the need for renewal in the basic technology of education.

TLC invests in schools

SOOKE-TAN
2/12/81
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By SELLO
RABOTHATA

MORE than R2 million will be spent over the next five years on new black primary and nursery schools, as well as on extensions and improvements to existing schools by the Transvaal Consolidated Land and Exploration company.

A statement released by TCL yesterday, said subsidiary and associated companies of TCL are to inject vast amounts of money into manpower development and training over the next few years because of the current acute shortage of technical and management skills in South Africa.

TCL said the development and training programme — conducted at all levels from school children upwards — is three pronged, embracing skills training, literacy and numeracy training, and improved black education through company fostered schools.

QUALITY

Mr Tony Peterson, chairman of TCL, said, in his statement to shareholders: "The continued growth of the group will depend on the quality of the people it employs, and it is therefore of paramount importance that no effort be spared to train and develop all our employees."

Highlights of the programme are: a budget of R14 million a year for operating the group's 35 training centres, through which 82 000 people passed last year and expenditure of some R26 million on new training facilities which will include:

engineering technician training centre at the Harmony mine in Virginia, Orange Free State, which will have an annual operating budget of R2 million and cater for 126 live-in apprentices.

• A new R500 000 multiracial colliery engineering training centre in the Witbank area. This facility is already in operation.

• A new R6 million junior and middle management training centre at Crown Mines, Johannesburg, which will have a capacity of 96. It will be operated jointly with the neighbouring White Lodge senior management training centre and the operating budget will be R1,3 million in 1983, the first full year of joint operation.

• Literacy and numeracy training is to be extended by the addition of three adult education centres and 25 more teachers.

Multiracial Education Council to advise Govt

STAR
11/12/81

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By Anthony Duigan

Radical changes in South Africa's education structure should begin taking shape in the coming year, says Professor J P de Lange, the principal of Rand Afrikaans University.

One of the first steps would be the creation of a multiracial Council of Education to advise the Government on new policy directions.

blacks of their education system must be countered by giving them a full say in education which would begin with the new Council of Education.

● Research regarding the introduction of electronic media into education will begin early next year.

● The capital development programme for education will be so vast in the coming decade that the building industry will be able to cope only in times of low economic activity.

● The norms governing white education are far too extravagant and will have to be pruned to more realistic levels.

READINESS

"Many of our children, especially black children, are not ready for school when they go so we have recommended a voluntary school readiness year at the age of five years and a compulsory one at the age of six.

"Only six of the nine years of compulsory school attendance need be spent in a formal school," Professor de Lange said.

"There is a fallacy implied in the present compulsory 10-year school attendance, namely that all children at the age of late puberty learn optimally in a school situation.

"Up to a third would learn better in a more practical life situation."

● Page 27: De Lange: There is no going back.

Professor de Lange headed the Human Sciences Research Council committee which reported recently on a blueprint for future education. Some critics have been disappointed in the Government's reaction to the reports.

In an interview Professor de Lange, who is a member of the taskforce appointed by the Government to consider how to implement the far-reaching recommendations of the report, made the following points:

● The Government has committed itself to fundamental changes in education by accepting the 11 principles on which the HSRC committee based its blueprint.

● One Ministry of Education to determine broad education policy and financing (a major recommendation of the HSRC report) is still possible. It has not been rejected by the Government in spite of what was written when the report was published in October.

REJECTION

● A Council of Education representative of all people and interest groups in South Africa is likely to be instituted soon to advise the Minister of National Education on the implementation of new policy.

● A big question is whether South Africa has the necessary "infrastructure" to create the new technology needed in the "learning centres" of the future.

● The rejection by

Education and politics 'inseparable'

ARGUS
11/12/81

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Education Reporter

EDUCATION cannot be separated from politics and the South African Government should recognise this, the past president of the World Confederation of Organisations of the Teaching Profession and its permanent representative at Unesco until 1972 said this week.

Dr Wilhelm Ebert is in South Africa to deliver the main address at the diamond jubilee of the African Teachers' Association of South Africa, the only South African teachers' body recognised by the confederation. The jubilee will be celebrated in Durban tomorrow.

NO PROGRESS

'Education is the main instrument for stabilising and changing a society. If this is not political I don't know what is political,' Dr Ebert said in an interview in Cape Town.

In the four years since he last visited South Africa there had been no progress towards desegregation or the introduction of equal education in terms of average expendi-

ture on pupils and the teacher-to-pupil ratio.

In spite of the fact that school buildings, equipment and salaries had improved the confederation could not accept the concept of equal but separate education.

BIG FORCE

Dr Ebert believed that the formation early this year of the Joint Council of Teachers' Associations of South Africa — a union of all black teachers' bodies — indicated stronger organisation among black teachers.

Joctasa could prove to be a strong lobbying force outside Parliament with the media, trade unionists, intellectuals and parents, he said:

The widely travelled Dr Ebert rejects education which is aimed at 'creating' leaders on the one hand and subordinates on the other.

ELITE GROUP

'I am not against the education of an elite, but it cannot be based on a system where people are elected for leadership at an early age; where people are not trained to do a job but to lead.'

This was still the case in many European countries. Several African states were turning back to a qualified general education combined with a

qualified training in agriculture.

He cited Kenya, Zambia, Tanzania, the Ivory Coast, Senegal and Egypt as successful examples — 'although in Zambia things have not settled down generally.'

NOT MEMBERS

Although members of the communist bloc do not belong to the confederation, Dr Ebert visited Moscow in 1977.

'The standard of education in Soviet Russia is high, with free, compulsory education for all. The problem is that education is ideologically based and history, for example, is taught in a manner which suits the communist line. No anti-Soviet literature is allowed in schools or universities.'

TEXTBOOKS

Referring to ideological conflicts in South Africa, Dr Ebert suggested that one way to avoid bias was for all groups to vet each others' work and 'develop textbooks that are acceptable to everybody.'

'Educational change cannot be achieved through revolution. All groups must work for a rational consensus on educational aims so that education becomes an instrument for a united, strong South Africa.'

De Lange:

There is no going back

STAR
11/12/81

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"By accepting the 11 principles on which we recommended the provision of education be based the Government has committed itself to such an extent there is no way back," said Professor J P de Lange, principal of Rand Afrikaans University.

"I am convinced education will never be the same again."

By the end of the 1980s a major overhaul of education had to be in progress, he said.

"This implies that within the next few years teachers whose levels of training are too low must be upgraded and that new teachers and their trainers are trained to an acceptable level in the new technology"

The biggest problem facing South African education was the lack of school readiness among children of schoolgoing age, specially black children, Professor de Lange said.

To overcome this backlog the HSRC committee had recommended that

THE 11 PRINCIPLES

The 11 principles accepted by the Government, on which the education of the future is to be based are:

- 1 Equal opportunities and standards of education irrespective of race, colour, creed or sex.
- 2 Education shall recognise what is common as well as what is diverse in the religious and cultural life of all.
- 3 Education shall recognise the freedom of choice of the individual, parents and organisations in society.
- 4 The provision of education shall be directed to meet the needs of the individual and of society and economic development.
- 5 Education shall endeavour to achieve a positive relationship between formal, non-formal and informal aspects of education in school, society and the family.
- 6 Formal education shall be the responsibility of the State. Individuals, parents and organised society shall share responsibility, choice and voice in this matter.
- 7 Private sector and the State shall share responsibility for non-formal education.
- 8 Provision shall be made for State subsidy of private education.
- 9 The processes of centralisation and decentralisation shall be reconciled.
- 10 The professional status of the teacher and lecturer shall be recognised.
- 11 Effective provision of education shall be based on continuing research.

schools institute a special voluntary school readiness year for children of five.

Once the child was six

this year became compulsory.

"The second most important proposal of the

HSRC report concerns re-directing education in a more vocational direction as opposed to the academic orientation which is presently over-emphasised and completely unrealistic in terms of our society's needs.

"Thirdly, there is the role that non-formal education will play — from literacy classes to high-level management programmes.

"Allied to this is our redefinition of what we regard as a school — a community learning centre which will open up its facilities after hours for the community.

"A fourth major proposal concerns the restructuring of early learning — nine years of compulsory learning of which only six years need be compulsory schooling.

"This recognises the unreal costs of education based on the present 10-year compulsory school attendance and the fallacy implied in it — that all children at the age of late puberty learn optimally in a school situation.

"In fact up to a third of

The Human Sciences Research Council blueprint for an education structure for the future has started a process that will radically change the face of South African education during the next decade, says Professor J P de Lange, who headed the HSRC inquiry. Anthony Duigan reports.

children would learn better in a more practical life situation."

Another major recommendation of the HSRC report concerned the involvement of parents, employers and learners in the education process.

"An optimal say in education for all the people affected by it is essential," Professor de Lange said.

The vehicle for this would be the proposed SA Council of Education.

According to the HSRC report, this council, representative of all peoples and interest groups in South Africa, should be set up by Statute.

The function of the council would be to advise the Minister of National Education on policy matters and to create the infrastructure (specialist committees) to give research-based advice to

the Minister on all aspects of education.

"I am optimistic the Council of Education will be instituted within a very short period along the lines we recommended," Professor de Lange said.

"The setting up of this council will be one of the

QUOTE

The Government is committed to a fundamental overhaul of South African education. I am convinced education will never be the same again. There is no way back.

first things coming out of the task force set up by the Government after publication of the report to advise the Minister on its implementation."

The major recommendations of the report were based on the principle of equal quality of education provision for all.

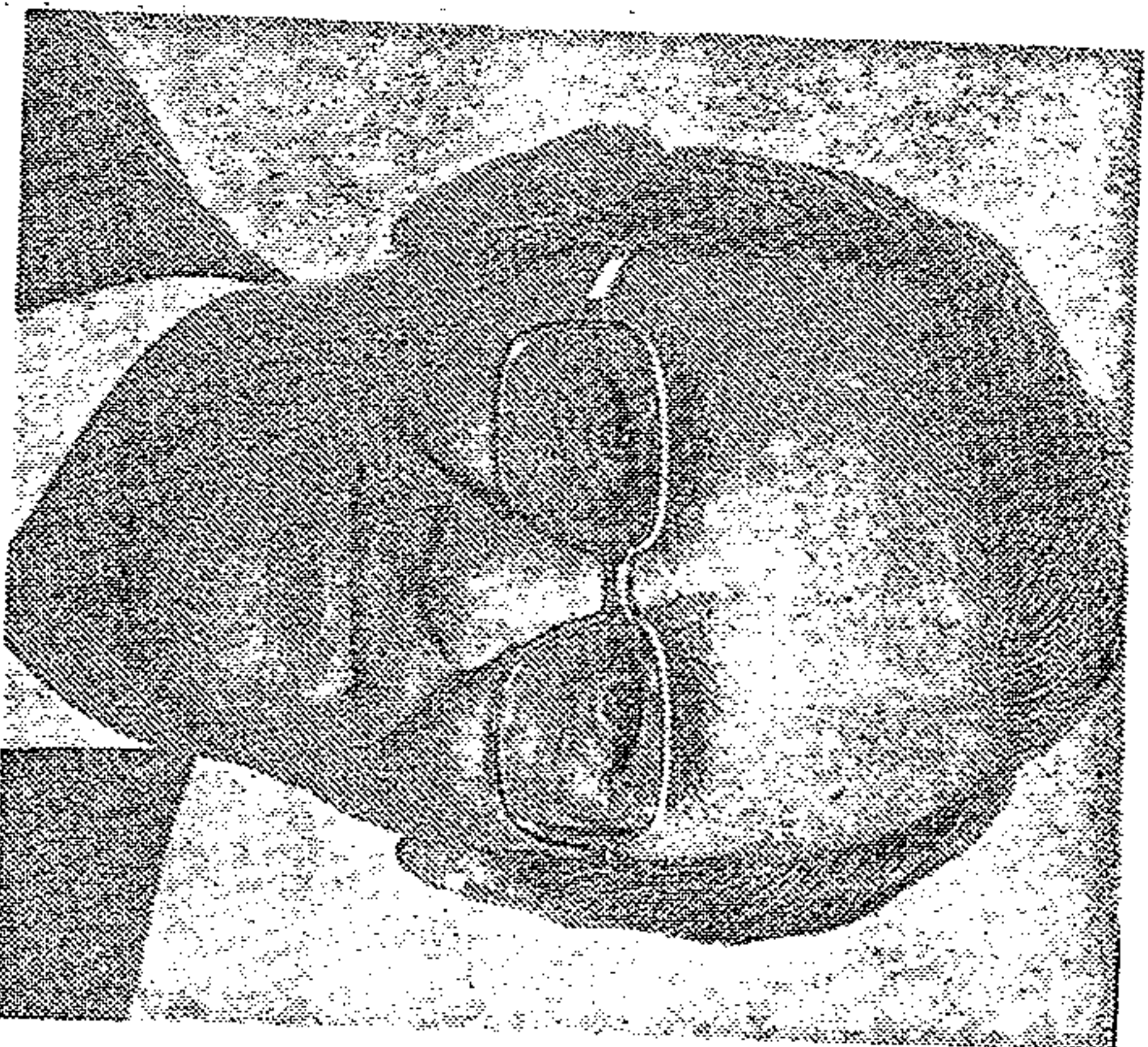
"But this must be at a cost level more realistic than the present norms obtaining in white education, which are unrealistic.

Professor de Lange said research would start early next year on the introduction of electronic media into education.

"The Minister of National Education is very keen on this," he said.

"We will have a number of pilot programmes going to test possibilities — for example, computers combined with TV."

But while there was much stress on new technology which would revo-



PROFESSOR J P DE LANGE . . . "optimal say in education for all the people affected by it is essential."

lutionise education in the eighties the teacher would still remain the major psychological force in the classroom.

Educationalists knew that the HSRC recommendations for the basic restructuring of education would

"optimal say in education for all the people affected by it is essential."

"But what we don't know is whether we have the infrastructure in South Africa to create to software, the programmes that will be necessary for the new educational technology," he said. On black education

Professor de Lange said that part, at least, of blacks' rejection of their education system sprang from the lack of any say in their education.

"That is why the Council of Education at general Government level is so important as well as structures at other levels which will create the forum for blacks to make decisions regarding their education," he said.

To involve the community in education Professor de Lange believes the council should be open to public debate.

"A way to do this would be to table the report of the council in Parliament while keeping the day-to-day deliberations private.

"A lot would depend on members of the council and how they report back to their communities. This would be extremely important.

"As for the issue of whether to have a single Ministry of Education or not, this is still open. It was not rejected. What was rejected was a single education department at the second or provision of education level," Professor de Lange said.

CAPL Times 12/12/81

Education — a (50) 'rotten system'

Own Correspondent

DURBAN. — The Chief Minister of Kwazulu, Chief Gatscha Buthelezi, said yesterday that as long as the government prevented black and white from sharing basic essentials such as educational facilities, he was not going to encourage his followers to fight at the borders and die for a "rotten system".

In a speech on the 60th anniversary of the African Teachers' Association of South Africa (Atasa) at the Durban-Westville University, Chief Buthelezi called for a single education department in the country.

He said his initial reaction to the Human Sciences Research Council investigation of education in the country, under Professor J P de Lange, had been favourable.

"Naturally I cannot sound an equally positive note in regard to the initial reactions of the government to the report."

Problems for blacks extended beyond the institutional inequality in education systems in South Africa.

For the government to help African teachers meet the educational challenges in the Eighties, more money must be spent for teachers' salaries, buildings and equipment.

"Unless the budgets for black education, both out-

side and inside the so-called "homelands", are increased very substantially and continuously over the following years, we will not be able to meet the challenge."

Unless this happened, the appointment of the HSRC inquiry would have been no more than a political ploy. In the black community, it could "only double our frustrations and anger, which will lead to more fruitless and destructive school boycotts".

Chief Buthelezi warned the government that if it persisted in the policy of imprisoning black education within the confines of poverty-stricken black communities and insisted that black education be run, administered and practised by separate departments, then the government was injuring the future of both blacks and whites.

He called on the government to allow each white, Indian and coloured school to debate the issue of school integration with the parents.

"Those schools which with the parents' support decide that they can open their doors to pupils of other races should be allowed to do so, gradually if necessary.

"Obviously on the black side we should be prepared to do the same, although I doubt very much whether children from other groups will attend schools in the townships."

CAPL Times 15/12/81
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Call for proper discipline in schools

Staff Reporter

THE Labour Party, in a meeting with the Minister of Internal Affairs, Mr J C Heunis, has called for proper discipline to be reinstated in schools and for circumspection in the disciplining of those teachers who absented themselves during student unrest.

The grievances of the students expressed the feelings of the majority of the community and the Labour Party was in agreement with them, a press release said yesterday.

The Labour Party pointed out that without discipline in schools the education process could not continue properly.

When discipline broke down the results were disastrous as the staff's authority was 'destroyed.'

"As community leaders, the Labour Party are conscious of the difficult position in which teachers and principals find themselves.

"In times of unrest teachers must deal with crises not created by themselves. The Labour Party can not agree to our teachers being subjected to further pressures and threats."

Dropped out

One immediate effect of unrest was the unusually large number of pupils who dropped out of school while many others failed exams. Parents and the community were concerned and wished to remedy the matter.

The teaching profession felt the promised improvements had not materialized sufficiently to satisfy either the student

body or teachers. If it did this would result in a greater measure of order and discipline.

Principals were placed in the intolerable position where they were crushed between the orders and sanctions of the department and the hostility of the community if they carried out those instructions.

The teaching fraternity was also alarmed at the extent of police intervention in the schools. Principals found it unbearable that they were coerced into providing police with names of students alleged to be ringleaders of protests.

Promises

The State must be seen to be rapidly stepping up the implementation of its promises to remedy the material shortcomings of the schools. Such visible changes would help ease a tension-filled situation and improve relations between the authorities and the school community.

Mr Heunis was asked to vindicate the negotiation process by allowing it to be seen to be successful.

Assurances were given by Mr Heunis that the department would act with circumspection and restraint against those teachers who had absented themselves from school during periods of student unrest. Affected teachers should follow the normal channels when lodging appeals.

Mr Heunis said that provision for more effective community involvement in matters of discipline, would be embodied in the regulations.

Blacks "bravely stuck to their task"

Chief salutes the teachers

SIX decades of service by black teachers occurred under the most difficult circumstances in an apartheid society in which educational inequality was one of the most blatant and punishing aspects of blacks' collective disadvantage.

By SELLO RABOTHATA

This was said by Chief Gatsha Buthelezi, Chief Minister of KwaZulu, during his opening speech at the 60th anniversary conference of the African Teachers Association of South Africa (ATASA) held at the Durban-Westville University last week.

Chief Buthelezi said all blacks were aware that despite these disadvantages, African teachers had in the main doggedly and bravely stuck to their task, despite huge salary disadvantages, huge classes and poor conditions generally. While industry and commerce loudly proclaimed their commitment to black job advancement, their task could not even commence if it were not for the dedication and effort of black teachers in providing children with the basic preparation for careers in industry.

He said: "It is a miracle of our times that your fraternity has done so much to advance the black man in all spheres despite so many disadvantages. The achievements of the black communities are very largely your achievements as well."

Chief Buthelezi said that during the seventies black education started to show dramatic symptoms of the disease of apartheid. Despite clear warning signs in 1975 and concerned agitation by parents and teachers, mounting problems in the educational system were ignored by an

insensitive bureaucracy, particularly in the Transvaal at that stage.

In June 1976 the pent-up frustrations among the young students erupted. The demonstrations were responded to with brutality and panic on the part of the authorities and the whole situation turned pathological.

He said: "In the course of events which followed, black students, then

Coloured students, lost all sense of the surrounding situation. A belief emerged that somehow their protest and their resistance could lead to a turning point in our society and to a collapse of the apartheid system. As young people without the benefits of political experience, they seemed to somehow miraculously drive the authorities into retreat and confusion and transform our society.

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50 SA's 'educational explosion'

The Star Bureau

By John D'Oliveira

Star
22/2/81

W A S H I N G T O N —
Beneath the surface of political stalemate in South Africa there swelled the "molten lava of a nascent educational explosion."

This is the view of Dr John Marcum, a respected American educationist and expert on the politics of Angola and other areas in southern Africa. Dr Marcum is vice-chairman of the University of California at Santa Cruz and recently headed a team of top United States educationists which investigated higher education in

South Africa.

He reported on the findings last week at a closed conference of representatives of the United States Government and of the private sector in Washington. The conference was organised to co-ordinate American assistance to South Africa's "disadvantaged" black groups.

The full report of the investigation will soon be published in book form by the United States-South African Leadership Ship Exchange Programme (Ussalep). Extracts from the book have been published in the latest edition of the

newsletter, African Index.

Dr Marcum said increasing dependence on skilled black labour was a basic reality of contemporary South Africa.

Blacks, mostly unskilled, now constituted 70 percent of the total work force. Within the next ten years blacks were expected to provide 88 percent of South Africa's skilled manpower. "This means mass education," said Dr Marcum.

Between 1980 and the year 2000, the black population of South Africa would increase from 19.5 million to 29 million, or 75 percent of the total

population. In the same period, the proportion of whites would shrink from 16.5 percent to 13.2 percent of the total population.

The relative decrease of the white population would mean it would be unable to provide the cadres of high-level professional, technical and managerial manpower necessary for South Africa to sustain and expand a complex industrial economy.

Dr Marcum spoke of the "urgent need to prepare blacks for decision-making roles in both the private and public sectors of the South African society."

In the view of many people, white university enrolment had reached the stage of diminishing growth. It had been argued that many whites now at universities should be redirected to technical colleges. "That leaves but one large untapped source of potential student talent — blacks."

Already the magnitude of educational change in South Africa was "substantial." But the challenges were enormous and the willingness of the white electorate and the Government to meet the cost of overcoming these challenges "remains decidedly untested."

RCM 28/12/81 (30) 237

US, SA officials talk on aid for black education

WASHINGTON. — The United States government is designing a programme to expand educational assistance to blacks in South Africa — reversing a long-standing policy not to be involved in existing South African educational institutions because they are segregated.

The plans are being discussed extensively with the South African Government and black leaders as part of the Reagan administration's policy of trying to avoid "taking sides between black and white".

Options being discussed include sending black American academics to lecture in South African universities and financing black South Africans to study in the Republic and in black Africa.

There have already been discussions between the Reagan administration and Dr Gerrit Viljoen, the Minister of National Education, in Washington and in South Africa.

The Government is interested in the American proposals provided they are not aimed at heightening black criticism of

Mail Correspondent

the Government. And the US administration hopes to avoid direct American government contact with the programmes by arranging university-to-university relationships between institutions in the two countries.

Fund

Substantial amounts of money will be available for the programme, an administration official said, though he declined to disclose the amount.

These plans will go ahead independently of the R3 800 000 a year scholarship fund which Congress passed this month to allow 115 black South Africans in 1982, and another 115 in 1983, to

study for four-year degrees in American universities.

The delicate negotiations for educational assistance are intended as the major "positive" sign that the US's "constructive engagement" policy is not simply a tilt towards Pretoria, but a genuine effort to play a constructive role in promoting black advancement without adding to the instability of Southern Africa.

Administration officials are anxious to present as many peaceful educational options to black South Africans as alternatives to the military training provided by communist countries for South African pupils who flee the Republic.

The Universities of Witwatersrand, Cape Town, Natal, and Afrikaans and homelands universities have been mentioned as possible institutions where the programme could be implemented.

The US administration sent two officials of the Agency for International Development, AID, Mr Haven North and Mr Ted Morse, on a two-week fact-finding tour of the Republic to canvas reaction to their plans.

The use of AID was a reversal of previous policy not to use the agency in South Africa.

Administration officials also attended a conference on American assistance to black South African education held in Washington this month by the Centre for Strategic and International Studies at Georgetown University.

At that conference, whose keynote speaker was Dr Chester Crocker, Assistant Secretary of State for African Affairs, a report by Vussalep (the United States-South Africa leader exchange programme) outlined some options for university, vocational and teacher-training assistance.

Graph II demonstrates the growing discrepancy between bed capacity and inpatient population from 1935 onwards. This discrepancy continued up until the 1970's with a brief respite in the immediate post-war years. It recurred from 1955 in a more acute form. From the early 1970's, both bed

developed since the early 1960's, particularly since 1970.

resident in late hospitals

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90%
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patients
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and in

111

They comprise provincial hospitals, homelands hospitals and licensed institutions.

Provincial Hospital Services

alist psychiatrist to practise in d as a psychiatrist in Johannesburg from first psychiatrist to be appointed to she was appointed honorary consultant asburg General Hospital. There were nei- an outpatient department. To get resigned her post, and joined the in assistant in neurology and tion she could run an outpatient of psychiatric patients. By 1932 ment had 9 casualty beds. In 1946

the Johannesburg General Hospital opened a specialist neuropsychiatry branch at Tara Sanatorium which has been used previously as a plastic surgery hospital during the war. The facilities provided by the General Hospital and Tara expanded. By the 1950's the outpatient departments were dealing with more than 10 000 cases annually.

In the Cape, the Somerset Hospital provided a neuropsychiatric servi since 1923. When Groote Schuur opened in 1938, 16 beds for neuropsychiatric patients were made available. An outpatient clinic was also run. The bulk of the cases utilising these services were neurology cases. In 1963 the departments of neurology and psychiatry were constituted as independent departments. It was at that time that the first Community Psychiatric Service from provincial hospitals began.

The services provided by the provincial hospitals and state mental hospitals were always independent of each other. During the investigatory stage of the Commission of Inquiry into the Mental Disorders Act and the reorganisation of Mental Health Services.

'Education can lead SA to solve problems'

50
Evening Post
29/12/81

Post Correspondent

CAPE TOWN — Education is an important process of socialisation and could lead South Africa to a solution of its problems.

This was said by Mr Franklin Sonn, president of the Union of Teachers Associations of South Africa, in a paper delivered on his behalf to the 16th annual conference of the Labour Party in Elsies River yesterday.

He said during the educational process, young people were taught to relate to and cope with society.

"It is furthermore incumbent on the educational system to teach people of varying backgrounds and outlook to accept individual differences and learn to live with them.

"If we persist with apartheid

education, it is quite clear that the process of stereotyping and the concomitant polarisation will continue at school and university," he said.

"When finally the products of our educational system institutions meet in the labour market, they will not know one another.

"They would have been subjected to a variety of attitudes, value systems and standards and it would consequently be left to industry and commerce to conduct the educational process of socialisation while at the same time absorbing the tensions and prejudices which young people bring with them from their apartheid educational institutions."

Mr Sonn said South Africa in the 1980s was apparently going to attempt to integrate the

economy as much as possible and segregate society and education as much as it could.

"This, I am afraid, will not work, and I fear we are going to learn the lesson the hard way.

"To my thinking, an unfair burden is placed on the private sector. After all, industry and commerce, as taxpayers, are perfectly right to demand that education must prepare young people for the kind of economic environment they will live in," he said.

Mr Sonn said it was after careful consideration of these "logical facts" that the De Lange commission unanimously called on the Government to introduce free association in education and bring it in line with commerce and industry.

"The recommendations of educationists — who tried very hard to base their findings on scientific research — were slapped down."

Mr Sonn said he thought the period of commissions was now over.

"Commissions' reports have succeeded in exposing scientifically the heart of the problem, namely apartheid. This is true of Theron, Cilliers and De Lange.

"In terms of genuine reform, they have brought virtually nothing.

"The Government could hardly accuse people like Professor De Lange and Professor Theron as being of bad faith. They are scientists and courageous people who only allow themselves to be guided by empirical facts and influenced by logical argument and the force of reason," he said.

Mr Sonn said what was difficult to accept was the Government's claim that the specific recommendations of the De Lange report were unscientific and devoid of sound motivation.

"One is tempted to feel that if the recommendations, for ideological reasons, pleased the Government, the findings would have been praised with all too common accolades like 'scientifically founded', 'positive' and 'well-motivated'," he said.

Principals to study in UK

(50)
Dispatch
30/12/81

ZWELITSHA — Three Ciskei principals of adult education leave East London tomorrow on the first leg of a three month trip to Britain to further their studies.

They are Mr S. V. Marambana, of Mdantsane, Mr W. Masiza, of Hewu and Mr G. T. Malusi, of Dimbaza.

They will study at Hull University.

A fourth principal, Mr E. W. Mpurwana, was scheduled to accompany them but could not do so because of a passport problem.

A farewell function was attended by Ciskei's Vice President, the Rev. W. M. Xaba, the Minister of Education, Mr M. A. Tapa, and the Minister of Internal Affairs and Land Tenure and Manpower Utilisation, Mr Ray Mali.

Mr Xaba stressed the importance of adult education in a developing country. He also warned against neglecting rural areas in education.

He presented the three with a R400 cheque on behalf of the Ciskei National Independence Party.

Mr W. Masiza was principal of Lonwabo Higher Primary School before adult education was introduced at Sada in 1974. He was promoted to adult education principal in 1980. His centre has 14 satellites with 68 teachers and an enrolment of 621.

Mr Marambana was principal at Tsholomnqa High School near East London before he was promoted principal of adult education for Mdantsane circuits. He has ten satellites with 59 teachers. He is reading for a B.A. through the University of South Africa.

Mr Malusi is a part-time student with Unisa, studying for a B.A.

He was appointed full-time principal at Dimbaza Adult Education Centre last year. He is in charge of 11 satellites with 43 teachers and 597 students.

— DDR.

Just over 30 years ago a 15-year-old girl from Transkei, Primrose Tyala, wrote to the organiser of the black section of the University of Natal, Dr Mabel Palmer, pleading for admission.

That letter, written on January 4, 1949, stimulated a remarkable correspondence between a young black woman and an elderly white woman in her seventies.

The contrast could not have been greater. Primrose Tyala wrote in her letters that she was an orphan, without property, in the care of a guardian who cared little about her. She was often sent to school unfed; and she was unable to do her school-work because of her home chores.

Mabel Palmer, on the other hand, was a Fabian socialist who, after being granted a scholarship by the wife of Bernard Shaw to study in the United States had ended up in South Africa. Despite her own political history, she was, in South African terms, a liberal.

The record of how she tried to do for Primrose Tyala what Mrs Shaw had done for her has been preserved. The demands made by the ambitious young student and the response of the concerned liberal are stored in the Killie Campbell Africana Library in Durban.

Because these letters, written over a period of three years, are so unusual and because they provide

a detailed record of an aspect of South African racial and political history, they are going to be published in the near future.

Academics both in South Africa and at the School of African and Asian Studies at London University are behind the project to have these letters published.

But before the book is published they would like to find out what happened to Primrose Tyala.

All they know about what happened to her is that her last known address was 36 Edith Street, Sophiatown, Johannesburg, where she was staying with an aunt, Mrs Nonango Mhema.

Sophiatown was destroyed by the government in the 1950s and replaced by a white suburb called Triomf. This makes it impossible to trace either Mrs Mhema or Primrose Tyala through that address.

The researchers have managed to trace some details of Primrose Tyala's background before that date.

It is known, for example, that she went to a school called "My mother's place" at St Barnabas Mission, Lower Myika, Tsoelo.

She was also, temporarily, the only teacher at the Gutubeni School, near St Cuthbert's Mission near Umtata. For three days she was a substitute teacher at the Ncambele Secondary School near her home.

After her first letter pleading for admission to

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For a missing Primrose

Natal University, she and Dr Palmer became involved in a long correspondence in which it was explained that she could not do so until she had a matric. At first, Dr Palmer offered a train fare if she found accommodation and employment so she could study part-time.

But this scheme foundered when it proved both impossible and inadvisable for a "young innocent girl" to reside at the Bantu Women's Hostel in Durban.

While Dr Palmer tried to arrange the furthering of Primrose Tyala's education she wrote letters and sent her books. She tried to raise money for her to go to Adams College. And she wrote to the magistrate in Umtata to verify the facts as conveyed by her young correspondent. The tenor of the advice she received was that it was inadvisable for Primrose Tyala to come to Durban and be removed from the care of her guardian.

But the story, which could so easily have ended there, took a dramatic turn when Primrose Tyala fled her guardian's home and took off for Natal. She reached Kokstad but she was refused a concessionary form to travel further on the train.

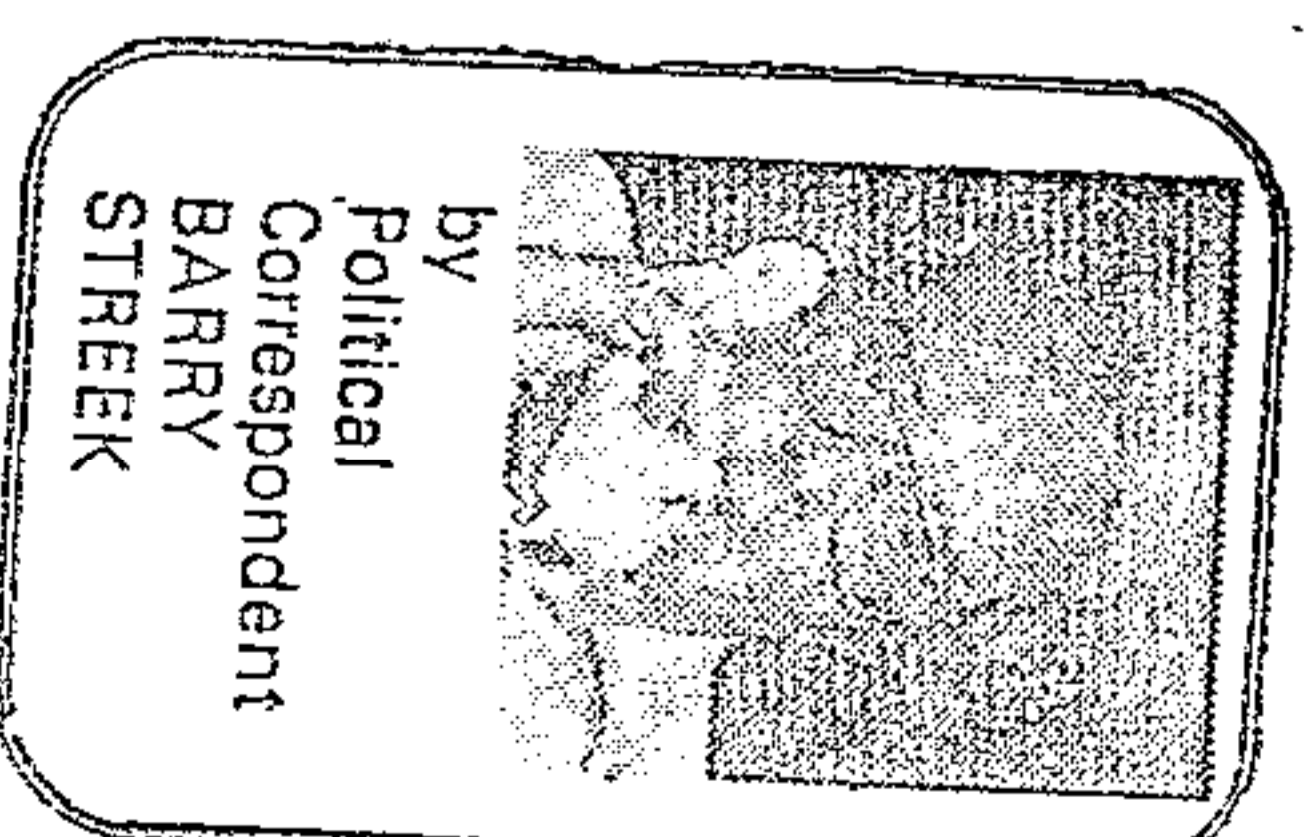
Undeterred by the fact that she had never been on a train and that she had never used a telephone before, she phoned Dr Palmer in Durban — who eventually managed to get her met by Railway Police in Pietermaritzburg and eventually enrolled at Adams College.

At first, she seemed to be doing well. She also told Dr Palmer in a letter that her escape from Transkei had much to do with her avoiding being married off to a man she hated. She claimed that all her guardian wanted was her dowry.

In December 1950 her school report showed she had made a satisfactory

A Transkei girl, Primrose Tyala, wrote a letter 30 years ago saying she wanted to be closer to her benefactor, Dr Mabel Palmer, who herself had been granted a scholarship by the wife of Bernard Shaw.

Dr Palmer, of the University of Natal, rejected the plea. And from this human saga unfolds a mystery which academics in South Africa and England are trying to solve.



by Political Correspondent BARRY STREEK

rose Tyala wrote to her, saying she was "not quite well" and "depressed". In June she wrote that "it is impossible to gain either civilisation or education in Adams College" and that "I can be very glad if I can go to a school with no boys what-so-ever."

That month she left Adams College for Sophiatown. Dr Palmer wrote and told her she could no longer pay for her education, but she would like to have remained in touch.

Primrose Tyala wrote back indignantly, saying she had been forced to go to Adams against her will and added that "I'm very ill".

That was the last word heard about Primrose Tyala. Whether she is still alive or not is a mystery.

Indeed, it is not even certain whether she was ill or not when she went to Sophiatown because one of her teachers suspected she was pregnant when she left Adams.

What is clear is that the editors of the letters between her and Dr Palmer would like to find out her post-1951 history. If she is still living they would like to make contact with her.

If anyone does know anything about her perhaps they could contact me (P.O. Box 84, Houtbaai, 7872).

It would add an interesting touch to what is clearly going to be a fascinating book if the editors could fill in the gaps and perhaps even talk to Primrose Tyala.

start at Adams but it became clear she was not adapting to her new environment. She avoided meeting Zulu families in Durban preferring Dr Palmer's personal attention. Dr Palmer, in turn, tried to prevent this closeness because she had come to regard Primrose Tyala as being very self-centred.

In January 1951, Mabel Palmer wrote an astonishing letter to her which in the context of South Africa of the time makes interesting reading.

She wrote: "You say that one of your reasons for wishing to be in Durban is that you want to see more of me, but have you ever asked yourself whether I wish to see more of you? As a matter of fact I do not."

"Your romantic and self-centred imagination has built up for you a picture in which you are my devoted and intimate friend. Now you must forgive me for saying that this is all nonsense. What basis of

companionship could there be between a quarter-educated girl of eighteen and an experienced old lady like myself?

"The way you must pay me back is the way in which I am paying back Mrs Bernard Shaw, namely by extending help to another poor and ambitious student many years later when in a position to do so . . ."

"Mrs Bernard Shaw, long ago, gave me a scholarship which she paid out of her own pocket in order that I might study in America. I did not for that reason expect to become her intimate friend. I wrote her a letter of thanks and then waited for her to make the next move.

"When she made no move whatever and I did not meet her personally at

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