

EDUCATION — GENERAL

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NG Churches fight mixed sport at school

By John Allen,
Religion Reporter

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

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

The report disclosed that the Inter-Church Commission for Education of the Afrikaans churches had presented

a memorandum on mixed sport to the Prime Minister and the Department of National Education.

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

BRIDGE

The memorandum read: "Mixed competitive sport which takes place as part of a school's activities can be used to build a

bridge to integrated education.

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

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

ERODE

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

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

RACE RELATIONS

"We are not in principle against attempts to improve race relations in South Africa," said the commission. "We are concerned about the sensitive school situation and do not want to see our children given for experiment to sports administrators who are not educationally qualified."

Gereformeerde Kerk representatives reported to the synod that they associated themselves with the commission's educational arguments. But they felt the issue could not be judged scripturally.

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Points EDUCATION

poverty of Bantu education
① Equal pay → equal ed. The schools have been open for all races, putting Black parents out so

poverty of Bantu Ed. → It need equal pay a Equal Ed. It was a blessing when they had that the school has been open for all races. How do they present

② Student, parent, teacher of Nambra? Their view on education:

It is clear from what the NTA have decided to do, ALA even separates one totally apart to Bantu education, which enforces discrimination and is such ALA it is a way of regimenting and indoctrinating an individual → an education which set the side aim of subjecting the Black man into slavery and subordination to his master (white) an education which is structured in such a way ALA Black people can only know to ALA extent of obeying orders from the white man, and looking back to the white man as superior.

Teachers under Bantu education Nambra
③ Underpaid → results into most teachers deserting the profession why? This result into few teachers having to

Parents will have to pay millions

Crunch for Natal schools

Mercury
6/11/82
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By LEON BEKKER

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

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

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

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

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

In a wide-ranging interview yesterday, Mr Haslam said it had been made clear to the Province that its subsidy from the Government would be far lower in the future, largely because the Government realised that it needed to spend

substantially more on black education, which is the central Government's responsibility.

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

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

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

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

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

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

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

EDUCATION

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FM
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Buthelezi's formula

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

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

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

Greatest challenge

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

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

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

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Evening Post 2/1/88

Fires at two adjoining schools in Kwazakele

Weekend Post Reporter

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

The incidents happened at the Istiyeni Higher Primary School and the Pakamise Junior Secondary School.

Major Gerrie van Rooyen, police liaison officer for the Eastern Cape, said the caretaker at the Istiyeni school, Mr Saziso Mbalo, saw flames coming from a classroom about 1.15am and went to investigate.

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

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

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

A classroom was damaged.

According to Major van Rooyen, the damage to both schools amounted to about R5 200.

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

Funds depend on gold...

Mercury Reporter

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

He was commenting on a statement by Mr Ray Haslam, Natal's MEC in charge of education, that the Prov-

inces would have less money available for white education because the Government would be spending far more on black education in the future, and consequently the Provinces' subsidies would be cut.

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

'Anything can happen in the future. We will know how much money we are

getting only when Mr Horwood stands up to make his Budget speech. What he says will depend on many things, particularly the economic climate and the price of gold'.

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

As far as he was aware,

the increase in funds channelled to the department by the Treasury was greater than to any other Government department.

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

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

said.

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

The cutback in provincial subsidies — Natal's subsidy was cut by R9 500 000 last year — was one of the results of this increase.

Book-buying blues . . .

Mercury Reporter

SOME black parents are being asked to pay as much as R65 for text books and stationery for their children who go to school next week.

And they will have to find more money to pay for school uniforms and school fees.

A check with Durban school bookstores yesterday showed that it would cost a Standard 2

pupil about R12 for text books and a Standard 9 pupil about R45. The minimum stationery required would cost about R15 a child.

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

'I only get R25,90 a week and after buying books I don't have

much money left for anything else,' she said.

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

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

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

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

The outlook for education in Natal

Province to pay basics

Mercury Reporter

NATAL parents could expect that in future 'only the basics' in education would be paid for by the Province, the Director of Education, Dr Gerald Hosking, said yesterday.

'Anything else will have to be paid for by the parents themselves, if they desire it,' he said.

Dr Hosking made it clear that transport, hostel accommodation, sport and other extra-curricular activities fell outside the category of basics.

Meanwhile, the MEC in charge of education, Mr Ray Haslam, reassured parents yesterday that their share of the financial burden for educating their children would be increased gradually.

The Province would try to 'spread the load over the years to come', he told the Mercury.

STOP PRESS

Dr Hosking yesterday spelled out some of the details of the financial changes to come in the province's educational structure.

First, it was 'absolutely essential' for parents to realise that the 'good old days' of most educational services being subsidised were over. In future, it would only be possible for the Province to pay for the 'absolute basics'.

Parents already were having to pay a percentage of transport, hostel and extra-curricular music costs, and their share of these costs would escalate in future.

Swimming pools

The Province had spent a lot of money to get the extra-curricular music courses off the ground, but parents would have to step in and take over the cost of operating this service if they wanted it.

Hosking speaks out on school uniforms

Mercury Reporters

PROVINCIAL education authorities are 'open to representations' on the subject of school uniforms, Natal's Director of Education, Dr Gerald Hosking, said yesterday.

Meanwhile, a Mercury survey yesterday revealed that the cost of uniforms had increased by about 15 percent since last year. A uniform 'kit' for a high school pupil now costs about R120.

Speaking during an interview on the prospect of parents having to carry an increased share of the financing of their children's education, Dr Hosking said parents had 'a large say' in whether pupils should have to wear uniforms.

He was asked to comment on suggestions from parents that if they were to bear the cost of transport, hostels, extra-curricular activities and books, ways should be found to cut down on the expense of maintaining a school at school.

One way would be either to standardise uniforms or to abolish them completely.

Dr Hosking said the issue of uniforms was 'not a straightforward question'. Many parents would not send their children to schools 'lacking in tone'.

There was a need for pupils to have pride in their school, and uniforms were part of the process of education.

Among the problems which would arise if uniforms were scrapped was the factor of competitiveness among girls. All kinds of deviations in dress were current today, and for this to enter the educational environment would not be advisable.

However, it was not for him or the provincial authorities to go against the wishes of parents, and if there were a general feeling among parents to do away with uniforms, the Province would be open to representations.

According to Mr Walter Frost, the owner of a store selling

It also looked as if parents would have to carry the full costs of maintaining and supervising swimming pools at schools.

Books were another item which would have to be paid for.

Dr Hosking referred to the Human Sciences Research Council's report on education, and said he was 'appalled' at the financial commitment from parents which the report envisaged.

Asked for his views on the fact that some schools were requesting that parents put money into funds given various names by different schools, he said that the contributions which schools expected from parents would be lower if all parents 'played the game' and paid up cheerfully.

Schools were largely dependent on these funds for sporting equipment and other items.

End of trail

PRETORIA—A most

school uniforms. Items of school clothing have gone up between 14 and 16 percent since the beginning of 1981.

To kit out a junior schoolgirl with two dresses, three pairs of socks, one beret, one badge, one belt and one pullover would cost R49,99; a junior schoolboy with one blazer, three shirts, one tie, two shorts, three pairs of socks, one cap and a badge, R76,98; a senior schoolgirl with two dresses, three pairs of socks, a hat and handbag, and a pullover, R62,49; and a senior schoolboy with a blazer, two pairs of trousers, three shirts, a tie, three pairs of socks and a pair of shoes, R120,04.

Shoes for each group cost between R10 and R20 at various Durban shops and blouses for senior schoolgirls cost R5,99 each at a large department store.

Mr Frost said standardisation of school uniforms with slight distinguishing marks for each school would lower the cost of uniforms significantly.

The standardisation already put into effect was not widespread enough to have any real effect on decreasing the total cost of uniforms.

At the moment the manufacturers have a multitude of patterns to follow, all being small orders. This drives up the cost of manufacture and the retail price of uniforms.

He said standardised uniforms would save parents more money than if pupils wore private clothes because fashion-consciousness would drive up clothing costs.

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Now he's a top inspector



By CHARLES MOGALE

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

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

Mr Matseke's first teaching post was at Delmas, where he stayed from 1943 until 1947 when he was transferred by the Department to start a junior secondary school in Krugersdorp.

From 1955 to 1957 he was principal of the St Angus Institute in the West Rand. He then moved to Orlando West Secondary School in 1958 and headed the school until 1969. In 1970 he was promoted to the position of inspector of schools.

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

At the beginning of 1975 he enrolled again for a B Ed and completed it at the end of the year. After two years he completed a degree course in M Ed and is now studying for a doctorate in education.

Congestion in white TVL schools eased

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

Because of a falling white birthrate the total number of Grade 1 pupils this year was expected to drop to 45 500, the spokesman said.

Yet the actual number of registrations was expected to be almost 47 500 because of families moving to the Transvaal industrial growth points from other parts of the country and because of the high immigration rate.

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

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

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

The province's 240 secondary schools would have a total of 179 273 pupils — an average of almost 750 a school, the spokesman said.

In the 693 primary schools there would be 327 601 pupils — almost 500 a school.

Standard 6 pupils would increase from 43 374 to 44 000. The number of matriculants

By GERALD REILLY

would be the same as last year — 26 300.

The province's 25 special schools would have a total of 10 104 pupils and the 85 provincial nursery schools more than 7 000.

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

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

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

"The authorities must capitalise on the more stable situation in the profession and ensure that this year's increases represent realistic adjustments."

Mr Mundell said the extent of the adjustments would be a key factor in education.

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Buthelezi says education system needs modifying

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8/1/82

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

This was the message conveyed to the annual meeting of the School Inspectors' Association at the University of Zululand yesterday by the Chief Minister of Kwa-Zulu, Chief Gatsha Buthelezi.

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

'The educational system of the West needs perhaps to be modified to meet our

own particular circumstances,' he pointed out.

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

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

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

Reformed churches' position on sport

ARGUS

8/1/81

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Argus Correspondent awareness of the identity and calling of his 'volk.' POTCHEFSTROOM.— The commission drew a distinction between organised sport within schools — in which it said children had no real choice of whether to participate — and outside invitations to individuals' children to take part in mixed sport.

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

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

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

It said sport at school level could erode the development of a child's

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

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

Gereformeerde Kerk representatives reported to the synod that they associated themselves with the commission's educational arguments. But they said the issue could not be judged one way or the other scripturally.



● Warfare situations are inclined to toughen servicemen which invariably puts them streets ahead of their contemporaries when they start civilian jobs or enter university.

Tertiary education equips you for a career

A PROBLEM which often seems to confront young men after completing their initial year of national service is whether or not to study further at a university or technikon.

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

There are about 90 000 full-time students in the Republic and about 52 000 people who have jobs and study part-time through the University of South Africa.

In a survey among 1 300 first-year students at the University of Cape Town, about 900, or 72 percent, said they had come to train for a specific career, and 22 percent, or 300, said they had come to broaden their minds but were not prepared to commit themselves to a particular career yet.

About six percent said they had come because they did not know what else to do or because their parents had sent them. Members of this last group are most likely to fail, for

you must have a purpose or a goal in order to succeed.

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

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

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

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

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

You might consider reasons why you should not get a higher education. To enter university a student requires a senior certificate with a full matriculation exemption or to have passed the Joint Matriculation Board examination.

Entrance to a technikon requires a Standard 10 school-leaving certificate. Perhaps your matric was not good enough, so you will either have to rewrite it or give up the idea of obtaining a higher education.

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

What about all the school learning that you may have forgotten in the army? Those who were called up for a July intake come back after two years' service and have been out of education for as much as three years. It is some-

times said that chaps come back from the army with dull and glazed looks on their faces.

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

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

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

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

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

CAPE TIMES 8/11/82 (50)

to Civvy

Hidden, real costs in university education

IF you wish to enter university after your military training you are probably concerned about what it will cost you.

There are hidden costs and real costs to consider when studying at a university.

The cost you do not see or handle is the R2 200 the Government pays on the average South African student.

This makes up about 70 percent of the real university fees. So if you pay R1 200 in fees, the Government pays an additional R2 200. This is one good reason why students are expected to produce more work than play — for the 90 000 full-time students in South Africa the taxpayers pay 90 000 x R2 200 to keep students at work.

A hidden cost that will affect you while studying is the money you could have earned and the work you could have produced for society while you were at university. If you were to earn about R400 a month for year years you would lose an income of R14 400.

Costs

If you do a bachelor's degree and live in a university residence, your study costs will vary from about R2 500 to R3 000, depending on the course and university, to which must be added pocket money, clothing, transport and books — books alone could cost as much as R200.

Those who live at home near the university could cut the cost by about R1 000. And don't forget that if you stay in a university residence you will probably have to add the cost of travelling home twice a year to your initial cost.

So a university degree can cost from R200 to R300 a month. These are only approximate figures, depending on each student's circumstance and course. The costs are likely to rise each year.

According to the University of Cape Town the fees for a BA degree are R1 100; R1 120 for BCom; R1 200 for B Sc and R1 380

for a BSc in medicine. Residence fees for men at UCT range from R1 465 to R1 625.

When you add up the real and hidden costs of your varsity education, it may seem hardly worthwhile. But education is a sound investment.

There are various ways a student can finance his education. He can ask his parents to pay; he can earn the money during a period of full-time employment or part-time work while studying; or he can apply for scholarships, bursaries or loans. There is also a combination of these approaches.

Brochures

Most universities have scholarship and bursary brochures listing the hundreds of them that are available. Because thousands of students apply, the results on the student's school-leaving certificate mean a great deal, although the average student is also considered.

Bursaries and loans are easier to get after a successful first year at university.

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

Scholarships are awarded for high performance at school or university. Some are awarded without application and other must be applied for.

According to a spokesman for UCT, bursaries of between R300 and R800 are awarded from trusts and university funds through the council, although large amounts are often given to specific faculties for specific study years.

Often larger bursaries are available through State departments, provincial and local governments and private

companies for specific courses in education, medicine, para-medical, building and engineering. Some have strings attached while others, usually those offered by the State or large employers, require you to work for them for as many years as you were supported by them.

When applying to study at a university, ask for brochures or handbooks and application forms for bursaries and scholarships which will give you details and conditions on which the money is granted. On the forms your parents or guardians state the needs, the amount they can afford to contribute to your education and how much they wish to apply for. University bursaries are awarded according to the need and merit.

Loans, in some cases as much as R1 500 and which must be repaid, are available from universities, banks and the State. These usually require one or two people to stand surety in case you are unable to repay the loan. The interest is usually low (interest on bank loans is about 13 percent) and the repayment starts when you have passed your degree or have left university.

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

The need for study funds is particularly great in some sectors of the economy and the need for graduates in these sectors is even greater. Information and funds are available from many sources, but two organizations specialize in answering this need. They are the Education Information Centre, P O Box 97, Johannesburg 2 000, and the Careers Research and Information Centre, Roscommon Road, Claremont, Cape 7700.

Equality of education 'crucial' — Sonn

ARGUS 4/2/82 (50)

Education Reporter

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

He was speaking at a national conference on education.

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

and oppression,' he said.

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

CRITICAL

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

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

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

'The De Lange report clearly implies this fallacy of insisting on equal competition and participation in the work-place

while at the same time insisting on separate and inferior education to prepare people for this equality of opportunity in industry and commerce.'

CONTRADICTION

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

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

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

Members of the De

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

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

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

● See Page 4.

Star 4/2/82

Relief in sight at crowded black schools

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By Abel Mabelane,
East Rand Bureau

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

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

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

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

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

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

Addressing himself to the shortage of classrooms on the East Rand, Mr Scholtz said

his department expected to have 700 additional classrooms ready before the end of March.

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

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

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

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

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

Difficult role of the black teacher

BLACK teachers who have to cope with dramatic increases in the number of pupils from year to year are suffering a crisis of competence, the director of teacher education at the University of the Witwatersrand, Professor Don White, said at the weekend.

Prof White told the 1820 Foundation's conference on education that new schools and additional classrooms were being built at an admirable rate in townships such as Soweto "but new teachers are not being produced at a comparable rate, leaving the authorities with no option but to move lower primary teachers to upper primary, upper primary to lower secondary and lower secondary to upper secondary".

"Teachers whose professional understanding, whose academic competence and whose command of the language of instruction were inadequate at the levels at which they are operating, are faced with attempting to cope at even higher levels," Prof White said.

Another speaker, Mr Harold Herman, head of the department of comparative education at the University of the Western Cape, said the black teacher had lost a lot of his credibility with his pupils "because he has increasingly been caught up in the workings of an apartheid system of education".

Shy away

"How can we expect teachers in these circumstances to do more than fall back on 'survival teaching', to avoid discussion, to discourage questioning, to seek security in the textbook and to shy away from new ideas and techniques?"

Even if a massive recruiting campaign were to be undertaken successfully this year it would be 1987 before

Aims of project set out

Mail Reporter

MORE details of the Urban Foundation's project to coordinate non-formal education in South Africa — first announced in October last year — were revealed in Grahamstown at the weekend.

Speaking at the 1820 Foundation's national education conference, Dr Robyn Lee, director of the Urban Foundation, said the project was aimed at setting up a national structure for non-formal education.

He said the project was "organised teaching taking place outside formal institutions".

Main aims

Dr Lee said its two main aims were:

- To establish what non-formal education was now on offer, and the needs and problems of the educators.
- To design a national structure for this kind of education that would avoid "State control and intervention".

Research into the project has so far been conducted on Cape Town, Port Elizabeth and Durban.

Skills crisis: Prof backs De Lange

De Lange

A DRASTIC departure from the traditional academic thrust of education in South Africa is needed to start reducing the shortage of 13 000 artisans a year, according to Professor W Rautenbach, of Stellenbosch University.

Prof Rautenbach, chairman of the Technical and Vocational Education Foundation of SA and head of the committee designing an education system for South West Africa, was speaking at the 1820 Foundation conference in Grahamstown at the weekend.

He supported the system proposed in the De Lange report, in which career schools would give pupils a thorough technical grounding alternating two trimesters at school with one in industry.

Incapable

He said the present system seemed incapable of teaching modern scientific and management skills on a scale wide enough to ensure the upward mobility of all in South Africa.

"Not only is there a severe shortage of teachers of science, mathematics and technology, but major parts of the educational system are still in the stage of development where learning by rote is rife.

"Many children are still growing up in non-industrial home environments where they are not equipped to gain the full benefits from formal education, and this, as well as socio-economic problems, causes a considerable dropout right through the school system.

Urgently

"It appears as if the expansion of the present system of academic education in South Africa will not on its own be able to solve these problems."

Education Reporter, MARTIN FEINSTEIN, reports on the 1820 Foundation's national education conference, which ended in Grahamstown on Saturday.

Career education was most urgently needed in the training of skilled workers for industry.

Despite the introduction of courses by companies to supplement the unsatisfactory apprenticeship training scheme, South Africa still fell far short of the supply of 23 000 artisans a year needed to maintain a growth rate of 4.5 percent.

The present annual output was only about 10 000 a year.

Strategy

Prof Rautenbach warned: "The danger exists that even if a formal decision is made to implement career education in the present system, the academic value system would again prevail in career education — especially since all teachers are still being educated in an academic system.

"The recommended strategy for change is, therefore, to establish a number of pilot career institutions as rapidly as possible in order to develop appropriate curricula, teaching methods and teaching technology, and methods of selecting pupils."

He said industry was already showing considerable interest in private career schools, and one might be built soon in the Vanderbijlpark area.

Tax relief mooted to aid schools

TAX concessions for donations to schools and "education bonds" are two ways of finding at least some of the R5 000-million needed to achieve parity in education spending by 1990, according to Professor George Trotter, head of the Department of Economics at the University of Natal.

Addressing the 1820 Foundation's national education conference at Grahamstown at the weekend, Prof Trotter said:

"At many primary and secondary schools certain facilities are only made available as a result of fund-raising efforts on the part of parent-teacher associations.

"And these efforts would surely be assisted by a system of tax benefits."

Expense

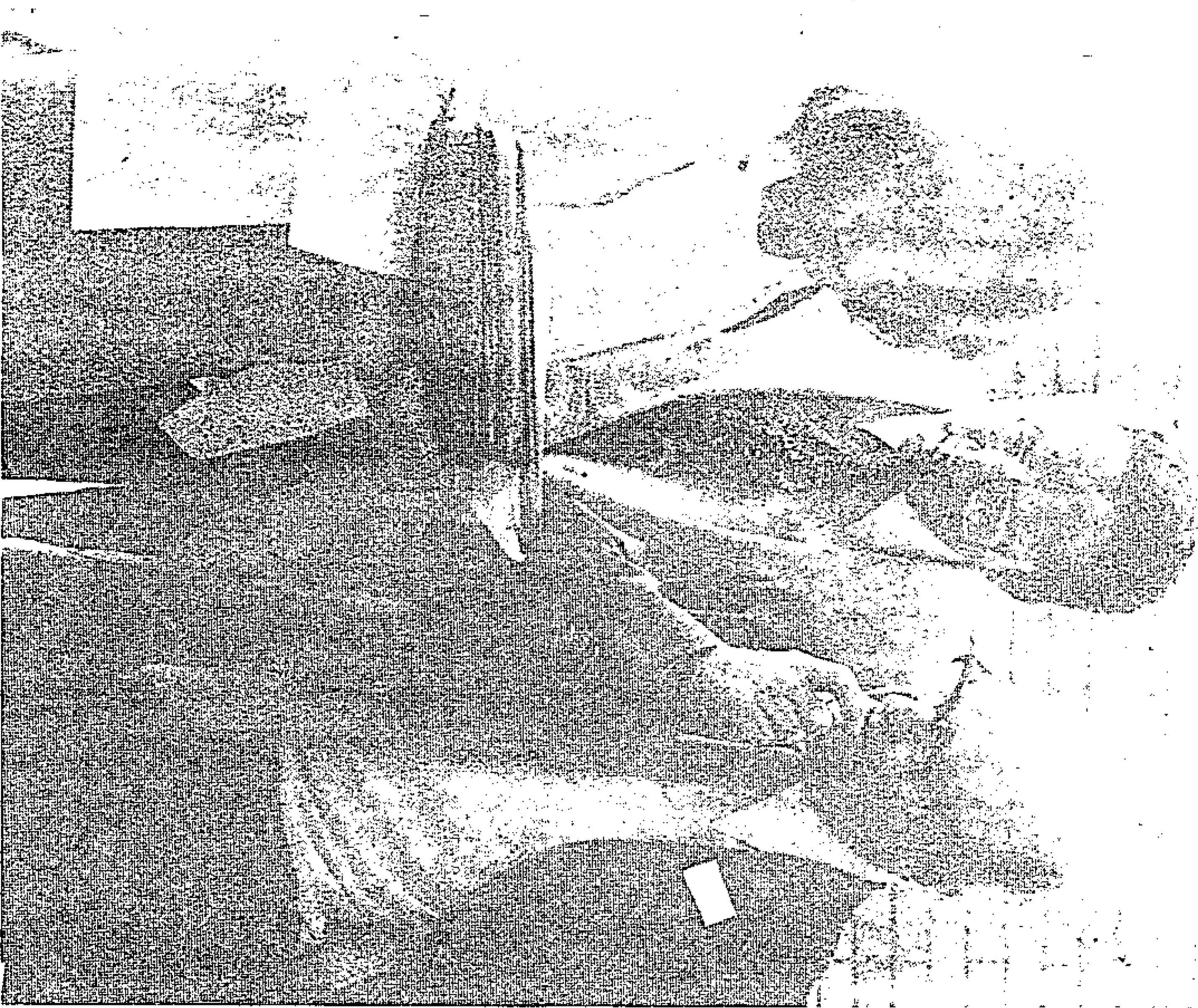
Discussing the financial implications of the De Lange report, Prof Trotter said the cost of equalising spending on education by 1990 would be "enormous, to say the least".

"It would involve a sum, excluding capital expenditure, of between R3 400-million and R3 500-million in real terms, for primary and secondary formal education, compared with little over R2 000-million today.

"Assuming that this backlog should also be eliminated by 1990, the annual cost is estimated at a further R300-million to R400-million per year," he said.

The State, Prof Trotter added, would either have to borrow large sums of money or increase taxation.

"Loan financing simply postpones the real burden, and it seems inevitable that taxes will be raised sooner or later."



GRAHAMSTOWN GET TOGETHER... as delegates to the 1820 Foundation education conference chat between workshop sessions. From left, Miss C Regart, the only woman member of the main committee of the Human Sciences Research Council's education probe, Mr Franklin Sonn, principal of the Peninsula Technikon and president of the Union of Teachers' Associations of South Africa and Mr M T Krige, a former principal of Woodmead High School.

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Black teachers stripped of credibility — lecturer

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

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

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

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

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

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

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

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

Two basic steps which could put the black teacher on the level he

belonged were the removal of barriers of separation in education, and the granting of citizenship rights. Mr Herman explained.

Relating his experiences during the Western Cape schools unrest in 1980, the former teacher said his colleagues had been caught up "somewhere between the radical views of the pupils, and the system".

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

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

"The confidence of teachers and the discipline in schools suffered badly

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

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

3 walk out of debate

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

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

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

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

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

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

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

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

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

A large majority of delegates voted in favour of the proposals and six of the dissidents, who had remained in the conference hall, voted against. — DDC.

SA politics and education 'closely linked'

(50)
E. Post 4/2/82

By SHELAGH BLACKMAN

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

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

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

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

"The political aspect can never be separated," he said.

Mr Sonn said the process of redistributing educational resources and creating equal opportunities had to take place either concur-

rently with political change in South Africa or had to lead the way to a just society.

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

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

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

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

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

Prof Thembela said that unless race discrimination was eliminated, a more equal distribution of land between black and white was introduced and blacks

became totally involved in the political system, then equality in education for all remained an idle dream.

"When the real issues were attended to then the dream would become reality," he said.

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

Fundamentally, the situation was a consequence of trying to accommodate 80% of the population on 13,7% of the land and leaving 20% of the population with 86,3% of the land.

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

The conference is being held to examine and make recommendations to Government on the De Lange report into education

Shortage of schools still critical

8/1/72 Stan

There will still be a critical shortage of black education facilities on the Reef this year in spite of building programmes over the past two years.

Educationists have ascribed this to the growing demand for black education.

When schools re-open next Wednesday Soweto alone will have to accommodate an additional 25 000 pupils.

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

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

Mr Strydom said more technical workshops had been added to schools.

Are schools uniforms enough?

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

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

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

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

"It's ridiculous. It just goes up and up every year," said one parent, Mrs P Vosloo. But when asked if she thought uniforms

should be standardised, she replied: "No, it's nice to have different uniforms. Otherwise they all look the same."

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

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

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

couple of months.

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

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

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

Mr Hunter believed tradition was the reason for elaborate uniforms

and said the life and value one obtained from a quality uniform made it worthwhile spending a lot of money.

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

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

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

A uniform for a little boy starting school can cost a total of R72.39: blazer R35.65; shoes R10.95; shorts R8.55; socks R1.59; jersey R9.25 and a shirt R6.40.

D. Dispatch 2/1/82

X



shirt — R5,36

satchel — R10,30

blazer — R42,65

shorts — R4,70

socks — R2,90

shoes — R16,55

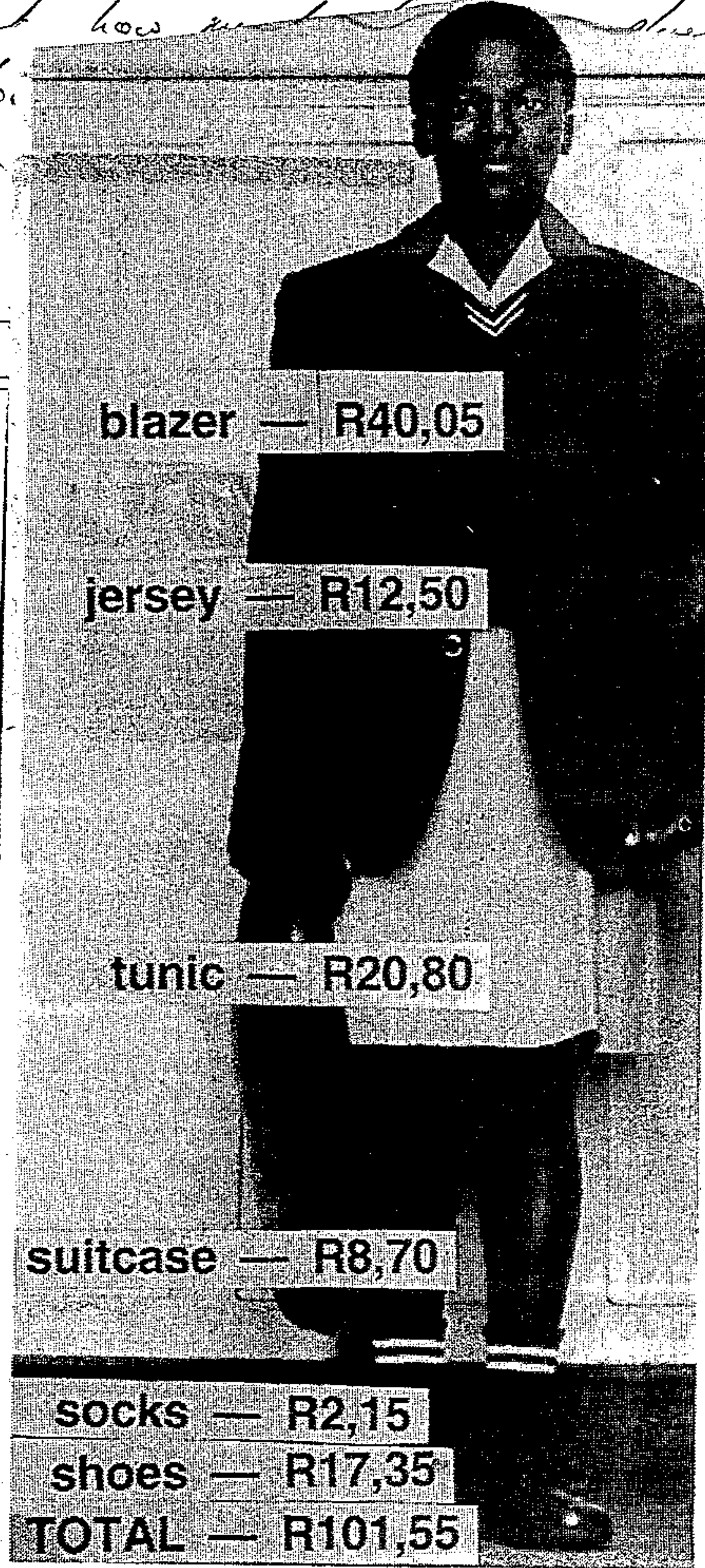
TOTAL — R82,46

Cost of uniform for a boy of 10 years.

**AND HERE'S
THE BILL FOR
ONE OUTFIT**

Question 8

(1) This knowledge would be important since the govt can thereby work out how much tax to collect on the purchases and how much revenue it will bring in.



Girl of 14 years. No spares for the wash.

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N. Buffalo Flats
13/1/62

More schools plea

EAST LONDON — An urgent appeal was made last night for improved schooling for coloured residents here.

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

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

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

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

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

50 ~~50~~ E. Post 13/1/82

Why the US wants to help in education of SA blacks

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

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

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

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

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

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

These included the South African Government's move to:

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

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

● "Establish a workable labour conciliation mechanism.

● "Accept in practice, if not in principle, the permanence of some urban blacks through the creation of a 99-year leasehold programme and demonstrate more responsiveness to their economic needs and aspirations."

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

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

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

The Government had moved "to deracialise sports by eliminating all Government laws and

regulations in this area, permitting sports bodies and athletes to compete on the basis of personal choice".

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

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

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

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

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

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

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

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

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

"If change is underway in South Africa, albeit slowly, the choice confronting South Africa between radical violent revolution and peaceful evolutionary

change is becoming even more starkly drawn," Dr Crocker said.

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

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

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

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

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

Second, the US had contributed one million dollars to the United Nations education and training program for Southern Africa in fiscal year 1982.

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Blacks concerned at school shortage 50

By HARRY MASHABELA

004 13/11/82

MORE than 1.5-million black pupils in South Africa go to school today to begin the 1982 year fearing they may be turned away because of inadequate accommodation.

Mr Gerhard Engelbrecht, chief liaison officer for the Department of Education and Training, said yesterday that 1 415 000 primary school pupils and 255 000 secondary school children were expected to report to schools today.

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

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

But Mr Engelbrecht said there were 169 more primary schools than last year bringing the total to 6 750 and there were 11 more secondary schools bringing the total number to 289.

Concern over (50) 'Scientology link' Mercury with black pupils 14/1/82

Mercury Reporter

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

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

Mr Gross said yesterday that the consultancy for Education Alive was held by Scientology and that the study methods involved in the course had been evolved by Mr Ron Hubbard, the founder of Scientology.

However, he said: 'Scientology as such is not involved. There is no attempt to put over Scientology's ideas.'

The Minister of Education and Culture for KwaZulu, Dr Oscar Dhlomo, said yesterday that he had not been aware of any links with Scientology when representatives of Education

Alive came to see him at Ulundi to discuss the study course.

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

'The department did not detect in any of their hand-outs any links with Scientology.'

Dr Dhlomo said that if he had known at the time of the orientation of the courses, he would not have given his permission.

Involved

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

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

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

Shortage of ⁵⁰ teachers and space at PE black schools

E. Post
14/1/82

By JIMMY MATYU

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

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

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

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

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

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

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

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

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

DET will ⁽⁵⁰⁾ build 571 classes *Sometan* *14/1/82*

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

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

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

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

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

By MZIKAYISE
EDOM

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

CHILDREN

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

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



DE LANGE DEADLINE

ARGUS 14/1/82

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Education Reporter

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

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

The principles drawn

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

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

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

PROBLEMS

Studying the problems in education in South

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

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

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

OPTIONAL YEARS

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

Basic education, starting at the age of 6 or 7, would last six years and provide basic literacy 'and some understanding of life, so that should the learner leave school at this stage, he will be capable of benefiting from training in an occupation or from career-orientated non-formal education.'

TRAINING SPHERES

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

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

The post-basic phase is divided into three phases, the first two of

three years' duration each and the last classified as 'higher education'. So the academics are sorted from the technically orientated.

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

Foreseeing a tremendous strain on physical resources the committee recommends that schools be designed to function as limited community centres while sports facilities should be shared between schools.

IMPLEMENTATION

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

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

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

TIERS

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

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

At this 'local' level 'the greatest possible degree of autonomy should be given to the institution that is closest to

both parents and teachers — the school.'

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

RIGHT TO CHOOSE

On the question of equal education the report recommends that nobody will be debarred from available educational opportunities from which he or she may benefit, on educationally irrelevant grounds.

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

The report also pays attention to children with special educational needs, teacher training, financing, medium of instruction, supportive educational structures and the natural sciences and mathematics.

In the volatile area of educationally irrelevant inequalities the report states: 'This obviously relates only to inequalities that can be eliminated through policy measures concerned with the provision of education.'

STRATEGIES

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

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



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



A long queue at Wongalethu High School emphasises the big demand for accommodation in Mdantsane high schools.

Overcrowded classrooms feared as schools reopen

D. Dispatch

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14/1/82

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

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

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

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

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

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

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

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

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

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

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

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

"I don't know how they expect us to admit Form 4s before we get junior certificate results," a teacher said.

They hoped results would be available today.

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

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

Efforts to contact Mr Tom were also unsuccessful.

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

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

Some of those starting their schooling did not want to be left behind at school by their mothers who had taken them there. They cried and clung to their mother's aprons.

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

At Thembalabantu High School in Zwelitsha the staff had to cope with a long queue of students. Not all came to register. Some who had attended classes at the school previously wanted testimonials to go to other schools. Others wanted accommodation at the hostels. One student did not have enough money to pay the boarding fee for the quarter and had been referred to the principal by the

boarding mistress.

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

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

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

High schools and teachers' training colleges re-open on January 21.

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

Meanwhile the examination section of the department is not yet through with matric results. They hope results will be available early next week. — DDR.

Teachers join probe

50 325
 BY SAM MABE

THE Soweto Teachers' Action Committee (STAC) yesterday announced its intention to join hands with the newly formed ad-hoc committee which is to probe the current state of affairs in black education.

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

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

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

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

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

It was also slammed for delaying JC results and for

the confusion surrounding the nature of matric passes obtained by students, most of whom still do not know what symbols they obtained.

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

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

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

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

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

The Rev Nkoane, responsible for making statements on behalf of the ad-hoc committee, was not available for comment yesterday.

company's founder and himself a former president of the giant firm.

Mr Ford last visited South Africa in 1978 and met, among others, the then Prime Minister, Mr John Vorster. He was then at the helm of the firm's affairs.

Now he is a member of the firm's board of directors and chairman of the finance committee.

farwell trip to recognise the end of Mr Ford's executive relationship with the company's South African affiliate and the Ford dealer organisation."

Similar trips had already been undertaken in Europe and Latin America, and further trips were planned.

Mr Ford would visit Ford facilities and bid farewell to the company's employees, Mr Bucknall said.

The man was being sought by the Brixton police.

The police liaison officer for Border, Major W W Brown, said today that immediately after the programme, a phone call was received, that the wanted man was living in a flat in Fleet Street.

He was working as a butcher in a shop in Cambridge.

Sergeant E Card, of the Fleet Street Police station, went to the man's flat and arrested him.

Spokesmen for the Aborigines, who escaped after the incident, said they were protesting against the meeting sponsor, Alcoa of Australia, which wants to build an aluminium smelter at Portland, southwest of Melbourne.

Aborigines say the site is sacred and contains tribal relics. — Sapa-Reuter

WEEK'S TOP PERFORMERS

THOUSANDS of black school children throughout South Africa returned to school this week still having to pay for some textbooks and all stationary — things which white pupils get free.

At white schools, payment of school fees is voluntary. In black schools, it is compulsory.

White schools provide pupils with everything, from blotting paper and rulers to the latest textbooks and mathematical instruments.

The Progressive Federal Party's spokesman on education, Dr Alex Boraine, and Member of Parliament, said black education was in a deplorable state of neglect. He accused the Government of "dragging its feet" on the issue.

"The fundamental difference between white and black education is highlighted by the per capita spending on education by the different groups. The latest figures show that every year R1 000 is spent on schooling for a white child, while for blacks, it is less than R120 each.

Blacks still have to pay for books and stationary

and electric lights in classrooms.

"By the turn of the century, 228 000 black teachers will be needed. There is no way enough black teachers can be produced. It is a hopeless task, born out of generations of neglect," he said.

According to the Eastern Cape chairman of Black Sash, Mrs Bobby Melunsky, the biggest obstacle facing black families wishing to educate their children was the cost.

"One of the most important areas which has been neglected is the supply of the free basic essentials needed. It is vital that the system be upgraded. The only way to achieve this is to start at the bottom with the problems.

"It is incomprehensible that the Government can keep paying for the schooling of children from well-to-do homes while the poorer section have to pay staggering amounts.

"It can cost in the region of R80 for stationery alone to keep three children at school for a year, and that could be the monthly income of a mother who might be a domestic servant and the sole breadwinner.

"Even where there is an income, costs are rising all the time, making education more difficult to obtain," said Mrs Melunsky.

Top photographic award

GEORGE — A George photographer, Dr Francois Le Roux has won a second prestigious international award.

Dr Le Roux, an Associate of the Photographic Society of South Africa, has earned top spot and a gold medal in an international colour slide competition.

organised by the Photographic Society of America.

In 1978 Dr Le Roux won an international award for a scene in Venice, and a Caledon wheat field, photographed by Dr Le Roux, recently won an SATV competition, entitled *This South Africa*.

Plet to unveil site of first landing of white settlers in SA

By EUGENE ABRAHAMS

FEW want to wear a G-string and nipple caps on Port Elizabeth beaches — not even nudists.

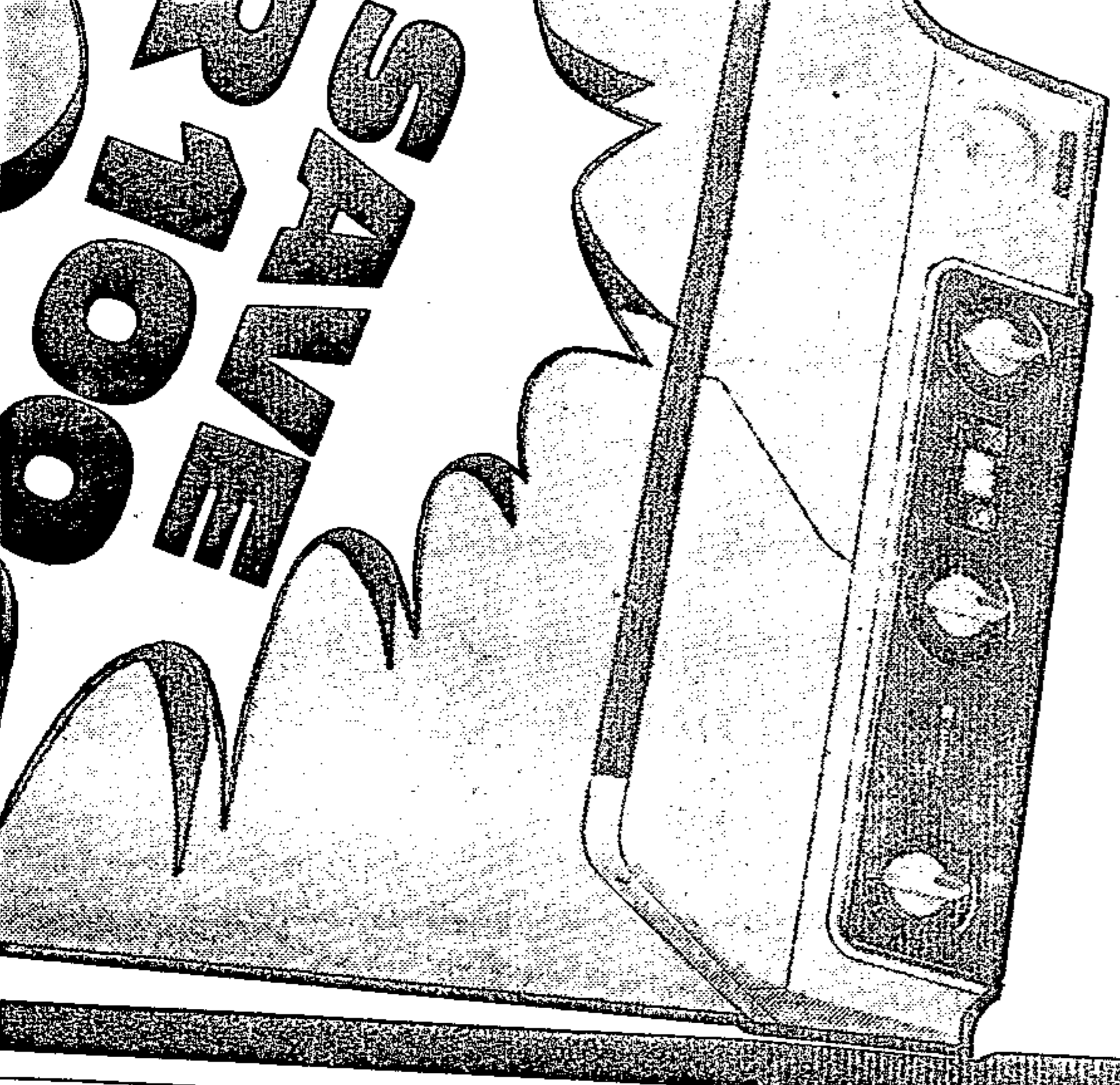
Boutique owners and clothing manufacturers are adamant that this skimpy apparel will not find favour in Port Elizabeth.

"If people wear them, it could be they are making their own. It's a simple fact."

No G-strings here — market is 'too small'

This was the consensus in the city. But one owner said she would never stock anything so scanty.

"We are too decent," she insisted.



SAVING MONEY



Black pupils forced to sign

By HARRY MASHABELA

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

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

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

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

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

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

Negligence

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

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

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

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

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

'Deep well'
was only a

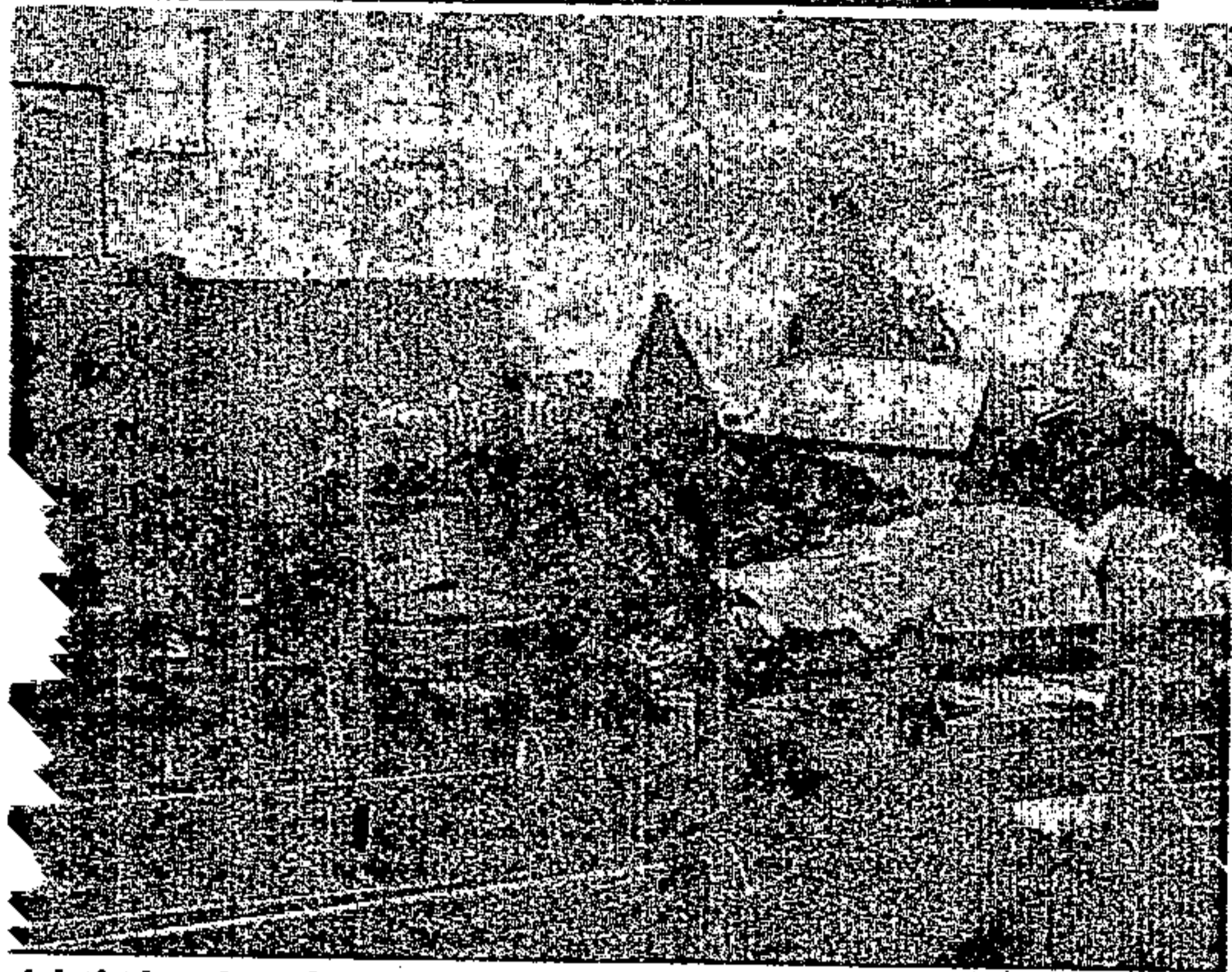
comment when identify the two t happened to a orted to have shy area of the the shoot-out.

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

The men were identified by sources at that

Plessis on their farm. A police spokesman said from Pretoria yesterday they could not comment on what happened to the men's bodies, nor what happened to the third man - named as a suspect at the time - who was arrested in the bushy areas of the region after the shoot-out.

under fire



ela's belongings have been dumped in the church, and he has been asked to arrange for their removal.

ndist Church in Africa, the Rev JZ Vanda, 'icest' the Rev CP Mabokela, who has been urch and mission house.

BY CHARLES MOGALE

might have been n by Mr Mabokela lf. The signees denied signing it," anda said. Mabokela told The ETAN that he re- l from holiday on ry 2 this year to new colleague in ssion house. The gue, the Rev J M , had been trans- to the parish by

the church's conference in October.

All Mr Mabokela's belongings were stored in one room in the house and later moved into the church.

"Since then," Mr Mabokela said, "my family and I have been roving around with nowhere to sleep. I was not refusing to take my new post out in the Free State, it was just that I was waiting for the president to reply to the congregation's letter."

Mr Vanda said Mr Mabokela faced suspension from the church if he "refused" to take up his new post in Oden-daalsrus.

He said when he received Mr Mabokela's

letter complaining about the transfer, it was already after conference and he could not stay the decision.

Mr Vanda also denied a claim by Mr Mabokela that the Odendaalsrus congregation was not prepared to accept him because they wanted to keep their pastor's widowed wife in the parish house for 12 months.

"The congregation there is waiting for him," Mr Vanda said.

Meanwhile Mr Kulati has accused Mr Mabokela of leaving the Meadowlands parish "in a mess".

"The telephone service had to be cut because it owed R500, and the superintendent told me the rental was six months behind. I am left to try and clear up his mess here," Mr Kulati said.

Plea ⁽⁵⁰⁾ to use pre-school funds

By NORMAN NGALE

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

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

He said the pre-primary classes had nothing to do with creches but that community bodies should establish such classes and ensure that the facilities are suitable.

DET had already received applications from several areas, he said, but he could not give details.

The applicants should have facilities for such classes and teachers prepared to run the programme under the guidance of the department.

Mr Engelbrecht said presently a three year diploma course in pre-school teaching was offered at the Soweto Teacher Training College this year.

The facts

In The SOWETAN yesterday it was incorrectly reported that about "60 000 junior certificate candidates had not yet received their full examination results". According to the Department of Education and Training, the correct number is 6000 and not 60 000 as was stated. A telex transmission error was responsible for the addition of another

Exam forgery men in court

By MONK NKOMO

FIVE Pretoria men facing forty-six counts of uttering and forgery of matric certificates and the alleged theft of matric examination papers had their case postponed to February 23.

The five men appeared before a Pretoria Magistrate yesterday.

Facing 23 charges of uttering and 23 charges of forgery of matric certificates are: Mr Moses Titos Rasego (25), Mr Daniel Ngwenya (22), Mr Moepi Lesley Nkosi (30) and Mr David Seemola (27), all of Atteridgeville.

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

All men have pleaded not guilty.

Mr Rasego, Mr Ngwenya and Mr Nkosi had their bail of R300 each extended, while Mr Seemola had been warned to appear without fail. Mr Kekana's bail of R50 was also extended.

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

Fired workers back on the job

TWENTY-ONE of the 23 black workers fired "for disciplinary and efficiency reasons" from the Litemaster

NGES

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SCHOOLS TURN BACK 'OUTSIDERS'

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Soweto
2-11-82

HUNDREDS OF SCHOOLCHILDREN, accompanied by parents, are flooding the already crowded Soweto schools looking for accommodation — and are being turned back.

Headmasters say their schools will take no more as a large number of grim-faced and disappointed students were turned back from the doorsteps or principals' offices.

One headmaster said: "The schools are already overflowing."

Most turned away are those students who wish to do JC and matric.

The present school over-population represents a contrary picture of what the Regional Director, Mr Jaap Strydom, told newspapers earlier that Soweto would not experience any accommodation problems for this year. But Mr Strydom was not available yesterday to comment on this new situation.

Our investigation has also revealed that a large percentage of students who are now in class are those who failed JC and

BY LEN KALANE

have passed in lower classes and forced to be moved to their new standards. The "Full Up" problem makes it impossible for schools to admit "outsiders", the same problem which was experienced by Soweto schools immediately after the re-openings last year.

Parents, who have been to schools see this as a drastic shortage of schools in the sprawling Soweto area.

The school over-population problem has also resulted in hundreds of young boys and girls loitering the streets in idleness. They might soon be forced to go and look for jobs.

The Department of Education and Training is using a "Placement Committee" to secure

However most schools were found to be already crowded even in the lower classes and cannot take more pupils.

The Lofentse Girls' High, which has 24 classrooms and had quite a number of Form Three failure also showed that it could not take an extra number of Form Three, from "outside". The school has five Form Three classes, and three

After his death by a truck, Mrs. M. M. M. was assaulted

Mrs Sinnah Seriteng, mother of Eskias said she was arrested at a service on Saturday. Mrs Seriteng said she was arrested at a service on Saturday. Mrs Seriteng said she was arrested at a service on Saturday.



BIG WAIT: This was the scene last week.

... (t hour eary) md 51.21.01

Bus chief spells out benefits

THE Cape Herald/Tramways Matric School was designed to help those who were good at a subject to do even better, not really to help a weak pupil to pass, says Mr. Johann Barnard, Managing Director of Cape Tramways.

HELP FOR MATRIGS

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30/1/82

C. Herald

Very much to the Saturday Science Schools form part of our philosophy of building for the future that has been in operation since August 1974. Put very simply, we believe that education is the single most important factor in the long-term improvement in the quality of life of the individual in the community. Education is the key to providing the opportunity for individuals to receive training after they leave school so they can learn the skills necessary to accept more highly-paid and responsible jobs, said Mr. Barnard.

SERVED

Last year, Boland Passenger Transport began its Adventure Bus programme. Boland Escarpment, working with the local Child Welfare Society.

Senior pupils at primary schools in Cape Town are served by a similar adventure bus scheme through the Department of Internal Affairs.

Over the years, tens of thousands of children, who otherwise might never have had the opportunity to move outside of their home neighbourhoods, have been exposed to new sights and experiences, said Mr. Barnard.

EXTENSION

He added: 'The Saturday Schools project is an extension of this basic concept into the secondary school. We were approached in 1978 by the Urban Foundation to co-operate with them on a venture. Because of our commitment to education, it was decided that our contribution would be in this field.

After careful consideration, it was concluded that one of the most serious long-term problems was the lack of adequately trained



● HEINRICH WEBER — excelled in both sport and studies.

Heinrich's a shining example

HEINRICH WEBER is a shining example of the saying that all work and no play makes Jack a dull boy.

He not only applied himself to his matric studies but took time off to play tennis and, as is so often the case, he ended up by excelling in both.

Heinrich, of Bellville South, attained A symbols for mathematics and a B for physical science and a B aggregate in last year's senior certificate examinations. — yet the official pass list didn't credit him with a matric exemption.

DISAPPOINTED

'Naturally, I was disappointed. I had already been accepted at the University of Cape Town to study medicine and here I did not have an exemption. But, a few days after that, I received a letter from the Department of Internal Affairs. They had the September holidays made a mistake and I did have an exemption.'

PREPARING

He started preparing for the examinations in October, but before that, in September, he decided to attend the Herald-Tramways Matric School, run by William Smith of the Argus Matric Schools.

TENNIS

Heinrich is an avid tennis player and last September he reached another milestone in his sporting career when he clinched the senior schools' tennis title. His mother is a housewife and his father a part-time church minister. He is the youngest of five children.

Get your applications in early

Pupils who have not zubech is Mac-Sherry Hall, Matric School is applied for bursaries Castle Hill, Port Elizabeth must pay the full amount both.

At the same time — and this was a very important consideration — those matriculants who did not go into teaching would be available to the employment fields for which mathematics, physical science and biology are essential,' said Mr. Barnard.

IMPORTANT

This is why, in devising the qualifications for matric schools, it was decided to insist that students must have the endorsement of their school principals that they are very good at their subjects. The Saturday Science Schools were never intended to help weak students to pass their examinations. Rather, they were designed to help those who are good at a subject to do even better.

CONCERN

The Cape Tramways Matric School has a deep concern for the future. It is fully aware that great changes are taking place in the world and that the matric school must be able to provide the necessary training for the future. It is fully aware that great changes are taking place in the world and that the matric school must be able to provide the necessary training for the future.

After careful consideration, it was concluded that one of the most serious long-term problems was the lack of adequately trained

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

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

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

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

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

Many students failed to

Official 'contempt' aggravates school leavers' exam chaos

beat the deadline as a result of the late release of their results.

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

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

This week students flocked to the Braamfontein offices of the Institute of Race Relations appealing for help.

The Institute said it ap-

pears school principals are sticking to old regulations which the Department of Education and Training claims were nullified in a circular sent to schools last year.

Some pupils said they were given wrong advice by teachers as to when and how many subjects to write.

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

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

Hardest hit are students who went to school in the homelands. Most of them received their results later than urban schools and failed to beat the registration deadline as pupils had to travel to their schools to register.

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

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

"The thing I find so ap-

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

Mrs Perlman said the students who came to the Institute for help were just "the tip of the iceberg".

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

One pupil, Jacqueline Moeketsi, a pupil at Mariazell Combined School in the Transkei, received her results on January 18 by phone and she still has not received

a print-out of her results. The deadline for registration was January 15. A letter from Race Relations to Det could not help as she was told it was homeland matter.

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

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

There was ignorance, she said, even among high-rank-

ing Det officials on which category students fell under, and when they were supposed to write.

The Institute is sending all the pupils to Pretoria with letters appealing to the department to re-instate them. But Mr Schoeman denied there was any confusion. He said the pupils had ample time to register. The department would look into all the cases, he said.

Meanwhile, not all JC candidates have received their results — three weeks after Black schools re-opened.

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

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

EDUCATION spokesman for the Progressive Federal Party, Mr Peter Nixon, MPC, warned this week that the frustration and anger over Black education would build up to an alarming level if the Government did not come up with a "practical plan" to solve the crisis.

Mr Nixon, headmaster of Woodmead school, said the Government knew what to do but kept holding back because it feared that it would be politically unwise to introduce a single education system which might alienate White voters.

He said there was total agreement among parents that the future of their children should not be ruined.

"I have yet to meet a parent who does not want his child to have a good education. On that score there's complete unanimity among parents. That's why I get so despondent about developments in Black education."

The Minister of Education is faced with enormous, but exciting, challenges, he said.

"If I were Minister of Education one educational system would be my starting point. I would be honest with people and explain the enormity of the problem to them.

"I would introduce a lot of technical content into education because this is one way of fighting unemployment. I'll get away from the British-type education we have at the moment and devise an education for Africa.

"I'd involve the community to an incredible extent in

Bold steps have to be taken soon to curb frustration

languages and communication — everybody should be able to read and write and communicate with people.

"I'd decentralise education except the vital aspects. For example budget allocation would be the responsibility of the central government.

"I'd allow all sorts of syllabuses to be followed. People in farming areas should learn something about farming at school.

"It's no use introducing typing as a school subject in such an environment. I'd supply the basics, that is, put the academic direction and let the community pump in the rest."

Mr Nixon conceded great improvements had been made since the Soweto riots in 1976 "but statistics can say anything".

He said the greatest cause

of anger and frustration among Black students is what he calls the "comparative factor".

"It is causing a lot of frustration. Soweto children can appreciate that there is a huge backlog if something is being done about it. But it's very frustrating for them to see White education getting more and more sophisticated while they struggle for basics.

"Unless the Government comes up with a realistically practical plan, frustrations are going to build up and up. The next 10 to 15 years are going to be vital."

"Money is not a problem, he said. The real problem is lack of qualified personnel and an honest approach to education by the Government.

He attributed some of the recent examination bungling

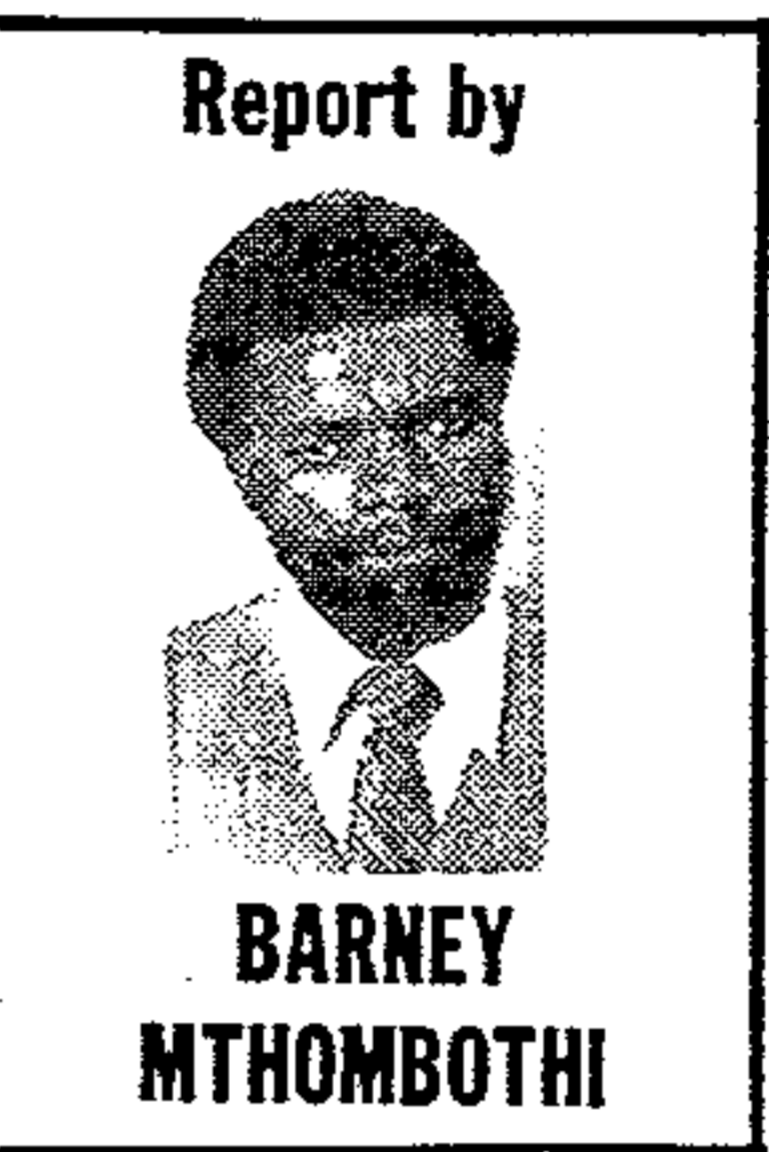
in the Department of Education and Training to the staff crisis in the public service.

"The public service is collapsing, which is what nobody wants to admit.

"If you have one education system, then you have one planning organism and all the resources can be pooled and evenly spread. The shortage of teachers, which is a very pressing problem, could be solved because teachers, like doctors, would be sent wherever they're needed most."

Commenting on the introduction of compulsory education in some Black schools, Mr Nixon said the system will harm rather than enrich Black children if it is not made compulsory throughout the pupil's schooling.

"If you make it compulsory up to a certain stage, all you succeed in doing with



● Peter Nixon
... next decade crucial

State is spending almost six times more than was allocated for Black education in 1976.

The R68,9-million budget for 1976 was increased by R39,5-million the following year to R108,4-million. The budget for the current financial year is R369,7-million.

But if expenditure on Black education has increased, expenditure on White education has also more than doubled in the six years and is still far ahead of Black expenditure.

So the gap has not been narrowed at all.

South Africa is now spending R511,9-million on White education compared to the R226,6-million that was budgeted for the 1976/77 financial year.

The Department of Education and Training has issued a "progress report" in which it lists some of its achievements. These are:

- Introduction of compulsory education which it describes as its single most important step towards achieving equal education opportunities for all.
- Upgrading programmes for primary school education which was launched three years ago. The programme is now in force in more than 400 primary schools with 320 000 pupils.
- It claims 100 schools have classes for remedial education.
- Post-primary school enrolment has increased by 538% since 1970. There were 105 000 pupils in 1970, which increased to 555 000 by last year.
- There are 37 teacher training colleges with an enrolment of more than 15 000.
- The salary gap between Black and White teachers has been narrowed and the Black teacher was drawing 80% of the White teacher's salary.
- New schools will be built this year. This includes 29 secondary schools, 47 primary schools, two technical colleges and additions to 66 secondary schools and 70

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S. Express
3/1/82

EDUCATION FM 21/1/82

A time to pay (50)

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

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

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

fect on the money available for white education.

Natal's education budget has been trimmed twice this year by a total of R9.5m and the province has no indication of what size budget to expect for the next financial year. Some pointers are likely to emerge later this month when provincial councillors travel to Cape Town for the opening of Parliament and informal meetings with the Minister of Education, Dr Gerrit Viljoen. The year's education budget — which included contributions from parents and other sources — was R402m.

Haslam says he has been given an assurance by the Minister that the forthcoming allocation will be no lower. "But even if it is increased by 12%, we will still not be keeping abreast with the rate of inflation." He points out that the State recently passed legislation to allow provinces to raise their own funds to balance their budgets — possibly by raising school fees.

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

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

province R2.5m, but parents contribute only R0.5m: "These services should be self-balancing," says Haslam.

Another area where costs to the parent

are expected to rise is hostel accommodation. Haslam also warns that the changes could mean an end to free school books. In addition, parents will be expected to as-

sume more direct responsibility for financing extra-curricular activities such as music courses and the supervision and maintenance of school swimming pools.

'Big Stick'

By
Byland
Fisher

50 C. Herald 23/1/22

font teachers

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

No reasons were given for the transfers.

Mr. Reggie Chapman, president of the South Western District Council on Sport and the South Primary Schools Sports Board, has been transferred from the District Primary Schools Sports Board to a school in the Eastern District.

Mr. Vincent [unclear] has been transferred from the Western District Council on Sport to a school in the Eastern District.

Two year Mrs. [unclear] has been transferred from the Western District Council on Sport to a school in the Eastern District.

The Director of Coloured Education, Mr. A. J. [unclear], was not available for comment on the matter.

See Page 2

Pigs to be [unclear] after [unclear] die

A crying shame



THE mother of a 21-year-old Bontcheurwi paraplegic has called upon motorists to be more careful and considerate when using public roads after her son was knocked down and killed last week while he was crossing the [unclear] Road using his hands.

[Faded text, likely a continuation of the article or a separate short piece.]

INSIDE

I suppose that people
dively earnings—my activities,
in "FAC" and the Sports
Union," he said.

SECRETARY

Mr. Patrick Bastians,
the secretary of the
Iceland Senior Schools
Sports Association, has
been transferred from a
high school in Paarl to a
primary school in Horn-
bee, near Knysna.

Three teachers at Pass-
ion Park High School are
still confused after they
were given no reasons for
their transfers to primary
schools in other areas.

Mr. Theo Erasmus, one
of the three said he had
been posted to Carnarvon,
about two hours drive
from Victoria West.

INTEREST

"They are trying to
cause as much inconveni-
ence as possible, without
even giving reasons. All
they said was that it was
in the interest of educa-
tion," he said.

Mr. Erasmus said mat-
ters were complicated be-
cause his wife, Anita, who
he married last year, re-
ceived a teaching post at
the Breewald High School
in Worcester. He had also
taken out a year-long
lease on a house in Wor-
cester in December.

Mr. Erasmus has a
Bachelor's degree and a
Senior Teaching Diploma.
He said he had been told
of his transfer on the last
day of school last year.

AFFECTED

According to sources,
the other two teachers
affected are Mr. Gordon
Kahn, who has been
transferred to Steenkop,
near Upington, and Mr.
Abrey Sprinckel.

Several unqualified
teachers feel they are
being victimised after
they were told they would
not get their jobs back

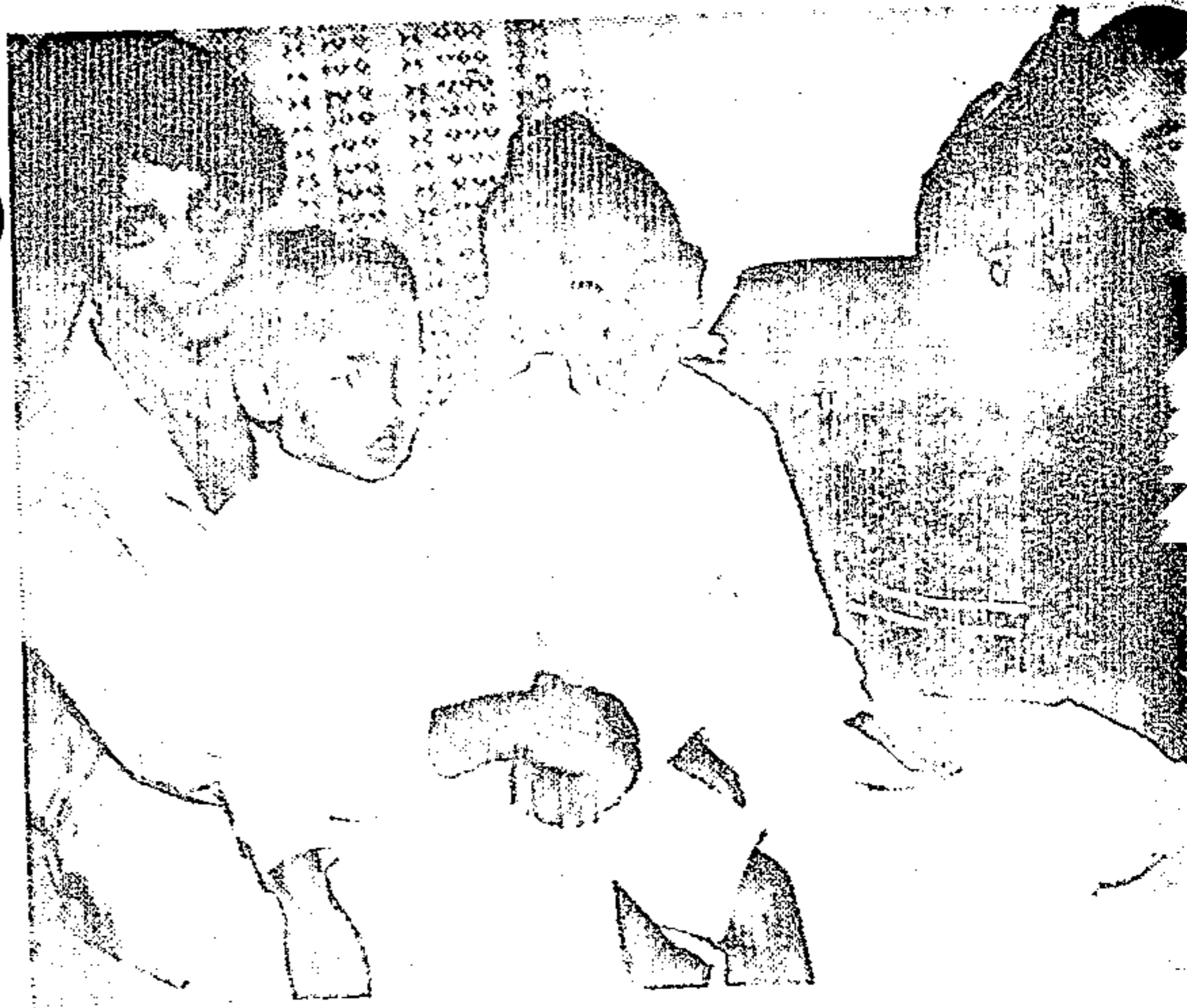
Teacher shunted
to Kenhardt

Reggie's

whole

world

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~~50~~
C. Herald
23/1/82



turned topsy turvy

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

'I was so sad this morning,' he told me during a telephone conversation on Sunday night.

'My wife gave me a birthday card when I left home at midnight on Friday, and when I opened it, it contained photographs of my children.

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

'It is a small place. There aren't many people. It's dry and hot. There are about three or four taps to a road, and four families to a toilet. It's dark outside, because there are no street lights.

'There's no railway station at Kenhardt. The nearest station on the line between De Aar and Uptington is 100 kilometres away, at Putsonderwater. I'd always thought that that name was a joke. Now I know it exists.'

TEACH

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

Reggie's whole world has turned topsy turvy in the five weeks since he was told that he was to be transferred from the

By
Ted
Doman

Bersig Primary School in Oudtshoorn to the Kenhardt Primary School in the northern Cape town close to the Orange River.

On December 14 he was handed a letter by his then principal, Mr A J Coerecius, informing him of the transfer. The letter was dated November 30.

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

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

'I have taught at Bersig for the 13 years of existence, and was one of the only two of the original staff still at the school in December.

'What makes this transfer particularly difficult

to accept is that I had a new house built less than a year ago. This was my duty as a father, and there was no reason for me to think that I'd be moving from Oudtshoorn.

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

Mrs Elizabeth Oliphant, 35, is also a teacher. She too, was born in Oudtshoorn, and, except for the period of her training in Worcester, she has spent all her life in Oudtshoorn.

She teaches at Dusseldorp, a few kilometres from Oudtshoorn. She plays tennis socially and 'I love sewing and baking.'

FUTURE

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

Reggie Oliphant has no pretensions to having been a politician. In 1969 he helped the Labour Party during the first CRC election, but soon 'realised that this whole business was a farce and dropped it.'

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

CAPACITY

In this capacity I had

in re m on ey he f

'Last year, I chaired a meeting held to commemorate Women's Day. This was on August 9. On September 24 my home was raided by the Security Police, and on October 9 I was arrested at school. I was locked up until October 12 when I appeared on a charge of possessing banned literature. The case was postponed, and on December 23 the charge was withdrawn.

'In my efforts to improve myself, I have been studying for a degree with Thesis. One of my subjects is Political Science, which should explain why literature of a political nature would be found on me.

NO COMPLAINTS

'Do you know that there has never been any complaint about my work?

And Mr Coerecious told Cape Herald he had not asked for Mr Oliphant's transfer.

'Of course I'm bitter, who wouldn't be?

'Imagine what effect this will have on my children. Clothilde is 10, Ilse-Ann is four, and Crystal (I call her Ngoyi as a mark of the esteem in which I hold Mrs Lillian Ngoyi of the Women's League of the ANC) is one.

SEPARATED

'What must they think? And, when they grow older, what will they think of the people who have separated them from me?

'I have always done my best for my pupils, and though I will be working with a heavy heart, I'll do my best for the pupils here. After all, it's not their fault that I have been uprooted and planted where I do not want to be.

OBVIOUS

'It is obvious to me that this transfer has nothing to do with education, and everything to do with the Security Police who have hounded me for the past months.

'This is a disgrace, and deserves the severest condemnation.'

Teacher transfers: In whose interests?

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

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

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

TRANSFERS

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

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

C. Herald 23/1/82

Top Level

A NUMBER of teachers have been transferred to remote parts of the country by their employers, the Department of Coloured Affairs. Sometimes there are good reasons for the move, sometimes the reasons are shrouded in mystery. TED DOMAN, EDITOR OF CAPE HERALD, discusses some of the transfers which have gone before, and some of the personalities involved in them. He also remembers when teachers were told to get out of the administration of sports.

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

DIDN'T WORK

Well, it didn't work too well. Firstly, he had never shirked his teaching duties and he couldn't be faulted in his work. He applied himself as much in Upington as he had in Cape Town. Although Wessels would never have claimed any success for himself, it is true that results

improved, and that many pupils were made more aware.

Secondly, he became a thorn in the side of the late Tom Swartz's Federal Party (as it then was) which was campaigning for the 1983 CFC elections and before one could say Coloured Representative Council, he was transferred back to Cape Town where a watchful eye could be kept over him.

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

REASONS

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

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

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

The main reason for a transfer can be that the teacher has too firm a hold on his pupil charges, and exerts a 'bad' influence over them.

The point is, who decides what a 'bad' influence is?

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

In recent cases we can exclude the principals and the school committees. The education authorities are, understandably, non-committal, and the police are as silent as death.

Was Howard Titchener

15 YEARS AGO

ABOUT 15 years ago teachers were told to get out of cricket administration because their actions inside the sport were coloured by the fact that they were employed by the Government, and so feared for their jobs.

The occasion? The speaker? None other than Hassan Howa, annual presentation of the already controversial Metropolitan and Suburban Cricket Union. Very popular for that.

Death of a teaching family matriarch

WITH the death last week of the 87-year-old Mrs. Wilfred Charles van der Kross, another link with the formative days of coloured education has gone.

Mrs. van der Kross, who is survived by her husband, Mr. David van der Kross, and by her son Dick, the rector of the University of the Western Cape, and her daughters Edith Mulder, a teacher, and Winnie, a doctor in Canada, was in on the ground floor of coloured education, so to speak. Her contemporaries were the Abrahamses, the Oppels, the Viljoens, the Domans and the Rhodas, while her husband usually held senior positions such as president and secretary of the Teachers' League of South Africa and, later, of the Teachers' Educational and Professional Association.

Herself a teacher until she was 50, her involvement in education was recognised by the Cape Teachers' Professional Association three years ago when she was invited to officiate at the opening of the association's newly-built offices in Bellville.

Outside of education, she was involved in such women's organisations as the South African Women's Cultural Organisation (Sawcu) of which she was the first president nearly 20 years ago. She travelled overseas more than once and her daughter visited her from Canada twice in recent years. Only last year one of her Canadian granddaughters also paid a visit.

One of those present (he wasn't a teacher) stormed out of the gathering, loudly criticising the speaker.

The main reason for the teachers' being annoyed at the time was that Howa's claim suggested that they were not serious in the interests of the sport, but in their own interests, and among these so-called "vets" were the John van Klaver, Leo Lenders, Abel Joffe and Matt Soyars.

There was a time when most of the administrative posts in all sports were held by teachers, they being the most highly qualified people around.

Over the years the number of teachers directly involved in sports administration has decreased, not because of Howa's request, but because the work pattern has changed and educated people went into other professions.

Now, of course, the already receding numbers in sport are being depleted in another way — transfers to places where cricket is an insect which chirps by rubbing its legs together.

Once again Howa can say "I told you so," and well he may ask whether the whole face of cricket in South Africa would have been different if the sport had not been knee-halted by men whose first concern was, quite understandably, for their families.

Anger Over Unwanted Transfers

(50) ~~(233)~~ C. Harold 23/1/82

The news of teachers being transferred has been greeted with shock and alarm by community leaders and sporting and teachers' organisations.

The executive committee of the Teachers' Action Committee (TAC), whose chairman, Vincent Farrell is one of those transferred, said in a statement that they viewed Mr Farrell's sudden transfer as 'a case of victimisation against a teacher who has over the years, made an invaluable contribution to education as well as in various sporting activities of pupils and adults.'

They demanded the immediate reinstatement of all teachers concerned to their old schools.

'We refuse to believe there can be any valid reason for Mr Farrell's transfer to a remote part of the country. Such action is seen by all concerned as an act of intimidation on the part of the authorities,' the TAC said.

Mr Franklin Stone, president of the Cape Teachers' Professional Association (CTPA) said they had taken the matter up with the Department in principle and had raised their objection to the final decision, but had without success.

The executive committee of the All-Ireland and District School Sports Union said they deplored the punishment of their members by transfer.

'Because of his unblemished teaching record we are at a loss for the reason for his being transferred and protected from family, friends and colleagues.'

How do we know the club who also vote our president and teacher has been removed they asked.

The Western Province Primary Schools Sports Board said they were shocked at Mr Farrell's transfer.

'Because no reason is given, speculation is that the transfer is a punitive measure as a direct result of his opposition to multiculturalism and multiculturalism in sport,' they said.

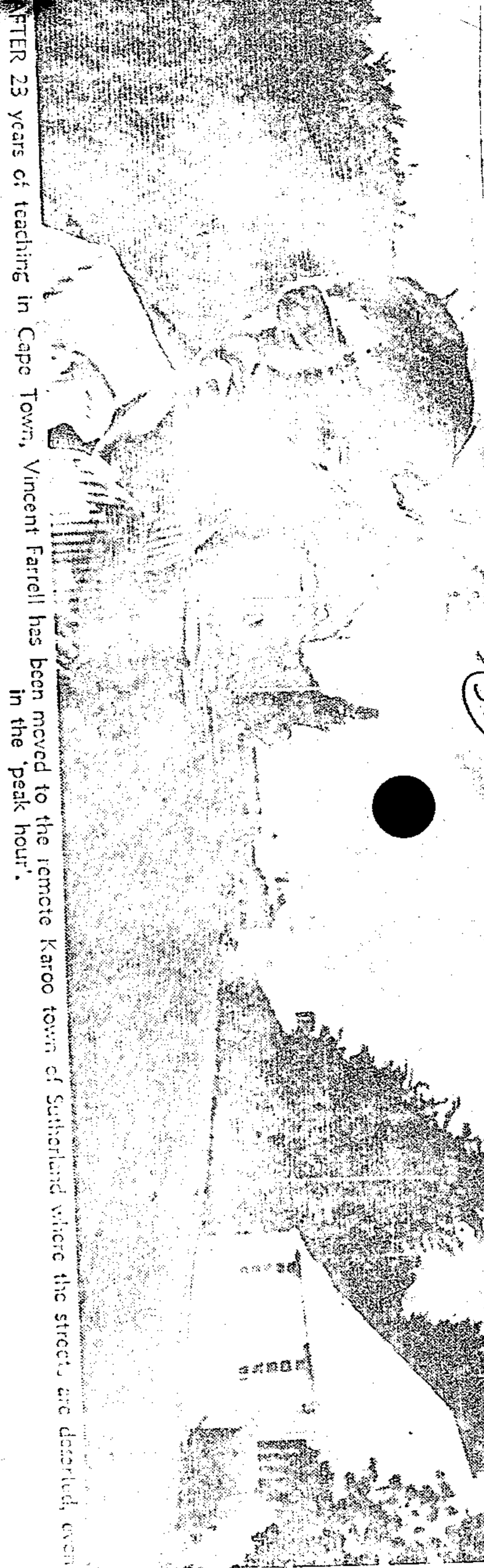
Mr Wilfred Rhodes, chairman of the Cape Areas Housing Action Committee (CAHAC), said the community has been robbed of a valuable person.

This is definitely not in the interest of education.

Mr Norman Daniels, General Secretary of the Trade Workers' Industrial Union and vice-chairman of the Trade Union Council of South Africa, said the transfer of teachers was disturbing and alarming.

'I cannot follow the logic. Who has found the teachers guilty? Somebody should investigate what is going on in the Department. They must give reasons,' he said.

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AFTER 23 years of teaching in Cape Town, Vincent Farrell has been moved to the remote Karoo town of Sutherland where the streets are deserted, even in the 'peak hour'.

'Exiled' coloured teacher 'made' to quit his job

BY SYLVIA VOLLENHOVEN

SUTHERLAND is a remote Karoo town, known for its extreme climate. The Government has banished Mr Vincent Farrell, the leader of the Teachers' Action Committee there.

Now this action has caused him to resign from a profession desperately in need of his qualification and skills.

Mr Farrell is one of at least six teachers who have been transferred away from their homes to remote places by the Department of Internal Affairs.

The moves are generally seen as victimisation for their participation in the June 16 stayaway last

It was Hobson's choice here and that I would really like to live in this wilderness and they will not allow me to teach in Cape Town, he said.

When Weekend Argus visited Mr Farrell at the Roggenfeld town which will be his home until his resignation takes effect at the end of March, he was delighted to see people from his home town.

And I've only been here five days. This place is isolated and desolate, and that is just how it makes me feel, he said.

RAMSHACKLE

His first home was a ramshackle thatched house opposite the school, Oom Tos, the old man who lived there, was able to accommodate him only because the weather

she has no electricity or washing facilities and out in the yard is a primitive toilet.

In Cape Town, Mr Farrell employed a good standard of living. His family live in a home which would be considered a mansion by most of the black people in Sutherland.

Fortunately, after the first day of school one of the teachers decided to take me in, although it is inconvenient for them.

Mr Farrell applied for permission to teach in Cape Town while he serves out his notice, but his request was turned down.

PRESIDENT

There is nothing for people to do. I go straight from school to my room and spend the time reading or writing letters.

Mr Farrell had not decided what type of work to do after March but he is hoping to find a job where he will deal with people.

VINCENT FARRELL outside the one-roomed 'rietdakhuisie' which was the only accommodation he could find at first.

W/L ARGUS 23/1/82

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Mr Farrell who de-
scribes himself as a
called teacher of the
school" says the trans-
fer has left him no
but to give up his
after 25 years.

Mr Farrell said he
start of the new school
term that he had been
transferred to the
any school in Sutherland.

It was made clear that
I would spend a long time
The little 'veldahani-
'Because of his isolated

So far the move has
cost him about R600 and
he has to pay the rent of
his home in Cape Town
as well as the cost of
board and lodging in
Sutherland.

include Mr Rexie Olin-
ant, president of the
South Western Districts
Council on Sport, who
was sent from his home
town of Goudsburg to
Kenhardt near Potgieter-
Mr Patrick Passmore,
secretary of the Federal
Senior Schools' Sports
Association, has been
moved from a high school
in Paarl to a primary
school in Yzerfontein,
Kynsna.

At a high school in
Hanover Park, a principal
has been demoted to the
position of deputy.

PAY DEDUCTED

In other incidents
throughout the country,
teachers who staged a
last year on June 16 in
commemoration of the
1976 Soweto unrest, were
charged with misconduct,
refused bursaries or
study leave and had pay
deducted.

Last month, the
Minister of Internal
Affairs, Mr Chris Hennis,
assured the Labour Party
that the Government
would act with "circum-
spection and restraint"
against teachers who
faced disciplinary steps
because of their alleged
actions during the school
boycotts.

Neither the depart-
ment's Director-General
of Education nor his
deputy were available for
comment.

'Great Trek' closes school

By MIKE HEWITT

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

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

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

"But when the number of pupils dwindles to below seven, the ordinance stipulates that

S. Times 24/1/82
the school must close."

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

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

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

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

S. Tribune 24/1/82

Crisis in the classroom

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

By
INGRID STEWART

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

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

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

- Blamed the department for not hiring enough teachers, even though qualified personnel are currently jobless;

- Disclosed that in some classes pupils have to stand because there are no desks;

- Slammed the department for not planning ahead for the provision of accommodation.

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

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

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

However, reliable sources told Sunday Tribune this week that the regional office of the department had informed at least one school committee that

He also blamed the principal of the secondary school for admitting more pupils than he could cope with.

Mr Lotz said he visited the area this week and immediately allocated another five teachers to the school.

"I always keep a few up my sleeve for occasions like this," he said.

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

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

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

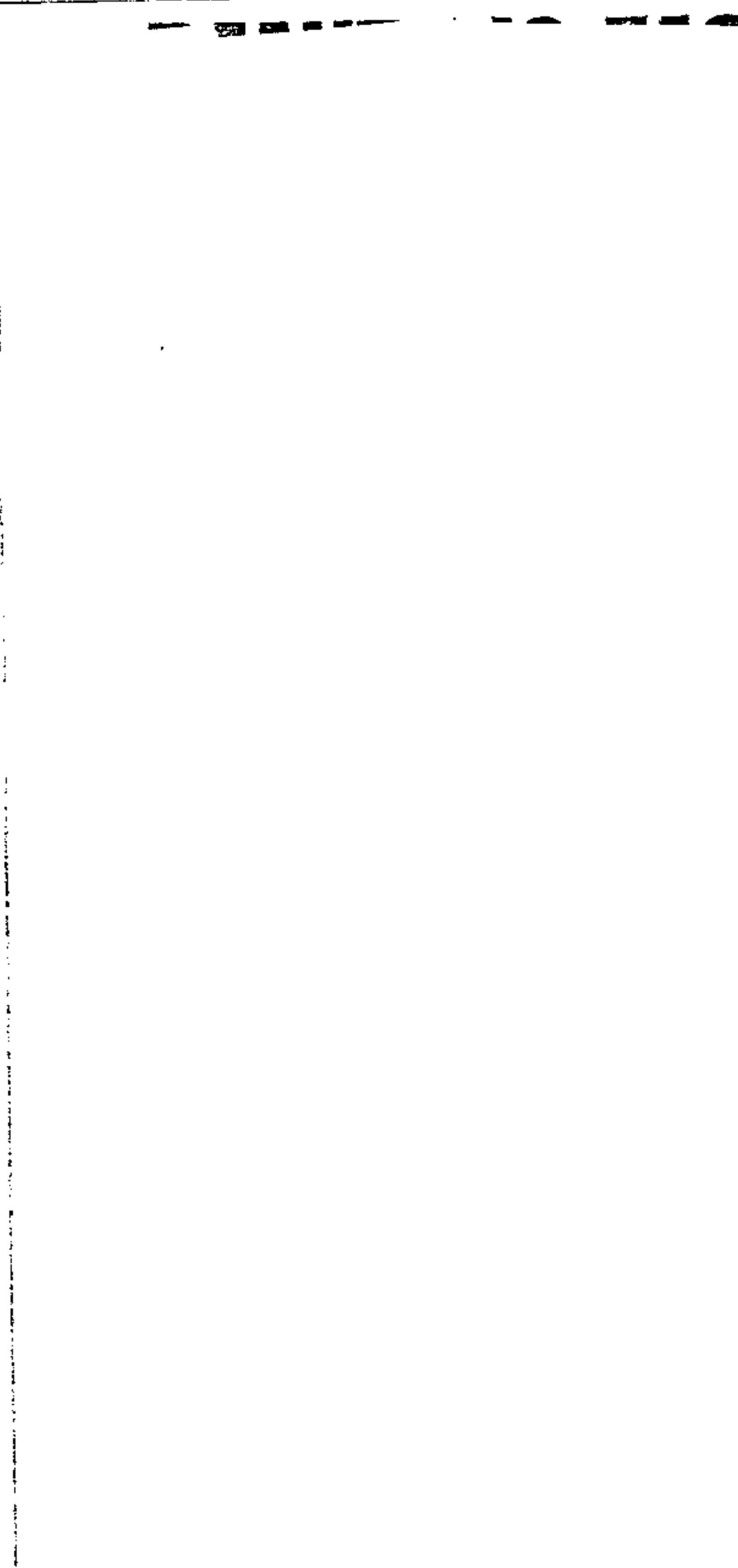
"The teacher-pupil load was unacceptable in 1981. There has been an increase of at least 10 percent in pupil enrolment this year. The decision not to give us any more teachers is outrageous," a spokesman for the school committee said. On average one teacher was coping with classes of between 50 and 80 pupils.

A number of parents

should be eliminated by 1984.

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

"We can't solve it in one day," he said.



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

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

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

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

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

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

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

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

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

"The necessary arrangements are being made for the expansion of buildings," Mr Lotz said.

Education Reporter

THE extent to which South Africa succeeds in redressing educational inequalities will largely be linked to its success in solving the crucial political problems besetting the country, Mr Franklin Sonn said in Cape Town at the weekend.

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

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

Educational, political problems linked — Sonn

ARGUS 25/1/82

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The initial negative response of Government to the De Lange report on education did to a large degree pour cold water on the expectations for change in education that can lead to meaningful reform on the broader level, he said.

However, he did not believe that we have heard the last of either the De Lange report or fundamental educational reform in South Africa.

Mr Sonn's confidence

stemmed from several practical considerations.

• The factors which compelled the inquiry were alive and well and waiting to be dealt with.

• Pressures on Government to deliver the changes envisaged in the report would increase.

• Economic imperatives would force the Government to abandon the apartheid ideology in order to have progress and growth.

The effects on education

of measures like the Group Areas Act will become increasingly bizarre and morally indefensible with white schools increasingly running empty while accommodation reaches critical proportions in black schools, Mr Sonn said.

The teacher shortage would compel the Government to spread this precious resource more equitably.

The white man cannot go it alone in Africa, Mr Sonn said.

the law

are shop licence' for people, such as receptionists or others who acted for a photographer or processor, photographers were suffering a discrimination not found elsewhere in the new municipal licensing system — with one exception.

'In the case of a "disinfectant" this section too requires a separate, personal licence for any person who acts for a disinfectant.'

Mr Paisley said the law should be changed so that only a bona fide photography business could hold a photographer's licence.

EMENT

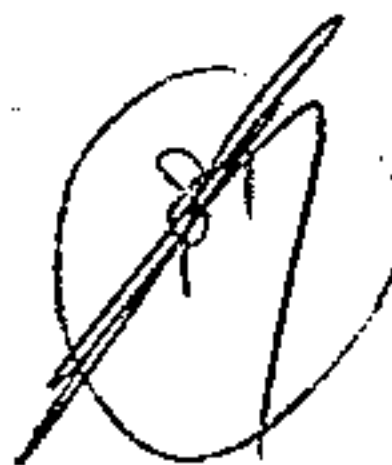
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ARGUS 25/1/82

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HIR

was reacting etter he re- the Minister ty Develop- (Pen) Kotze, posals for an or Constian-

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said today:

Work, not politics, matters - Nkomo

Argus-Africa News Service

SALISBURY. — Zim- babwe Prime Minister Robert Mugabe has appealed to Mr Joshua Nkomo's Zapu party to join the ruling Zanu (PF).

He made the appeal at a political rally in Salisbury at the weekend.

But at another function in Bulawayo, Mr Nkomo said politics would have to wait until everyone had got together to solve the problem of unemployment.

'No amount of political slogan-shouting and partisanship can solve the unemployment threat to our security,' he said. 'If we do not do something, these young people will eat us all up.'

UNITED

At the Salisbury rally Mr Mugabe said: 'We are asking Zapu to join Zanu because that is what a united people should do.'

Urging officials to step up recruiting, he said everyone should be a card-carrying member of his party.

When all the people carried cards, the National Registration cards would be abolished because they would serve no purpose. It would also be easier to identify the enemy.

Also at a weekend rally Mr Mugabe alleged that the detained MP, Mr Wally Stuttaford, was arrested because he had sought help from Mr Nkomo's former guerrillas to overthrow the present Government.

MEANING

'We have arrested and detained him and that is why you hear Ian Smith moaning,' Mr Mugabe said. He was referring to Mr Smith's allegation in Parliament last week that Mr Stuttaford had been tortured in detention.

IN PARLIAMENT

He also intended to raise the matter in Parliament during the coming session, which will be opened on Friday.

The referendum called by Mr Hulley last November was the first of its kind to test white atti- tudes towards the Group

Equal education is an 'idle dream'

ARGUS 25/1/82

Education Reporter HOWEVER much the Government might wish to keep politics and education separate there was no doubt in the minds of 150 educationists at a seminar this weekend that the De Lange report was primarily a political document.

Addresses and discussion at Spes Bona High School in Athlone centred on the political possibilities and probabilities brought into focus in the report. The seminar was a pre-conference to a national conference to be held in Grahamstown early next month.

EQUALITY

The University of Zululand's Professor A. J. Thembela, vice-president of the African Teachers' Association of South Africa, stated categorically that until all the socio-economic and political problems of the country were attended to, equality in education was an idle dream.

Quoting from the report he said: 'It will help little to bring in efficient teachers, equitable financing and adequate supportive services, if some people still come from overcrowded, filthy, crime-ridden slums with no prospects of getting out of this situation.'

There were shocking social consequences in trying to accommodate 80 percent of the population on 13.7 percent of the land.

SOCIAL

'The social consequences of family disorganisation, high rate of illegitimacy, malnutrition and child neglect create conditions which make equality at the entry point into the educational system an idle dream.'

'Does anybody need to ask what this has to do

with education?' Students who had 'made it' in spite of the poor environment from which they came realised intuitively that they would still be at a disadvantage. This had a negative effect on motivation at school.

He felt that black pupils 'must and do use English as a medium of instruction'. But they did this under circumstances of isolation from the main stream of English usage and this prevented an adequate mastery of the language.

OPTIMISTS

'The optimists who thought that the report would usher in a new era must disabuse themselves of that misconception and concentrate their energies on the real issues,' Professor Thembela said.

Discussion from the floor took up the issue of whether political reform had to precede educational reform.

A school inspector pointed out that any Government would have one education ministry if it wanted to ensure equal distribution of funds.

The Government's rejection of a single ministry indicated that it had no intention of implementing such distribution.

POLITICS

Mr Randall van den Heever of the Cape Teachers' Professional Association, said: 'The problem in South Africa is politics. The problems of inequality and racism in the United States were only solved when the Government, backed by the courts, committed itself to non-racism.'

Mr Royer Core of the South African Teachers' Association pointed to a weakness in the report's recommendation that there should be freedom of association and local option regarding integration.

'This leaves the option open to segregated education. White English-speaking schools may decide to remain exclusively white English-speaking schools, for example. The goals of the De Lange report could in this way be sabotaged.'

Steyn report to be tabled next week

Political Staff

THE Steyn Commission reports on the mass media are to be tabled in

week's no-confidence debate.

During sittings of the commission, a register of journalists, which has

Green Lady

Meeting to make formal reply to De Lange

50

204 26/1/82

By MARTIN FEINSTEIN

SIX of the 19 educationists invited to address the 1820 Foundation national education conference in Grahamstown next month were members of the De Lange committee of inquiry into South Africa's education system.

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

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

Speakers

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

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

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

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

It is organised by the Technical and Education Foundation of South Africa, with support from the Vaal-Orange Administration Board and the 1820 Foundation.

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

Seminar

The second seminar, organised by the Transvaal Teachers' Association on behalf of the 1820 Foundation, takes place at the University of the Witwatersrand's Senate House on Saturday, January 30, at 9am.

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

● The other speakers at the Grahamstown 1820 Foundation national education conference will be Mr A J Thembela of the University of Zululand; Professor J McGregor-Niven of the University of Natal; Professor W Rautenbach of Stellenbosch University; Dr D S Henderson, principal of Rhodes University; Dr Robin Lee of the Urban Foundation; Professor Ray Turner of Rhodes University; Mr J Stonier of the Cape Town Teachers Training College; Mr R van den Haever, headmaster of the Spes Bona Senior Secondary School, Cape Town; Professor Denver Russel, professor of adult education at Wits; Professor G R Bozzoli, former principal of Wits; Mr Harold Hermann, professor of education at the University of the Western Cape; and Professor D White, also of Wits.

ing on Friday

efore 11 am. Those taking part in the ceremony will include men from the Cape Corps, Anti-Aircraft Regiment, the Navy, the Air Force and the Railway Police.

of other streets will be partly closed. Bus services will be suspended or diverted during the ceremony. Mr and Mrs Viljoen arrived in Cape Town yesterday.

TRAFFIC
The National Anthem will be played by military bands. Thoroughfares to be closed to traffic will include Adderley, Lelie and Brecau streets and the side of Stal Square. Side streets between Adderley Street and St George's Street will also be closed and a number

They were met at D F Malan Airport by the Prime Minister, Mr P W Botha, Mrs Botha, members of the Cabinet, the Chief of the Defence Force, General Constand Viljoen, and other dignitaries. The Cape Corps band played the National Anthem and a 21-gun salute was fired.

No law yet for change in education

AP6US 26/1/82 50

Political Staff
NO legislative steps will be taken this year to implement the wide-spread changes to South Africa's education system recommended by the De Lange committee last year.

In an interview Dr Gerrit Viljoen, Minister of National Education, said it would be 'unrealistic to expect legislation this year.'

However, there were certain aspects of the report which were non-controversial and did not require legislation, such as proper facilities for gifted children.

WHITE PAPER

A more detailed White Paper could be expected during the parliamentary session after the joint committee of Government officials and educationists had completed its task of taking evidence.

He compared the changes in the education system to those made in labour relations following the Wiehahn commission.

Initially structures would be created which in turn would create other structures to implement the changes.

Dr Viljoen said a number of wrong impressions had been created about the De Lange report and he felt these misapprehensions had been cleared up to a certain extent.

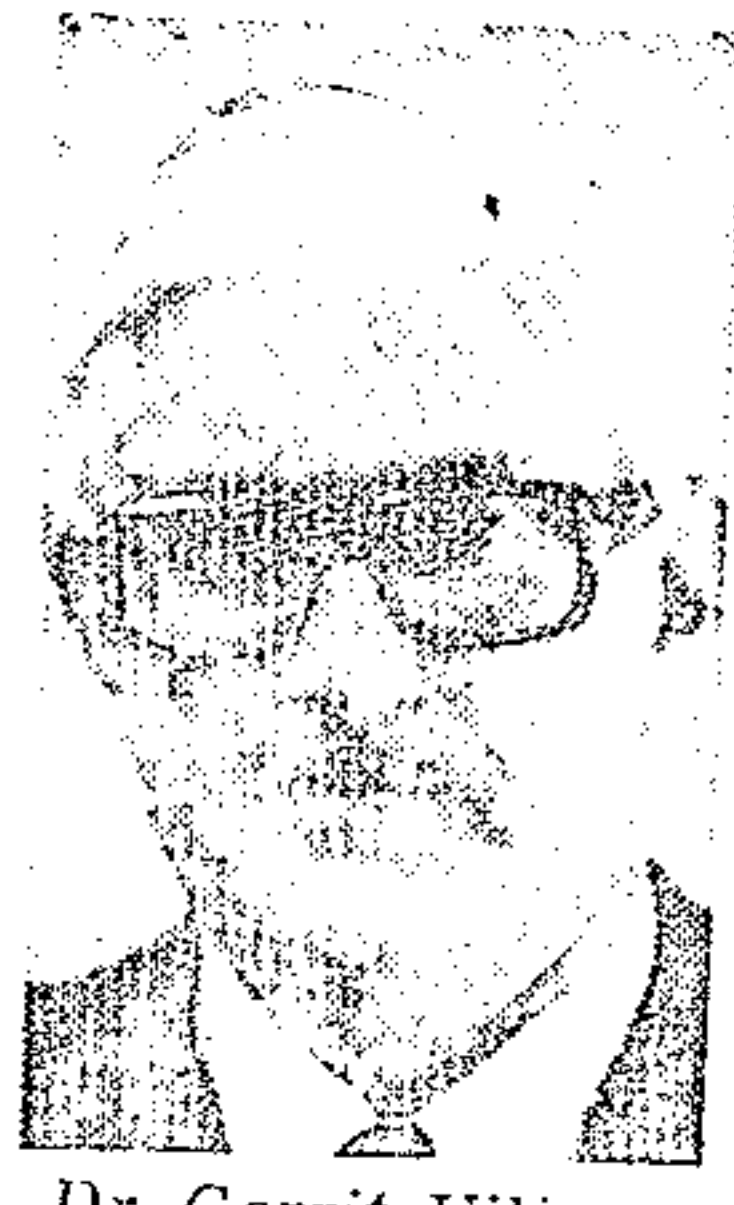
The misapprehensions included the recommendation by the committee of a single ministry to control education.

The committee, he said, had not envisaged education being totally controlled and administered by a central ministry.

The central ministry would lay down guidelines on standards, as well as deciding on staff/pupil ratios among other things.

Education itself would be governed by various departments. However, no final decision had yet been made on this aspect of the report.

He felt opposition to the proposals were minimal, particularly as people now realised the wide discrepancies in education and the need for the system to be improved.



Dr Gerrit Viljoen

Company probes chain letter

Argus Reporter

A CHAIN letter, which made the recipient's wife think she might die, has caused an uproar in the Old Mutual office from where the envelope was sent and franked.

'I wanted to sue the Old Mutual and cancel two policies when I received the letter,' said an angry Mr Paul Devere, of Green Point, today.

The letter read that it had been around the world eight times and that Mr Devere would receive luck if he posted 20 copies to friends within eight days of receiving it.

LOTTERY

The letter said that a man who sent out copies won a lottery of R2.8-million a few days later. Another man from the Philippines lost his wife after he failed to circulate 'this prayer.'

'My wife was ill at the time and she said, after reading the letter, that she too would probably die if I did not send away copies,' said Mr Devere.

He described the letter as 'intimidatory' and 'a form of social terrorism'.

Mr Devere said he had decided not to take legal action because he felt sure that the letter was not sent officially by the Old Mutual.

WORRIED

Worried Old Mutual officials tried this today, without success, to establish who had sent the letter in/or stationery from the Old Mutual.

Mr H J Winterbach, manager of the Old Mutual's financial advisory service department from where the envelope was addressed, said the matter could have 'serious repercussions' for the company.

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

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

Guineas

(Continued from Page 1)

- 2 Peace Talk (M Roberts) 57
- 3 Prince Fireball (B Harvey) 57
- 8 Prince Florimund (S Amos) 57
- 7 Shooting Season (G Verne) 57
- 12 Versailles (B Marcus) 57
- 16 Wolf Power (J Lloyd) 57
- 9 Breyani (R Sham) 55.5
- 1 Lerne (P McGivern) 55.5
- 14 Poetic (M Cave) 55.5

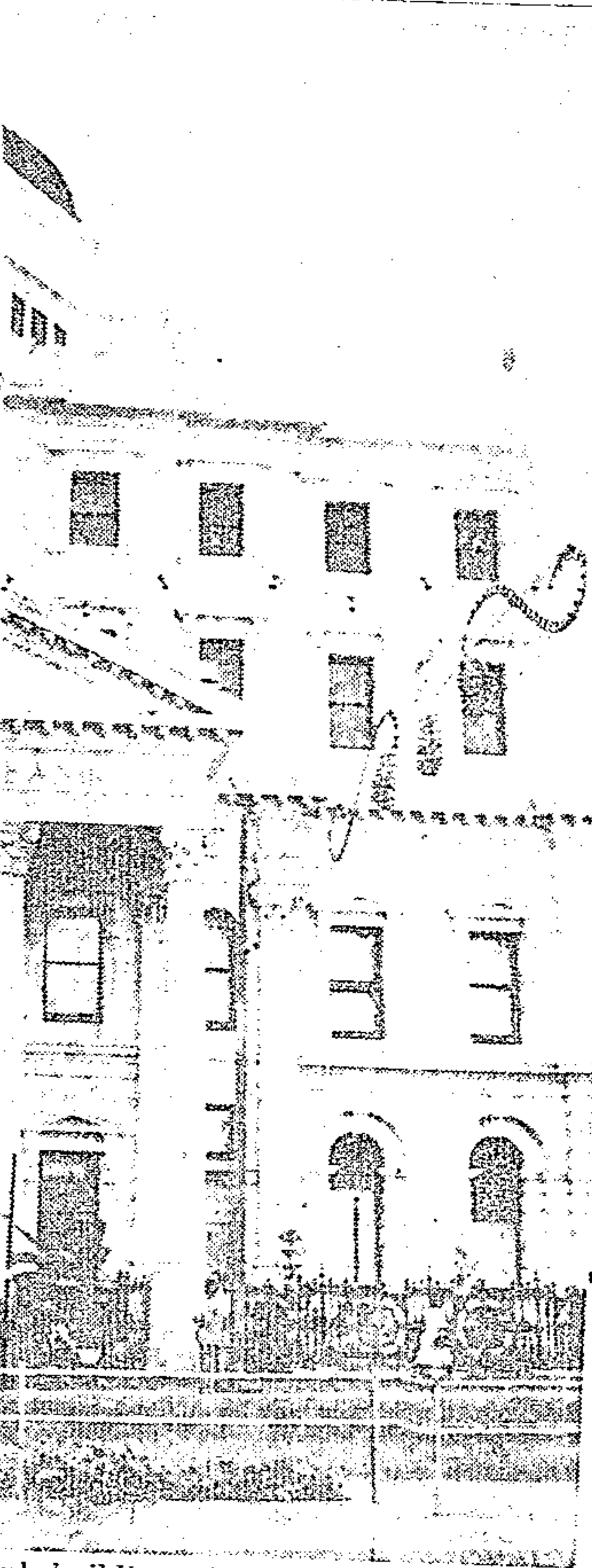
Scratched or eliminated by the handicapper were:

- Beamer, Benito, Catawba, Chippendale, Cosmic Blue, Generator, Golden Chance, Mr Fabulous, New Haven, Prince of Freedom, Symbolize, Tenacious, Viking.

Apex fares to be raised

GENEVA. — Major world airlines flying the loss-making North Atlantic route had agreed to a new system which would put up most fares from Europe booked under the Apex (28 days' advance) system, officials said.

The new fares scheme, coming into operation between March 1 and May 15, was approved at a meeting in Miami organised by the International Air Transport Association. — Sapa-Reuters.



Bank building which was built in 1881, was vacated by staff 18 months ago to be renovated.

le attacked

gnity and discretion Justice Field, and added: e that never again court's proceedings ed into a public Justice must be done in that ere.

tors and civic dignitaries. At the end of the hearing at the village court the farmer was escorted to his car by police through a hostile crowd.

Mr Munson agreed to pay R650 to one of his employees for committing adultery, but it is understood that he has decided

Assurance on city geysers

THE happy news for other signs

Gay art

(Continued from Page 1)

Then you get to Stuart. Stuart is the cool type, reclining in full frontal amid ferns — hat low over the eyes, rain clouds in the distance, Stuart

No Bill to back reform in education

50

Star
27/11/82

Political Staff

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

Top posts filled in education



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



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

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

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

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

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

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

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



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



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



Mr F R Schmidt has been promoted to the post of Director of Education (Post-School Education) in the Department of National Education. He was previously Head Educational Planner (Technical).

Dr Viljoen said the committee had not envisaged education being totally controlled and administered by a central ministry.

The central ministry would merely lay down guidelines and determine standards.

Practical administration of education programmes would be governed by various departments. No final decision had yet been made on this aspect of the report.

Dr Viljoen felt opposition to the proposals for change was minimal as people realised the wide discrepancies in educational provision.

Education ⁽⁵⁰⁾ report: Govt under siege ^{27/1/82}

PRESSURE on the Government to release the confidential Retief Committee report on higher education for urban blacks mounted yesterday, with a fourth influential committee member urging its publication.

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

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

'No objection'

It could therefore embarrass the Government, which has gone ahead with plans for the infant, blacks-only Vista University outside Pretoria.

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

By MARTIN FEINSTEIN

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

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

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

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

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

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

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

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

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

'No comment'

A DET spokesman said the department had no comment.

However the Director-General of Education and Training, Mr G J Rousseau, said earlier this week that anyone who thought the creation of Vista ran counter to the report's recommendations was making a "very, very serious mistake".

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

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

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

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

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

Conference ⁽⁵⁰⁾ to discuss De Lange report

D. Dispatch 28/1/82

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

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

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

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

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

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

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

The leader of the dissident group, Dr Ken Hartshorne, and a committee member, Mr Franklin Sonn, are both on the Gra-

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

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

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

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

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

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

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

As with the Grahamstown conference next month, the FAK conference proceedings are to be handed to the government before the March 31 deadline.

planning committee, headed by Prof G. R. Brozoli, the former vice-chancellor of Wits University.

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

The provisional programme is:

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

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

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

The conference's aim, according to the agenda, is to "put forward the combined standpoint of Christian-Afrikaners." — DDR.

EDUCATION

TAKE-OVER

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

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

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

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

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

• See page 23.

3/1/82 S. Tribune



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US Govt plans to oil SA's 'engine' of social change

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

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

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

There is also an acute awareness that President Reagan presents something of a last chance for Pretoria and that if progress is going to be made, it had better be made now.

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

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

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

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

One of the issues the Americans will have to overcome in implementing their plan will be to carry it off

without appearing to support South Africa's segregated education system.

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

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

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

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

In the year 2 000, only 18 years from now, South Africa will have a total population of 46 300 000 — 40 700 000 blacks and 5 600 000 whites.

The implications for the size of the school-going population are staggering. By 1990, 41.1 percent of an esti-

DON MARSHALL probes a US plan being drawn up under Assistant Secretary of State, Dr Chester Crocker (right), to assist black education in South Africa.

imated African population of 26 700 000 will be under 14 years of age.

The unofficial Pretoria view towards the American scheme, therefore, is: "We can do with the kind of aid that the Americans propose".

An educationist, speaking in his private capacity, said: "We would have to presume



the Americans would not pose something that would not be acceptable to the South African Government."

How would the American scheme work?

Dr Crocker said recently that "three markers" must be observed in attempting to design a United States approach to the educational

needs of black South Africans.

"First, any approach which is interventionist in nature will be opposed by the South African Government as it would by any sovereign government.

"Secondly, any approach which calls on the United States to play the role that is properly that of the South African Government will be opposed by that portion of the population it is intended to benefit.

"Thirdly, our approach should be formulated in consultation with South Africans of all groups. It should reflect their needs and priorities and should not be dictated to them." Dr Crocker said.

Scholarships for study at American institutions offer one method of providing assistance, although it has its limitations.

"The policy review takes into account the advantages of education in the United States as opposed to South Africa, of undergraduate versus post-graduate education, and formal university education versus vocational training.

"It is also considering curriculum development, teacher training, bridging programs, technical skills training, management training, and educational television schemes," Dr Crocker said.

All this because Dr Crocker sees South Africa's future lying between the battlefield and the classroom. The failure of the latter, he believes, would guarantee the former.

2 500 to discuss ⁹⁰ De Lange report ^{RDH 28/1/82}

By MARTIN FEINSTEIN

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

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

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

Proceedings

As with the 1820 Foundation conference in Grahamstown next month, the FAK conference proceedings are to be handed to the Government before the March 31 deadline for responses to the De Lange report.

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

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

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

(50) Sowetan 29/1/82
Plans to ease crowding

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

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

submitted in time for the next Parliamentary session.

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

He said all the building programmes started at the beginning of the current financial year would be completed in

two months' time. The department spent about R21-million on the building of new schools in Soweto over the past two years.

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

● See page 13.



Handwritten signatures and initials in the center of the page, including a large stylized 'S' at the bottom.

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Call for De Lange in the 'homelands'

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

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

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

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

SPEAKERS

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

Mr Louw said the De Lange report should be discussed on a multilateral basis in southern Africa and that it should also be regarded as one of the most important reasons to have a confederal government in

the region. The report should take into account the

By JOSHUA RABOROKO

the citizens, in terms of the report, could help alleviate the problem. Most people would be able to find jobs and bring an economic boom

also proposed a well differentiated new system of education which would lead to a well-balanced education to meet the needs of a de-

A severe lack of skilled manpower

educational system in Bophuthatswana, Ciskei, Venda and Transkei in order that manpower and development should be co-ordinated.

MONEY

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

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

There was also large scale unemployment in Bophuthatswana and the training and education of

to the country.

BALANCE

Prof Rautenbach said the rapidly developing countries like SA needed a balanced system of education with a well developed academic and career education.

The country's major drawback at the moment was that although there was abundance of labour, a lack of skilled manpower limited development in many fields.

MERITS

Prof Rautenbach said the main merit of the De Lange report was that it not only identified the problems resulting from the emphasis on academic education, but

veloping South Africa.

"The first step is to attain this through a national policy on education which accepts the need for career education."

The private sector should also realise that career education offered the only viable solution for educating and training skilled people needed in the country.

SIGN

It should also initiate the establishment of a number of private institutions for career education, he said.

Dr Steyn said that the report was "a good sign" of greater things to come in the South African educational system. It was a positive stance towards change in the country.

The report was a challenge for the re-education of all population groups in that it was a strategy that stressed a new form of education.

INDOCTRINATE

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

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

A similar seminar will be held in Grahamstown next week where 19 educationists will be invited to address the conference. Most of them were members of the De Lange Committee.

'Trek' leaves black schools overcrowded and white ones 'empty'

B/C-ABCS
30/1/82

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By Sylvia Vollenhoven

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

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

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

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

OBJECTIONS

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

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

Mr Jan van Eck, the Progressive Federal Party

provincial spokesman on education, says 13 white schools were closed during 1980 and two others were amalgamated because of a drop in the number of pupils.

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

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

PRIVATE

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

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

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

THE Department of Education and Training is campaigning against 'lies' about compulsory education.

A pamphlet being distributed throughout the country says the Government is now 'able to introduce free and compulsory education (for blacks)' as it exists in other education departments.

The pamphlet, called the Plain Truth about Compulsory Education, was compiled by the public relations office of the department.

It tells parents that the department accepts responsibility for compulsory education by providing enough teachers, enough schools and facilities, free books and stationery and better classroom teaching.

AREAS 23/2/82

Government counters 'lies' on black education

Parents are responsible for making sure that their children enrol and attend school regularly, and to help the department to make this programme a success.

Great advances have been made in recent years in providing facilities for educating all children in South Africa.

It is your duty and responsibility to make sure that your children use this golden opportunity to prepare themselves for a satisfying productive career.

'The choice is yours,' a headline on the back page says.

LIES

Do you want to listen to stories of people who are not the friends of your child and who want to gamble with your child's future?

People who spread lies about the department's intentions by bringing people under totally false impressions?

'Or would you rather believe that the department is your child's friend with honest intentions, as has been proven by the many changes and improvements that have already taken place?

Do you want compulsory education which will create a better future for your child which will lead to better matric results, better teachers and a better and brighter future for all blacks?

'The choice is yours.' The main article says for many years organisations and persons pleaded for compulsory education as a 'big step towards equal education.'

INFERIOR

Now that the Government is able to introduce free and compulsory education as it exists in other education departments, some of these very people say that compulsory education is being introduced to continue an inferior education, that it is being done to stop the boycotts and that blacks have no say in their own education.

'They are not speaking the truth.'

The department lists a number of points as 'the truth for everyone to see.' Syllabuses of all departments cover the same work and the same examination requirements have to be met in Std 10. Blacks have 'direct say in decision-making'

through the Council for Education and Training. Compulsory education has nothing to do with boycotts. The department has other regulations and means to deal with boycotts.

Compulsory education will increase the spending on education for blacks, it will produce more matriculants, it will improve the quality of teaching and it will lead to a 'better future.'

Compulsory education is introduced after all the school committees and governing councils have been consulted, and all the implications have been spelt out and after these bodies — representing the parents — have given the department the mandate to go ahead.

A 'plus' sign in Soweto schools

50 Staw 25/2/82

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

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

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

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

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

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

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

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

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

VITAL

"Many firms have highly qualified people in areas such as electronics, technical drawing, fitting and turning, mechanics. We are now asking the private sec-

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



MR STRYDOM

tor to second one or two such people from their firms for a year or two to help us train technical teachers in Soweto.

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

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

One of his innovations — done, one might say, in spite of the slow-grinding wheels of bureaucracy — was to take 135 male and female primary school teachers, put them through an intensive one year training course at Soweto's Molapo Technical Centre (last year) and feed them into 11 secondary schools at the beginning of this year.

STRIDES

Basic black grievances over many aspects of education are still very much there, but major improvements have been made to the schooling system in Soweto.

Besides the new schools and strides being made in technical education there are 69 venues where adult education courses are being run and teachers are improving their qualifications.

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

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

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

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

DAUNTING

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

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

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

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

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

Dec 31:

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Premiums (2)

Jan 31:

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Premiums (1)

SOLUTION TO:

50 E. Post 18/2/82

Free education over soon for SA whites

By JOHN BATTERSBY

FREE education is a thing of the past. This is the import of a Bill introduced in Parliament last week, which seeks to change the Government's present obligation to provide free education up to secondary level to a situation where it "may" do so.

The National Education Policy Amendment Bill will enable the Government to start a process of major educational reform, the principal aim of which will be to get the rich to subsidise the poor.

This is a major part of the Government's stated strategy of achieving racial parity in education. The issues arising from the Bill, piloted through lively debate during its second reading stage in the Assembly by the Minister of National Education, Dr Gerrit Viljoen, are potentially explosive.

The new policy holds obvious long-term economic implications for whites, who will be increasingly called on to help the State foot the bill to close the yawning racial gap in the quality of education.

Just how controversial an issue it is was demonstrated by Dr Viljoen's cautious assurances when he introduced the Bill, the vehement opposition expressed by both the PFP and the NRP, and the obvious uneasiness of some Government speakers who clearly still want free education.

The Bill was opposed by the official Opposition and the New Republic Party on the grounds that it did away with the principle of free education and could put an unfair burden on poorer parents.

It is also the type of issue that is likely to be exploited to the full by the ultra

Right-wing of Afrikanerdom and could well cause heated debate at the massive Volkskongres on the Human Sciences Research Council education report to be held in Bloemfontein next month.

The Bill is clearly a step in the strategy sketched by the Director-General of Finance, Dr Joop de Loor, at a seminar on policy options for the eighties held in Johannesburg last year.

Dr De Loor said then that the State's expenditure on essential services for blacks — such as education, housing and health — would have to be drastically increased at the expense of whites.

He said that to close the education gap would require a huge increase in expenditure which could not be financed from the normal tax resources without placing an impossible burden on the taxpayer.

"The only realistic approach to this problem lies in bigger contributions from better-off parents."

The move is also directly in line with the recommendations of the HSRC study on education which stressed the need for greater responsibility and involvement of parents in the education process.

In his reply to the debate on the Bill in Parliament this week Dr Viljoen was not as specific as Dr De Loor and ran into trouble with the Opposition for using the De Lange recommendations as support when the Government had not yet indicated whether it would accept these.

Dr Viljoen said the Bill was motivated by the Government's belief that formal education was not the

responsibility of the State alone but of the State with parents and the community.

He said the amendment was necessary to enable the National Education Council and the committee of education heads to advise him on the detail of a new education policy in which parents would make a direct financial contribution to the education of their children.

Dr Viljoen said the objective of achieving racial parity in education would be a major criterion in determining the contribution to be made by a specific population group.

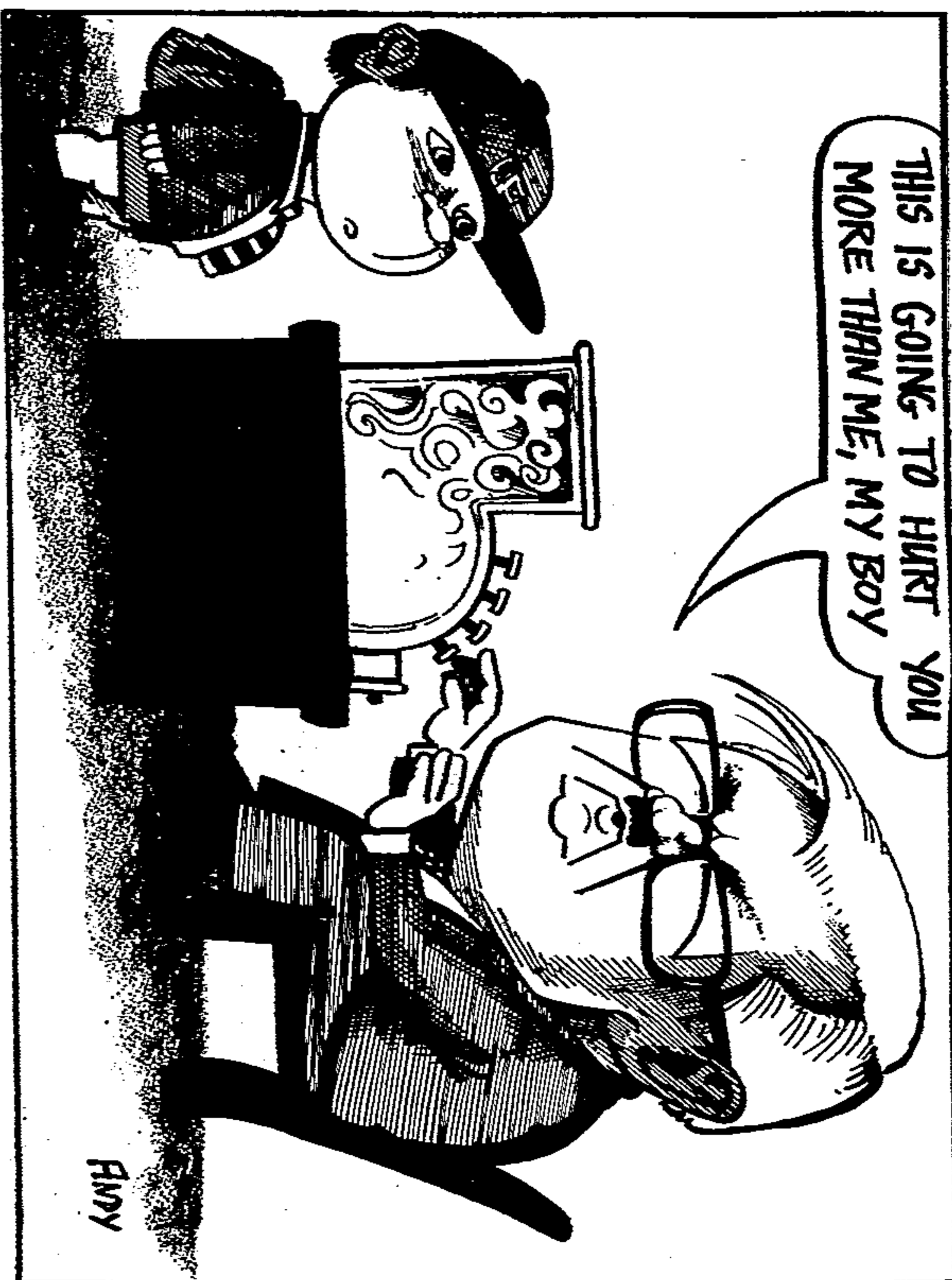
He emphasised that the Government take any steps to change the status quo until it had consulted the various provincial education departments and, in the case of changes in coloured and Asian education which did not fall within the ambit of the Bill, the education authorities of those two population groups.

"We have not thrown education overboard, but are only opening the door for a negotiated change in the policy so that some limited contribution from the parents can be called for."

But departure from the principle of free education presents enormous problems for the official Opposition as does the practical aspect of implementing a policy of differentiated contribution on a socio-economic and ethnic basis.

The Progressive Federal Party's chief spokesman on education, Dr Alex Boraine, called for the Minister to withdraw the Bill, or failing that, to refer it to a select

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



committee for further investigation.

He said the measure was ill-timed and ill-conceived and was trifling with something "which is very basic to all of us."

"There are many who believe free education to be a birthright."

Mr Harry Schwarz, MP for Yeoville, warned that the measure would lead to education becoming a privilege rather than a right and would inhibit the ideal of equality of economic opportunity being realised.

He said there was no such thing as free education. The question that had to be answered was whether education should be paid for by the commu-

nity or by the individual.

He disputed the argument advanced by the Government that South Africa could not afford education of the quality currently enjoyed by whites for all the country's peoples.

It had been authoritatively shown that if South Africa could average an annual growth rate of 4.5% between now and the end of the century it would be able to close the education gap by the year 2 000.

While Dr Viljoen was obviously impressed with the figures quoted by Mr Schwarz he implied that it would be reckless to plan on the basis that such a growth rate would be maintained.

The big question mark over the Government strategy is what system it will adopt to determine the contribution to be made by people of different means.

South Africa would have to spend more than 30 percent of its annual national budget on education if it set as its goal certain of the norms for equal education outlined in the De Lange report.

This point, made recently by Mr. Dennis Etheredge, an executive director of Anglo-American closely involved in education, illustrates the financial implications of achieving racial parity.

South Africa at present spends 16 percent of its budget on education. Unesco figures show that Botswana spends 15.6 percent, Kenya 15.8, Japan 16.5, the United States 17.7 and the Netherlands 25.4 percent.

"As far as I can ascertain," Mr. Etheredge told one of the conferences now being held on the De Lange report, "this proportion (30 percent of budget) has not been reached anywhere in the world and it is clearly asking too much that education should receive so high a proportion."

Definition of 'equal' is vital to policy

Cost of education may cripple State

Star 18/2/82

(50)

A document providing concise information on key questions raised by the report — just published by the Human Sciences Research Council — states the financial problems bluntly.

The document makes it clear that in the view of the main committee of the HSRC investigation into education (the "De Lange Committee"), parents as well as the State will be confronted with the problems.

An indication of the current disparity in education is provided by figures showing spending per child.

The latest figures Mr. Etheredge had showed the State spent about 10 times as much on a white child as on a black child: R640 for a white child and R68 for a black (excluding the cost of buildings).

Mr. Etheredge also said that while education spending rose significantly in the 1970s — from R421 million in 1970 to R1800 million in 1979/80 — the effect of inflation pulled down the increase in "real" terms to 28 percent.

During the 1970s pupil numbers rose by 51 percent so that after the effect of inflation was taken into account, "real" spending for

The Star Bureau
LONDON — Professor Jan de Lange, head of South Africa's Commission on Education, has just completed what he described as an "enticing" tour of

Prof de Lange profits from tour

educational institutions in Britain. Professor de Lange was invited to Britain as a guest of the Government

and spent 10 days studying educational planning. "I concentrated on certain specific

areas, notably adult and further education methods, with the intention of seeing what could

be applicable in South Africa. "I was also able to go into the whole question of education in deprived areas and learned quite a lot."

each pupil declined considerably, said Mr. Etheredge.

The HSRC document said that equal opportunities could not be made available to all pupils immediately or in the short term.

It summarises the De Lange report's suggestion: "It was recommended that financially realistic norms be established . . . and that the State should then try to implement these norms, taking into account financial, manpower and other restrictions."

The cost of equal

education will depend on the definition of "equal."

The original report noted that there are at present about 20 white pupils for each teacher.

If "equal" meant all races should have this ratio in 1990, annual State spending would have to grow to a staggering R5 280 million by 1990.

To achieve a pupil-teacher ratio of 25:1 for all races in 1990, spending would have to rise to R4 530 million. For a ratio of 30:1, spending would have to

reach R4 030 million by 1990, according to the report.

Whatever goal was set, State spending would have to be at least doubled, to more than 30 percent of the budget, Mr. Etheredge said.

He suggested that about 23 percent of the budget should go to education, including at least R300 million a year (not included in the figures above) for the abolition of free education, saying it had been important in Afrikaner history.

Recently the Progressive Federal Party edu-

groups was inadequate. The high cost of achieving equality was one of the factors leading to the De Lange report's proposal that after six years of "basic" schooling, education should be only "partially free."

When the issue was first raised at a meeting of influential Afrikaner teacher in the late 1970s, some delegates spoke out against the abolition of free education, saying it had been important in Afrikaner history.

He said blacks would say the authorities found free education acceptable as long as it was for whites, but made changes as soon as the country had to accept responsibility for equal education for all.

PfPP MP Mr. Harry Schwarz said the provision of free, compulsory education for all over the next 20 years



Professor de Lange financially realistic norms be established.

was well within the State's capacity.

The Minister of National Education, Dr. Viljoen, told Parliament: "There is little doubt that through a financial contribution, however small, there will be a higher regard for the value of education, educational facilities such as books and buildings and also for teachers."

He said partially free education did not mean discrimination against the needy.

Mr. Etheredge envisaged in his address

that it would be whites who would have to pay.

"The report emphasises that if any community wants schooling of a higher standard than will be provided for in terms of the norms set for public spending, they will have to meet the additional costs themselves," he said.

"The white community has had it good in education for a long time and I find nothing reprehensible in the thought that parents should bear a greater proportion of costs."

EDUCATION

Switching to CBE

(50) FM 19/2/82

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

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

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

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

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

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

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

"If a corporation cannot justify the total investment of R3-R4m for hardware, design and development of a system, and computer resources — which cost about R150/terminal a month over 60 months — it can plug into a Plato training service system. Putco, for example, installed only learning centres with terminals."

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

er's hardware, the involvement of the supplier in education, and the availability of courseware (programs.)

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

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

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

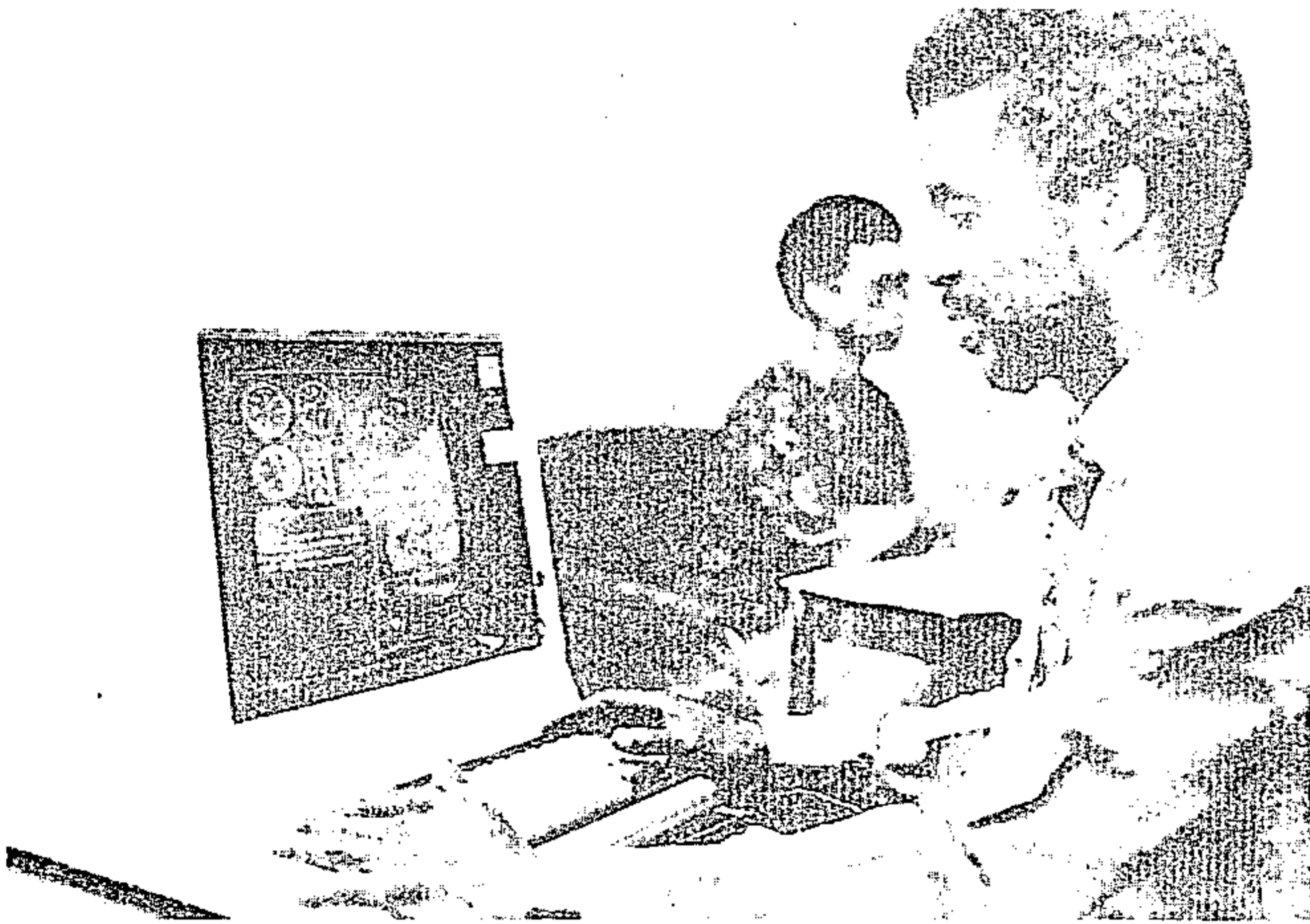
The only other CBE system seen by the FM which could be regarded as more than a teacher aid is the Cybercom system, presently being used by 3M. Its main advantage is that it overcomes the reluctance of students to communicate with a teacher — a big bonus in large classes.

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

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

The cost of a Cybercom system, which includes 64 terminals, is about R53 000 and, complete with overhead projector, TV, slide projector and tape recorder, about R60 000.

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



CBE in action ... self-paced study

Christian pillar of education 'must remain'

50 ROOM 20/2/82

By MARTIN FEINSTEIN

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

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

The congress has been called by the powerful, Rightwing Transvaalse Onderwysersvereniging (TO) to discuss the far-reaching report of the Human Sciences Research Council investigation into education in South Africa.

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

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

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

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

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

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

Prof Jooste told the teachers, who represent the TO's 90 branches, that he supported the idea of a centralised education administration — but only as far as finance and qualifications were concerned.

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

Prof Jooste also said: "It is of cardinal importance that the Christian and national character of the provision of education, as contained in the National Education Policy Act of 1967 for white education, be retained, and also be accessible to other population groups."

C10 (LONGEST BANK)

(LONGEST DRAWN)

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(50) C. Herald 20/2/82

'NO LINK' BETWEEN EARLY

AFRICAN and coloured schools will this year close for the second term on June 10 and 11 respectively, but the education authorities have denied this was done to avert a mass stayaway on June 16 and 17, the commemoration of the Soweto 1976 unrest.

In 1980 and 1981 especially, the commemoration was marked by mass stayaways throughout the country.

Many teachers have been dismissed, transferred or had pay deducted after last year's stayaway.

A Department of Internal Affairs (Coloured Education) spokesman said the early closing of schools had 'nothing to do with June 16 and 17.'

EVERY YEAR

There's no fixed date for the closures of schools. These dates are determined every year by the Department,' he said.

Mr. J. A. Schoeman, deputy chief public liaison officer for the Department of Education and Training in Pretoria, said schools under his

School

closing,

June 16

- Department

department were closing on June 10 because South African Railways officials said they should not close on the same day as the coloured schools.

Asked if their decision was not taken because of a possible stayaway on June 16 and 17, he said: 'That's no not even a consideration.'

There are just not enough trains to take everybody home at the same time,' he said. 'For many years June 16 and 17 have been before the end of the second term.'

Tight cash pinches Vaal school jobs

By MARTIN FEINSTEIN

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

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

Prof Jooste's disclosures to an Afrikaans teachers' congress came as a sobering reminder that the teaching crisis is far from over.

Speaking to 450 teachers at a congress of the Transvaalse Onderwysersvereniging in Pretoria, Prof Jooste said a shortfall of at least R15-million in the TED's salary coffers meant 1 440 posts could not be filled.

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

"As a result of limited funds, 1 440 posts, to which we are entitled, according to the co-ordinated staffing scales, have not yet been established," Prof Jooste told the congress.

The staffing scales, which set the strength of the teaching corps from year to year, were drawn up about three years ago by all provincial education departments — but the Trans-

vaal is "way behind" in matching the scale's figures with actual posts.

Another R80-million would be needed to provide the "necessary physical facilities" for the 1 440 posts, Prof Jooste said.

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

Prof Jooste also listed a shortage of 120 head office staff — even though 80% (R378-million) of the department's 1981/82 budgeted current expenditure of R448-million had been spent on salaries.

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

"The TED must decide whether it would be better to use money for smaller classes with remedial teachers attached — as the other provinces have — or for the transportation of thousands of children to Graskop for veld schools."

Mr Brown said this alone mounted to about R3-million a year.

"For only R21 pupils are taken from Johannesburg to Graskop for six days with full board, food and teacher supervision — surely this is too much of a subsidy?"

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

Parents to have more say

Education Reporter

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

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

"Experience has shown

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

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

Prof Jooste warned, however, that decentralisation was difficult "as one can easily create disorder should structures be over-hastily planned or implemented".

Functions which would not be decentralised included:

● Recruitment, statistical

surveys, construction services and curriculum research;

● Moving staff from region to region to counter temporary shortages;

● Planning for demands created by population shifts;

● Financial planning.

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

But he warned: "Excessive local involvement has (in some cases) politicised education and led to great dissatisfaction."

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(1) Premiums Treated as Business Expense

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Dec 31: Income Statement 300
 Insurance Expense
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04, Jan 1: Insurance Expense 300
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Jan 2: Debtor (Insurance Company) 274 000
 Income from Life Policy
 being accrual of proceeds received

Jan 2: Income from Life Policy 274 000
 Income Statement

Jan 2: The report did not recommend, he said, the establishment of a university, but instead called for all universities to be allowed the right to decide whom to enrol.

Jan 3: Education, he said, was suffering from an overdose of bureaucracy. What was needed for proper management of education was the formation of smaller regions.

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

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

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

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

"We have proved there are inequalities in our education. The first step would be to remove these inequali-

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Education still 'at crossroads'

50 Sowetan 22/2/82

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

By NORMAN NGALE

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

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

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

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

"We have proved there are inequalities in our education. The first step would be to remove these inequali-

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By MARTIN FEINSTEIN

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

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

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

Although guarded, his post-congress comments clearly reflected undercurrents of unease in the 17 000-strong organisation over the De Lange committee's recom-

TO chief picks holes in report on education

50 RDM 29/2/82

the fact that full clarity will soon have to be given on the matter," he said.

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

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

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

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

to stick to its interim memorandum — which rejected the idea of a single education department — but he added that Afrikaans teachers were still anxious for further confirmation.

"The very fact that different interpretations have been given to the assurance with regard to different educational departments for each national group, emphasises

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

Prof Maree said the Government was honour-bound

ment that one education ministry be established for all races.

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

Maree accuses 'leftist' groups

Education Reporter

THE president of the Transvaalse Onderwysersvereniging (TO), Professor Hennie Maree, yesterday accused English-speaking "liberal, leftist groups" of trying to polarise South Africa in the wake of the De Lange report on education.

In a statement at the end of the TO's two-day conference in Pretoria, Prof Maree said: "It is stated unequivocally that the role played by liberal, leftist groups — especially from within the English-speaking community — in the handling of this report is completely unacceptable to the TO."

"Their actions are deplored as they can give rise to polarisation and these groups must recognise the fact that the association does not wish to be involved in discussions in which they will take part." Prof Maree added: "The contribution in the interests of education from these quarters proves they have not yet fulfilled a leadership role."

He refused to name specific organisations, but said: "You just have to look at recent Press reports to know who I mean."

"Without naming names, I am talking about people whose motives are more political than educational — and I want to warn them that they will find the TO a formidable opponent."

ROM 20/3/82 (50)

De Lange's education plan walks into a wall of daggers

THE campus radio station began playing the once-notorious and still-banned song as several hundred delegates trooped into the canteen for tea: "We don't need no education, we don't need no thought control".

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

They came to Bloemfontein on Thursday from Mariental and Margate, from Ogies and Okkersdal, by bus, train and even private plane, to hammer out a formal Afrikaans response to the De Lange Report — that mammoth, trail-blazing blueprint for South Africa's education future.

They are gathered — 1 621 official delegates and 400 observers — in the University of the Orange Free State's cavernous Callie Human Hall against a backdrop of ferns, South African flags and a flower arrangement donated by an organisation called "Vroue Aktueel" and symbolizing Christian National Education.

There are so many delegates, in fact, that at the outset they were asked not to turn the pages of their printed speeches at the same time for fear of setting up an almost deafening symphony of shuffling paper.

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

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

Indeed, it looks as if the meeting, which ends at midday today, will live up to the expectations that it would put the dagger in the hands of

If the applause for speakers is anything to judge by, the De Lange Report on education's suggested reforms are not popular at the Bloemfontein Volkskongres. MARTIN FEINSTEIN reports.



PROF DE LANGE meeting resistance

those who wished to kill the prospects of significant reform to the racial basis of education in South Africa.

Early yesterday, for example, Broedebood chief Professor Carel Boshoff — who represented the South African Bureau for Racial Affairs and the Voortrekker Movement — lodged a strong motion rejecting the idea of one education ministry for all races.

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

Another delegate from Lichtenburg drew rampant applause and shouts of support when he said: "If we are going to accept the idea of an integrated unitary State, then I do not belong here and I must get into my car and go back to Lichtenburg."

Other conservative impressions were left on the audience by:

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

"The whites must under no circumstances be the suffering party in the proposed set up," he said.

● A dominee from Elsburg who took issue with every set of prepared congress motions because they were too

flimsy and "ill-defined".

On Thursday he roused enough support to postpone voting on a set of six crucial motions — all dealing with key aspects of the De Lange Report — until delegates had had a chance to discuss their wording.

This gave a Rightwing delegate a chance to firm up the tone and content of the motion, which dealt with key issues such as separate education departments for all races, to their satisfaction.

When he tried the same move yesterday, however, the chairman promptly put him down — but this seemed due more to concern for the smooth running of proceedings than it did to fear of ultra-conservative amendments.

Exceptions to the queue of right-wing speakers who surged forward to the hall's four floor microphones were few and far between.

One was a speaker from Port Elizabeth, who urged delegates not to try to impose a blueprint for education on all South Africans, but rather

to consult with them and reach a compromise.

He was greeted with a stony silence.

Another was a scheduled speech by Prof J L van der Walt of Potchefstroom University, who urged a rethink of Christian National Education on the grounds that blacks saw it as a blatant instrument of oppression.

"CNE is often suspected of being the implement... whereby Afrikaners ensure for themselves a good position in the land, but whereby others are kept deeper in a situation of oppression," he said.

The representation of the three Afrikan Churches was astonishingly strong and vocal.

Almost every second speaker from the floor was a dominee, and at one point there was even some confusion when two Doninee Smits were waiting to speak at two different microphones.

Their speeches were packed with Calvinistic references to "centuries of Christ" and the battle against "the forces of the international anti-Christ".

Interestingly, the author of the Human Sciences Research Council Report on Education, Prof J P de Lange, is not attending the congress, although he sent his best wishes along with those of the Minister of National Education, Dr Gerrit Viljoen, and the president of the Transvaal Educators Society, Mr John Lambson.

Only three of the HSRC investigation's main committee members are attending — all in other capacities.

IN A major setback for the Government and the De Lange Commission the Afrikaner Education Congress in Bloemfontein decided by an overwhelming majority yesterday to retain apartheid in education.

The decision by the 1600 delegates to the three-day Volkskongres on the campus of the University of the Orange Free State has effectively put the brakes on educational and constitutional reform.

With the secret Afrikaner organisation, the Broederbond, leading the way at the congress, which represented Afrikanerdom and its interpretation of the De Lange Commission's report, a massive 96 per cent of the delegates voted in favour of retaining the racial divisions in education — regardless of any new educational or political dispensation.

This is a radical departure from one of the commission's cardinal recommendations that education at all levels fall under one ministry as a means of dismantling the racial basis of education in the country.

Another motion conditionally accepting the Government's interim view of the De Lange Commission's 11 guiding principles will leave the Government equally hamstrung.

By an overwhelming majority — 92 per cent of the delegates were in favour — the congress spelt out clearly that the Government dare not move from its point of view. A view which sparked widespread condemnation and which the commission itself would do little to change the status quo in education.

The Broederbond played a leading role at the congress and it was the head of this organisation, Prof Carel Boshoff, who set the seal on the final course adopted by the congress.

"It is now clear the

By **ROD JACKSON-SMITH**

Political Reporter

Broederbond has dug in its heels over reform.

The open move by the Broederbond at the congress is likely to spell serious trouble for the Government in its attempts to bring about constitutional and other reforms at a time when it is involved with a right-wing breakaway.

Despite a plea from several quarters for politics to be kept out of the deliberations of the congress it was Professor Boshoff who set the political ball rolling when he addressed delegates on Friday.

Representing the Voortrekkers and the South African Bureau for Racial Affairs (Sabra) — a Broederbond front organisation — Professor Boshoff, strongly supported by the director of Sabra, Chris Jooste, lodged a motion rejecting the idea of one education ministry for all races.

He said this would lead inevitably to other ministries being mixed.

Dr Jooste said once a mixed ministry was formed it would lead ultimately to demands that the same apply to the political level.

A special committee which organised the congress will now analyse the voting at the congress and prepare a report for submission to the Government by March 31, the deadline set by the Government for outside comment on the De Lange Commission's report.

MASSIVE AFRIKANER VOTE TO RETAIN APARTHEID

NEE TO EQUAL

EDUCATION

SCHOOLING

(50) S. Wilmore 21/3/82

Matric case put off

By MONK NKOMO
Cowetun 24/12/82

(2) Premiums Treated

Year 02 - same

03, Jan 1: Life

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(See Note 1 below)

FIVE Pretoria men facing 46 counts of forging matric certificates and theft of matric examination papers yesterday had their case postponed again.

Mr Moses Titos Rasago (25), Mr Daniel Ngwenya (22), Mr Moepi Lesley Nkosi (30) and Mr David Seemola (27), all of Atteridgeville, had their case postponed to April 7 due to the

absence of State witnesses.

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

All men had pleaded not guilty.

The four were arrested in a police swoop on November 17, while Mr Kekana was arrested on November 9.

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04, Jan 1: Life Policy
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Jan 2: Debtor (Insurance Company)
 Life Policy
 Income from Life Policy
 being accrual of proceeds receivable

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Jan 2: Income from Life Policy
 Income Statement
 being closing entry

23 460

23 460

Jan 31: Bank
 Debtor
 being receipt of proceeds

24 000

24 000

Note 1:

At the end of year 03, the life policy would be reflected on the partnership balance sheet as a non-current asset at its surrender value of R240.

Note 2:

The death of a partner automatically dissolves the partnership as legal and accounting entities. For this reason a partnership income statement would have to be drawn up for the period up to the date of death of the partner so as to ascertain the correct balance on his capital account. The proceeds from the life policy would be shown as income in this income statement and NOT credited direct to the partners' capital accounts.

Drop lip-service and help black teaching, says education chief

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Soweto's pupil explosion — a 350 percent increase in secondary school pupils alone over the past five years — has made it imperative for private enterprise to play a far greater role in black education, according to Soweto's education chief.

Between 1978 and this year the number of pupils at Soweto secondary schools rose from 16 000 to 58 000, placing an enormous burden on education authorities, said Mr Jaap Strydom, regional director of black education for Soweto and

Alexandra Township in an interview.

"To cope with this growth we have spent more than R22 million on new schools and additional classrooms during the past five years," he said. "In some cases we have doubled the capacity of a school over a holiday by adding another storey."

Besides the five-year drive to improve education facilities in the Johannesburg area, in-service schemes to raise the qualifications of black teachers have been instituted across a broad front, Mr Stry-

dom added.

"But now our biggest problem is getting enough people to train our teachers," he said. "We are very short in this area and here the private sector must come forward and help us."

"We are being criticised for not going fast enough. But many people pay lip-service to black training. What we are looking for now are companies to second personnel, particularly technical personnel, to us for a year or two so that they can train technical teachers for Soweto schools."

This year for the first time 135 teachers who have undergone an intensive one-year training programme at Soweto's Molapo Technical Centre are teaching a whole range of technical subjects at 11 secondary schools.

The aim is to make a technical education stream available to all Soweto pupils, Mr Strydom said.

● See Briefing —
Page 29.

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'I AM the son of Simon who is very poor. My father has four wives. One of them has ten children, but the thing that shames me is that he has no cattle.

'My father is old and

cannot do anything for me. He stays with his eldest son and has left us. My mother is the last of three wives. That means there is no more money for me. I want to be a teacher...'

By EDWINA COLLIER

MOST of the letters received by Studietrust follow the same line. These two — from black children in the Transvaal and Venda — strike the same note of privation and yearning for betterment.

"My parents are old, uneducated and unemployed and do not have any proper money to help me go to school. My brother is fighting tooth and nail to help me but he can't afford it because of our younger brothers and his children..."

"I am living at a poor family with six occupants. The one who is responsible for our support is my grandmother. She receives a pension every two months. Because of this we are able to buy one bag of mealie meal. The money which is left she uses to pay tribal taxes..."

Studietrust is the brainchild of a group of Dutch Reformed Church ministers.

In 1973 a group of them, headed by Dr M A Kruger, a Gereformeerde Kerk minister, met with Afrikaans community leaders at the Rand Afrikaans University. Their aim was to create a study fund to help educate talented but needy scholars irrespective of race or creed.

From this initial meeting, many and great things were to flow.

Educate

Since its inception Studietrust has amassed more than R250 000 and helped educate over 3 000 students and pupils.

Right now, it has 650 high school pupils and students throughout the country on its books. In the 1981 academic year alone, it paid out bursaries totalling R90 000.

School pupils receive R100 to cover school costs and another R100 for boarding fees. For a black school pupil, that can make the difference between staying on at school and having to join the factory production line.

About 80% of the bursaries are awarded to black high school pupils as the organisation feels their need is the greatest.

The organisation's other main concerns are teacher and technical training, though a few coloured and Indian students have been helped with their university education.

University or college students receive outright grants of R250 a year.

Though Studietrust was established by DRC ministers and receives the support of many church congregations, it is not a church organisation. It relies solely on private donations from individuals and business firms.

In 1978 it started a scheme of "adopting" a scholar. Each year people give a total of R100 for schooling or R200 for schooling and boarding to a specific pupil through the organisation — often paying on a monthly basis.

Says Mrs Yvonne du Plessis, secretary of the trust and the person responsible for its day-to-day administration:

THANKS FOR THE HELP
Ds Jan Hofmeyr, chairman of Studietrust, with secretary Mrs Yvonne du Plessis and one of the trust's beneficiaries, Mr David Jefftha of Riverlea. Thanks to Studietrust, Mr Jefftha completed his B Comm degree at the University of the Western Cape and is working as a clerk in Johannesburg.

"Mostly these sorts of donations come from people who undertake to educate their domestic servants' children."

Studietrust receives on average 6 000 applications a year for bursaries. But these don't come in a steady stream — sometimes there's a flood of as many as 300 a day.

Already, the organisation has received more than 100 applications for 1983.

Says Mrs du Plessis: "We've noticed a change in

the tenor of the letters over the years.

"Before 1976, they'd ask for help so they could get on in life, but after 1976 they all came forward with the idea that they wanted to learn so they could teach their people.

"Now the children are writing in saying they want to do something for South Africa."

Each letter of application has to be signed by a minister of religion or community leader as well as the child's

Studietrust

50 RDM 25/2/82

a real education



school principal.

The pupils and students who are awarded bursaries have to prove their willingness to study. Two-thirds of the bursary is paid out at the beginning of the year. The rest is given after a successful June report or mid-year class record has been submitted.

About a quarter of the bursaries are renewals to students whose progress is satisfactory.

Ds Jan Hofmeyr, one of the

initiators of Studietrust who took over from Dr Kruger as chairman of the organisation, says the organisation tries to operate on an informal and personal a basis as possible.

Miss M M Theron, former headmistress of a Johannesburg high school, writes personally to all scholars who have done particularly well, or who are not quite making the grade.

Her letters are exhortative, admonitory, often rather headmistressy, but, says Ds Hofmeyr, they achieve wonders.

The organisation's ultimate aim is to have a trust fund of over R500 000, which when invested will allow it to award at least R90 000 in bursaries each year.

Until now, Studietrust has managed to coast along at

R90 000 a year, just enough to cover its immediate needs.

Paper work is kept to an absolute minimum. Says Ds Hofmeyr, "We like our donors to know that 85 cents of every rand they donate goes direct to the scholars."

Studietrust usually sends out letters and visits people to canvass for donations.

"Some firms donate money and we have quite a few private donors.

"The R5 and R10 notes come in. Some donations are on a monthly basis and then sometimes we open an envelope to find R100 or R600 or even R1 000. One woman sent us R3 800 — a tenth of her inheritance — and another sends a regular donation from Holland."

Last year the students of the Rand Afrikaans University donated R2 000 out of their Rag funds.

From the start, Studietrust was allowed premises at RAU, first at the old "bier kampus" in Braamfontein before the move to the new campus in Auckland Park.

The organisation can boast of plenty of success stories.

It has helped five Indian students through their medical degrees at the University of Natal. One achieved the Richard Cheetham Memorial prize for psychology, another is a practising gynaecologist.

One black medical student in Natal whom Studietrust saw through to matric has just passed all five of his first year subjects, and a medical student at Stellenbosch University achieved three firsts in his first year.

"But", says Mrs du Plessis, "these are the spectacular ones. To tell the truth we take more pride in our black scholars who have completed their matrics or their teaching diplomas.

"We can claim more credit in their case because our contributions have been so much more adequate."

Letters of thanks pour in every day.

"I hereby pass my sincere gratitude to Studietrust for its encouragement and financial assistance. May I declare with the greatest pleasure that this honourable organisation made me a schoolteacher..."

And from a doctor: "Thanks for the financial assistance over the past six years. It was a tremendous help and I'm very grateful. I've just passed my final exams for the MB Bch degree. Keep up the good work..."

The bursary committees — composed of black high school principals and professors from RAU and Stellenbosch universities — sit in November each year.

All initial applications should be in before July, and the closing date for the final applications is September 15.

If anyone would like to contact Studietrust the address is PO Box 29192 Melville, 2109 or phone 726-5604 between 8am and 1pm.

50 Coloured school-children
transmitted Q Col. 237/8
2/12/82
194. Mr. T. ARONSON asked the Minister of Internal Affairs:

FEBRUARY 1982

238

What was the total number of Coloured school-children in the Republic as at the latest specified date for which figures are available?

The MINISTER OF INTERNAL AFFAIRS:

737 842 as at 25 September 1981.

26/2/81

Education funding to be probed

JOHANNESBURG — A mathematics lecturer at the University of the Witwatersrand, Dr A. Roukens de Lange, who was commissioned by the Urban Foundation to investigate means of upgrading black education has been asked to investigate the financing of black education in more detail.

Dr De Lange of the Department of Applied Mathematics at Wits presented his 137 page report to the Foundation this week. A special education committee consisting of Dr K. B. Hartshorne, member of the De Lange Commission and former senior official of the Department of Education and Training, Mr E. Osman, of the Department of Indian Education and Mr M. Orkin, from Wits, studied the report.

Dr R. H. Lee, the Joint General Manager of the Foundation, said the committee was "quite happy" with Dr De Lange's report, but it would not be released for publication until the question of financing black education was tackled in details.

"We feel that the financing of black education is the key problem to the difficulties in black education. We want the capital and running costs of black education, and financial comparisons made with other education departments," Dr Lee said yesterday.

Dr De Lange's report is entitled The Dynamics of Upgrading Black Education. He was commissioned after the Foundation had given evidence to the Government-appointed commission of inquiry into education, conducted by the Human Sciences Research Council under Professor P. de Lange.

In the preface of his report, Dr De Lange said the report had not provided "final answers" to the problems of black education.

"However, I believe the report presents both a very significant contribution to the understanding of the problems of upgrading black education and a framework for long-term planning in this field," he said. — DDC.

Salesmen: education dept warns parents

(50)
27/2/82
Daily Dispatch

SOLUTION TO

(1) Premium

01, Jan

Dec 31

EAST LONDON — The Cape Education Department has warned parents against being taken in by "education researchers" who are actually book salesmen in disguise.

A spokesman for the CED said nobody had been authorised to interview parents on their behalf and stressed that it was not their policy to promote pre-school education in the home.

The spokesman's warning came after it had been reported that a salesman had told a

housewife in the Goube area that he was doing a survey for the Department of Education.

He also made the comment that the present system of pre-primary schools was inadequate.

"That is all utter rubbish," the spokesman said. "Any research done for us is conducted by authorised bodies and is done through the schools, not the parents."

"And we believe firmly that the best form of pre-school education takes place at pre-school

classes, not in the home."

The spokesman accused certain companies of "jumping on the bandwagon" and warned that they were not allowed to misrepresent the department.

"These companies are cashing in on the fact that parents want the best for their children, and they are making a lot of money out of it," he said.

"People should ask for documentary proof if a so-called researcher makes this sort of statement." — DDR

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Years 02 and 03 - same as 01

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| 04, Jan 1: | Insurance Expense | 300 | |
| | Bank | | 300 |
| Jan 2: | Debtor (Insurance Company) | 24 000 | |
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| | being accrual of proceeds receivable | | |
| Jan 2: | Income from Life Policy | 24 000 | |
| | Income Statement | | 24 000 |
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| Jan 2: | Income Statement | 300 | |
| | Insurance Expense | | 300 |
| | being closing entry | | |
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(2) Premiums Treated as an Asset

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| 01, Jan 1: | Life Policy | 300 | |
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| | Life Policy | | 300 |
| | (Surrender value of policy is zero - therefore no amount can be capitalised) | | |

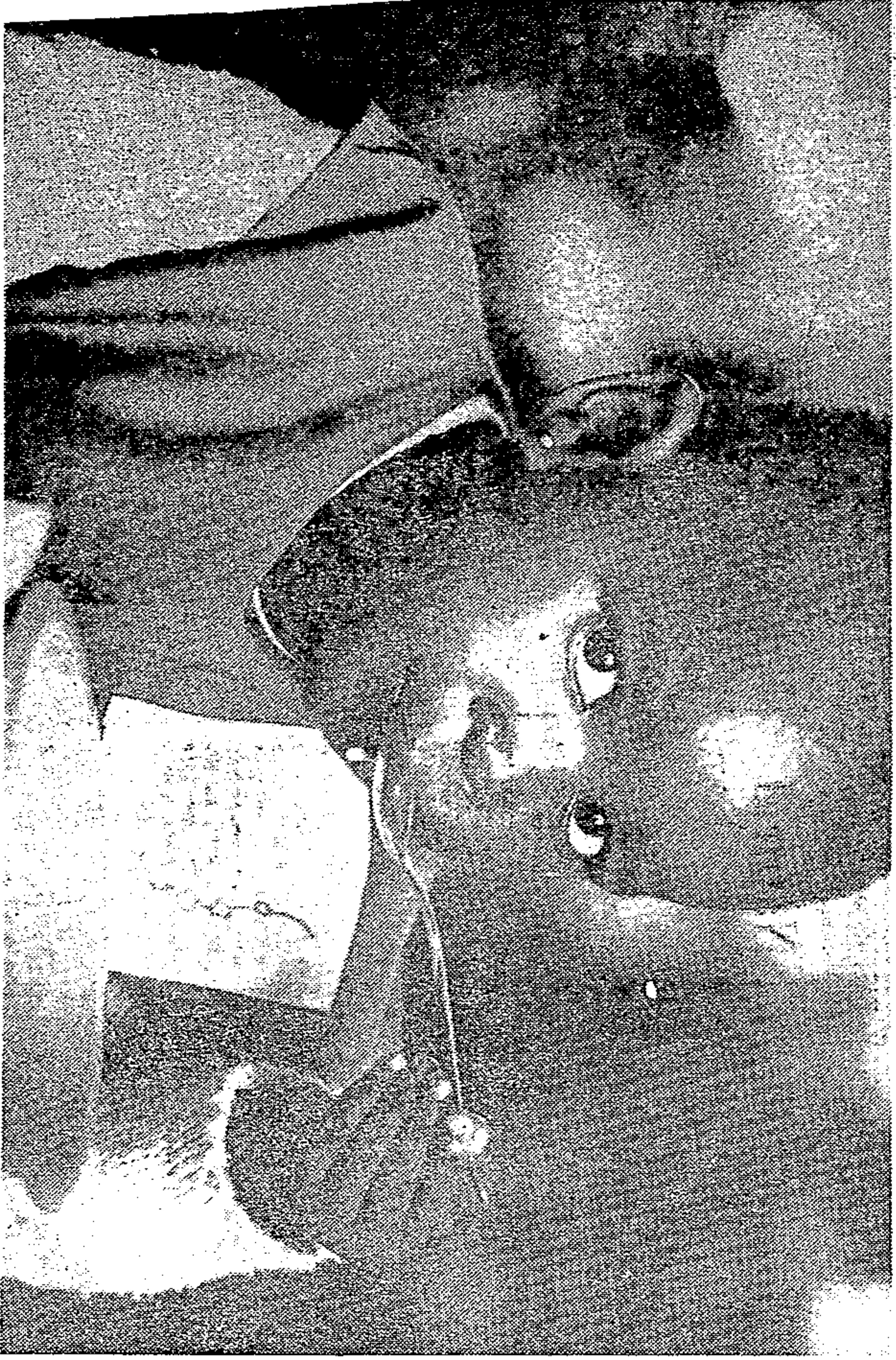
Continued/

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Mr. T. H. HONORABLE
Mr. T. HONORABLE asked the Minister of Statistics:

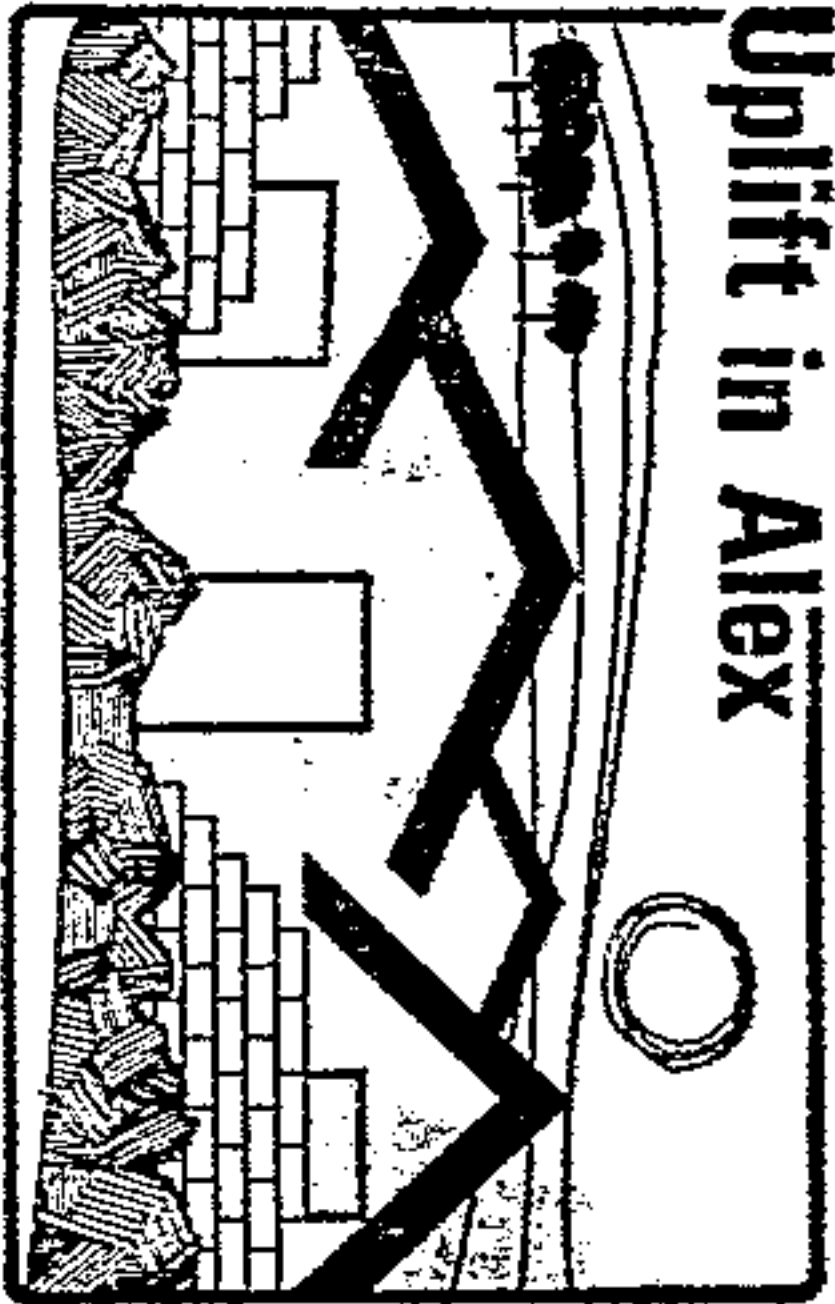
What was the total number of White pupils at school in the United Kingdom in 1931? Are any figures available?

The MINISTER OF STATISTICS:

18 February 1931: 937 039.



It's a whole new world for her



Uplift in Alex

Nursery school might be fun after all, this Alexandria toddler has decided — tucking into a nutritious breakfast.

The providing of balanced meals is just one of the benefits of attending Alexandra Nursery School, made possible by the efforts of Rotary and TEACH.

Another new school for Alexandria

By Colleen Ryan
Tears slide from the huge eyes of a bewildered toddler on his first day at nursery school.

There is so much to take in when you are a three-year-old who knows only the muddle, dust and grimace of Alexandria's streets.

In striking contrast, the new Alexandra Nursery School is a safe refuge with well-equipped, bright classrooms and a staff of caring teachers.

This system encouraged each child to explore and learn at his own pace, and taught co-operation and respect. The supervisor of the school, Miss Deborah Madudma explained.

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The tears soon dry when breakfast of porridge and milk is served to the 120 youngsters. Perhaps this will be fun after all.

The new Alexandra Nursery School — which will drastically improve the lives of these preschoolers — was built by Rosebank Rotary Club and TEACH, operating in conjunction with the Alexandra Liaison Committee as part of the Uplift Alex campaign, which was launched exactly two years ago.

Rotary and TEACH provided £75,000 each for the project, which cost £154,000 to complete. The training of the school supervisors and three teachers in the Montessori method was also financed by Rotary.

The Montessori Group would supervise the education programme to ensure it runs smoothly, she said.

The school began operating in January and the intake of children was staggered so that teachers could deal with individual adjustment problems.

But now the full complement of children has been reached with the last group of 40, who were accepted last week.

"The children are learning quickly and their parents are very enthusiastic," said Miss Madudma. "The fees are £15 a month, and we provide full guidance and meals as well."

"We plan to keep a watch for two years and will pay for the financial shortfall during this time," he explained. "But we will eventually hand over full responsibility to the community."



Stan 2/3/82



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SOLUTION TO: GL5

Two people who are closely involved in the Alexandra Nursery School are the supervisor, Miss Deborah Mduduma, and Rosebank Rotary member, Mr Gordon Craig. With them are some of the 120 tots who attend the caring centre.

(1) Premiums Treated as Business Expense

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| <u>Dec 31:</u> | Income Statement | 300 | |
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| <u>Jan 2:</u> | Income Statement | 300 | |
| | Insurance Expense | | 300 |
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(2) Premiums Treated as an Asset

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| | Life Policy | | 300 |
| | (Surrender value of policy is zero - therefore no amount can be capitalised) | | |
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Continued/

Programme for gifted child in Cape this year

By SHELAGH BLACKMAN

90 S. Post 3/3/82
A PROGRAMME for the gifted and talented child is being introduced officially into 11 high schools and 13 primary schools in the Cape Province this year.

Programme planner Dr J S Neethling has travelled extensively overseas and collected material about the problems confronting the gifted child, methods of integrating the programmes into ordinary primary and high schools, and examples of school projects carried out by selected groups of pupils.

He has also visited numerous Cape schools during the past 18 months, addressing staff, parent-teachers' associations and groups of bright pupils.

The Cape Education Department has given Dr Neethling enthusiastic support, and has established a resource centre at its Wale Street head office.

The Department has also granted certain schools additional or part-time posts in order to introduce the programme.

Some of the aspects of the programme can be summarised as follows:

- The method of introducing the programme will be left to individual schools but generally follows the "magnet group" or "withdrawal" pattern.

The former identifies and groups all gifted pupils in a school (or in a number of

standards in the school) and provides this group with intellectually stimulating material.

The latter system withdraws certain pupils from specific subjects in order to permit their proceeding with advanced work within that particular subject.

- The emphasis will be on quality of work and project and research techniques rather than developing bulky enrichment syllabuses. These pupils will be encouraged to work alone or in small groups.

- It is considered important that the programme be fully integrated within the school structure and that these pupils be encouraged to participate as fully as possible in the "normal" activities of the school.

- The concept of acceleration or "skipping standards" — a practice permissible under the present system — will be applied no more than *once* in the primary school and *once* in the high school where these gifted pupils are concerned.

A particularly gifted youngster could conceivably complete his/her Senior Certificate two years earlier than would normally be the case.

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(50) (14) (775) ROM 3/3/82

Poor pay blamed for teacher shortage

By MARTIN FEINSTEIN
Education Reporter

POOR pay and inadequate training facilities are the main reasons for the serious shortage of coloured teachers on the Rand, the chief inspector of coloured education said yesterday.

Mr J S Feldman was commenting on the shortage which has prompted the South African Defence Force to second 14 National Servicemen to help several coloured schools — one of which began the year without a single teacher.

About 70 white teachers have also come to the rescue after pleas from the coloured affairs division of the Department of Internal Affairs.

There is a current shortage of about

30 coloured teachers, particularly in physical science, mathematics and biology — but without the white helpers and servicemen the figure would stand at about 115.

Mr Feldman said many lesser-qualified teachers — particularly those with only Standard 8 and matric qualifications — had resigned because of poor pay.

"Low salaries have often been quoted as a cause of resignations ... it is a source of definite dissatisfaction," he said.

Meanwhile, the rapid growth of pupil numbers was aggravating the shortage by increasing the demand for teachers.

"A school that closed last year with about 600 pupils will have re-opened this year with about 650," he said, "and that means an immediate need for another two teachers at a school where there is probably already a shortfall."

A third reason was the lack of trained teachers coming from the Rand College in Crown Mines, the Witwatersrand's only teacher training college for coloureds.

"We are not producing enough teachers in the Transvaal ... the numbers that qualify each year from the college just do not suffice," Mr Feldman said.

He called on parents to try and influence their children to enter the teaching profession.

(1) Premiums Treated as Business Expense

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Dec 31:

Income Statement

Insurance Expense

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Years 02 and 03 - same as 01

04, Jan 1: Insurance Expense

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Debtor (Insurance Company)

Income from Life Policy

being accrual of proceeds receivable

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that it unequivocally believes

that these two principles can

only be realised in South

Africa if educational institu-

tions are not ethnically sep-

arated," said the newsletter.

Sata subscribed to the 11

basic principles which the De

Lange report says must un-

derlie an equitable system

for SA education.

"In order to avoid any poss-

ible misunderstanding with

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which relates to equal oppor-

tunities, and Principle Three

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One education ministry urged

Mail Correspondent

THE South African Teachers' Association (Sata) has reaffirmed its call for a single Ministry of Education for all population groups.

In its monthly newsletter, Sata says the De Lange proposals provide the blueprint for a relevant, effective system to meet the country's educational and manpower needs.

"Sata views with serious concern the fact that the Government has circumscribed the principles for educational provision by the very political restraints of separate ethnic education systems, schools and tertiary institutions which have caused such severe discontent and unrest among South Africans," said the newsletter.

"We reaffirm our strong conviction that a single min-

istry for education at central level; tertiary level education institutions which have the option of being open; greater local option for parents at secondary and primary level and a unitary teachers' council embracing all teachers are imperative components of a system that will find wide acceptance."

Sata subscribed to the 11 basic principles which the De Lange report says must underlie an equitable system for SA education.

"In order to avoid any possible misunderstanding with regard to Principle One which relates to equal opportunities, and Principle Three which relates to freedom of choice, Sata made it clear that it unequivocally believes that these two principles can only be realised in South Africa if educational institutions are not ethnically separated," said the newsletter.

Continued/.....

Black pupils to be groomed for engineering

By Jon Qwelane

Because of the acute shortage of civil engineering technicians and technologists, both the Institution of Civil Engineers and the Federation of Civil Engineering Contractors are to develop black pupils with potential for training in engineering.

The president of the Institution of Civil Engineers, Mr C Skeen believes that "at least 500 graduate engineers and 1000 civil engineering technicians will have to be trained each year to meet the demand."

The profession is currently training only about half this number, and South Africa has produced fewer than 20 black civil engineer graduates, he said.

A committee to implement the project under the leadership of Mr Skeen and Mr Con Roux, chairman of the Civil Engineering Industry Training Board, has determined there are three areas

from which potential trainees, could be drawn: the rural areas, the womenfolk and black students.

It's important, says the committee, that in the effort to produce engineers and technicians from the black sector, emphasis be laid on maintaining an acceptably high standard to avoid discrediting the whole effort.

"Some harm has already been done and no further risks should be taken," said Mr Brian Phillips, training manager of the Civil Engineering Industry Training Board.

The committee has also recommended the development of a detailed strategy aimed at increasing the intake and achievement level of blacks as civil engineering technicians and civil engineers over the next decade.

The primary objectives would include:

- ① Increasing the status and attractiveness of a career in civil engineering in the minds of

blacks.

- ② Increasing the number of black matriculants able to enter the field.

- ③ Improving the deficiencies in teaching skills with particular emphasis on mathematics, science, language and engineering drawing.

- ④ Increasing the exposure of black schoolchildren to engineering practice and principles with the objective of enhancing their awareness of the role of technology in society.

- ⑤ Improving the limited technician facilities available to blacks in engineering and increasing the numbers of blacks studying civil engineering by removing racial barriers in tertiary education, both at technikons and at universities.

The regional office for the Department of Education and Training has given access to SAICE and SAFCEC speakers to address educationists and vocational guidance teachers.

INTRODUCTION TO

This annual course
Dave Wallis on Monday
March 1982.

CONTENTS

INITIAL MEETING

VENUE

DURATION



VAC

to be given by
(p.m.) during

lecture building

Putting the resource centre at Masazane School on its feet — Kriben Pillay, the organiser of the school, and Janet Davies, the resource officer.

4/3/82
Daily Dispatch
New research centre opened

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I EAST LONDON — An educational resource centre has been opened at the Masazane School here to provide teachers, students and scholars with research material.

d Books worth R3 000 have been donated to the school by the British and American embassies and a Rhodes Honours graduate. Ms Janet Davies, has been appointed resource officer.

"Now Janet is with us the centre is truly functional," said Mr Kriben Pillay, the organiser of the school.

"She is arranging literacy programmes and will be able to provide

back-up material for educational projects."

Mr Pillay said the resource centre — which is open to anyone — was established after Masazane's winter school last year when they found there was "very little" in the way of research facilities for black teachers.

"We also found the municipal library cannot accommodate the masses of teachers and students who need these facilities," said Mr Pillay.

The resource centre's facilities will be widened later in the year when a South African publisher is expected to donate several examples of local literature. — DDR

(50)

Hansard Q. Col. 303-304

Indian pupils

5/3/82

220. Mr. T. ARONSON asked the Minister of National Education:

What was the total number of Indian pupils at school as at the latest specified date for which figures are available?

MARCH 1982

304

The MINISTER OF NATIONAL EDUCATION:

10 February 1981: 222 591.

Figure includes a small number of other Asians.

50

Black school-children: stationery
Hansard Q. Col. 275-276
25. Dr. A. L. BORAINÉ asked the Minister of Industries, Commerce and Tourism:

5/3/82

MARCH 1982

276

What progress has been made since January 1981 in regard to the supply of free stationery for Black school-children?

The MINISTER OF INDUSTRIES,
COMMERCE AND TOURISM:

Free stationery is only provided to schools where compulsory education has been introduced. In 1981 free stationery was provided to 33 000 pupils and in 1982 to 70 000 pupils.

Dr. A. L. BORAINÉ: Mr. Speaker, arising out of the hon. the Minister's reply, is he aware that this does not apply to children other than Black children, and is he with his new responsibility prepared to look into this?

The MINISTER: This new scheme was only started two years ago and I think there has already been a significant increase in the number of pupils who receive free stationery. It is also undoubtedly true that the number will continue to increase substantially in years to come.

50 *Howland Q. 601.269-270*
Bathurst: Black school

5/3/82
14. Mr. E. K. MOORCROFT asked the Minister of Industries, Commerce and Tourism:

- (1) Whether the Black school in the grounds of the Methodist Church at Bathurst is a State-aided school; if not, what type of school is it;
- (2) whether he or officials of his Department have been informed of the state of the pit latrines being used at such school; if so, when;
- (3) whether these latrines constitute a health hazard; if so, why;
- (4) whether steps are being taken to counteract such hazard; if not, why not; if so, what steps?

The MINISTER OF INDUSTRIES, COMMERCE AND TOURISM:

- (1) No, the school concerned which already existed before 1955, was erected by the Church in an unproclaimed township and is at present run as a community school in the original school buildings. A minimal rent is paid for these buildings.

visions prohibit their joining such trade unions;

(2) whether an association applying for registration as a trade union under the said Act is required to have a secretary; if so,

(3) whether any requirements have been laid down in regard to the post of secretary of such an association; if so, what are they?

†The MINISTER OF MANPOWER:

(1) Yes.

(2) Yes.

(3) No.

50 Hundred Q. 61. 269-270
Bathurst: Black school
5/3/82

*14. Mr. E. K. MOORCROFT asked the Minister of Industries, Commerce and Tourism:

(1) Whether the Black school in the grounds of the Methodist Church at Bathurst is a State-aided school; if not, what type of school is it;

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(4) whether steps are being taken to counteract such hazard; if not, why not; if so, what steps?

†The MINISTER OF INDUSTRIES, COMMERCE AND TOURISM:

(1) No, the school concerned which already existed before 1955, was erected by the Church in an unproclaimed township and is at present run as a community school in the original school buildings. A minimal rent is paid for these buildings.

(2) Yes, the local Circuit Inspector of my Department was informed thereof on 15 February 1982.

(3) Yes, it is unhygienic.

(4) Yes, steps are being taken to erect latrines at Departmental expense.

182

69

TED policy fuels school rugby row

(50)

Star

6/3/82

The school rugby league of the Transvaal Education Department is set to start off with a bang this year when the department's new sports policy is implemented.

A major controversy broke out last year following the announcement of the department's policy which divided school sport into two leagues — one for provincial, whites-only schools and the other for private schools with black pupils.

Several educationists warned that this virtually amounted to enforced segregation and also contained the danger of harming South Africa's sports policy.

"We feel very unhappy with the department's new policy,"

said Mr Eddie Brown, president of the Transvaal Teachers' Association, this week.

"We feel there should be no division between schools — and this new policy is bound to cause division between Afrikaans-speaking and English-speaking schools.

"Our second objection to the new policy is that it will be seen abroad as a move to introduce racialism into schools."

The rugby league of the TED, in particular, has been marred by racial incidents several times over the past few years — reaching a climax last year.

Last May a serious row erupted when a team of the Waterkloof Afrikaanse Hoërskool walked off the rugby field minutes before

the start of a match against Mount Edwards Christian Brothers College because it had two black players in its side.

The incident, which involved the son of the Malawian Administrator, occurred on the eve of the tour of South Africa by an Irish rugby team and almost led to the cancellation of the tour.

The Minister of Foreign Affairs, Mr Pik Botha, subsequently apologised to the Malawian Ambassador.

The deputy head boy of Elandspoort Hoërskool in Pretoria, Thinus Beetge, also refused to play against the Christian Brothers College last May because of the two black players.

STEP BACKWARDS

"People should be free to play against whom they like," is the view of Mr Peter Nixon, the PFP spokesman on education in the Transvaal Provincial Council. "The new policy is a step backwards."

He accused the TED of racial discrimination. "Private schools are going to end up playing against each other because of the black pupils in their teams," he said.

In rugby most Pretoria schools have opted to play in the provincial league. Only teams who play in this league — the "A" league — may compete for the prestige Administrator's Cup.

RUMOURS

There are rumours that a second sports cup will be introduced for pupils who have decided not to play in the "A" league.

Opponents of the new policy point out that the two leagues are not based on sports strength, but seem to be designed to keep black pupils in a league separate from Afrikaans-speaking pupils.

The policy affects rugby, tennis and swimming, but it is feared that it will be broadened later to include other sports such as hockey and cricket.

School transfer plan triggers teacher unrest

50

RDM 6/3/82

By MARTIN FEINSTEIN
Education Reporter

SCORES of provincially-employed Johannesburg teachers face compulsory transfers to new schools — only eight weeks after the beginning of the school year.

Hundreds more fear they could be uprooted by a Transvaal Education Department (TED) plan to "rationalise" posts by linking the number of teachers at a school directly to enrolment.

The plan has triggered unrest among teachers, principals and parents — and the Transvaal Teachers' Association (TTA) warned yesterday: "This will not be taken lying down."

TED inspectors have been visiting schools to determine their enrolments and staff strengths, and it is understood some principals were told that names of teachers scheduled to be transferred would be released in the next two weeks.

Several principals, mainly from schools on the North Rand, have contacted the TTA,

trying to find out what is being planned.

Teachers are concerned that if they refuse to be transferred, they will lose their jobs, the secretary of the TTA, Mr Jack Ballard, said yesterday.

He said angry parents had already telephoned schools inspectors, asking why teachers who had built up a good relationship with pupils should be transferred to other schools.

Mr Ballard said the TTA would meet a senior TED official next week "and we will persist until there is clarification".

The TED issued a brief statement yesterday, in which it said: "Schools have merely been informed of the number of posts to which they are entitled according to their enrolment."

However, Mr Ballard said school staffing scales, which determine how posts are allocated, were "shrouded in mystery".

"No-one knows what they are or how they work," he said.

● The Transvaal's Director of Education, Professor Johan Jooste, told a Transvaalse Onderwysersvereniging congress last month that lack of funds was costing the province a potential 1 440 teaching posts.

Education: Speak up, urges Hartshorne

S. Tribune 7/3/62

Tribune Reporter

DR Kenneth Hartshorne, the outspoken member of the De Lange commission into education, has urged all organisations with a concern for the future of South Africa to inform the Government of their opinions of the report and the Government's response to it before the deadline of March 31.

Speaking at the graduation ceremony of Edgewood College of Education, Dr Hartshorne said Government reaction to the commission's report had been negative, clinging to the status quo and lacking in vision and perception.

"It was as if the issues that led to the De Lange committee being appointed had been forgotten."

The report needed implementing now, not in 10 years when it would be too late.

By Dr Ken Hartshorne

The De Lange Committee was brought into being because of pressure from four directions.

The failure of the present education system to cope with the needs of economic development, reflected in private sector dissatisfaction with the products of the systems, who have been inadequately prepared for living and working in the modern, technological world.

Grave dissatisfaction among teachers, not only over salaries and conditions of service but also the frustrating inadequacy of teachers' participation in educational decision-making.

A growing groundswell of unease among parents and community bodies because of their very limited say in the education of their children.

The background of the years since the events of June 1976 in Soweto and the rejection of "the system" by large sections of our community. Young people perceive the education system as being based on ideological separation and therefore entrenching isolation and discriminatory practices.

Important as these four elements are, we cannot consider what the aims of education in our country should be unless we are prepared to probe more deeply into "the state of the nation."

South Africa is a country divided against itself, in which goodwill and trust are rapidly being dissipated, in which fear, hatred and bitterness are in danger of taking over.

We live in a country in which the quality of life of millions of our fellow citizens is a constant reproach, in which poverty and preventable disease have not been conquered, in which there are grave limitations on freedom of expression, individual liberties and the rule of law, in which there is growing insecurity.

But we also live in a country with tremendous potential, with rich material and

The De Lange education report, a document drawn up by a committee under the chairmanship of Professor J P de Lange, rector of the Rand Afrikaans University, has set off the most extensive debate in South Africa's

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Stow
8/3/82

education history. This article, comprising edited extracts from a recent speech to a conference in Grahamstown, deals with the aims and purposes of education — the definition of which is an essential basis for decisions on education reform.

Education should not preserve status quo

human resources, much of them still untapped, with the capacity — if it only gave itself the opportunity — to cope with the human and social problems that now bedevil and sap its strength.

If this is the "state of the nation" what should we regard as the aims of education?

First, the purposes of education must have as their concern the kind of people being produced by the educational process.

Above all we need warm, compassionate, caring people, able to live and work with others of different persuasions, who are liberated from fear and hate, who work from a spiritual base for moral and ethical standards and for whom life has sense and purpose.

Then we need thinking people, capable of continuing to learn, open to new ideas but critical of them.

We also need skilled, competent, knowledgeable people capable of earning their own living and therefore able to contribute to society and its general welfare.

What kind of citizen should education be aimed at preparing?

A good citizen could perhaps be described as one who respects his own heritage but has equal respect for the heritages of others; one



Dr Hartshorne . . . three objectives.

who has respect for the rule of law and democratic processes but who is not subservient to authoritarianism or the arrogance of office, and one who would have a deep regard for his country and would therefore not cherish a spurious "my country right or wrong" patriotism.

Second, I believe education should be con-

cerned with the kind of society young people are being prepared for. Does anyone (at the conference) seriously believe that the kind of society in the year 2000 in South Africa will not be very different from the one in which we now live?

It is not possible to continue with a society in which discrimination continues and privilege

is protected if equal opportunities, norms and standards are to be achieved.

A society in which freedom of choice is exercised (as advocated by the De Lange report) will be very different from the closed authoritarian society of today.

A society in which there is recognition both of what is common and what is diverse (as the report also advocates) would be on the one hand a society in which people had greater freedom to follow their own heritage and aspirations, but at the same time a society of greater unity.

What we cannot and must not have is an education the main purpose of which is to preserve and maintain the status quo.

Third, one of the main purposes of education in the light of years of discrimination and neglect, must be to place particularly those who have been discriminated against in the past in a position where they can:

● Compete on an equal basis in the market place;

● Take their place freely in society;

● Share in decision-making processes at all levels; and

● Live with fellow citizens in a common South and share the same regard and affection for our country.

● Dr Hartshorne, formerly a top official in black education, was a member of the "main committee" responsible for the De Lange report.

... an increase in... management... said about... were still... and the... appointed... tators at... of the... And... also in... management... said about... were still... an increase... hour.

'Natal schools should be multi-racial'

CAPE Times 8/3/32

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DURBAN. — The Buthezi Commission of Inquiry into the Constitutional, Political, Economic and Social Development of Natal Kwazulu has recommended that schools in the area should be optionally open to all races and that there should be a single controlling administration.

In its report, the commission said a single controlling administration would produce considerable administrative savings and the highest efficiency in the use and development of facilities.

The commission had heard evidence that both development plans and efficient use of existing facilities had been limited, and in some cases delayed, because of uncertainties in planned development and the consequent departmental reluctance to spend capital on necessary schools.

The purpose of the single control was twofold: It could avoid a significant — and expensive — level of administrative duplication and provide a pool of expertise in administration, teacher-training, teachers and facilities.

It would also mean an easier approach to an equalization of available resources and a readier recognition that the future adequate growth of the area depended on the fullest use of all its human resources.

It emphasized the urgency in the matter which, it said, became more obvious when the economics of the area and

its relative productivities were considered.

The commission pointed out that the present position in Natal was that 60 percent of those entering school were people who, if they had reached a level of literacy at all, would not be able to sustain it. This added up to approximately 6 percent of the total black South African population each year.

This meant that the major problem which existed at present of a high proportion of adults who could not acquire competitive skills needed for productivity in the First World economy, would be a continuing feature in future.

It was recognized that the existing inequalities in available education were a major source of discontent and therefore of potential destabilization in the area.

The comparative peace in schools during recent times had been due to policies followed by Inkatha, but the commission did not accept that if the inequalities remained, successful persuasion against revolt could be repeated.

Neither did it accept that, although the major schooling of blacks would be the responsibility of the Kwazulu department, the possibly serious and violent consequences from gross inequalities would or could be confined to Kwazulu. The interdependence and interpenetrations of the two areas was far too great for that to be possible. — Sapa

Battle lines drawn in blackboard war

By MARTIN FEINSTEIN
Education Reporter

BATTLE lines have been drawn on one of the issues that could split Afrikaners at the education "volkskongres" in Bloemfontein next week.

The question of a single education department for all races is likely to rival the Nationalist controversy over power-sharing as a fuse for conflict between verligtes and verkrampes at the congress.

About 2 000 top Afrikaans educationists, politicians and industrialists will meet to discuss the De Lange report on South Africa's educational future.

In two speeches on the same night this week, the opposing camps outlined their views.

On one hand the head of the mammoth

Human Sciences Research Council investigation, Prof J P de Lange, warned the Afrikaanse Sakekamer that chaos would result unless education was centralised in one Ministry.

And on the other, the secretary of the Transvaalse Onderwysersvereniging, Mr Koos Steyn, told the Rapportryers in Pretoria that the TO would "never" accept the idea of one Ministry.

This clash of views is likely to become heated at the "volkskongres" — particularly as the TO will be heavily represented.

On Monday night, Prof De Lange said: "It was clear to us that if this Government wants order and reason in the provision of education, it can only be done through one policy-making Ministry.

"If there are three policy-making Ministries, you won't get order ... edu-

cation on the first level will remain so politicised that it will become a lever — as it nearly has been several times — that will move this country into chaos and darkness."

Prof De Lange said the central Ministry would not own schools or employ teachers — "but it will determine financial policy, conditions of service, the basic balance between the different kinds of education and suchlike".

Although a text of Mr Steyn's speech was not available, he is known to have said a single education department was unacceptable to the TO's members.

They would oppose any interpretation of National Party policy which saw different races sharing decision-making in education, he said.

Mr Steyn said he was speaking with the support of the TO's president, Prof Hennie Maree.

'Black schools have wasted up to R400-m'

(50)

Star
10/3/82



PROFESSOR DE LANGE

By Carolyn Dempster

At least R300 million to R400 million had been "misspent" on black formal education over the past couple of years, Professor J P de Lange, chairman of the Human Sciences Research Council investigation into education, told a group of Johannesburg businessmen last night.

This was related to the extremely high drop-out rate resulting from the lack of informal or "school-

preparedness" education among black children.

"At least 46 percent of brown children are out of the formal education system by their fourth year of schooling, and at least 58 percent of black children have left by their fourth year.

"Within two years of being out of the system these children are functionally illiterate," Professor de Lange added.

This came about as an almost direct result of inadequate informal education in the home

environment from the time the child was born to the time he entered formal education.

In view of this the development of education programmes could not be considered in isolation, Professor de Lange said. Social, political and economic programmes would have to be devised to accompany educational development — otherwise the exercise could be futile."

In order to support educational developments which could make a fundamental

change in this country, it was vital to build into the formal system what was absent from the informal education environment.

R300 000 GIFTS

"You have to teach inadequately educated parents at the same time as you teach the child," he told his audience.

Professor de Lange was one of the guest speakers at a function to announce the donation of another R100 000 for education bursaries by the Jaffe Family Foundation.

Mr Abe Jaffe, chairman of Currie Motors and the Curfin Group of Companies, announced the allocation and added that in the four years of its existence the foundation had given nearly R300 000 to young South Africans of all races to further their education.

Alberton makes choice

East Rand Bureau

Alberton has chosen its First Citizens for the coming year. The new Mayor is Mr Johan Gertzen and the new Deputy is Mr Dirk Smit. Both were re-elected recently for their second term, but this is the first time either has held office.

Mr Johan van der Merwe has been re-elected chairman of the management committee for the eighth consecutive year. His deputy is again Professor Izak de Villiers. The new third member of the committee is Mr Piet Mayburgh.

Parents will have to 'pay up soon'

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Mercury Reporter
PROVINCIAL officials are putting together the final figures for this year's provincial budget and looking at ways of financing the province's educational expenditure without laying too heavy a burden on parents.

At the same time, the directors of education of all four provinces will be gathering soon to decide on guidelines for increased parental contributions.

Their meeting follows the approval by Parliament of legislation which allows the Provinces to

raise funds direct from parents to finance education.

The legislation was necessitated by a Treasury decision to cut down on subsidies paid to the Provinces, given the current economic situation.

There were warnings earlier this year from Mr Ray Haslam, Natal's MEC in charge of education, as well as the Director of Education, Dr Gerald Hosking, that parents would be paying millions of rands more in the years to come for the education of their children.

It is a foregone conclu-

sion that parents will be called upon to carry an increasing share of the costs of certain educational services within a few months but, Mr Haslam said yesterday, the Province was trying to keep parents' contributions to a minimum.

The Executive Committee will consider the recommendations made by provincial officials, and will decide on an equitable, yet adequate, increase in parental contributions, he said.

Mr Haslam added that the guidelines decided on by the provincial direc-

tors of education would not be binding on the Provinces, but would be looked upon by Exco as suggested ways of involving parents financially.

The meeting of education directors would take place within the next few weeks, and Exco would probably make final the extent of parents' future financial obligations in about a month.

Asked when parents could expect to be told what they would be paying, Mr Haslam said it would be premature at this stage to set a date for any announcement.

Mercey
12/3/82

It, in the South Africa of the distant future, there is a museum of apartheid artefacts, one of the exhibits is likely to be a simple, sulphur-headed wood-
 2x match.

For it was with just such a match that each of the 1 621 delegates to last week's education "Volkskongres" in Bloemfontein voted by making notes in a computer punch-card.

That it was that a few rands' worth of little matches, picked out of a cardboard box in the foyer of the city's Chille Kinnon Hall, dealt a dizzying blow to the prospects of fundamental education reform in South Africa.

From Thursday to Saturday, the delegates and another 400 observers turned the cavernous hall into a display of veritable musical-floxy so overwhelming that the 30-year-old progressive Afrikaners there were simply stunned into silence.

It was an Afrikaner Nationalist jamboree that not only slumped most of the troubling De Lange report in the face, but did so while regurgitating the weary war-

VOLKSKONGRES puts its Right foot down

Education Reporter MARTIN FEINSTEIN assesses the "Volkskongres" called to give Afrikaner nationalism's verdict on the De Lange Commission report which recommended the phasing out of discrimination in education and the development of a single education Ministry for all groups.

Perhaps the most significant motion was this one: "The congress standpoint is that control at all the levels of education management for whites in any educational or political dispensation will stay in their hands, non-negotiable, and that all co-ordinating machinery remain subject to this."

The supporting vote was an astonishing 84,67%, with only 1,54% voting against and 00,01% unsure. This, taken with other motions and the general tone of the congress, effectively rejected not only the De Lange report's crucial recommendations for one umbrella Ministry of Education — but also its plans for co-ordination at all levels to ensure the fair use of money and facilities.

Although the congress accepted the Government's cautious White Paper on the report (which re-emphasised Christian National Education and school apartheid but left some hope that an umbrella Ministry was still possible) by 87,56% to 5,45%, most of the motions aligned delegates significantly further to the Right.

Some of the most important were those that said: "Commonality" in education could not be stressed at the cost of diversity (87,32% to 5,46%) — in other words, separation should characterise education at least as much as sharing.

There was no tension between the ideals of healthy "group relationships" and the furthering of "group identity" (77,20% to 15,21%). Behind these clouded warnings to the Government that change in education had to be superficial, were deep-seated worries that the very future of the "volk" was at stake.

Worries that CNE, the "Hebony" of Afrikaner culture, was in danger of sinking in a rising sea of black pupils; worries that the same sea would dilute the quality of Afrikaner schooling; worries that education reform was the thin end of a wedge that would allow the idon of other mixed Ministries to take hold.

One of the motions reflecting these worries — "does the present-day school succeed in developing a sense of group-pride and patriotism in the Afrikaner child" — drew a revealing vote of 30,30% "yes" and 33,78% "no" with the rest uncertain.

Another received 53,07% support for the argument that the struggle for equal standards in education would cause a drop in the standard of Afrikaner education.

The congress also accepted the 11 basic principles for the provision of education put forward in the De Lange report, but subject to three strong qualifications: that they be interpreted on "educational and philosophical" grounds only; that CNE is non-negotiable, and that the standard of white education may not, under any circumstances, be sacrificed.

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RAND DAILY MAIL, Monday, March 22, 1982

As Broederbond chief Prof Boshoff pointed out in a forceful speech on Friday, a Ministry confined to policymaking was an unacceptable and unworkable as a school without teachers.

Thus the "Volkskongres" had dealt a blow not only to the chances of education reform — but also to whatever constitutional proposals come from the President's Council, for from the point of view of most South Africans, political reform without education reform will be stillborn.

As the delegates trooped into the buses taking them back to hotels, trains and planes — the "whites only" signs cocked up in the front windows in cheeky irony — an English-speaking observer turned to me and said: "The Afrikaners have just dropped anchor somewhere between seared and desperate but no chain is long enough for the tide rising underneath them."

Even the seemingly clever compromise of an umbrella Ministry with narrow, nominal powers is likely to alienate not only the delegates who came to Bloemfontein (only 20% of whom, incidentally, were educationists) but thousands and thousands of

the Broederbond, clergy, teachers, Rapporteurs, academics, Voortrekkers, businessmen and academics they represented.

Proceedings that are likely to be on the top of the pile of documents on the desk of the Minister of National Education, Dr Gerrit Viljoen.

For, although there is great pressure from most blacks and South Africa's "Broad Left" for equal education and an umbrella Ministry, it is the other end of the political spectrum — the new ultra-conservative alliance under Dr Andries Treurnicht — that is likely to determine how far the Government takes the De Lange report.

When the deadline for official reaction to the De Lange report and the Government's White Paper closes on March 31, it is the "Volkskongres" proceedings that are likely to be on the top of the pile of documents on the desk of the Minister of National Education, Dr Gerrit Viljoen.

Participation and responsibility must be decentralised to allow education "consumers" more say (65,42% for, 18,12% for but with reservations and 3,18% dead against).

The Government should encourage further consultations on education once clarity had been reached on constitutional developments (79,70% for, 5,92% for but with reservations and 2,38% dead against).

The implications of these figures and trends are enormous.

| EMPLOYER PARTIES | Name | Variations in Scope | TRADE UNION PARTIES | Name | Variations in Scope |
|--------------------|------|---------------------|---------------------|------|---------------------|
| INDUSTRIAL COUNCIL | | | | | |
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REGISTERED INDUSTRIAL COUNCILS IN SOUTH AFRICA

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Education talks head for battle

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By MARTIN FEINSTEIN
Education Reporter

NEXT week's Bloemfontein congress of Afrikaner educationists is being loaded with political high explosives.

Supporters of National Party rebel Dr Andries Treurnicht are openly planning to use the gathering of 2 000 top Afrikaners to block education reforms and rally support for their cause.

But the organisers of the congress, which begins on Thursday next week, have said any political faction which tries to "hijack" the congress "will not easily get away with it".

Yesterday the chairman of the congress organising committee, Ds D J Viljoen, warned: "We will not be dangled from a string by anyone whose motive is not educational."

His comments follow indications this week of a build-up to a Rightwing show of force in Bloemfontein, including:

- Open talk at Transvaal NP meetings of "using" the congress to rally support for Dr Treurnicht;

- Planned distribution at the congress of a document sharply criticising certain recommendations of the De Lange report on education, issued by the Hervormde Kerk.

- Disclosures by Dr Willem de Klerk, editor of Die Transvaler, that behind-the-scene intrigues were threatening to turn the congress into a "threat";

- Comments by the leader of the conservative Transvaalse Onderwysersvereniging (TO), Professor Hennie Maree, who said the TO was under much pressure from Afrikaans teachers to take a strong stand on issues such as the creation of a single education Ministry. Ds Viljoen, who is also chairman of the Inter-Church Commission for Education and Training, said: "We are aware that individuals with both Left and Rightwing standpoints will attend the congress.

"Our point of departure is not going to be politics. It is going to be the future of education from an Afrikaner, Christian National point of view."

Ds Viljoen said there would be no room at the congress for any motives other than those directly related to education "and the needs of schoolchildren".

"The people planning to use the congress for their own ends must realise that they will not easily get away with it.

"It is also very difficult to form a successful pressure group at an event such as this... we are going to maintain our course."

'Best field' in Guineas' history

By The Rover

THE Richelieu Guineas had become the proving-ground of the country's top three-year-olds and Saturday's R100 000 classic had attracted the best and most representative field in the history of the race. Mr Abe Bloomberg, chairman of the Cape Turf Club, told a distinguished audience at the traditional Guineas dinner at Milnerton race-course last night.

He said the new triple crown — of which the Guineas was the first leg — would further cement the good relationships between the Cape, Transvaal and Natal racing clubs and consolidate the position of the three-year-olds.

Great horses like Politician, In Full Flight and Gate-crasher had given the Guineas its position of pre-eminence on an international level, and the extra incentive of a R100 000 bonus to a horse winning all three legs of the 'triple' would give this Saturday's Guineas a tremendous fillip.

Only three horses placed in the Guineas in the past 27 years had not gone on to win in the top division, which indicated the class of horse competing.

TRIBUTE

Mr Bloomberg paid tribute to the sympathetic help which the Administrator, Mr Gene Louw, had given the Cape racing clubs by way of amendments to the Betting Ordinance.

These had helped substantially to narrow the gap in respect of stakes paid in the Cape as against the Transvaal and Natal, which had bigger racing populations and vastly higher tote turnovers.

'Irrespective of domicile this year's field is the best and most representative in the history of the race,' Mr Bloomberg said.

'From the record entry of 42 horses the 16 final acceptors are mostly four-time winners or more, which should make it a great interprovincial battle.'

Call to consider education proposals

Education Reporter

GRAHAMSTOWN. — The De Lange Committee was not charged with taking party political considerations into account and it was thus unjustifiable to classify any of its recommendations as naive simply because of their political unpopularity.

This was said by Sir Richard Luyt today in his keynote address at a conference of top educationists gathered here to assess the De Lange report on education.

Sir Richard commented on a statement by the Minister of National Education, Dr Gerrit Viljoen, in Parliament that it was naive to have expected that the National Party would abandon its policy in respect of education just because it had requested an expert investigation.

WAY FORWARD

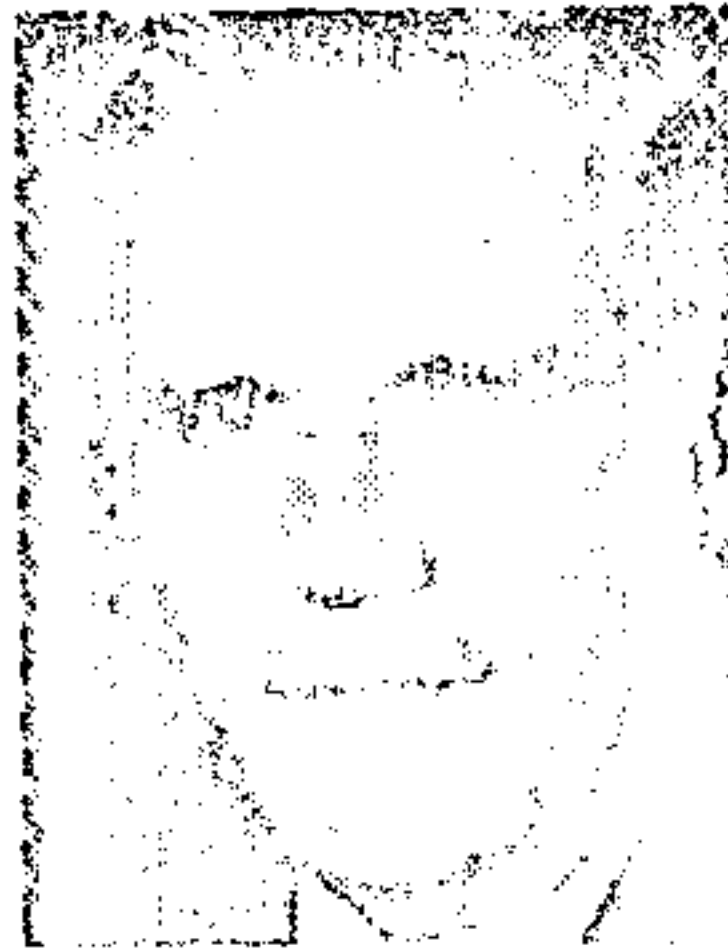
'Let this conference remember these points if tempted to be hesitant in choosing its way forward because of statements in the House of Assembly last October or in the Government's interim memorandum.'

'While we in South Africa are not governed by commissions of inquiry, recommendations from an investigation of the size and quality of that led by De Lange could not to be rejected other than on the most convincing grounds — among which I do not include mere party political preference. Education is too important for that.'

IMPROVEMENTS

Sir Richard urged that all the recommendations including the politically uncontentious ones should be given full consideration. These would give rise to drastic educational improvements.

He went on: 'If we are expecting the report to remedy the fundamental faults in our society, or even to achieve full equality in education while major inequalities continue, we are, I believe, being unrealistic and giving ourselves to an exercise in futility.'



Sir Richard Luyt

Education: A role of change

Education Reporter

GRAHAMSTOWN. — South Africa could not and should not have an education system with the main purpose of preserving and maintaining the status quo. Dr Ken Hartsloane said at a national education conference in Grahamstown today.

Dr Hartsloane, consultant to the Centre for Continuing Education at the University of the Witwatersrand was a member of the main committee of the Commission of Inquiry into Education.

Speaking on the aims and purposes of education in South Africa, he said tensions would inevitably arise in the search for the right balance between creativity and conservatism.

CLARIFY

'If we are to clarify and refine our perception of the aims and purposes of education in South Africa we need to give far more serious thought to the nature of the society for which it is intended,' he said.

'What we need to believe of education is that it can play a primary role in supporting and stimulating wider change in society. It can both anticipate and facilitate change.'

One of the main purposes of education in South Africa must be to do away with discrimination.

Wildlife Society: Report denied

THE vice-president of the Wildlife Society, Professor John Skinner, has denied a report that the society is facing a major split because of mismanagement. Sapa reports.

Professor Skinner was commenting on a Cape Town report (The Argus) yesterday, which said a split had been averted after it had been decided to appoint a full-time executive to run the society's financial and management affairs.

Professor Skinner said this was totally untrue and no such post had been created.

He said the society had appointed a marketing agent, Mr Kendall Jarvis, to look into ways of improving the society's image with the public, after its membership had remained constant at 25 000 for several years.

Mr Jarvis's report had been accepted but it made no provision for a full-time executive.

The Argus' environment reporter, Graham Ferrera, writes: 'The report was read back to a committee member of the branch in question before it was published and he confirmed the accuracy of the report.'

After publication the accuracy of the report was confirmed by the DRC for the Western Cape Branch.

The report was read to Mr Kendall Jarvis, on the telephone by the reporter, and he then spoke to me concerning the accuracy of the report and making an appointment to discuss the matter further with a view to publishing further reports.

US troops in exercise

WASHINGTON. — About 50 000 United States troops from the Pacific area and the United States would go to South Korea this month to join South Korean and other American forces already there for a two-week field exercise, the Pentagon announced.

It said the aim of the exercise was to demonstrate how quickly a large force could be mobilised in South Korea in case of an emergency. — Sapa-Beuter.

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Pre-school course offered by DET

Sowetan 4/2/82
THE Department of Education and Training has introduced a three-year course in pre-primary education.

The diploma course is conducted at the Soweto College of Education, formerly known as the Soweto Teachers' Training College, in Pimville.

But according to the lecturer on the course, Ms K McEville, only six students have enrolled, so far.

The entrance requirements are a matric certificate and a R20 registration fee. The Department is offering bursaries to the 35 students who will be training for this diploma.

Ms McEville believes that there has been a poor response because many prospective students are not aware of the new course.

She also fears that many people may not be interested because generally teachers want to teach senior classes as a form of status.

She explained that the Department paid teachers according to

their qualifications. And those who have done the pre-primary teaching diploma have an advantage in privately-owned black schools.

Several companies are also building private institutions for their employees' children, which will also facilitate pre-primary classes.

Ms McEville believes that for "this specialised teaching diploma" the private companies are likely to pay teachers



LECTURER: Ms K McEville.

reasonable salaries. The course has been introduced at a time when a number of Soweto schools have terminated their pre-school classes.

Primary school principals interviewed said they were asked by the regional director, Mr Jaap Strydom, to terminate the pre-school classes in their schools because there had been several complaints from local creches.

Apparently, many parents no longer took their children to creches, where they had to pay a monthly fee of at least R8, while at the primary schools parents paid a minimum fee of R5 a year.

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D. D. D. 5/2/82
50 Union Strides Conference

By CHRIS VICK
 GRAHAMSTOWN — The
 conservative Transvaal
 Underwysersvereniging
 (TU) has snubbed one of
 the most important gather-
 ings of South African edu-
 cationists — a move
 which has deeply distres-
 sed the organisers of the
 1820 Foundation National
 Education Conference.

The absence of South
 Africa's largest white
 teaching union is the Gra-
 hamstown conference's
 "missing link" according
 to the Foundation's direc-
 tor, Mr Stanley Jenkins.

The organisation's abs-
 ence is made particularly
 conspicuous by the pre-
 sence of several delegates
 from Afrikaans institu-
 tions such as the Afri-
 kaanse Studentebond, the
 Vroufederasie and Rand
 Afrikaans, Stellenbosch
 and Potchefstroom uni-
 versities.

The TO told the confer-
 ence organisers they could
 not send representatives
 as they were too busy orga-
 nising their own congress
 — also to discuss the De
 Lange report — in Bloem-
 fontein next month.

While the conference
 was still in the planning
 stages, a delegation con-
 sisting of the planning
 committee chairman, Dr G.
 R. Bozoli, and Mr Jenkins,
 tried in vain to see the
 TO's president, Mr Hennie
 Maree, and his secretary,
 Mr Koos Steyn, in Pretoria.

"They were told that both
 officials were 'unavail-
 able' that day.
 Invitations by letter and
 phone were also declined.
 "It certainly wasn't for
 want of us trying that they
 didn't come," said Mr
 Jenkins.
 "We are very dis-
 appointed."
 "They said they were
 concentrating their efforts
 on their own congress —
 they didn't have the man-
 power."
 Mr Jenkins said the TO
 might have been afraid
 "they were coming to a
 bashing session, but it
 hasn't been like that.
 "Because of that it is
 even sadder that they are
 not here now." — DDR
 Conference reports, page 9

X

the cherry on the top will not become taxable

While there is no change
 in the maximum rate on
 mercantile sales and lease-
 holding transactions under
 R10000, which remains at
 24 per cent, the rate for
 deals in excess of this
 amount have been in-
 creased from 21 per cent to
 25 per cent.



Cronje: I'm confident of industry

ZWELITSHA — The Cis-
 keian President's adviser,
 Mr Rowan Cronje, is con-
 fident industrialists will be
 attracted to Ciskei from
 South Africa and abroad.
 The former Rhodesian
 cabinet minister, who
 moved into office this
 week, sees industrial and
 agricultural development
 as crucial to Ciskei's prog-
 ress.

Mr Cronje, who became
 a member of Mr Jan
 Smith's government in
 1970 and served as a
 cabinet minister with va-
 rious portfolios for six
 years, said he would have
 to make a careful study of
 conditions in Ciskei be-
 fore he could begin tack-
 ling the country's prob-
 lems.

"Most white South Afri-
 cans do not realise fully
 how vital it is that places
 like Ciskei develop. If Cis-
 kei does not meet its prob-
 lems, there will be no
 peaceful, stable future."
 Mr Cronje, 44, said Presi-
 dent Lennox Sebe was
 gravely concerned about
 unemployment, housing,
 food production and all
 the problems common to
 the province.

"Grandiose schemes
 have their place, but all
 planning and development
 must have one final goal —
 improving the lot of the
 average man. Obviously
 there will be limitations of
 finance and human re-
 sources."
 He said the pros and
 cons of Ciskeian inde-
 pendence did not interest
 him. "The independence
 issue does not change the
 nature of the province."

Technical skills not used to their fullest

University

Experts concerned primarily with economic growth emphasised the need for all people to be trained to take up the jobs waiting to be filled in commerce and industry, while the government had accepted the major recommendations of the Wiehahn report, which provided for equality of opportunity in the market place.

and

Summary
loop

To accept this principle of equal competition in the work place, yet at the same time insist on separate education, which inherently meant inferior education, was inconsistent and indefensible, he said. This had been highlighted by the De Lange report.

Mr Sonn said that when

A former director of planning in the then Department of Bantu Education and adviser to the government, Dr Ken Hartshorne, told the conference that South Africa neither could nor should have as the main purpose of its education system the maintenance and preservation of the status quo.

Dr Hartshorne said far more serious thought needed to be given to the nature of the society in which the youth being educated would be involved.

The traditional "conserving" aspect of education had to be balanced against its creative task of preparing for a very different future.

Dr Hartshorne, a mem-

best" attitude.

But the main pressure had come since Soweto 1976 from large sections of the community, in particular young people, who perceived the education system as being based on ideological separation and therefore entrenching isolation and discriminatory practices.

Before the aims of education could be considered, Dr Hartshorne said, the state of South Africa had to be more deeply probed.

It was a country divided against itself, in which goodwill and trust were rapidly being dissipated.

"We need to believe of education that it can both anticipate and facilitate change," he said. — DDC.

Solve socio-economic problems first — Prof

GRAHAMSTOWN — Until all the socio-economic and political problems of South Africa were attended to, equality in education would remain an idle dream, Professor A J. Thembela, professor of education at the University of Zululand, said at the education conference here yesterday.

Education went together with economic viability and political freedom and priorities had to be properly arranged, he said.

Giving economic pri-

vileges to a person in Soweto, without the benefits of political freedom in the rest of the country or granting political freedom without economic viability and educational efficiency were similarly unworkable.

Referring to the De Lange report recommendation, Prof Thembela who is vice-president of the African Teachers Association of SA, said it would help little to increase teacher efficiency, or to provide equitable financing and adequate

supportive services in education "if some people still come from overcrowded, filthy, crime-ridden slums with no prospects of getting out."

The De Lange report itself seemed to be agonising over the recognition that race and colour were irrelevant educationally and its suggestion that educational authorities at the second level be established on a regional or district basis, was an apology for having studiously ignored what it knew to be the reality of the South African situation. — DDC.

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Explain

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Star 6/2/82 (50)

Education meeting split

Own Correspondent

GRAHAMSTOWN — An emergency meeting was called at the National Education Conference here yesterday evening. It had become apparent that a group among the 250 delegates was questioning the validity of continuing to discuss educational change divorced from the whole socio-economic and political system in South Africa.

The first note of public unease was struck when, in one of the workshop report-back sessions, it was stated that the De Lange report did not take education beyond the Verwoerdian era.

The theme of the workshop was to what extent the new system of education would cater for the early school leaver in his vocational education.

The leader of the workshop, Mr Edwin de Boize, who is at present setting up a careers centre in Soweto, said: "The workshop feels that De Lange is not talking about informal education but about industrial training for the labour market.

"The emphasis should be on the individual and not on labour. The thrust of education should be to prepare people to co-operate in a democratic society. There is a suspicion that the Government could use the report to perpetuate inequality."

Discussing the conference informally, a black delegate said: "They don't have the experience. They have not been out there. I think you have too many university professors and too many whites here."

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East Rand to get new classrooms

FOUR hundred new classrooms were under construction in East Rand townships and should be completed by the end of March, the regional director of black education for the area, Mr D A Scholtz, told the East Rand Community Council liaison committee this week.

He was commenting on the critical black classroom shortage on the East Rand which has left more than 1000 secondary school pupils in Tembisa alone without proper accommodation.

At the same time Mr Scholtz said pupils with good school records would be allowed to

continue in East Rand schools even if they are above the prescribed age.

There was nonetheless good reasons why pupils above the age limits set down by the Department of Education and Training — 19 years for standard 8 and 21 years for matric — should not be

allowed into schools indiscriminately.

PROBLEMS

Children of the same age learned better when they are together, he said.

Mr Scholtz said the Department expected to have 700 additional classrooms ready before the end of March.

Three hundred classrooms had already been built and the remaining 400 were in the process of being erected.

He said the Department would push building contractors to have the classrooms finished as soon as

possible.

Mr Scholtz said accommodation problems at the Tembisa high school were caused by a building delay.

The 14 new classrooms which were being built there should have been completed in November.

Luyt: Education plan 'futile' in isolation

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RDM

5/2/82

THE former principal of the University of Cape Town, Sir Richard Luyt, said yesterday it would be "an exercise in futility" to expect proposals of the De Lange committee on education to remedy fundamental faults in South African society.

He was addressing delegates at the opening in Grahamstown of the 1820 Foundation's national conference on education.

Sir Richard said educationists would have to look beyond the committee's recommendations to solve even the schools crisis.

To expect the report — "exciting and progressive as I believe it to be" — to achieve even full equality in education, while major inequalities continued in the society, was being unrealistic, he said.

However, the report should not be rejected out of hand.

"Indeed, in the limited educational scene, in the current persistence of inequality and injustice, the De Lange proposals can be epoch-making," he said.

Before the proposals could be endorsed, however, delegates needed to take a long, hard look at South Africa's social structure.

Drive

"You must consider whether widespread majority public dissatisfaction — which was a main cause for the De Lange project being launched — can be overcome within the continuance of enforced racial separateness.

"You must also ask yourselves whether, within a system of racial separateness, there is likely to be sufficient drive and sacrifice to achieve full equality."

Race

He praised the De Lange committee for suggesting equality in education, but pointed out that it had not been required by the Government to seek answers on political or other non-educational grounds.

He agreed with the committee that differentiation in education at was at present based purely on the basis of race or colour.

"As it has never been the accepted policy in South Africa to give everyone a rightful share, it is good to hold it up for acceptance now."

If it materialised, it would be a tremendous step forward, provided the way in which it was implemented did not thwart or reduce its realisation.

The particular aspect the conference needed to discuss was separatism, in education and in society as a whole.

It would perhaps be argued

Mail Correspondent

that progress towards equality could most peacefully be promoted within the pattern of separate development, Sir Richard said. Because of backlogs, equality would take years to attain.

The issue of separateness was not only a social question, but could hugely affect the morale and mood of all involved in education, and influence enthusiasm for other De Lange recommendations.

Dealing with other issues discussed by the De Lange committee, Sir Richard:

● Suggested a new "crash-course" teaching system deploying people who would begin teaching immediately after matriculating — for males, in lieu of military service; and,

● Called for increased Government spending on education, adding: "To implement the De Lange recommendations, even fairly gradually, could necessitate changing national spending priorities substantially".

De Lange report exciting Luyt

Cape Times
5/2/82
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Own Correspondent

GRAHAMSTOWN. — The former principal and vice-chancellor of the University of Cape Town, Sir Richard Luyt, told educationists here yesterday it would be "an exercise in futility" to expect recommendations of the De Lange committee on education to remedy fundamental faults in South African society.

Opening the 1820 Foundation National Conference on Education, Sir Richard said delegates would have to look beyond the committee's recommendations to solve even South Africa's schools crisis.

"If we are expecting the report — exciting and progressive as I believe it to be — to achieve even full equality in education while major inequalities continue in the society, is, I believe, being unrealistic."

But because De Lange could not solve everything, or even produce a perfect answer to more limited educational aims, did not mean it should be rejected out of hand, he said.

"Indeed, in the limited educational scene, in the current persistence of in-



Sir Richard Luyt

equality and injustice, the De Lange proposals can be epoch-making."

Before the De Lange proposals could be endorsed, however, delegates needed to take a long, hard look at South Africa's social structure.

"You must consider whether widespread majority public dissatisfaction — which was a main cause for the De Lange project ever being launched — can be overcome within the continuance of enforced racial separateness.

"You must also ask yourselves whether, within a system of racial separateness there is likely to be sufficient drive and sacrifice to achieve full equality."

He praised the De Lange committee for suggesting equality in education, but pointed out that it had not been asked by the government to seek answers on political or other "non-educational" grounds.

He also stressed that the De Lange committee had not been charged with taking party political considerations into account, but was asked to adopt a scientific approach with "an in-depth investigation into all aspects of education."

Because of this, he said, it had a right to be assessed by both the government and "this conference."

Turning to other issues discussed by the De Lange committee, Sir Richard suggested a new system of "crash-course teachers" who would teach straight after matric — in lieu of military service, where male matriculants were concerned.

He also called for increased government spending on education, saying: "To implement the De Lange recommendations, even fairly gradually, could necessitate changing national spending priorities substantially."

Call for one official language in matric

By SHELAGH BLACKMAN

MATRICULATION examination requirements should be revised so that only one official language was compulsory, the Dean of the Faculty of Education at the University of Durban-Westville, Professor F R Maharaj, said today.

He was addressing delegates at the National Education Conference on "Aspects of educational administration in South Africa".

Because of "cultural pluralism" in South Africa, provision should be made for languages other than English and Afrikaans — either as a medium of

instruction or as school subjects.

He suggested that pupils should be given the option to study other languages up to the end of Std 7 and thereafter to specialise in the humanities, science or commerce.

Prof Maharaj put forward several ideas for the improvement of the present education system in this country.

To overcome the problem of black pupils who could not be accommodated in schools, the Group Areas Act should be altered to allow or to permit schools in each region to admit pupils of any race.

"No schoolgoing pupil of any race should be de-

prived of education," he said.

He suggested that all teacher education should be at universities or technikons — colleges of education had served their purpose and should be converted to much-needed secondary schools.

All applications for teacher education should be centralised and from this point, enrolments should be planned so that every institution had its complement of students.

He said there should be one senior certificate

An extra year of secondary school, such as the sixth form in British schools, was necessary for

adequate preparation for university.

An official multiracial body to handle all aspects of national education on an equal basis was necessary.

Such a body should consist of several elected members representing professions, commerce and trade, and a small number of nominated members to represent the Government.

In common with many other speakers of the conference, Prof Maharaj emphasised that a unified system of education for all population groups could not be realised independently of social, political and constitutional change.

● See Page 10

Inequality of apartheid ideology named 'top problem' at conference

By SHELAGH BLACKMAN

THE outstanding problems that delegates faced at the conference were not those of curricular and teaching methods but those related to the "inequality and exclusivity of the ideology of apartheid", the principal of Spes Bona Senior Secondary School, Mr R van den Heever, said today.

Addressing the National Education Conference to assess the De Lange report on education, he said that if there was a full acceptance of the report by the Government, vital dynamic educational changes could be brought about.

Otherwise the report could become just another document on the "dusty shelves of the Government archives".

Unless there was fundamental commitment by the Government to bring about a fair, equal and open education system, blacks would remain educationally deprived.

Only Government commitment would ensure that the education of every South African child was financed equally and it was only through legislation that the Group Areas Act could be removed which would make an open education system "a distinct possibility".

Unless there was a shift in Government policies the country would "career from one crisis to another" in a continuation of educational unrest.

Mr Van den Heever said delegates would be fooling themselves if they thought there was a future for racially segregated education in South Africa.

The implementation of one uniform system of education for South Africa would be the most tangible movement away from a racially divided system.

In the light of the backlog in black education the economic level of white education was "an artificial luxury" this country could not longer afford.

Serious consideration would have to be given to spending an equal amount on all children.

Mr Van den Heever fully supported the De Lange Report's insistence on the total involvement of parents communities in local education.

In periods of change as were being experienced in black schools now, turbulence could be avoided if communities and schools together tackled the issues that caused dissension.

He urged that innovations in education be implemented as soon as possible.

firm our worst fears concerning the physical and mental welfare of our detained relatives. Most were granted interviews of 10 minutes or less in which we were expressly prevented from discussing the conditions under which our relatives are being held —

Dr Aggett's death has aroused a level of protest against the South African authorities not seen since the death in detention of the black consciousness leader, Steve Biko.

A massive demonstration is planned for Monday.

Arms at UN st bid to Israel

Canada, Fiji, Finland, Iceland, Israel, Japan, New Zealand, Norway, Portugal and Sweden.

Before the resolution was submitted, American officials spoke of unspecified repercussions against its authors and supporters. But Mrs Jeane Kirkpatrick, the chief US delegate, said last night she had never warned of dire consequences.

Mr Clovis Maksoud, the Arab League representative, told reporters there had been 'diplomatic harassment' by the US and 'blackmail' by Israel.

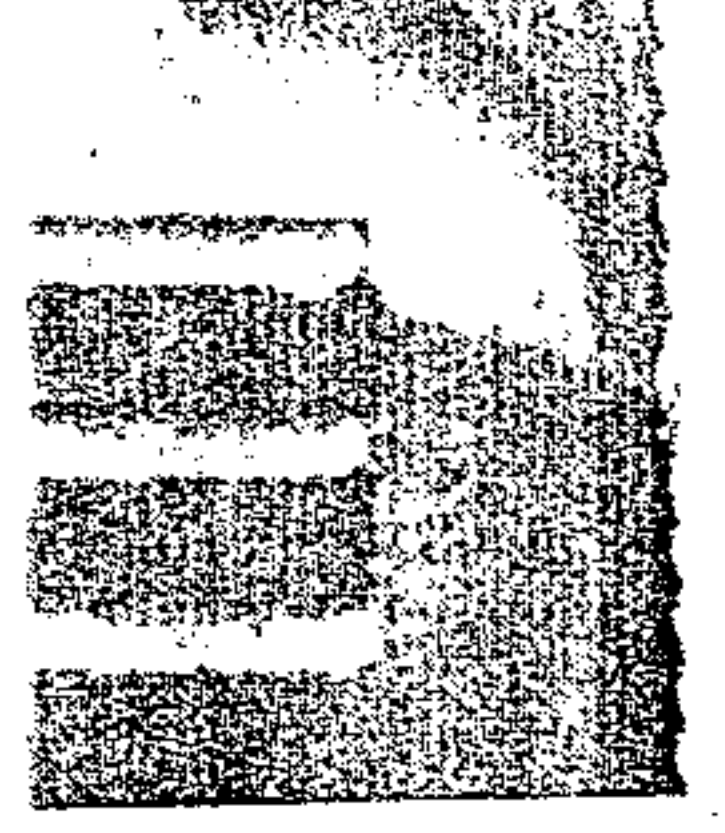
In her Assembly speech, Mrs Kirkpatrick called the resolution miserable and appalling in its distortions.

The resolution declared that Israel had not fulfilled its obligations as a peace-loving state or its membership commitment and

fore the Assembly adjourned its emergency session. The regular session that will be resumed on March 16 has already disposed of its credentials item.

The 37th regular Assembly, which could provide an opportunity for a challenge to Israel's membership, opens on September 21.

Speaking before the vote, the Israeli delegate called the UN "Kafkaesque", a place where words had lost any meaning or were given diametrically opposed meanings.



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WEEKEND POST, FEBRUARY 6, 1982

By SHELAGH BLACKMAN

THE key question that dominated the national education conference in Grahamstown this week was whether there could be significant educational change in South Africa without social and political changes.

Over 200 educationists and representatives from private and government bodies gathered to assess the De Lange report on education and to suggest how changes could be implemented.

In his keynote address the former principal of the University of Cape Town Sir Richard Luyt, urged delegates to make the report "epoch-making" but warned them not to expect to remedy the fundamental faults in society.

Many agreed with the Professor of Education at the University of Zululand, Dr A J Thembe, that unless socio-economic and political problems were attended to equal education was an "idle dream."

Others felt that realistic goals should be set, and that reform in education would have a ripple effect on society eventually leading to political reform.

Grahamstown delegates strongly support single ministry of education for South Africa

the conference on the second day, when a splinter group of about 40 organised a special meeting to voice their frustrations with the De Lange report.

A researcher at the University of Cape Town, Mr Peter Buckland, said the De Lange proposals would enable the Government to "streamline and modernise apartheid."

It was decided to form a committee to prepare statements to be forwarded with the report from the conference to the Minister of National Education, Dr Gerrit Viljoen.

A serious blow to the organisers of the conference was the absence of delegates from South Africa's largest white teaching union — the T r a n s v a l Underwysersunie.

Matters came to a head at

They are to hold their own congress to discuss the De Lange report in Bloemfontein next month.

Despite many differences of opinion, consensus was reached by delegates on certain fundamental issues.

Major points to emerge included:

- A single ministry of education to co-ordinate education for all population groups was strongly supported.
- The critical shortage of teachers was stressed repeatedly.
- The Dean of the faculty of Education at the University of Durban Westville, Professor S R Mahara, said his university had turned down 4 000 Indian applicants for teaching education during the past three years.
- Many speakers called for

a pooling of teachers of all races to teach wherever there was a shortage.

There was widespread criticism of the over-emphasis in South Africa on academic education while technical and vocational training was regarded as inadequate.

Career education was essential to meet the current manpower shortage but the De Lange report was criticised for not paying sufficient attention to the needs of the individual which delegates regarded as more important than the needs of industry.

It was felt there was an overdose of authority in South African education and decentralisation of organisation as well as increased participation in decision making at the local level by parents was strongly supported.

Non-formal education — that is education outside formal institutions — was seen as a feature of South African education which was likely to become increasingly important.

A workshop group suggested a co-ordinated body representing the private sector, labour organisation and the State should be set up to control this type of education.

It was suggested that industries could play a greater role in helping to finance tertiary education.

Another suggestion that won wide support was the need for bridging education programmes to help students from deprived backgrounds to cope with university.

It was proposed by many delegates that the school leaving certificate and the university entrance examination should be separated.

Greater flexibility and freedom in education were called for at the conference. Education should be flexible enough to adjust to the needs of society.

Many delegates urged that the recommendations of the De Lange report should be implemented as soon as possible.

● See Page 4

Two prominent men have left Ciskei incident in Hamburg. Mr Gerry du Toit, Town Clerk of Hamburg, Mr Gerry Holland, Alice Magistrate, Mr Gerry Holland, happened when Mr du Toit told two black

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Black teachers lose credibility because of place in 'the system'

BY SHELAGH BLACKMAN

GRAHAMSTOWN — The black teacher had lost credibility with his pupils because he had been caught up in the workings of the apartheid system of education, the head of the Department of Comparative Education at the University of the Western Cape, Mr H Herman, said at the education conference yesterday.

The role and status of the black teacher had suffered badly after the 1976 and 1980 disturbances and there would have to be fundamental changes in the system of education before he would be able to assert himself and play his rightful leadership role.

During the unrest in coloured schools in the Western Cape, most of the teachers identified with the ideals of a non-racial society but were, at times, reluctant to show support for their pupils because of fears of reprisals.

Mr Herman said the confidence of teachers and the discipline and orderliness in schools suffered badly during this period.

Pupils in black schools now showed a great awareness of the inequalities of the education system and in society and teachers were caught up between the racial view of the pupils and "the system".

They found it difficult to play a meaningful role and often withdrew. In the Western Cape it was difficult to get parent participation at school committee elections, there was a scarcity of parent-teacher associations and there was hesitancy among teachers to become involved in any form of community action.

Many talented teachers in secondary schools were hesitant about applying for principalships because they did not see themselves being able to play a constructive role in bringing about change.

"The cancer of apartheid is destroying the spirit needed for upliftment and change," he said.

Mr Herman mentioned priorities he considered essential to a peaceful solution to the education crisis:

- The establishment of one education system under one ministry.
- The opening up of at least all tertiary education institutions to all races.
- A massive input of funds into black education to eliminate the backlog.
- A crash programme of teacher training for blacks.
- A much stronger emphasis on local participation and decision-making in education.

THE Government was yesterday "urgently" called upon to integrate three separate inquiry reports which could influence the future of South Africa's universities.

The Vice-Chancellor of Rhodes University, Dr Derek Henderson, made the call at the 1820 Settlers Foundation's National Education Congress in Grahamstown.

He said the diversity between the Human Science Research Council's report, the Relief Committee's still unreleased report on higher education for blacks, and the white paper on the National Manpower Commission's report on high-level manpower showed immediately how necessary it was to have one structure controlling all education.

He described the HSRC report's suggestions for a single education Ministry, a single council of education, and a single committee of university principals as "wholly for the good".

He said support for university autonomy in admissions policy could only be described as "admirable".

But he warned that the "very real stumbling block" of existing Government policy could not be ignored.

Fresh

Dr Henderson said the racial constraint on admissions had rankled for almost 25 years, and labelled it as a "glaring anomaly and an embarrassing anachronism".

The Relief report's suggestion that this constraint be removed, or partially removed through a quota system, was evidence of "fresh views in influential quarters".

But the NMC White Paper had some disturbing implications for universities, he warned.

He said it heavily emphasised the responsibility that universities had to turn out people adequately trained to meet the country's needs, while downplaying the equally important duty of giving people a broad education.

Subsidies

Dr Henderson also urged the Government to help the universities in two vital areas by:

- Adjusting the subsidy formula so universities could "cull" the bottom 20 percent — to keep up standards — without "bankrupting" themselves.

- Improving the present "pitifully inadequate provisions" for research.

Mr A Pittendrigh, Director of the Natal Technikon, said he strongly supported the De Lange report's call for the opening of technikons to all races.

It seemed "logical" to take a fresh look at how people who were going to work side by side were trained and educated.

He also strongly supported the De Lange proposals concerning adult training centres.

Call to integrate 3 education reports

BY MARTIN FEINSTEIN

50
1981 6/3/82

Force ruled out in school sport plans

Own Correspondent
 PRETORIA — The Transvaal Education Department will not force any school to make any decision on mixed sport.

This assurance has been given by a member of the executive committee in charge of education in the Transvaal, Mr Fanie Schoeman.

He was commenting on fears that a TED directive forced provincial schools into a position where they virtually had to choose be-

tween playing their traditional rivals, which included private schools with some black students, or in a "whites only" provincial schools administrator's cup league.

Mr Schoeman said in terms of the directive schools would be able to choose to play in either league or, if they wished, in both.

The directive did not force any school to take any decision at all, he said.

"Under the circumstances I think it is a

good decision and it is up to the schools to make the best of it.

"Past events have dragged sport into the political arena, with negative effects on sport.

INCIDENTS

"We could not allow the problems of the past to continue with Saturday morning sport being disrupted.

"The decision to ask schools to decide beforehand was taken because we cannot afford incidents every Saturday," he said.

However, the exact implementation of the directive still appears to be uncertain.

Replies to questions submitted to the Director of Education, Professor J H Jooste, failed to clarify the position.

He was asked what would happen if all provincial schools opted for the "white only" league.

AUTONOMY

The reply was: "If all provincial schools should decide to play in the 'A' league, and if there is no 'B' league, only bona fide black pupils, legitimately enrolled in these schools, may participate."

Replies to other questions indicated that schools have full autonomy to decide which sports they would offer, that administrator's cup leagues are played in rugby, cricket, basketball, hockey and tennis, but that applications for similar leagues in other sport may be made.

BLACK SCHOOLS CRISIS



● Education director Mr G J Rousseau and Black pupils — planning difficulties

How can you plan a new school if you don't know what country you're in?

ONE of the major reasons for the high failure rate among Black school children is that they live in an insecure society, says the director of Department of Education and Training, Mr G J Rousseau.

Speaking to the Sunday Express in an exclusive interview, Mr Rousseau said many socio-economic issues had the direct result of making Black pupils feel insecure.

"And this affects their work tremendously," he said.

"Putco bus fares go up and feelings are vented at school, not (aimed) at Putco; basic food prices go up and feelings are vented at school not (aimed) at maize producers.

"It is important, therefore, that people do not exploit these situations among school children. This can have disastrous results on their school performances and, consequently, on their future careers."

He dismissed allegations that pupils had lost interest because the education was of an inferior quality.

"If the education was inferior, the result should be a 100% pass. The more inferior it is, the easier to pass. You don't pass an examination because of the standard of education. Performance

By
BARNEY MTHOMBOTHI

is the determining factor."

Mr Rousseau did, however, point out how difficult it was to plan a national education system for Blacks.

He said that, for example, Det had serious problems in the planning of education because of the uncertainty about the future of some residential areas, especially in Natal and the Eastern Cape.

"There is uncertainty about their future. You cannot expand until you know the community is going to remain there permanently."

Mr Rousseau said his department had no say in the removal of people.

"There is liaison (with the Department of Co-operation and Development) on the final decision ... not whether it should move people or not.

"In the case of Onverwacht (a resettlement area in the Free State) for instance, we're informed that there is a residential area with so many people and we simply have to supply the schools. We don't decide on the area."

On the issue of stolen examination

papers which has meant thousands of students had to re-write matric exams, Dr Rousseau said:

"I cannot give a guarantee that such a thing will not happen in future as long as we have to rely on people.

"We have to depend on the integrity of everybody. If you have a weak link somewhere down the line, you're in trouble."

Another major problem facing Black education was the recurring delay in the release of results.

"We have to borrow a computer which is often faulty.

"The computer works in a room where there's a certain temperature. If there's an electricity failure or the fan doesn't work, the computer does not only stop, it locks, and there's no way we can get the information out."

Also, he said, his department had been ready to publish matric results on December 22 last year, he said, but was stopped from doing so by the Joint Matriculation Board, who wanted the validity of Det's examinations proved first.

Mr Rousseau agreed that some students whose names appeared in newspapers as having passed would have to write supplementary exams to get a matric exemption.

pencil may also be used.

3. Names must be printed on each separate sheet (e.g. graph paper) where sheets additional to examination book (s) are used.

4. All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University

Call for a uniform system of education

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E. Post
4/2/82

By SHELAGH
BLACKMAN

GRAHAMSTOWN — There was a responsibility on education to right the wrongs of the past and restore fairness and justice, a former Director of Black Education, Dr Ken Hartshorne, said here.

In an address to educationists gathered to discuss the recommendations of the De Lange Report, he said there was a special responsibility to provide education relevant to the needs of the majority of the children of the country.

One of the main purposes of education in the light of years of discrimination and neglect was to place those who had been discriminated against in the past as quickly as possible, in a position where education background would enable them to:

- Compete on an equal basis in the market place and to make their contribution to the economic welfare of South Africa.
- Take their place freely in society and to contribute to its richness and diversity.
- Share in the decision-making process of the country at all levels in education as in the wider range of the other human activities — social, economic and political.
- Live as citizens with their fellow-citizens in a common South Africa.

What South Africa could not and must not have was

an education system in which the main purpose was to preserve and maintain the status quo.

Education could play a primary role in supporting and stimulating wider change in society. It could anticipate and facilitate change, he said.

Educationists must be concerned about the kind of people being produced by the educational process.

Dr Hartshorne said he believed the De Lange Committee was brought into being partly through the failure of the present education system to cope with the economic needs of South Africa, partly because of teacher dissatisfaction over pay and service conditions, and also because of a growing unease among parents and community bodies about their limited say in educating their children.

There was also the rejection of "the system" by large sections of the community.

South Africa was a country divided against itself in which goodwill and trust were rapidly being dissipated and in which fear, hatred and bitterness were in danger of taking over.

"But we also live in a country with tremendous potential, with rich material and human resources with vast capacity if only it gives itself the opportunity to cope with the human and social problems that now bedevil it and sap its strength," he said.

De Lange a ^{AK&US} ^{9/2/82} ⁽⁵⁰⁾ 'starting point'

Education Reporter

ATTENTION was focused on the political implications of the De Lange Report on education when about 250 representatives of English-speaking business, political and education met at the weekend in Grahamstown to discuss the committee's recommendations.

The three-day national education conference was organised by the 1820 Foundation, to focus on the future of education in South Africa and assess the De Lange report.

There was agreement that education could not be divorced from socio-economic and political changes. But there the consensus stopped.

Most delegates — from universities to the Progressive Federal Party and big business such as Ford, Sentrachem and Anglo American — felt the De Lange report was a valuable starting point for education reform.

BOG DOWN

Sir Richard Luyt in his opening address summed up the feelings: 'I appeal for strong support to be stressed in any ultimate view to be formulated.'

'Let us not contribute to the main progress of the De Lange recommendations getting bogged down because of excessive doubt and dwelling on detail.'

In the face of the Government interim white paper which stated that any reform had to take place within the confines of the apartheid policy, most affirmed their commitment to a single education ministry and the right of communities and schools to decide whether to remain racially exclusive or not.

MODERNISE

Their decision was to push ahead with the report in spite of the political restraints the Government had put on it.

However, Professor A J Thembela of the University of Zululand felt the De Lange report was a futile exercise.

The optimists who thought that the HSRC report and its announcement of the first principle (equal education) would usher in a new era, must disabuse themselves of that misconception and concentrate their energies on the real issues. When that happens the dream

of equality in education shall become a reality.'

A small dissident group rejected the report outright, believing it to be a document that could be used to 'streamline and modernise apartheid.'

Their objection was that the education proposals did not concentrate on the needs of the individual but on the needs of the labour market.

This they saw as a sophisticated form of channelling blacks into the service of white industry.

BITTERNESS

They saw the report in the light of commissions such as Wiehahn, Riekert, Steyn and Rabie, which the Government had appointed since 1976.

These commissions represented an attempt to control labour, security, the media and education, through the HSRC's Government-commissioned report.

They demanded that these objections be included in a report to be given to the Government on the conference views on the recommendations.

There was a certain amount of bitterness among delegates that the powerful and conservative Tranvaalse Onderwysers-unie was not represented.

They turned down the invitation because they were organising their own Volkskongress in Bloemfontein in March.

Delegates were concerned that the influential body could rally enough conservative support to squash any meaningful change recommended in the De Lange report.

Comments on the report must be submitted to the Government before March 31.

Need for more black pre-school facilities seen

AF&US 9/2/82

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Education Reporter
SOUTH AFRICA has 1 557 pre-school facilities for 90 423 white children and about 240 for more than 24 000 black children.

These statistics were given at a conference on pre-school care and education in Cape Town today.

In the Cape, 248 facilities are set aside for 10 888 white children.

Most of the country's coloured children are in the Cape where there are

210 centres for 17 520 children. About 3 651 black children are cared for in 49 centres in the Cape, excluding Transkei and Ciskei.

Mrs Edna van Harte, chairman of the Belhar Pre-school Association, said Government welfare policy was too rigid. The high standards set were often out of touch with reality; for example, the same standards were laid down for squatter and middle class areas.

The insistence on con-

forming to toilet regulations, for example, can cost a project large sums of money and may threaten the service as a whole,' she said.

Many black communities had been removed, which had resulted in facilities being planned on paper but the policy-makers had not spelt out who should be responsible for providing them.

Nine creche sites had been earmarked in Belhar, but 10 years later not one had been developed.

Classroom shortage ending

By
MZYKAYISE EDOM
THE shortage of classrooms and teachers in Tembisa, near Kempton Park could soon be a thing of the past.

The Department of Education and Training has already completed 48 divisional classrooms at existing schools and hopes to complete another 24 before the end of next month.

Tembisa is the worst hit township in the East Rand in the shortage of schools and Tembisa

High School is topping the list in the township.

At present, Tembisa High has to accommodate 1 241 pupils in 16 classrooms, and the laboratory, homecraft and woodwork centres. The school also had a shortage of about five teachers, but this has been partly solved.

A spokesman for the Tembisa liaison committee said yesterday the Department last week gave Tembisa High permission to employ five more teachers. He said,

by yesterday, the school had already engaged the services of three new teachers.

"We hope that the remaining two posts will be filled before the end of the week and we also hope to start using seven of the 14 new additional classrooms at the school before the end of the week and the rest by next week," he said.

Mr D A Scholtz, the DET regional director in the Highveld region, said yesterday that his department has already completed, or is about to complete, 12 new classrooms at three lower primary schools, 22 new classrooms at new higher

primary school and 14 new classrooms at Tembisa High.

All these classrooms had been erected at existing schools. He also said the Department would start with the building of 24 new classrooms at six existing schools and if all goes according to plan, this project will be completed before the end of next month.

Earlier this year, Mr Scholtz announced that the department would build four new schools and 571 additional classrooms at existing schools in the East Rand this year in a bid to improve the situation.

9/12/82

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Saver

State wants white schools to charge

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10/2/82

Political Staff

THE ASSEMBLY — White parents may soon have to pay for the education of their children at Government schools — and the idea brought an instant outcry from the opposition in Parliament yesterday.

The Minister of National Education, Dr Gerrit Viljoen, yesterday introduced the National Education Policy Amendment Bill for its second reading.

Opposition speakers protested and said free education had become a "birthright" in the Western world.

Dr Viljoen said: "Education makes very high demands on the financial means of the State.

"And these demands will increase."

Because of this, it had become necessary to "review the principle of free education laid down in the Act."

CITIZENS

This principle stipulates that all education, including school books and stationery, must be provided free of charge in schools maintained, managed or controlled by a department of State — including provincial administrations — for pupils whose parents live in South Africa or are South African citizens.

Dr Viljoen said the new Bill would amend the Act to enable him to change the policy so that parents contributed towards the education of their children.



Dr Alex Boraine . . . "sacred principle" under fire.

He gave an assurance that the amendment would not come into force for some time — until after he had consulted provincial administrators and the National Education Council.

PRINCIPLE

But Dr Alex Boraine, the chief Progressive Federal Party spokesman on education, said the Bill removed a "sacred principle" that had been on the statute book for years.

And he added that the legislation was premature because it encompassed one of the recommendations of the De Lange Commission which, as far as he knew, had not yet been accepted by the Government.

"The Minister says that an enshrined principle is going to be removed and then promises that consultation



Dr Gerrit Viljoen . . . high demands on State cash.

will follow," said Dr Boraine.

"We have to be worried and concerned. As watchdogs we cannot take the word of the Minister of Education — a single Minister. Once this Bill is enacted, these provisions can be put into immediate effect."

The PFP's policy was free primary and secondary education for all, he said.

UPLIFTMENT

"The best way to reassure the people that education is going to be available, and that the poor are not going to be at risk, is to withdraw the legislation," said Dr Boraine.

Mr Harry Schwarz (PFP, Yeoville) said the Bill contained a change of ideological concept. Throughout the world the striving for free and compulsory education had been

going on for centuries. When this was accepted in South Africa, the less affluent whites had been able to uplift themselves.

He said that if Dr Viljoen had introduced the Bill to financially facilitate the equalising of education standards for all races, he should bear in mind that he was bringing white education down several levels, instead of raising the standard of the less privileged up to the top level.

RESPECT

Mr Ron Miller (New Republic Party, Durban North) said his party would also not support the Bill.

He said he supported the principle of parents contributing to the purchase of school books and stationery because this engendered more respect from pupils for these items, but parents should not be charged fees that many would not be able to afford.

Shortly before the House adjourned, Dr Viljoen began his reply.

He said the removal of the Government's obligation to provide free education was a unanimous recommendation by educators themselves.

He denied that the Bill was "jumping the gun" on the De Lange Commission recommendations. The concept had been born six months before the commission was appointed.

10/21/82
 Education Bill 'unfair'

50 Political Staff

THE Government yesterday began guiding through Parliament a Bill which could end free education in South Africa.

Opposition speakers warned the Bill would deny poorer sections of the community the opportunity of equal education.

Both the Progressive Federal Party and the New Republic Party opposed the second reading of the National Education Amendment Bill despite an assurance by the Minister of National Education, Dr Gerrit Viljoen, that the matter would be discussed with provincial administrators and the

National Education Council before being implemented.

Dr Alex Boraine, PFP spokesman on education, warned that many blacks would charge that free education was acceptable if it affected whites only, but the moment the country had to accept responsibility for equal education for all, changes were made.

Mr Bill Sutton, the NRP education spokesman, said the measure would impose an unfair burden on parents.

In terms of the Bill, current policy providing for free education, books and stationery may be amended by the Minister of National Education.

Seldom had such important proposed legislation been "so remarkably motivated", Dr Boraine said. "The Minister says he will ask us to support an amendment to education policy but will do nothing to implement it until he has concluded certain consultations."

"What he should do is conclude his consultations and then put an amendment before us."

Dr Viljoen, in reply, said the Bill had resulted from unanimous recommendations of the National Education Council.

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Requests day for give range from tion to more

On the basis of the errors most commonly made by clerks in various departments, the language advisor draws up advice lists on grammar and usage for those departments.

Many documents already composed in Afrikaans needed to be translated into English. It can sometimes be extremely difficult to translate exactly, and the advisor needs to be equally proficient in both languages.

Editing work already written in English is the most important of these duties. By far the greatest proportion of the work concerns correspondence, but maintenance manuals, instructions, reports, memoranda, insurance policies and periodical articles also have to be edited. These are checked to ensure that the meaning is clear and that they have been well-written.

The duties of the language advisor are many and varied, covering editing, translating, issuing advice lists and answering queries.

The language advisor's job does not fit neatly into the line management hierarchy of the firm, but has an independent position, roughly between those of department head and clerks. It is a specialised job, and the incumbent deals with all the levels of employees from top management down to line staff. The qualifications needed for the job are a degree with one or both the official languages as majors, and a well-developed ability to use language effectively.

ENGLISH LANGUAGE ADVISOR IN AN INSURANCE FIRM

The Language Advic

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4.5.1 Does the following job description fulfill the requirements?

4.5 Job Description

Bill could be the end of free education

Cape Times
10/2/82
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Political Staff

THE government yesterday began guiding through Parliament a bill which could end free education in South Africa.

The bill, Opposition speakers warned, would deny poorer sections of the community the opportunity of an equal education.

Both the Progressive Federal Party and the New Republic Party, opposed the second reading of the National Education Amendment Bill despite an assurance by the Minister of National Education, Dr Gerrit Viljoen, that the matter would be discussed with the provincial administrators and the national education council before being implemented.

Dr Alex Boraine, PFP spokesman on education, said the move was ill-timed and ill-conceived. He warned that many blacks would charge that free education was acceptable as long as it affected whites only, but the moment that the country had to accept the responsibility of equal education for all, changes were quickly made. Free education had been in operation in South Africa since 1967, he said.

Mr Ron Miller, NRP spokesman on education, said the measure would impose an unfair burden

on parents.

Mr Harry Schwarz, PFP Yeoville, said the argument that South Africa would not be able to meet the financial demands of free education for all races was negated by statistics. Provided South Africa achieved an economic growth rate of 4,5 percent it could adequately meet the projected future costs of equal education for all.

In terms of the bill, current policy providing for free education, books and stationery may be amended by the Minister of National Education.

Support amendment

Dr Boraine appealed to Dr Viljoen to withdraw the bill or refer it to a select committee. Dr Viljoen, replying to the debate, said the bill had been drafted six months before the De Lange report on education was received by the government and resulted from unanimous recommendations of members of the National Education Council.

He said the question had already been widely debated. The National Party congress in the Transvaal had last year agreed that the government should move towards a policy in which parents contributed to education.

Handwritten:
10/2/82
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Call for 'unified' action by teachers

Cape Times
Staff Reporter 10/2/82 (50)

PROGRESS in pre-school education and day care would be negligible unless there was "concerted and unified" action by pre-school teachers, Mr Franklin Sonn said yesterday.

Mr Sonn, president of the Cape Professional Teachers' Association, told the Western Cape Conference on Pre-school Care and Education that he believed the stage was set for "significant progress" in the field of nursery education.

But, he said: "I am absolutely convinced that progress will vary from nil to limited if there is not going to be concerted and unified action on the part of teachers to bring about the kind of change and progress they desire."

He said one of the problems was the lack of determined negotiating by well-organized and well-represented bodies. But with more unity, determination and more organiza-

tion, pre-school education would come into its own.

Mr Sonn described nursery education as of "vital importance".

He said he was concerned that most people running nursery schools had no training in child psychology or in education. Opportunities would have to be created for them to undergo training on a full-time or part-time basis.

As far as the coloured community was concerned, an important battle was won in 1980 when an Act was passed whereby the State would provide nursery schools.

However, little had been done because of the lack of funds and an infra-structure to administer nursery education.

The State would at present consider providing nursery schools only where it had been proved that the community involved could not provide the facility.

...f, by some small mira-
 cle, the 1820 Founda-
 tion's proposals for a
 new South African
 education system have
 some effect on govern-
 ment thinking, school-
 children in this country
 are in for an exciting
 time.

But before that dream
 is to become anything
 like reality, one urgent
 question must be
 answered now that the
 foundation's Graham-
 stown summit is over —
 will anyone in govern-
 ment circles listen to
 what they say about the
 De Lange Commission?

Will the government
 concern itself with what
 the 250 delegates had to
 say during their three-
 day brainstorm? Will
 they even consider just
 one of the many recom-
 mendations made by de-
 legates for giving educa-
 tion the injection it
 needs? But, more fun-
 damentally, will they im-
 plement suggestions
 which go completely
 against the grain of
 'Christian National
 Education'?

Unfortunately, the
 chances of this seem re-
 mote. Even before the
 De Lange report's con-
 troversial suggestions
 had been given time to
 sink in the government
 quashed any suggestion
 that all that was prop-
 osed would be accepted.

Officially, the govern-
 ment said it would delay
 its response to De Lange
 until "all interested par-
 ties" had commented on
 the proposals, and gave
 them until the end of
 March to do so.

But in a White Paper
 published simultaneous-
 ly with the De Lange re-
 port the government
 stressed it still believed

each population group
 should have its own
 schools and that each
 group should have its
 own education depart-
 ment.

This statement went
 completely against one
 of De Lange's main re-
 commendations for
 South Africa's "new era"
 in education — the crea-
 tion of a single ministry
 of education, with one
 education minister.

"Before we even
 started talking about
 what we thought of De
 Lange the government
 had told us not to
 bother," said one dele-
 gate at the 1820 confer-
 ence, a lecturer at Zulu-
 land University.

"I don't know what
 makes the organisers
 think the government is
 going to listen to them if
 they didn't even listen
 properly to De Lange."

Another delegate, a
 lecturer involved in
 teacher training, ex-
 pressed the same fears.

"Everyone has come
 up with wonderful
 appraisals of De Lange,
 but it all seems to be in
 vain," he said. "If the
 government has already
 said they don't want one
 education ministry, why
 bother telling each other
 how good the idea is?"

The pessimists were,
 however, a small minor-
 ity at the conference. On
 the whole, the educa-
 tionists gathered to dis-
 cuss De Lange were fair-
 ly confident that some-
 one, somewhere, would
 listen to what they had to
 say.

Was Grahamstown De Lange

Summit Worthwhile?

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 D. Bozoli 11/2/82

By CHRIS VICK, Daily Dispatch man at the conference in Grahamstown.



Dr G. R. Bozoli, chairman of the planning committee of the 1820 Foundation's conference on the De Lange report — a very authoritative document at the end of it all.

tions who intend re-
 sponding to De Lange."

The organisers were
 justifiably proud of the
 credentials of their dele-
 gates, who represented a
 wide cross-section of
 educational opinion —
 including six re-
 searchers who actually work-
 ed on the De Lange re-
 port for the Human Sci-
 ences Research Council.

Teachers, lecturers
 and even a few students
 came from far and wide
 — with the exception of
 the conservative Trans-
 vaalse Onder-
 wysersvereniging — to
 air their views on Gun-
 fire Hill overlooking the
 campus town.

There were a few ver-
 lige Afrikaaner business-
 men mixing their drinks
 with hard-liners from
 the coloured Labour
 Party at Thursday
 night's cocktail party.

But, as the Labour Par-
 ty team was at pains to
 point out, to the man in
 the street — particularly
 the black man — the 1820
 conference was nothing
 more than "just another
 bout of liberal self-
 indulgence".

"The place reeks of
 liberal pontification,"
 said one Labour Party

representative. "All the
 names are here — the
 Urban Foundation,
 Anglo American, the
 PFP, the Institute of
 Race Relations."

The presence of these
 bodies — and the gener-
 al "pinko hot-air" direc-
 tion the conference
 seemed to be taking —
 was cited as one of the
 main reasons for the
 conference "split" on
 the second day of talks.

Although the gossip in
 the corridors — mainly
 among "the liberals" —
 was that the dissidents
 were doing it to save
 their consciences, the
 "rebels" did a pretty
 good job of pointing out
 the flaws of organising
 such a debate.

"Changes to the educa-
 tion system will only be
 partially successful un-
 til there is total political
 and social change," said
 Mr Randell van den
 Heever during the splin-
 ter session.

Pushing what was
 loosely termed the
 "Sacos argument" —
 named after the South

the De Lange committee.
 They were, however,
 able to produce a mas-
 sive document outlining
 the discussions in 20
 speeches and 25 work-
 shop sessions, which
 will no doubt go down
 well with a government
 department well-known
 for its dislike of brevity.

But the breakaway,
 during which delegates
 described as "immoral"
 the idea of even isolat-
 ing De Lange for discus-
 sion when the rest of the
 country was in such a
 sorry state, did some-
 thing else. With it's mild-
 tempered condemnation
 of the 1820 Foundation's
 motives, it gave the self-
 same government de-
 partment the very
 ammunition it needed to
 say: "What makes you
 think your argument is
 valid?"

Of course, that does
 not imply they need such
 ammunition. The largest
 white teaching associa-
 tion, who boycotted last
 week's conference, are
 likely to give them
 enough of that at their
 version of a De Lange
 discussion next month.

The Transvaalse
 Onderwysersvereniging,
 according to sources, is
 expected to take a very
 different line from the
 1820 Foundation at their
 meeting in Bloemfont-
 ein, which will be
 attended by delegates
 from the three Afrikaans
 churches, as well as rep-
 resentatives from the
 Federation of Afrikaans
 Cultural Organisations.

4.5.1 Does the following job description fulfill the requirements?

ENGLISH

The language line management independent position and clerical incumbent deals with management of the language needed for the special language use language

The duties of covering editing answering que

Editing work important of the work of manuals, just policies and these are che that they hav

Many document translated in difficult to be equally pr

On the basis in various de advice lists These are usu

The language ing advice to simple querie complex querie

4.5.2 Write a job study appl

Black schools to get a boost

By CHERYL VAN EYSEN
BLACK education in South Africa is to get a boost of about R1-million from the estate of a Johannesburg spinster who died last month.

The money has been left by Miss Annie "Nancy" Smith, 90, who died in the Jabula Old Age Home, Rivonia, Johannesburg, and will be poured into the James Smith Educational Fund for the Advancement of Black Education.

Yesterday the spinster's niece, Mrs Claudia Thompson, a Blairgowrie social worker, said her aunt was "vitally" concerned over black education in the country.

"She was a keen philanthropist," the niece said. Miss Smith lived an "extremely simple" life in her home in Valley Road, Parktown, she added.

Miss Smith was the youngest of the three daughters of an English baker, Mr James Smith, who came to South Africa at the turn of the century "with only twenty pounds", Mrs Thompson said yesterday.

Bakery

Mr Smith ran a bakery in Troyeville, Johannesburg, for "several" years, and retired from the bakery at the age of 50 to begin dealing in stocks and shares. Miss Smith was his secretary.

Besides stocks and shares-broking, the father and daughter were philanthropists with immense interest in black education, the niece said.

Mr Smith was a founder member of the defunct Ekutuleni Mission which built a black school and church in the old Sophiatown.

"After her father's death, my aunt carried on his philanthropic duties and made tremendous donations to charity organisations," Mrs Thompson said.

AN INSURANCE FIRM

of fit neatly into the firm, but has an independent those of department listed job, and the in- of employees from top The qualifications with one or both the offi- well-developed ability to

or are many and varied, using advice lists and English is the most im- the greatest proportion ce, but maintenance emoranda, insurance also have to be edited. the meaning is clear and

n Afrikaans needed to be sometimes be extremely and the advisor needs to guages. commonly made by clerks age advisor draws up for those departments. Table all day for giving questions. Requests none, and range from punctuation to more

ost within your field of discussed in class.

Politics and change FM

12/2/82 (50)

It is and was simply naive of honourable members opposite and of people elsewhere in this country to have expected — thereby creating false expectations among others — the National Party, on the basis of the fact that it requested an expert investigation, to abandon its policy in respect of educational matters ... and in fact to use this investigation to implement another party's policy. Surely this is plain political folly, Sir, and it would be educationally irresponsible as well. — Minister of National Education, Gerrit Viljoen in Parliament on October 9, 1981.

It was a very highly educated and highly motivated group of naives that gathered in Grahamstown last week for the National Education Conference. For the 250 delegates from all parts of SA made no bones of the fact that acceptance of the recommendations of the De Lange Report — as they stand — is the only hope of alleviating the present crisis in education. Yet uppermost in the minds of most present was the very real threat that National Party policy could well obstruct implementation of the recommendations.

Background to the conference was Pretoria's announcement in its interim memorandum that, while accepting the report's 11 principles, it did so with certain reservations. Those reservations touched on some of the most fundamental aspects of the report.

This means that either De Lange and his fellow commissioners were particularly naive to have suggested reforms which they knew would be rejected on political grounds at the outset, or they expected certain changes in policy as the only means of preventing an escalation of the crisis in the country's educational system.

The crucial point — and one made repeatedly at the conference — is that SA's education crisis will not be solved without a change in government policy. In SA, education and politics are synonymous.

Sir Richard Luyt, ex-Vice-Chancellor of UCT, emphasised the point in his opening address. He said that, in commissioning the report, Pretoria gave the De Lange Committee a free rein — which hardly justifies any recommendation being reduced to the category of "naive" merely because of its political unpopularity.

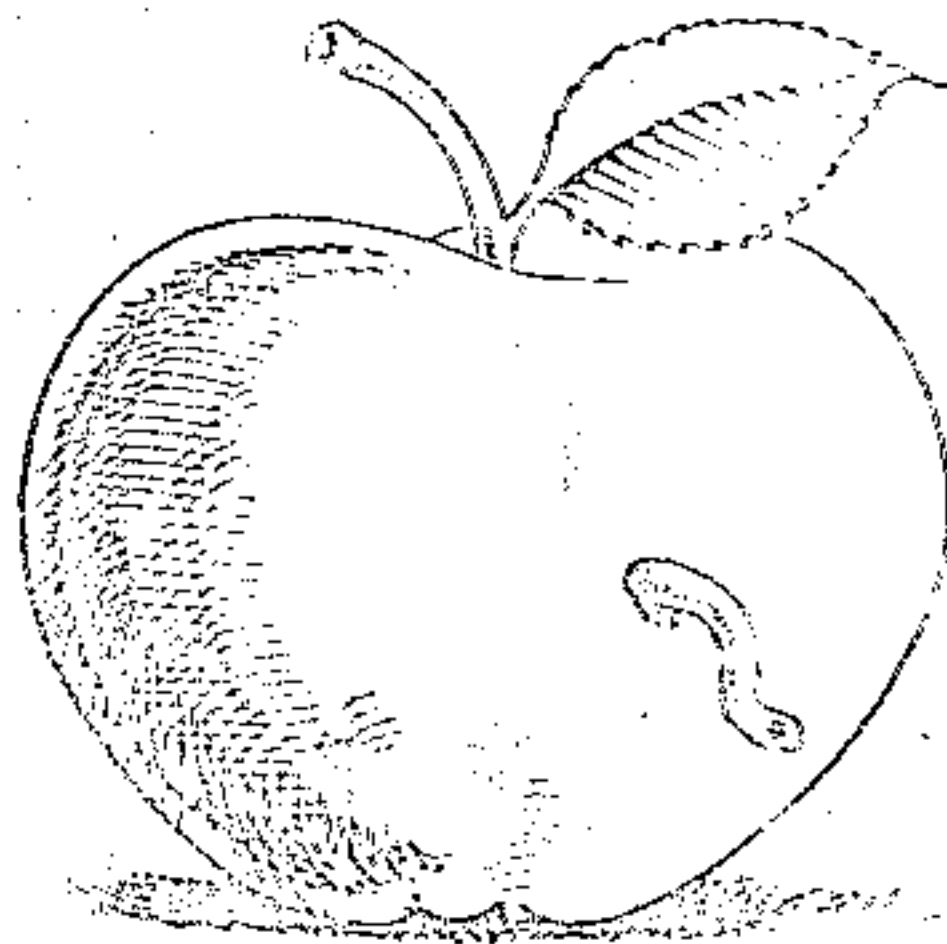
Other delegates also confirmed that policy changes were imperative to ensure the future of education. Randall van den Heever, acting principal of the Spes Bona senior secondary school, said: "The outstanding problems do not relate to curricula or teaching methods, but predominantly to the inequality and exclusivity of an apartheid ideology."

And Franklin Sonn, director of the Peninsula Technikon, stated bluntly: "Political change is an important prerequisite for educational change. A stubborn insistence on apartheid education will result in polarisation, intolerance and hatred."

It would be political folly — and educationally irresponsible — for Viljoen to ignore these sentiments when handing out educational dispensations within the confines of party politics. The vast majority of educationists in the country are committed to a unified system of education, including the Joint Council of Teachers' Associations of SA, which represents 80 000 black teachers.

It was thus a matter of course that delegates at the conference unanimously supported the 11 principles for education provision as laid down in the De Lange Report.

However, faced with the formidable task of appealing to a government which has shown little concern for black education in the past, and which passes legislation with apparent disregard for the recommenda-



tions of its own commissions (as in the case of the Vista University Act), it was natural that an air of impotency and negativity tempered the optimism of delegates to some extent.

Some members — claiming to be realists — went as far as to say that, like the Wiehahn, Rabie and Riekert commissions, the De Lange Report would be used ultimately to streamline apartheid. While this view may be interpreted as extreme and not representative of majority opinion at the conference, it is a fact that blacks have little respect for government's intentions, and have long ignored its rhetoric.

This poses a serious problem. A population that is convinced of its government's good intentions and which believes the best will be done for all people, may tolerate educational inequality for a time, appreciating the financial and other constraints that exist. They would be willing to make the necessary sacrifice and effort to improve conditions.

Blacks do not believe this goodwill ex-

ists. That is why education — and labour — grievances are being increasingly used as platforms for political protest. Educational reforms alone will not be sufficient.

Prof A Thembela, of Zululand University, said: "It will help little to bring in efficient teachers, adequate supportive services, or equitable financing if some people still come from overcrowded, filthy, crime-ridden slums. Equality of education is an idle dream if political facts are not taken into account."

In addition, black pupils who manage to overcome deprived socio-economic backgrounds and a deficient education system find themselves qualified to do little in a political and economic climate which limits, to a large degree, their ability to actualise their potential.

Pretoria's attitude, as expressed in the interim memorandum, has done more than enough to alienate those who were suspicious of the De Lange investigation in the first place. But the real tragedy is that people who, though doubtful, were prepared to participate in the investigation, have had their doubts confirmed. This was expressed quietly by delegates who no longer hold hopes that representation to government will achieve anything.

Educationist Dr Ken Hartshorne said that if Pretoria chooses to stand firm on its non-negotiables, the positive professional aspects of the report — that is, those relating to school structure, guidance, curricula and so on — are unlikely to succeed. This is simply because large numbers of people will continue to reject separate systems with their concomitant bitterness and breakdown in morale. In the final analysis, success depends on teachers. If they are forced to work in a system which they fundamentally reject, there can be no hope of real reform.

There now exists the arduous task of restoring confidence in the education system. And this, the FM believes, is unlikely without some sort of political change.

The conference was successful in that it reached a consensus on the De Lange Report and provided associations, organisations and members of the private sector with the opportunity of discussing the wider implications before making their responses to government before March 31.

The most important step is perhaps still to come. In terms of the financial constraints of meeting educational and skilled manpower needs, the private sector will be called upon to make increasing financial commitments to education. This is a burden the private sector might be unwilling to bear without government commitment to real change. Big business should issue some of its own non-negotiables to Pretoria before March.

Education move sign of hard times ahead

w/k ARS AS
13/2/82

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THE Government has embarked on a policy change which could signify serious official rethinking on the question of certain built-in white privileges in education.

The days of state-financed 'Rolls Royce' education for whites, as one Opposition MP described it, may soon be over.

The Minister of National Education, Dr Gerrit Viljoen, spelled out some compelling reasons for the Government's policy change when he introduced the controversial National Education Policy Amendment Bill in the Assembly this week.

His explanation left the impression that it was all part of a tightening of the belt to adapt to South Africa's embattled position.

SALES TAX

A provision of the Bill seeks to remove the Government's obligation to provide free education.

The effect would be that parents of children at white Government schools could in due course be made to pay



Parliament: A weekly review by Frans Esterhuyse

fees towards the education of their children.

The Government's move seemed to be yet another sign of hard times ahead. For the average South African there was little comfort in the fact that it came at a time of further price increases and of the Government's announcement of an increase in General Sales Tax from four to five percent.

The Bill ran into a storm of criticism from Opposition members. While agreeing that luxury expenditure had to be chopped, they fought against the Bill on the grounds that it was a departure from the Western concept of free compulsory education.

Speakers on the Government side seemed to

play down the financial reasons for introducing the policy change. They put heavy emphasis on education factors and on recommendations from education leaders.

From the outset, however, the Minister made it clear that money was one of the main considerations.

He said it was common knowledge that education made very high demands on the financial means of the State and these demands would increase.

'It has therefore become necessary to review the principle of free education presently laid down in the Act,' Dr Viljoen said.

Later in the debate, Dr Viljoen further illuminated this aspect of Government thinking.

He referred to the 'big and drastic change' in South Africa's security situation following the collapse of the Portuguese empire in Africa and the increased threat on South Africa's borders.

This, he said, had led to a considerable increase in defence expenditure, as a result of which expenditure in education and other fields had to be reviewed.

Reacting to criticism from Mr Derrick Watterson (NRP, Umbilo) that South Africa had 'Rolls Royce education' for whites and 'push-car education' for blacks, Dr Viljoen made a remarkable admission.

The Minister, in effect, admitted that there had been a 'Rolls-Royce type of education' for 'some population groups.'

QUALITY

This had to be avoided in future. From now on South Africa would simply have to be 'very economic' while seeking the quality of education it had achieved in the past and wanted in the future.

Mr Watterson's concept of 'Rolls-Royce education' was what he described as 'extravagance in our white schools.' White schools with luxurious facilities were costing up to R4-million in some instances.

Such expenditure had to be greatly reduced.

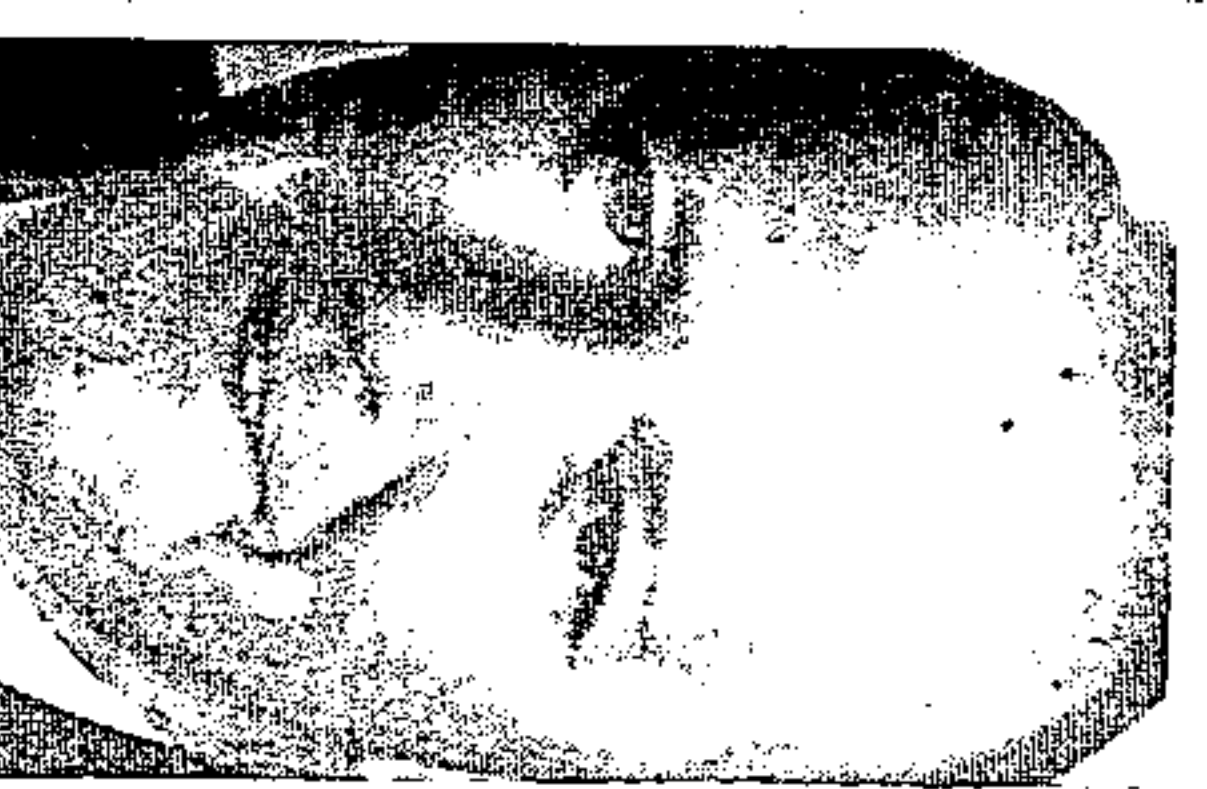
Opposing the proposed measure, Mr Harry Schwarz (PFP, Yeoville) said an essential issue was that the affluent would be able to pay while the poor would not be able to pay.

'If one is going to have equality of opportunity in a society, the most important feature is that one must give everybody a chance to participate in equal quality of education,' Mr Schwarz said.

EXPRESSSCOPE REVIEWS A NEW SCHOOLING STRATEGY



● Black and White schoolchildren face the future — Whites will be called to help the State foot the bill for closing the yawning education gap.



● Dr Joop de Loor ... suggested policy

FREE education is a thing of the past.

This is the import of a Bill introduced in Parliament this week, which seeks to change the Government's present obligation to provide free education up to secondary level to a situation where it "may" do so.

The National Education Policy Amendment Bill will enable the Government to start a process of major educational reform, the principal aim of which will be to get the rich to subsidise the poor.

This is a major part of the Government's stated strategy of achieving racial parity in education.

The issues arising from the Bill, plotted through lively debate during its second reading stage in the Assembly by the Minister of National Education, Dr Gerrit Viljoen, are potentially explosive.

The new policy holds obvious long-term economic implications for Whites, who will be increasingly called on to help the State foot the bill to close the yawning racial gap in the quality of education.

Now, YOU will foot the bill for education



By JOHN BATTERSBY

Just how controversial an issue it is was demonstrated by Dr Viljoen's cautious assurances when he introduced the Bill, the vehement opposition expressed by both the PFP and the NRP, and the obvious uneasiness of some Government speakers who clearly still want free education.

The Bill was opposed by the official Opposition and the New Republic Party on the grounds that it did away with the principle of free education and could put an unfair burden on poorer parents.

It is also the type of issue that is likely to be exploited to the full by the ultra Right-wing of Afrikanerdom and could well cause heated debate at the massive Volkongres on the Human Sciences Research Council education report to be held in Bloemfontein next month. The Bill is clearly a step in the strategy sketched by the Director-General of Finance, Dr Joop de Loor, at a

seminar on policy options for the Eighties held in Johannesburg last year.

Dr De Loor said then that the State's expenditure on essential services for Blacks — such as education, housing and health — would have to be drastically increased at the expense of Whites.

He said that to close the education gap would require a huge increase in expenditure which could not be financed from the normal tax resources without placing an impossible burden on the taxpayer.

"The only realistic approach to this problem lies in bigger contributions from better-off parents."

The move is also directly in line with the recommendations of the HSRC study on education which stressed the need for greater responsibility and involvement of parents in the education process.

In his reply to the debate on the Bill in Parliament this week Dr Viljoen was not as

specific as Dr De Loor and ran into trouble with the Opposition for using the De Lange recommendations as support when the Government had not yet indicated whether it would accept these.

Dr Viljoen said the Bill was motivated by the Government belief that formal education was not the responsibility of the State alone but of the State with parents and the community.

He said the amendment was necessary to enable the National Education Council and the committee of education heads to advise him on the detail of a new education policy in which parents would make a direct financial contribution to the education of their children.

Dr Viljoen said the objective of achieving racial parity in education would be a major criterion in determining the contribution to be made by a specific population group.

He emphasised that the Government would not take any steps until it had consulted the various provincial education departments and, in



● Mr Harry Schwarz, left, and Dr Andrew Boraine, are opposed to the idea that the State should be relieved of footing the bill for education

the case of changes in Coloured and Asian education which did not fall under the ambit of the Bill, the education authorities of those two population groups.

"We have not thrown education overboard, but are only opening the door for a negotiated change in the policy so that some limited contribution from the parents can be called for."

But departure from the principle of free education presents enormous problems for the official Opposition as does the practical aspect of implementing a policy of differentiated contribution on a socio-economic and ethnic basis.

The Progressive Federal

● Dr Gerrit Viljoen — introduced this week's contentious Bill on education



unity being realised. He said there was no such thing as free education. The question that had to be answered was whether education should be paid for by the community or by the individual.

He disputed the argument advanced by the Government that South Africa could not afford education of the quality currently enjoyed by Whites for all the country's peoples.

It had been authoritatively shown that if South Africa could average an annual growth rate of 4.5% between now and the end of the century it would be able to close the education gap by the year 2 000.

While Dr Viljoen was obviously impressed with the figures quoted by Mr Schwarz he implied that it would be reckless to plan on the basis that such a growth rate would be maintained.

The big question mark over the Government strategy is what system it will adopt to determine the contribution to be made by people of different means.

DURBAN SKIPPER

FINED R21 000 IN MAPUTO

Tribune Reporter

THE Durban-based skipper of a South African fishing vessel has been fined R21 000 after being found guilty of fishing illegally in Mozambican waters.

Willy Hogg-Hansen, a Dane who lives in South Africa, was arrested by the Mozambican coast guard on Monday and was convicted after a three-day trial in a maritime court in Maputo.

His daughter, Miss Linda Hogg-Hansen, said in Durban last night that the family was astonished at the heavy fine imposed on her father.

"We have not heard from him since January 31 and we only hope that he is released soon," she said.

She believed that the Danish consulate was trying to secure her father's release.

Mr Hogg-Hansen's Durban-registered boat Hawk was 1 1/2 miles off the Mozambican coast south of Maputo when it was intercepted. More than a ton of fish

Government wants end to free education

Education: New Bill Will hit Fat Cats

By FRANS ESTERNUYSE

THE Government has embarked on a policy change which could signify serious official rethinking on the question of certain built-in white privileges in education.

The days of State-financed "Rolls Royce education" for whites, as one opposition MP described it, may soon be over.

Minister of National Education, Gerrit Viljoen, spelled out some compelling reasons for the Government's policy change when he introduced the controversial National Education Policy Amendment Bill in the Assembly this week.

His explanation left the impression that it was all part of a tightening of the belt to adapt to South Africa's embattled position.

A provision of the Bill seeks to remove the Government's obligation to provide free education.

The effect would be that parents of children at white government schools could, in due course, be made to pay fees towards the education of their children.

The Government's move seems to be yet another sign of hard times ahead. For the average South African there was little comfort in the fact that it comes at a time of further price increases and of the

Government's announcement of an increase in General Sales Tax from four to five percent.

The Bill ran into a storm of criticism from opposition members. While agreeing that luxury expenditure had to be chopped, they fought against the Bill on the grounds that it was a departure from the Western concept of free compulsory education.

Speakers on the Government side seemed to play down the financial reasons for introducing the policy change. They put heavy emphasis on educational factors and on recommendations from education leaders.

From the outset, however, the Minister made it clear that money was one of the main considerations.

He said it was common knowledge that education made very high demands on the financial means of the State and these demands would increase.

"It has, therefore, become necessary to review the principle of free education presently laid down in the Act," Dr Viljoen said.

Later in the debate Dr Viljoen further illuminated this aspect of Government thinking.

He referred to the "big and drastic change" in South Africa's security situation following the collapse of the Portuguese empire in Africa and the increased threat on South Africa's borders.

This, he said, had led to a considerable increase in defence ex-

penditure, as a result of which expenditure in education and other fields had to be reviewed.

Reacting to criticism from Derrick Watterson (NRP Umbilo) that South Africa had "Rolls Royce education" for whites and "push-car education" for blacks, Dr Viljoen made a remarkable admission.

The Minister, in effect, admitted that there had been a "Rolls-Royce type of education," for "some population groups."

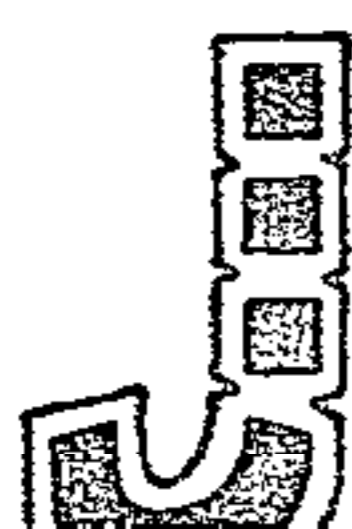
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Such expenditure had to be greatly reduced.

Opposing the proposed measure, Harry Schwarz (PPP Yeoville), said an essential issue was that the affluent would be able to pay while the poor would not be able to pay.

"If one is going to have equality of opportunity in a society, the most important feature is that one must give everybody a chance to participate in equal quality of education," Mr Schwarz said.

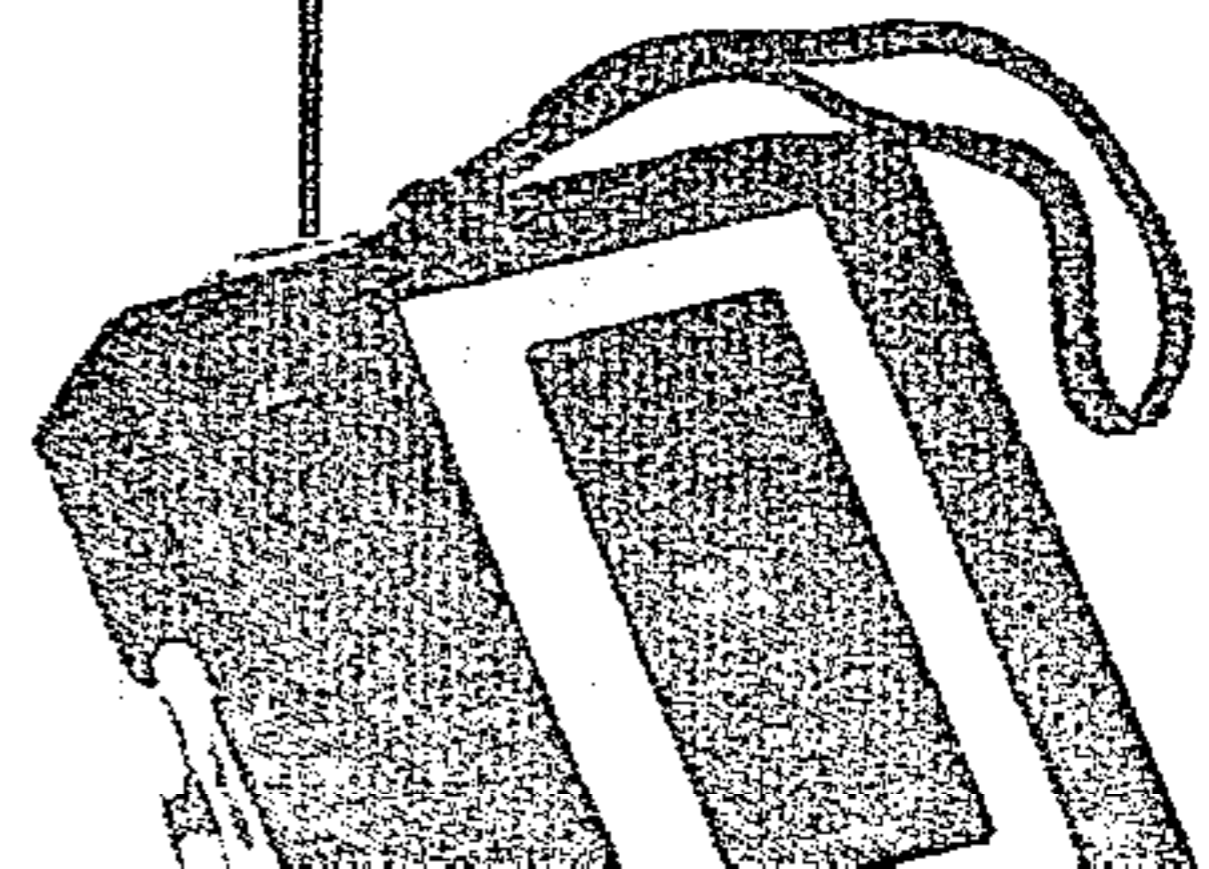


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CASSETTE

Mixed schools favoured (50) Mercury 15/2/82 by most in S A

Mercury Correspondent
JOHANNESBURG—Fifty-two percent of white South Africans favour some form of racially integrated schools — but only 23 percent want mixed residential areas.

These and other facts about white attitudes on integration emerged yesterday when details were published of an opinion poll conducted by the Afrikaans Sunday newspaper, Rapport.

These include: Nearly 70 percent of Afrikaans speakers oppose racial mixing at school, only 16,4 percent of English speakers are opposed to this; 52 percent of Afrikaans speakers favour stricter application of the Group Areas Act, only 10 percent of English speakers want this; 10,6 percent of Afrikaans-speakers favour open residential areas compared to 38,8 percent of English-speakers.

The country-wide poll among 2 500 whites also shows that 10,7 percent want schools open to all races, 33,7 percent agree

that in certain cases and under certain circumstances, white schools must be open to all races, 7,5 percent believe white schools should be open to certain other races and 47,9 percent oppose white schools being opened to other races.

Unconditionally open schools are favoured by 35 percent of Progressive Federal Party backers, 11,2 percent of New Republic Party supporters and 2,5 percent of Nationalist.

The poll shows that if a referendum is held on the opening of white residential areas to all races, 24,7 will favour coloureds in white areas (63,6 percent will oppose the move), 26 percent will favour Indians (62,1 oppose) and 16,9 percent will favour blacks (71,6 oppose).

A breakdown of respondents into party supporters on this issue shows 12,2 percent of National Party backers favour coloureds in white areas, 11,3 percent favour Indians and 5,9 percent blacks.

Own Correspondent

JOHANNESBURG. — Fifty-two percent of white South Africans favour some form of racially-mixed schools — but only 23 percent want mixed residential areas.

These and other facts about white attitudes on integration emerged yesterday from an opinion poll conducted by the Afrikaans Sunday newspaper Rapport.

The poll also shows a wide gap in thinking on some issues between English and Afrikaans speakers:

• Nearly 70 percent of Afrikaans speakers oppose racial

Half SA's Whites back mixed schools

★ 50

mixing at school, against only 16,4 percent of English speakers.

• 52 percent of Afrikaans speakers favour stricter application of the Group Areas Act. Only 10 percent of English speakers want this.

• 10,6 percent of Afrikaans speakers favour open residential areas, against 38,8 percent of English-speakers. The country-wide poll among 2 500 whites also shows that 10,7 percent want schools open to all races, 33,7

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Sixty-four percent of PFP supporters favour coloured people in their areas, 66,6 percent Indians and 52,3 percent blacks. Nineteen percent of NRP supporters favour coloured people, 24,6 percent Indians and 11,1 percent blacks.

On the Group Areas Act, the poll shows that 34,7 percent want the law to remain and be applied more "conscientiously", 28,2 percent favour exemptions in certain cases

and 25,6 percent believe blacks should be allowed to live in white areas where this is favoured by the white majority.

The poll also showed that with the exception of the NRP, all political parties have lost support since a similar survey last August:

• NP 48,1 percent (51,4 percent last year), PFP 21,3 percent (21,6 percent), NRP 7,3 percent (7 percent), Herstigte Nasionale Party 6 percent (7,9 percent), Nasionale Konservatiewe Party 5 percent (1,9 percent).

52

Call for a closer look at matric

RDH
16/2/12

By MARTIN FEINSTEIN

THE Minister of National Education, Dr Gerrit Viljoen, has hinted at an overhaul of the university entrance system to cut the alarming first-year failure rate.

Opening the academic year at Stellenbosch University, Dr Viljoen pinpointed the matriculation system as one of the main reasons for the number of university dropouts, and called on the Joint Matriculation Board to give attention to ways of improving it.

Dr Viljoen told more than 2 000 first-year Stellenbosch students and their parents: "There is a strong suspicion that the matriculation certificate, in too many cases, is not a reasonable indication of a person's potential to succeed in university study."

Important

"The standard of university entrance examinations in South Africa, given the standard of work expected at university level, is an important reason for the relatively high drop-out figure and the low success rate," he said.

Dr Viljoen revealed that:

○ Of the 20 321 students who registered at the 10 "white" universities for the first time in 1979, 19.5% failed to pass even one subject;

○ A third of the students at these universities never succeed in obtaining their degree.

○ A student with a 60% matric pass has only a 50% chance of obtaining a BA degree in three years.



DR GERRIT VILJOEN
Hint at change

"At a glance, it appears that the JMB needs to give attention to the possible alteration of the university study sieve.

"It is the function of the JMB... to see that university entrance certificates are a reasonable indication of a person's ability to succeed in university study.

"If the certificate's standard were to be raised, the number of candidates who matriculate will probably drop — and consequently also the number of students at university," he said.

"Such a step could possibly also have the advantage that the number who study successfully and graduate will stay at the same level

WOMAN'S ARGUS

THE PRE-SCHOOL CRISIS

ARGUS 16/2/82



THERE is a crisis in pre-school education in South Africa. Salaries and service conditions of teachers are 'abysmal' and there is such a shortage of facilities that tens of thousands of three to six-year-olds are deprived of any form of pre-school education.

There were some of the primary gathering of more were blacks and whites, facts that emerged at the 350 people Western Cape Conference setting 132 pre-primary care and schools and creches and an extraor- 72 organisations. There

qualified nursery school teacher with 25 years' pre-school experience who had never earned more than R200 a month.

As one white delegate said: 'I never realised how privileged we were.'

These were some of the facts presented to the conference:

Of the total number of South African pre-schoolers only 0.3 percent of blacks, three percent of Asians, four percent of coloured and 16 percent of whites are provided with pre-school facilities.

Of more than four million African children up to six years old only about 24 000 attend pre-schools. In contrast, of more than 500 000 white children about 59 000 attend pre-school.

White and coloured children attending creche are entitled to a welfare subsidy from the State. But the monthly income limit and the subsidy for coloured people is far lower than that for whites. In order to qualify for the subsidy white families must earn below R195 to R507 a month (depending on the number of children) while coloured families must earn below R160 a month. The daily subsidy is 68 cents for white children and 25 cents for coloured children.

At Cape Town's black pre-school centres there is an average ratio of one trained teacher to 87 children and at the coloured pre-schools one teacher to 69 children. The actual adult to child ratio is higher with one adult to 39 children in black pre-schools and one adult to 18 children in coloured pre-schools. The ratio recommended by the Department of Education and Training (blacks) is one trained teacher to 26 children and by the Department of National Education (white) is one teacher to a maximum of 20 children.

The Province pays the salaries of white teachers at pre-primary schools under its control but neither the Province nor the State pays the salaries of black or coloured teachers.

The conference, which passed a resolution, there was an urgent need for a greatly expanded provision of pre-school services' and responsibility for this should rest primarily with the State.

The responsibilities of the State and decentralised authorities 'representative of the whole community' included:

- Establishing a unitary non-racial Department of Early Childhood Care and Education.
- Providing equal non-racial training facilities, salaries and subsidies.
- Financing buildings where requested by the community.

There was a strong feeling that the quality of child care was more important than the quality of buildings and a number of delegates called for the relaxation of building standards.

LINDA VERGNANI

Schools ⁽⁵⁰⁾ group is ^{ROH} planned ^{16/2/82}

By MARTIN FEINSTEIN

MORE than 800 representatives of the governing bodies of Afrikaans schools in the Transvaal gathered in Pretoria at the weekend and took the first steps towards the formation of a powerful new association.

The representatives unanimously passed a motion approving the formation of an association of governing bodies to take part in education decision-making, and appointed an eight-man committee which will meet in March.

But a constitution is unlikely to be drawn up before March 18, when the association's aims and structure will be discussed at the national education conference to be held in Bloemfontein under the auspices of the Federasie van Afrikaanse Kultuurverenigings (FAK).

The meeting, held at Unisa, was called by the Transvaalse Onderwysersvereniging (TO) which, with the FAK, is organising the Bloemfontein conference.

It was addressed by the president of the TO, Professor Hennie Maree, who warned parents not to think they had dealt with their educational responsibility by leaving it "squarely on the shoulders of the State".

"Parents must be persuaded, with effort, to participate in the election of their representatives in governing bodies and parent-teacher associations," Prof Maree said.

This could only be kept in motion by having groups attached to every school.

He said far-reaching changes involving education management would begin to take form in the near future.

Prof Maree also denied that the TO aimed to mobilise Afrikaans teachers and parents as a Rightwing pressure group to block education reform.

"This organisation has no political motives and political activities have no part in it," he said.

"We believe that education and politics must be separate, and that this division must be maintained at all costs."

The chairman of the eight-man committee is Professor Henry Stone of the Waterkloof High School governing body.

More school costs may face parents

Jan 17/2/52 (50)

Own Correspondent

Transvaal schoolchildren could have to pay for more than just their books if recommendations by the Human Sciences Research Council's investigation into education are accepted.

Speaking in the Transvaal Provincial Council in Pretoria yesterday, Mr Fanie Schoemann, MEC in charge of education, said a realistic and responsible attitude had to be adopted to the report.

Nothing had yet been finalised, but it had to be accepted that alternative forms of financing education might have to be considered.

Among these could be the placing of greater responsibility on local bodies such as school governing bodies for the continued financing of their schools.

This could mean that school committees

could become responsible for the continued maintenance of schools after the initial work had been done in establishing the school.

Mr Schoeman said the time was possibly ripe now for big business to play a greater role in financing education and that to encourage this the possibility of increasing tax concessions for such projects should be considered.

He said that in the Transvaal there were specific problems such as the rapid development of growth points which demanded educational facilities for workers' children.

PEOPLE SHIFT

The population shift to the Transvaal was causing particular problems that placed an additional burden on the province.

Because of the financial crisis, all solutions were being examined and recommendations would be made to the Executive Committee.



50 Star 15/3/82

By Harold Herman

Six priorities in education

The shortage of fully qualified teachers is one of the biggest obstacles to equal education in South Africa. The problem was one of those discussed at a recent conference in Grahamstown.

This article is extracted from a paper prepared for the conference. The Star is publishing authoritative articles on education as part of the important debate sparked by the De Lange Report

education it would be sheer folly to keep the teaching corps of the various groups racially exclusive.

The De Lange Report highlights the acute shortage of teachers in English, mathematics, natural science and technical subjects.

To satisfy the requirements for a 4.5 percent growth rate for the economy, it will be necessary to train 23 000 skilled workers and 9 500 technicians a year. At present an annual rate of 10 000 skilled workers and 2 000 technicians is being maintained.

The number of underqualified teachers of the natural sciences and maths in coloured, Indian and especially black schools — 70 to 90 percent — is significantly higher than in white schools — 20 to 50 percent.

To reduce these backlogs a co-ordinated approach to teacher training is necessary and the facilities and expertise should be shared by all population groups.

The inevitable boom

in the number of black matriculants has exciting possibilities for remedying the shortage of teachers. This, with a co-ordinated programme of in-service training of teachers, could lead to a much more favourable supply and a substantial improvement in the quality of education.

At university level the limited numbers of students who enrol — many of them for teacher training — find it difficult to cope with the undergraduate courses, particularly in the first year.

Between 1969 and 1975 the average first-year failure rate of all "open" universities was 33 percent and in 1978 the wastage was still about one in three.

The position at the ethnic universities is even worse. A research project involving 1 322 first-year students at a black university during 1978 showed that 63 percent of the new full-time first-year students who completed or failed in their first year.

The research also revealed that more than 80 percent of the students who com-

pleted courses at the university joined the teaching profession.

The implications of these high wastage figures for the supply of teachers for secondary schools is obvious: there are at present just not enough students able to cope with the present university courses to gain qualifications to allow them to teach in secondary schools.

A few urgent priorities which could be seen as the bottom-line in the peaceful solution of the education crises are:

- One education system under one ministry with a measure of decentralisation;

- The opening up of at least all tertiary education institutions to all races;

- A massive input of funds into black education as an interim measure;

- A crash teacher-training programme for blacks;

- A clear indication of the intention to move away from differentiation based on criteria irrelevant to education; and

- A much stronger emphasis on local participation and decision-making in education, with the elimination of bureaucracies which inhibit progressive change.

- Mr Herman is senior lecturer in and head of the department of comparative education at the University of the Western Cape.

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o books, notes, pieces of paper or other material may be brought into the examination room unless candidates are so instructed.

andidates are not to communicate with other candidates or with any person except the invigilator.

o part of an answer book is to be torn out.

ll answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Do not write in the left hand margin.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University

Black schooling is 'authoritarian'

THE education system in South Africa is highly authoritarian. Schools are being governed through proclamations, circulars and the lot, according to Professor Zeke Mphahlele, senior researcher attached to the University of the Witwatersrand's Department of African Studies.

Prof Mphahlele said this yesterday during a re-union function of the Lady Selborne High School's old boys and girls held at the Mamelodi Community Centre.

The colourful occasion was organised by former students of one of Pretoria's oldest schools as a means of saying "thank you" to their former principals and teachers.

The school, which has produced a number of leaders in various fields, was demolished, together with Lady Selborne township, in the early 1960s.

The principals honoured at the function were Mr S P Kwakwa, first head of the school from 1946 and now Minister of Education in the Lebowa Government, Prof Bob Lethoba Lesoai, now Professor of English at the University of Bophuthatswana, Mr I Mokoena and Mr Paul Matlou.

Professor Mphahlele said there was no consultation in the running of black schools. Instead, authorities prevailed upon each other from the Minister down to the teacher in the classroom, with each

By **NORMAN
NGALE**

subordinate taking orders and nothing else.

He said it was time blacks disentangled and decolonised their minds so as to become masters of their own destiny, so that they can stop merely struggling to survive, but live and live fully.

He appealed to members of the audience not to lose their sense of history as marked by such occasions as the union function. Blacks, he said, had been denied their history which had been distorted by "another man".

It was barely seven years after Selborne High School was established, the professor recalled, when Dr H F Verwoerd came up with an idea that missionary education taught the students to revolt.

"I wish Dr Verwoerd and Enslin were still alive (during the 1976 riots) to see how dangerous it was to experiment on human minds," he said, urging that students resist the process of being turned into zombies as planned by the two men.

With the demolition of Lady Selborne township in the early 1960s, the school was transferred to Mamelodi, where its name was changed to Ribane Laka High School.



'Decolonise your minds' — Mphahlele

50

(50) WDM
15/3/82

A system to create zombies, says prof

By SAM MASEKO

THE introduction of Bantu Education was meant to create a system which would produce zombies, Professor Ezekiel Mphahlele, said in Mamelodi at the weekend.

Prof Mphahlele, of the Department of African Studies at the University of the Witwatersrand, told a gathering of former students of the Lady Selborne High School that blacks were a colonised people because they had to do what was directed by others.

Therefore blacks had to re-educate themselves and develop a free mind because "a free mind is a decolonised mind".

The educational system was authoritarian as it was run by proclamation without consultation, he said.

Missionary education was different from the present system since blacks then wrote the same exams as whites.

By introducing Bantu Education in 1953 Dr H F Verwoerd, who later became Prime Minister, tried to "impose a system which would produce zombies".

But it was dangerous to experiment on the human mind as was evidenced by the 1976 riots, Prof Mphahlele said.

He urged parents "to monitor" the education of their children as education was not only the duty of the teacher.

Black Sash wraps up meeting

Mercury 16/3/82

Mercury Reporter

A WIDE range of social and political issues affecting the majority of people living in South Africa were discussed at the national conference of the Black Sash which ended at the St Thomas Church Hall in Musgrave Road, Durban, yesterday.

During the conference the Black Sash released a number of statements on the issues under consideration:

The De Lange Commission of inquiry into education was established in a climate of wrangling between the Federal Council of Teachers' Associations and the Government on the issue of realistic salary increases in 1980, according to a paper pre-

pared by Mrs J Davidoff of the Transvaal region of the Black Sash.

Unrealistic

Among other factors surrounding the establishment of the commission were attempts to defuse the black, coloured and Indian reaction to non-equal and non-integrated education and the acute need for more professional and skilled black workers.

The Black Sash said they were therefore of the opinion that it is unrealistic to consider the commission's recommendations in the political and economic conditions prevailing in South Africa.

The Black Sash considered that the commission-

er emphasised industrial training and labour but not the hopes, aspirations and desires of the majority of South African people... and proposed that the enormous sums spent on subsidising the importation of immigrant workers from overseas to fill the manpower shortage should be rechanneled to upgrade black education.

Children

A paper prepared by Mrs Di Bishop, for the Cape Western Region, highlighted the effects of apartheid on black children.

She said that children forced to live in resettlement areas often never knew the security of family life or even their own fathers.

Children subjected to group area removals and the destruction of their homes, such as children still living in District Six, had known only bulldozing and destruction around them.

'Is it any surprise that many children and young people subjected to these conditions should have little respect for the property of others?' she asked.

Crime rate

Other symptoms of apartheid manifest in crime rate brought about by a variety of deprivations and the exploitation of child labour.

In response to the paper the Black Sash issued a

statement condemning 'the effects of apartheid on black children and the kind of future this Government is preparing for all children in terms of the harassment to which they are subjected. Generations of emotionally damaged people are in the making, which is a tragedy for them and for all in the country.'

In the field of labour, the Black Sash recommended that the present cost of living required a living wage for all workers of at least R2 an hour.

Living wage

They resolved to promote, through their contacts with employers and shareholders, the R2 minimum living wage; to indicate their rejection of

exploitative employment practices by supporting appropriate labour action and to ensure that all their own members were aware of the issues involved and to commit themselves to act accordingly as employers.

Other statements released by the Black Sash yesterday condemned capital punishment and the disparity in pensions based on racial discrimination.

At the close of the convention, Sheena Duncan was voted in as the new national president.

Joyce Harris, who had stepped down after being the national president for the past four years, and Jill Wentzel were made vice-presidents.

5



ish up bus fares

Mr Dibu Liphoko, also a resident of Evaton, felt that "VTC are sensible enough not to increase their fares. To go to Johannesburg I have to pay R1.90."

"How the hell do they expect a man who earns a meagre R45 per week and has five mouths to feed to cope?" fumed

Mr Liphoko. "Puteo is a big company, but I don't think they are interested in the welfare of the black community. They make as if the socio-economy of this country is balanced and blacks earn as much as whites — which is a lie, as we still have the apartheid ogre with us," concluded Mr Liphoko.

crease

iriffs up

5c per unit; rent R3 to R4 per month; public phones 5c to 10c minimum; installation R30 to R50.

A telephone bill costing R22.30 at the moment could therefore cost R26.80 when the increases come into effect, depending on the number of long-distance calls made.

Standardised mail: Integrated surface and air-mail 5c to 8c.

Non-Standardised mail: Surface mail up to 100g 10c to 12c; Surface mail up to 250g 12c to 15c; Airmail up to 100g 12c to 15c; Airmail up to 250g unchanged at 25c.

Parcels: 1 kg surface mail 50c to 80c; 5 kg surface mail R1.15 to R1.95; 1 kg airmail 90c to R1.25; 5 kg airmail R3.15 to R4.45.

Private box — per year R5 to R10; Medium box — per year R7 to R14; Large box — per year R13 to R26; Private bag — per year R6 to R12.

Telex services: Calls per

unit 5c to 6c; Teleprinter rental up by an average of R10 to between R40 and R75 per month; Installation R100 to R125. Postal Order commission:

| Denomination | Existing comm. | New commission |
|--------------|----------------|----------------|
| 50c | 3c | 2c |
| R1 | 7c | 3c |
| R2 | 10c | 4c |
| R5 | 15c | 9c |
| R10 | 15c | 16c |
| R20 | 20c | 31c |
| R50 | 30c | 76c |

This rationalisation of the existing basis of postal order commission comes into effect on June 1st.

Other major increases announced by the Minister include the raising of miscellaneous service fees. Express delivery, for example, goes up from 30c to R1. Demurrage payable on articles not collected within seven working days goes up from 3c a day to 10c a day.

s Botswana court 000 bail wanted

a police construction manager e Magistrate bail of appeared

off towards the Tlokwen border post with South Africa. The police immediately arrested Mrs Christine Radloff, who had attended the hearing, in connection with her husband's escape. She is due to appear in court today. A senior police spokesman said

TEMBISA:

School shortage solved . . .

Sowetan 17/3/82 50

Stories by MZIKAYISE EDOM

THE Department of Education and Training has completed the building of about 60 additional classrooms at existing schools in Tembisa, Kempton Park in a bid to improve the acute shortage of classrooms in the area.

The Department also hopes to complete more than 10 classrooms at existing schools before the end of this month, before announcing new plans for the 1982/3 financial year. Tembisa was the township on the East Rand most affected by the shortage of schools.

A spokesperson for the Tembisa Liaison Committee, which represents all schools in the area, said yesterday their accommodation problems, which they had been experiencing for the past five years, would be solved by the end of the month. He also said the liaison committee would meet DET officials to ask for more schools in the area.

been solved but we hope that the Department is going to build more schools in future because the number of pupils in the area is increasing annually."

RECOMMENDATIONS

He also said they had sent recommendations to the Department on how overcrowding in Tembisa could be avoided at present and in future. He said they were still waiting for a reply.

COMPLETED

So far, the Department has completed 14 additional classrooms at Tembisa High School, 12 at three lower primary schools and 22 at three higher primary schools. The remaining classrooms are being erected at six other schools.

Meanwhile, Mr D A Scholtz, Department of Education and Training Regional Director in the Highveld region, has announced that the Department is going to build the new secondary and primary school in Tembisa before the end of the year. He also said the Department was planning four new schools and 571 additional classrooms at existing schools on the East Rand this year — if all goes according to plan.

Tembisa High, which also had a shortage of teachers, has solved its problem by hiring five more teachers. The spokesman said: "For now, our problems have

Sowetan 17/3/82 97 and more ambulances on the way

Congress set to kill reform

(50) Stew
18/3/82

By John Allen and
Carolyn Dempster

The Afrikaner volkskongres which begins in Bloemfontein today is set to kill prospects of significant reform in the racial basis of South African education.

The congress, to be attended by about 2000 people, is expected to set the seal on the Government's rejection of the concept of free association advocated by the De Lange Commission report.

The architects of the report, including the chairman, Professor J P de Lange, have not been invited to participate, although some will be present.

Rightwing lobby groups, spurred on by the breakaway of Dr Andries Treurnicht from the National Party, are working strenuously to have the congress take a hard line against reform.

Signs are that sharp

clashes between reform and rightwing groups can be expected over some issues, including whether South Africa should have a single Education Ministry or not and, if so, what powers the Minister would exercise.

The congress is likely to make it clear to the Government that major institutions in Afrikanerdom will not tolerate any deviation from:

- Racially segregated schools, excluding private schools.

- Racially segregated education departments.

- Christian education with a "broad national" character.

- Mother-tongue education.

The Government reaffirmed its adherence to these principles in its interim memorandum response to the De Lange report but the degree of its commitment has been

subject to rightwing attacks.

The Government has as yet taken no clear stand on the issue of a single Ministry or Minister of Education.

The Transvaalse Onderwysvereniging (TO), one of the key organisations in the congress, has already criticised the lack of clarity or vagueness on issues such as a single Ministry.

Another key organisation, the Inter-Church Commission on Education, told the De Lange Commission that it rejected a "joint umbrella structure for educational control."

Statements by influential groups involved in the congress, pre-empting the discussion, indicate that if a single Ministry is accepted it will be on condition that it will serve to co-ordinate separate education departments only.

The chairman of the organising committee, the Rev D J Viljoen, has confirmed that

none of the 26 members of the main committee of the Human Sciences Research Council investigation was invited to the congress.

He said this was because delegates would be examining and commenting on issues in the De Lange Report.

Professor de Lange said recently he would not participate in any congress on the report because of possible political implications.

A crucial issue at the congress is likely to be the standards of white education.

The De Lange report said white education norms were "too extravagant" and could be pruned without reducing the quality of education.

The TO had declared that no race group should be prejudiced in a new educational dispensation.

It has emphasised that whites should not suffer in any way.

Political line drawn at big schools talks

By MARTIN PEINSTEIN
Education Reporter

BLOEMFONTEIN. — The principles of sound education must be put before personal or political gain when Afrikaners discussed the education future, the education "volkskongres" was told last night.

In his keynote address, the chairman of the organising committee for the congress, Ds D J Viljoen, issued a clear warning to 1 800 delegates that attempts to "hijack" the gathering for political gain would meet stiff resistance.

Ds Viljoen said: "Our departure point is educational, with a Christian perspective ... we are not approaching the future of education in a political way."

The congress opened last night for two days of discussions on the De Lange education reports, against a background of intensive behind-the-scenes moves to rally support for National Party rebel, Dr Andries Treurnicht.

"We trust that all discussions will take place on a high level," Ds Viljoen said.

"Principles, and not the gain of people or groups, must be put first."

The Afrikaner approach to education was, however, subject to four non-negotiable criteria: Christianity, group identity, mother-tongue instruction, and parental decision-making.

"The congress is therefore concerned not only with the principles of the provision of

education, but also the real philosophical principles lying at its foundations," he said.

In defining the role of the Christian Afrikaner in the future of education, the influence of the congress would hopefully stretch beyond March 31 — the deadline for official reaction to the De Lange report — and prompt a fresh awareness among parents and institutions of the need to get "the intense involvement" of young Afrikaners.

"We are very aware that great changes in education must and will come ... we know only too well that the status quo cannot be maintained."

God's word and Afrikaner culture would determine where Afrikaners were prepared to go — and where they would refuse to go.

Ds Viljoen said the congress did not aim to force its will on other groups and races, but should be prepared to help others to reach their own goals and ideals.

Sapa reports that another speaker told the congress the principle of equal educational opportunities should be accepted on condition that the standard for whites was not lowered.

Whites must not be disadvantaged in the proposed dispensation, said Professor W A Landman, professor of Fundamental Pedagogy at the University of Pretoria.

He was delivering a paper on the principles for education in South Africa which appear in the De Lange report.

There could be no question of a single educational system in a plural community, he said.

Expert sees pitfalls in equal education

BLOEMFONTEIN — The principle of equal educational opportunities should be accepted on condition that the standard for whites was not lowered, a speaker at the Afrikaans teachers' congress said in Bloemfontein last night.

The whites must not be put at a disadvantage in the proposed dispensation, said Professor W A Landman, professor of fundamental pedagogy at the University of Pretoria.

He was delivering a paper on the principles for education in South Africa which appear in the report of Human Sciences Research Council's investigation into education.

Professor Landman said the State could not simply be responsible for the unqualified provision of equal educational facilities for all population groups.

Guarantees in regard to standards must be provided that would apply to all population groups. The standards must take account of the quality of service that was expected and the country's needs.

If excessive emphasis was placed on the community it indicated a non-recognition of multinationality at the cost of multi-racialism. The emphasis should fall more on the principle of diversity than on community.

The "positive recognition" of the diversity in regard to religion must mean that, at least for the Afrikaner child, the content of education would still have a Christian character, Prof Landman said.

The individual's freedom of choice must always be seen and judged within the framework of the demands

of the community.

In a school with a mixed and heterogeneous enrolment, the common feeling of mutual connection, belonging together, harmony, tranquility and enthusiasm would be wanting due to the lack of a common past and tradition and the big differences between the ethnic and cultural groups.

Tension, friction and confrontation would be difficult to exclude, he said.

In a neutral milieu and colourless environment there would be nothing to pass on to the future generation, and no definite direction or purpose for which they could strive. There could thus be no question of one single educational system in a plural community.

Another speaker, Professor J L van der Walt, told

the congress clear consideration must be given to the status of the Christian National Education principle in the present-day national and racial context in South Africa.

Prof Van der Walt, professor in theoretical education at Potchefstroom University, said the principle had for "literally centuries" been the cornerstone of Afrikaner identity. With it the Afrikaner nation had repelled the bitterest attacks on its national identity and eventually, with its help among others, conditioned for itself a ruling and privileged position.

Prof Van der Walt said that unfortunately, and wrongly, Christian Education was associated by white non-Afrikaners and many blacks, Asians and coloureds with suppression.

Teachers cautious of poll on change

ARGUS
19/3/82
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Argus Correspondent

BLOEMFONTEIN. — Conservatives had their way at the Afrikaans teachers' congress here yesterday when most of the 2 000 delegates voted to postpone an opinion poll based on an address by Professor W. A. Landman on the Principles for the Provision of Education in South Africa.

In spite of the careful wording of the questions and their conservative approach to the principles in Professor Landman's address, some delegates wanted further, more restrictive changes before they would vote.

The criticism and motions suggesting a postponement of the poll — were loudly applauded.

The conservative move 'for more time to study and re-evaluate the questions' might mean that some will be rephrased.

Among the questions was whether the application of educational principles is only possible after they have been interpreted differentially by each population group.

Other questions dealt with such matters as 'commonality must not be emphasized at the cost of diversity; the freedom of choice of parents and children may be exercised only within the framework of their own department and schools; and 'Private schools should not be established in such a manner that it will lead to the de-Christianising of State schools.'

Another question asked whether the principle of

Christian national education must from now on be seen as a sub-division of a grand framework for education in a multipopulated nation.

Earlier Professor Landman, senior lecturer in pedagogics at the University of Pretoria, said that the Christian and 'volks' character of teaching must be protected as the first and most important principle.

Professor Landman said the provision for education in practical terms should be at a secondary level of control.

URGENT

'It is a fact that the establishment of co-ordination mechanisms are urgently necessary,' but this co-ordination should not necessarily be at primary policy level.

If there was serious talk of one central policy department, it should be understood that this department would have no 'operational' function.

The Rev D J Viljoen, chairman of the organisational committee, told delegates that the status quo in education could not be maintained.

He added that the Christian Afrikaner would have to indicate in which direction he was willing to go, and what was unacceptable to him.

NON-NEGOTIABLE

Although it was not the purpose of the congress to force the will of the Christian Afrikaner on other population groups, the non-negotiable principles adopted by the congress would have to be maintained.

'The whole approach to the provision of education must be subjected to criteria which for us are non-negotiable.'

'These criteria are: Christianity, the volks identity, mother-tongue education and parent choice and decision-making,' he said.

The congress will last three days.

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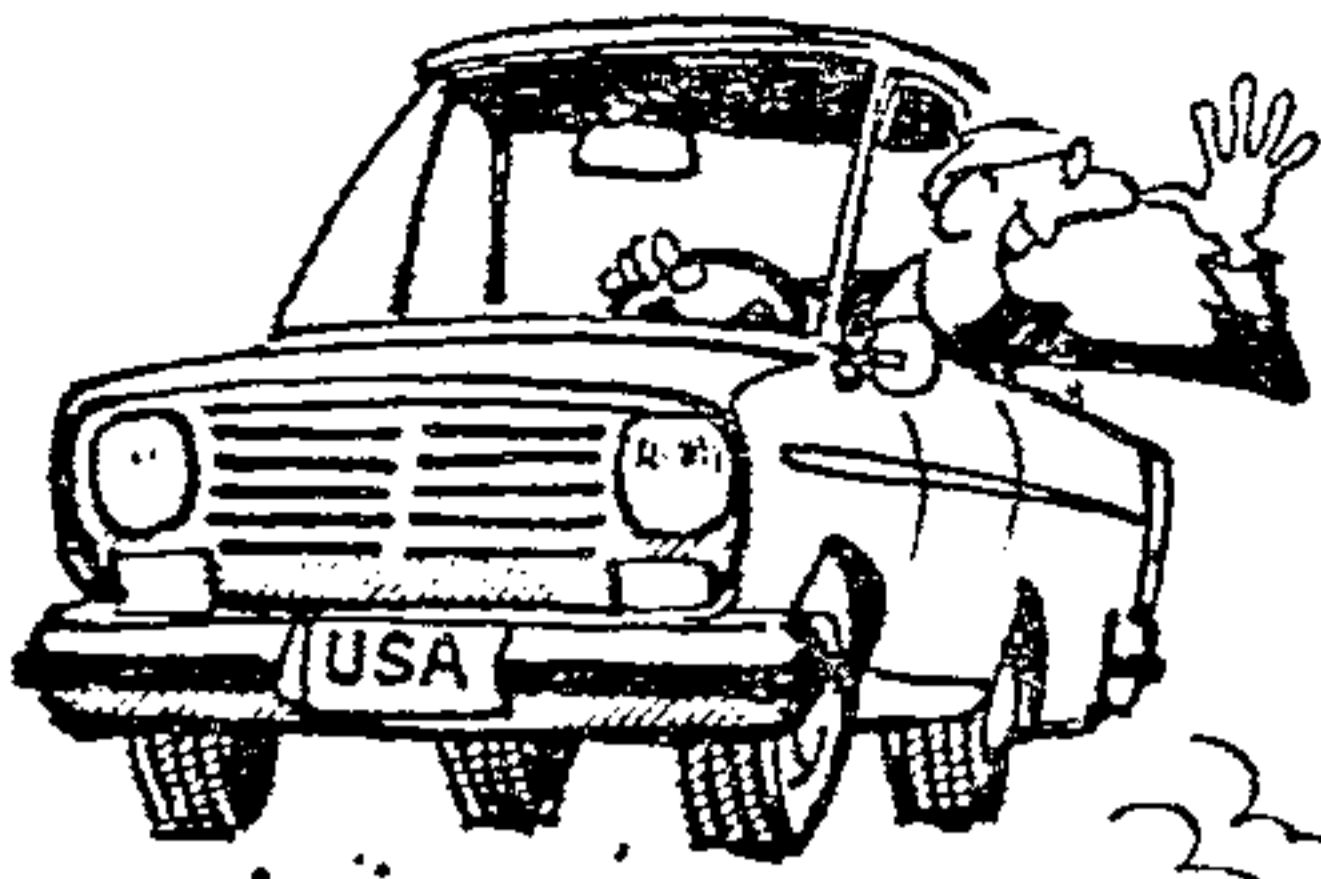
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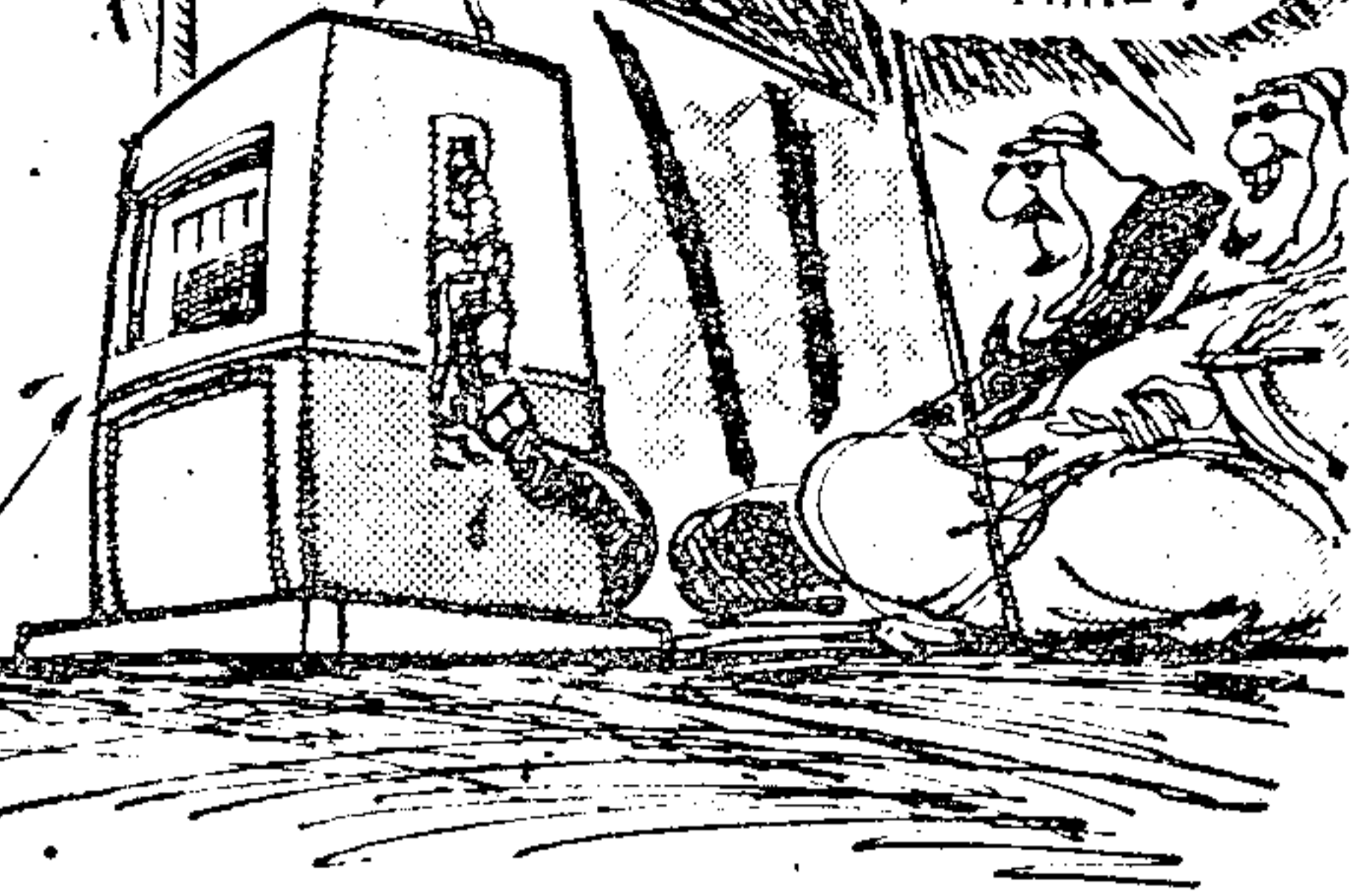
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THE WAY HE
DRIVES HE'LL
BE BACK IN
NO TIME!



Share education resources fairly

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Stan
18/3/82

It is high time we allowed representatives of all population groups some say in who gets what — and how much — in education, writes Franz Auerbach.



MR AUERBACH

Those interested to equalise educational opportunity are quite clear that unless the allocation of money, the measurement of educational standards, the control of public examinations and the collection of data in education are handled by one central ministry, present inequalities are likely to persist.

Nor would one ministry alone regain the confidence of all three black communities which is now clearly lacking, unless there were an Education Council on which all population groups are credibly represented, a council to "advise the Minister on all policy matters for which he is responsible and that the Minister be obliged to consult with the Council on these matters." (De Lange Report, p 197).

Of course financial and other key policy matters are even now centrally decided; the Treasury allocates funds and decides which department gets how much — usually allowing each to increase its spending by 15-20 percent a year; access to schools, curricula, rules on compulsory schooling and many other matters are decided by the central Government, or nationally co-ordinated.

Yet we must realise that the vertical division of education has the result that each "system" plans ahead without much concern about how

others fare. Each has its own staffing scales, with the result that, on average, for every 30 pupils per teacher in pupils in the white system, there are some 41 in an Indian, 44 in a "coloured" and about 60 in an African class.

Though the system is being phased out, many African teachers in the first two years of school around the country still teach two groups of pupils per day in succession, for one salary.

While 30 percent of all high school pupils in South Africa are white, the percentage of all teachers with a degree and a diploma who are white is 85. Professor de Lange has just told us that 58 percent of the African school beginners (some 900 000 a year) and 46 percent of the "coloured" ones (over 100 000 pa) drop out of school before they have entered the fifth year of school. He said many relapse into illiteracy.

To change these and many other glaring inequalities — which have built up over decades — it would clearly be necessary to share resources (teachers, money, buildings, facilities) more fairly than has been done in the

past. Fair sharing may mean that further improvements in the white system should be delayed until the quality of the other systems has improved substantially.

A common standard for building schools might mean somewhat less elaborate white schools; as the De Lange report recommends, some very expensive facilities may need to be shared to allow black pupils access to very specialised courses.

Such decisions will not be taken by persons or bodies concerned only with white education, for such people will look at "our" needs, and argue that the needs of

"other" departments are the concern of "other" people.

That is not the road towards equal educational opportunities. In any case that will be a long, hard road. Many people believe equality in education can come only after political change — but that is no excuse whatever for delaying the reduction of the worst inequalities.

Many steps on this road can be taken — but this requires the will to take them among those who make the key decisions.

That is why a non-racial council and a single ministry are essential. And we should realise that we don't have one-culture education departments anyway, for our provincial departments each cater for the needs of Afrikaans-speaking and of English-speaking pupils — two groups whose cultural framework shows many important differences.

(Naturally there are similarities too. This applies among all groups, hence the De Lange principle 2 stresses that education should stress what is common as well as what is diverse in the various racial, language and religious groups).

So we already have departments that cater for more than one cultural group without damaging the identity and ethos of particular schools. All-race departments at regional level would share resources without sacrificing the group identity of schools. Nor would a new principle be involved in allowing schools to decide for themselves whom to admit: in Port Elizabeth and Pretoria — and possibly elsewhere — some black children (whose parents are diplomats) already attend State schools that have accepted them — at the request of the Government!

Joint decision-making and some sharing of resources can happen without damaging group identity: it is high time we allowed representatives of all population groups some say on who gets what (and how much!) in education.

We should remember that if we delay significant reforms again, we are likely to have more school boycotts, social unrest, perhaps disturbances which will damage public confidence in our country. Redressing inequalities in education is both a moral duty and a national necessity. Selfish group interests should not be allowed to prevent real reforms.

● Franz Auerbach is a Transvaal educationist.

A call for rethink ⁽⁵⁰⁾ on CNE

2011 20/3/82
By MARTIN FEINSTEIN

Education Reporter

BLOEMFONTEIN. — A Potchefstroom University professor has urged Afrikaners to rethink the policy of Christian National Education (CNE) — because blacks associate it with oppression.

Professor J L van der Walt, a senior lecturer in theoretical education told the Education Volkskongres that CNE — for 300 years the "life-buoy" of Afrikaner identity — has become so misunderstood by non-Afrikaners that it needed an urgent overhaul.

"The reality now staring us in the eyes is that the principle of CNE has been misunderstood through the years by, for example, English speakers as the Afrikaner claiming things for himself in education that he will not grant to non-Afrikaners.

"Today it is associated with oppression by the white non-Afrikaner population and many blacks, Asians and coloureds," he said.

See Page 5

Boshoff hits ⁵⁰ at integration in education

By Carolyn Dempster
Education Reporter

BLOEMFONTEIN — The Broederbond head, Professor Carel Boshoff, today criticised the proposal for a single Ministry of Education and recommended the entrenchment of racial segregation in education.

His motion that the Volkskongress reject a single education Ministry was widely supported. He proposed it during debate on the address "Education management in the light of commonality and diversity in South Africa."

The address, delivered by Professor H J S Stone of the University of South Africa, elicited much conservative criticism of the establishment of three levels of education management.

As the first speaker in the debate Professor Boshoff set the tone for a later outright rejection of the principle of participation of all race groups at the first level

of education policy making.

Although Professor Stone emphasised it was doubtful that one Ministry of Education for all population groups could exist, he said the diversity of South Africa had to be taken into account in the provision of education for all races.

It was possible that co-operation among education systems or education departments of different groups could exist. But separate education departments for the different population groups should for pedagogical reasons be established as a non-negotiable right.

The planning of a new system for the provision of education had to be investigated in terms of a model that would serve the interests of all groups.

Although Professor Stone's address attracted some criticism from the 1 600 delegates during the debate and a more conservative approach to the principles expressed was indicated, the final explanation of his initial standpoint was warmly received.

Star 20/3/82

Rightists swamp education verligtes

By Carolyn Dempster
Education Reporter

BLOEMFONTEIN — The first open clash between Afrikaaner education "reformists" and right-wingers at the massive Volkskongres in Bloemfontein resulted in the minority verlig voice being "steamrollered."

Setting the right-wing tone for the debate on "Education Management in the Life of Commonality and Diversity in South Africa," was Broederbond head and chairman of the South African Bureau for Racial Affairs, Professor Karl Boshoff.

He proposed that the congress reject the concept of a single Ministry for all races, adding that one Ministry would lead inevitably to a unitary state and integrated education which was totally unacceptable.

He was backed by the majority of the 1600 delegates who have voting rights at the congress.

Professor Peter Jooste of the University of Port Elizabeth made a verligte plea for a more balanced approach and another academic from UPE said that the concepts of "association" "accommodation" and "dialogue" should pervade all three levels of the proposed education structure. Diversity could not be promoted as an absolute concept.

But the majority of the delegates favoured a right-wing approach.

Intense behind-the-scenes political manoeuvring has characterised the congress from the start, a prominent delegate said yesterday. It was unlikely that the more verlig delegates would continue to raise their dissenting voices in the face of such overwhelming right-wing support, he added.

Indications are that the congress will reject the proposal for a single Ministry of Education.

Integrated education: TO rejects proposals

50
Star
23/2/82

By John Allen
Education Reporter

South Africa's most powerful teachers' organisation has responded to the De Lange Education Report with a total rejection of moves towards racially integrated education.

The Transvaalse Onderwysersvereniging (TO), which represents 17 000 Afrikaans-speaking teachers, has also attacked the handling of the De Lange Report by "leftist liberal groups, especially from within the English-speaking community."

At a special general assembly of the TO, held in Pretoria at the weekend, the organisation decided it regarded three principles as non-negotiable:

- The Christian and national character of education.
- Separate schools and education depart-

ments for each population group.

- Mother-tongue education.

A statement released today after the closed sessions of the assembly warned that the Government was "honour-bound" to keep by its interim response to the report.

In its cautious response the Government said the three principles would be maintained.

The TO is playing a leading role in the Afrikaner education congress which takes place in Bloemfontein next month and its stand is likely to have a significant influence on the response of the Afrikaner community to the De Lange Report.

Full details of the assembly's decisions were not disclosed but officials said at a Press conference that

elements underlying the TO's approach included the right of each racial group to self-determination in regulating its educational affairs.

TO chairman Professor H O Maree said the organisation could not respond to the De Lange Report proposal for one central education ministry for all races until clarity on the recommendation could be obtained.

He said the establishment of a new constitutional dispensation by the Government could not be allowed to change the basic principles spelled out by the organisation.

"The TO finds serious fault with certain recommendations (of the report) and in particular with interpretations of a widely differing nature which have been publicly given," he said.

Professor Maree said the actions of "leftist liberal" groups could result in polarisation.

He alleged that their actions were largely politically inspired.

The assembly also decided:

- Neither whites nor other race groups should be prejudiced in efforts to achieve equal educational opportunities.

- Educational change should be made in a "reformist" and not a radical way.

- There had to be co-ordination on issues such as finance and broad policy affecting all races.

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Rightist bid to control education

Star 12/3/82 (50)

By Carolyn Dempster
and John Allen

A major rightwing campaign has been launched in a bid to dictate the nature of future educational reform.

The vehicle will be next week's massive Afrikaner educational congress in Bloemfontein to be attended by 1500 delegates from church, cultural and educational bodies.

The latest boost to the campaign has been given by the Hervormde Kerk, the most conservative of the three Afrikaans "sister" churches.

In submissions to the Government the church has sharply criticised aspects of the De Lange education report. The submissions have been summarised for members in a church newsletter for use at the Bloemfontein congress.

Earlier this week Dr Willem de Klerk, editor of Die Transvaler, said supporters of Dr Andries Treurnicht were planning to "hijack" the congress.

There was a great deal of intrigue and strategic planning aimed at turning the congress into a "type of subtle political process and a threat," he said.

Professor Hennie Maree, chairman of the powerful Transvaalse

Onderwysersvereniging (TO) said last week that several Afrikaans teachers had been calling for a stand on issues such as the De Lange proposal for one Education Ministry for all races.

Professor Maree, a member of the head committee of the Transvaal National Party, is an open supporter of Dr Treurnicht.

The Government's initial response to the De Lange report was to reiterate that it stood by the principles of racially separate schools, separate education authorities, mother-tongue education and "Christian and broad national" education.

The Hervormde Kerk warned in the newsletter: "The church wants to stress that it regards the Government's proclamation as absolutely non-negotiable and will hold the Government to these statements."

The church also said the proposed South African Council for Education — a multi-racial body to advise a single Minister of Education on policy — should have no executive powers:

● It opposed subsidised private education, saying this had been misused as a "screen" for integration in schools.

CAPE LAUNCHES A NEW SCHOOLS SCHEME FOR GIFTED

SOUTH Africa's young intellectual eagles are being allowed to fly at last.

In a pioneer project which seems set to revolutionise school education in the country, the Cape Education Department has this year officially introduced special programmes for gifted children in 11 high schools and 13 primary schools.

This is the first time that such programmes have been officially introduced into normal school time anywhere in the country, according to the man behind the scheme, Dr Kobus Neethling, who is the department's gifted children education planner.

On his office wall is a handwritten sign giving a quote which sums up the spirit of the endeavour: "It is unfair to expect the turtle to fly with the eagles. But it is also totally unfair to expect the eagle to crawl with the turtles."

IQ tests

At all the schools involved, the gifted children have been officially identified by IQ tests and other criteria, and they are now receiving the benefits of greatly enriched educational programmes that dramatically burst through the restrictive boundaries of traditional schooling.

In some cases brainy pupils have been grouped together into special full-time "magnet" classes, while in other cases they are pulled out of conventional classes for several hours a week to probe everything from the psychology of advertising to marine biology and the social and political history of the revolutionary Sixties.

Said Dr Neethling: "In the past we have been wasting the enormous human potential of gifted children."

"Now we are going to give them an education which stretches them to the limit of their abilities. The effects on society should be extremely far-reaching."

This week the Sunday Tribune visited two of the Cape Town schools that have introduced the new programmes — and found that, for the brightest youngsters, the old sausage-machine system of ramming heads with facts which then have to be mindlessly regurgitated is largely a thing of the past.

The new deal for the gifted is not without its problems. The pupils still have to pass their



Members of Ellerton Primary School's new "Magnet" class at work in the media centre

THE YOUNG EAGLES

Breakthrough for the brainy children caught



QUOTE

We are very excited about all this. For many years now we have realised that children at the bright end of the ability spectrum are being neglected. Teachers tend to teach towards the middle of the class.

By Dr JOHN GIBBON, Nesterford headmaster:

By TONY SPENCER-SMITH

conventional subjects. Some have found that some of their friends will not even speak to them any more, now they have been singled out as an intellectual elite.

And some teachers resent having their pupils being periodically pulled out of their normal classes to do special projects but the advantages seem to far outweigh the disadvantages and the reply of the educational pioneers to the charge of elitism is: "If people accept that only some can make the top sport teams, why should the same principle not apply intellectually?"

Says Ellen Smith, headmistress of Ellerton Primary School for girls: "This is the best thing that has ever happened to education."

"It is absolutely essential in today's complex world that we teach pupils to think. Bright children have been going out of their minds doing boring, repetitive work."

"They have been bunking, going off to smoke dagga and so on, now we can teach them to analyse facts critically, to think and reason and create."

"And this is going to filter through and upgrade our whole system of education at

all levels, not just for the gifted. We are getting out of the terrible tunnel we were in, and can go beyond textbook and syllabus, where we were actually giving the kids nothing."

"The gifted girls were sitting there in all their frustrated glory, not being motivated or extended."

Maxi-project

The "magnet" class at Ellerton at present consists of nine girls with IQs of 130 and over, taken from standards three to five, and aged from 10 to 12.

Already these gifted girls have almost completed a sophisticated maxi-project examining all facets of "the situation in SA advertising today."



QUOTE

This is a very important step. We have opened up an essential area of the curriculum that has been neglected. Children have been doing it for years.

By ELLERTON

The walls of their classroom — which has no formal groupings of desks — are plastered with bright, often sexy ads from magazines, which were used in the study.

The pupils themselves have written the report on their findings. In the report, Jacky Gericke, Standard Four, writes: "Ads using sex appeal mostly have attractive ladies in costumes or in the nude."

"Personally, I think they work very well because if you are flipping through a magazine and you see a nude lady it shocks you and you go on looking at the page."

"By the time the shock is finished you have read the whole ad and are already

thinking of a product."

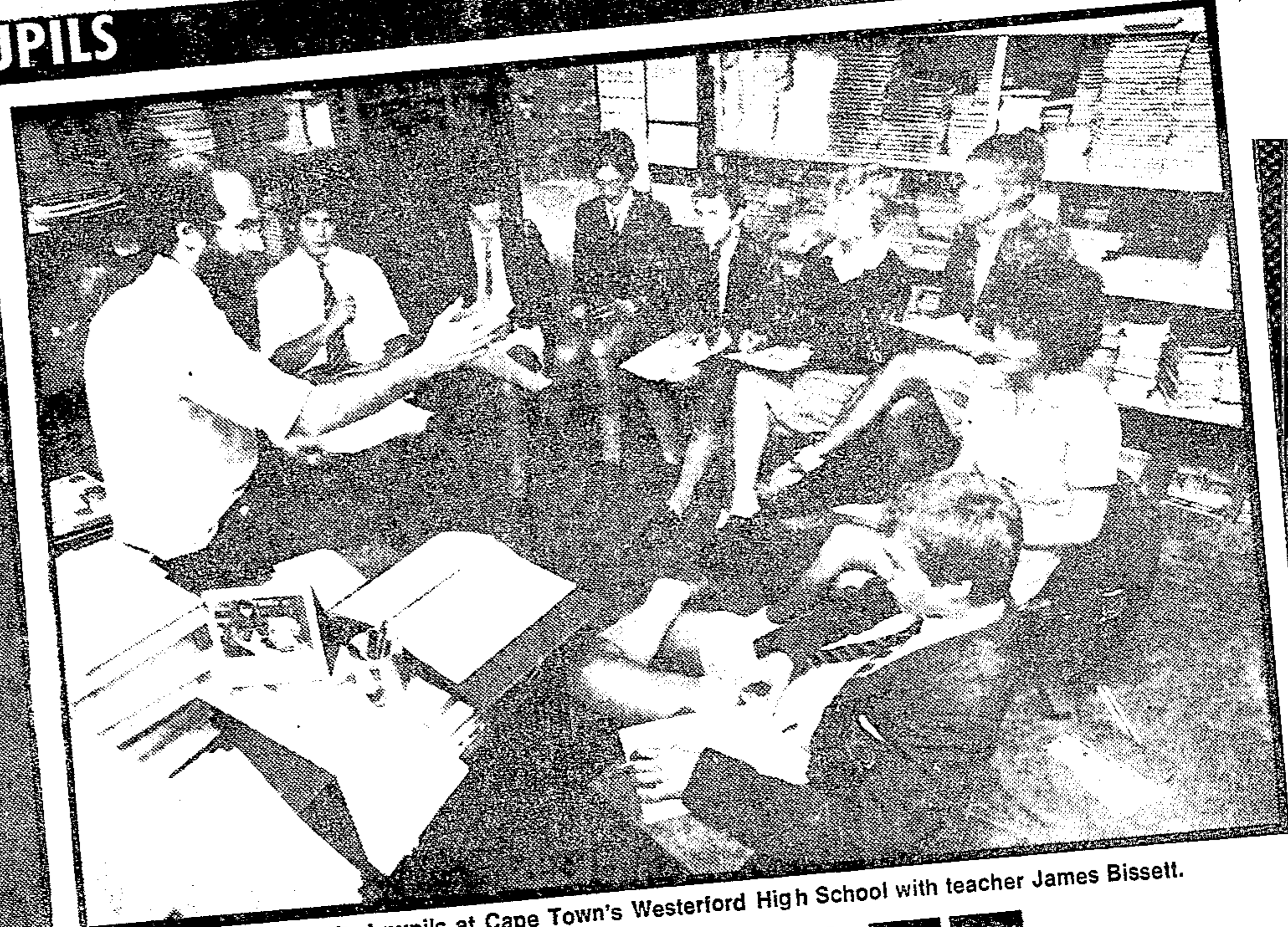
Later in the report she writes: "Before I started this project I looked only at the ads in the newspapers. But now I have written a report on the ads in the magazines."

"But now I have an attractive lady in the ad. Lots of women are wearing that kind of dress. I don't like it. I don't like to see a woman in a car. I don't like to see a woman in a car. I don't like to see a woman in a car."

"The pupils even make up like some have a nudist club. I mean, she got to be a battery, or a car, but she still do be nude."

"I also found most of the ads like the

ED PUPILS



A group of gifted pupils at Cape Town's Westerford High School with teacher James Bissett.

ABLES TAKE OFF

ght up in the sausage-machine education system

NOTE

the best thing that has ever happened to education. It is absolutely brilliant in today's complex world that bright pupils to think. Bright children have been going out of their minds doing boring, repetitive work.

ELLEN SMITH, Ellerton's headmistress:

buying the same writes: worked on at I always at the prettiness with a lot of tained junk. when I see ve ad with ing, I know d be a good he product. cture could sense, not ads which lady adver-battery. what has o with a car ess it's her n of course sn't have to earned that ange-looking t are trying

to attract people because they know that probably more than half the world is easily hypnotised into buying as a result of that kind of ad." In a section on children in the modelling world, the children write: "The now-famous Brooke Shields obviously did not want to be in the modelling business at the age of 11 months which is when she started, so it must have been her mother who wanted it to happen."

Mother

"I think mothers often want their daughters to have the popularity and fame they missed when they were young. I suspect that Mrs Shields wanted to be the 'famous mother

of Brooke Shields' and in that way get herself some fame." Amber Strauss, in Standard Four, writes: "So far Michelle Pfeiffer and Sophia Loren have both modelled for Lux soap, but I doubt they have ever used it. "If they have, it was probably only for the advertisement. They must have been paid a great deal more than an ordinary model."

"A middle-aged lady might see the ad and think: 'So that's what she uses to keep her skin looking so lovely.' Of course, if she hasn't got a lovely skin, Lux isn't going to give her one, but she'll try all the same."

The Sunday Tribune interviewed some of the girls in the class and found them pleased to be able to pursue the subjects that really interested them and to be in a small class where they could get individual attention. Cathy Ferguson, 12, is now able to devote much time to her study of ospreys.

She like the stimulation of the class, but adds: "Some of my friends don't talk to me any more. They don't even look at me."

Said Rozanne Kocha, 12, who is studying ancient Egypt: "I'm liking this class quite a lot. We have a general knowledge period each week when we can ask any questions we like. "But the other girls do get jealous. They think of us as snobby brains. But it doesn't really bother me."

Ellen Smith believes the envy problem is not serious. "The other girls do call them the 'super-brats' but it is not maliciously intended."

"We are bringing in lots of outside speakers to address the class. And we use the sort of brainstorming techniques, which children love."

At prominent co-ed high school Westerford, 100 pupils with IQs of 125 and over have been identified as gifted. Creativity and scholastic success were also used as criteria of selection.

They frequently skip normal classes to gather in small groups to study subjects they are particularly interested in. One such course is being conducted by English and history teacher James Bissett.

In this course, eight boys and girls from

standard nine are probing the Sixties. Each pupil will tackle a different area, from radical left-wing politics — including that of Mao and Che Guevara — to the pop groups of the time, the Hell's Angels, drugs and the permissive society.

In the session attended by the Sunday Tribune this week, Mr Bissett gave the pupils a preliminary reading list containing a range of often controversial books.

Beatles

These included Black Panther leader Eldridge Cleaver's autobiography Soul On Ice, Timothy Leary's The Politics of Ecstasy, Fanon's left-wing treatise The Wretched Of The Earth, and Love Me Do, about the Beatles.

Of another book on the list, Bukowski's Erections, Ejaculations, Exhibitions and General Tales of Ordinary Madness, Mr Bissett told the class: "The title gives you some idea of what this book is like."

"It is very weird writing. It is a book of short stories, which

give a very special feel for some of the rather way-out or unusual writing done on some college campuses in the Sixties."

Mr Bissett encouraged the pupils to air their views on the period regardless of whether these clashed with those of others or not.

Dr Neethling said gifted pupils subject to conventional schooling grew bored, frustrated, desperate. "They don't respond, there's no deep-down response. Now they can go beyond the knowledge level — 20 facts today, 20 tomorrow — to work on a very high cognitive level."

"You get kids in Sub A who can read Shakespeare or Langenhoven. You can't have them reading Janet and John."

He said that far from being elitist, special education for the gifted was truly democratic education, because everyone could be educated to his or her own level.

Both English and Afrikaans schools in Cape Town, the Boland and Port Elizabeth are involved in the pioneer project.

Saheti: Schooling with a difference



● The middle ages are brought alive dramatically.



● If music be the food of love — play on.

SAHETI is a school where learning is a joy. It practises a unique blend of conventional and progressive education where corporal punishment is frowned upon and personal discipline is encouraged. **CHARLOTTE BAUER** reports. **HORACE POTTER** took the pictures.

WATCHING the dust motes swirl lazily around a chalky classroom can be the most interesting way of occupying yourself at school while some long-suffering teacher drones on, unheard, about Gandhi or genetics.

The teacher knows he might as well be talking to a shoal of dead fish as his glassy-eyed pupils concentrate on trying to perfect the total switch-off.

Little is taught, less is learned and everyone ends up hating everyone else.

This dead-lock situation is a typical classroom feature at most schools (especially on Friday afternoons and Monday mornings), but one which seems to be less in evidence at Saheti School.

Saheti is a young school — it started in 1974 with 50 pupils and two teachers — and since then it has strived to put the excitement back into education.

Pupils are taken from Grade 1 to matric and there is a nursery school on the premises too.

Teachers are encouraged to experiment with new ideas and techniques.

Individuality is nurtured. Corporal punishment is frowned upon. Mutual respect between tutors and students is advocated.

The atmosphere at Saheti is relaxed and bubbly — not a bit like the Calvinistic fag that permeates the corridors of many TED-controlled State schools.

For instance, instead of a nerve-jangling bell heralding the start of break, strains of the Pas de Deux from Swan Lake float out over the public address system.

Head of the school and the man who started the Saheti ball rolling eight years ago, is Morgan Ellis.

Mr Ellis is an ebullient man who generates energy from every pore. Al-

though 80% of his pupils are Greek, Mr Ellis is not. But it doesn't seem to make any difference, and the stamp of his personality is firmly entrenched at Saheti.

Mr Ellis sees the children and staff of Saheti as an extended family.

"The sense of family in the Greek community is a very strong one and at Saheti we try to maintain and continue the security and unity of home life.

"We have retained the good things about conservative education, such as standards of academic excellence and structure, while at the same time allowing the children the freedom to grow into caring human beings.

"We have a lot of respect for the individual here and try to instil a sense of self-discipline into a child rather than imposing an adult, authoritarian will."

Corporal punishment is rare and detention is unheard of.

"Corporal punishment is used only in a case of extreme necessity. We would rather appeal to a child's care and concern for others.

"This school is not run on fear and draconian measures. We work on personal discipline," says Mr Ellis.

Saheti offers a wider than usual range of subjects, both academic and extra-mural.

Greek is a compulsory subject, not only for the Greek children but also for children who speak English at home.

The music department offers violin, guitar and piano lessons and there is a speech and drama department too.

These subjects are voluntary, but are taken during school hours and count towards exam marks.

Extra-murally, senior pupils can study ballet and classical Greek dancing while primary pupils



● It doesn't matter where you paint a picture — as long as you paint.

can take cookery and art. The school presents a major Shakespearian production every second year with costumes designed by Mr Ellis and made by the parents.

Says Mrs Hazel Ucko, head of the speech and drama department: "Group speech lessons develop poise and confidence and give the chil-

dren the ability to communicate successfully in school and out of it. "It also gives the students that extra ingredient which makes them well-rounded people."

There are no hair rules at Saheti, but grooming is important.

As the head of the department for extra-mural activities in the senior

school, Mr Robert Heeley says: "Hair is not an issue, thus the children cannot kick against a rule that doesn't exist.

"There is a lot of freedom here but the pupils seem to be able to cope with it and are very happy. The matrics are treated as adults and they respond as adults."

Boys have a choice be-

tween wearing a cravat or a tie and Standard IX girls form a committee each year to decide what kind of shoes they want to wear.

Mrs Merle Folb left her job at a government school to teach Grade 1 at Saheti at the beginning of the year. Her children joined too.

"The change in them has been remarkable — since starting at Saheti they have become responsible human beings," she says.

"For the first time in years it is taken for granted that I know what I'm doing. The petty things are taken care of and I'm left to get on with what I'm here to do.

"We have a different system here. There are weekly meetings with the senior staff and we have immediate access to the people in charge to discuss ideas and problems. "I haven't encountered any behavioural problems with pupils."

The Greek influence on the school is strong.

Eleven teachers at the school have been sent to Saheti by the Greek Gov-

ernment, thus maintaining contemporary links with Greece.

Mrs Soula Chrystalides is head of the Greek department and says that Greek is the second pillar of the school. The first is good education.

"We try through language to pass on the literary tradition of Greece which goes back 2500 years — this adds a dimension to any institution.

"We do not discriminate between Greek and non-Greek children and the language is taught on three levels.

"It is important for Greek children to retain links with the mother country and we want the non-Greeks to become friends of ours."

Greek classes include instruction in history, orthodox religion and basic geography. Greek national days are observed and celebrated.

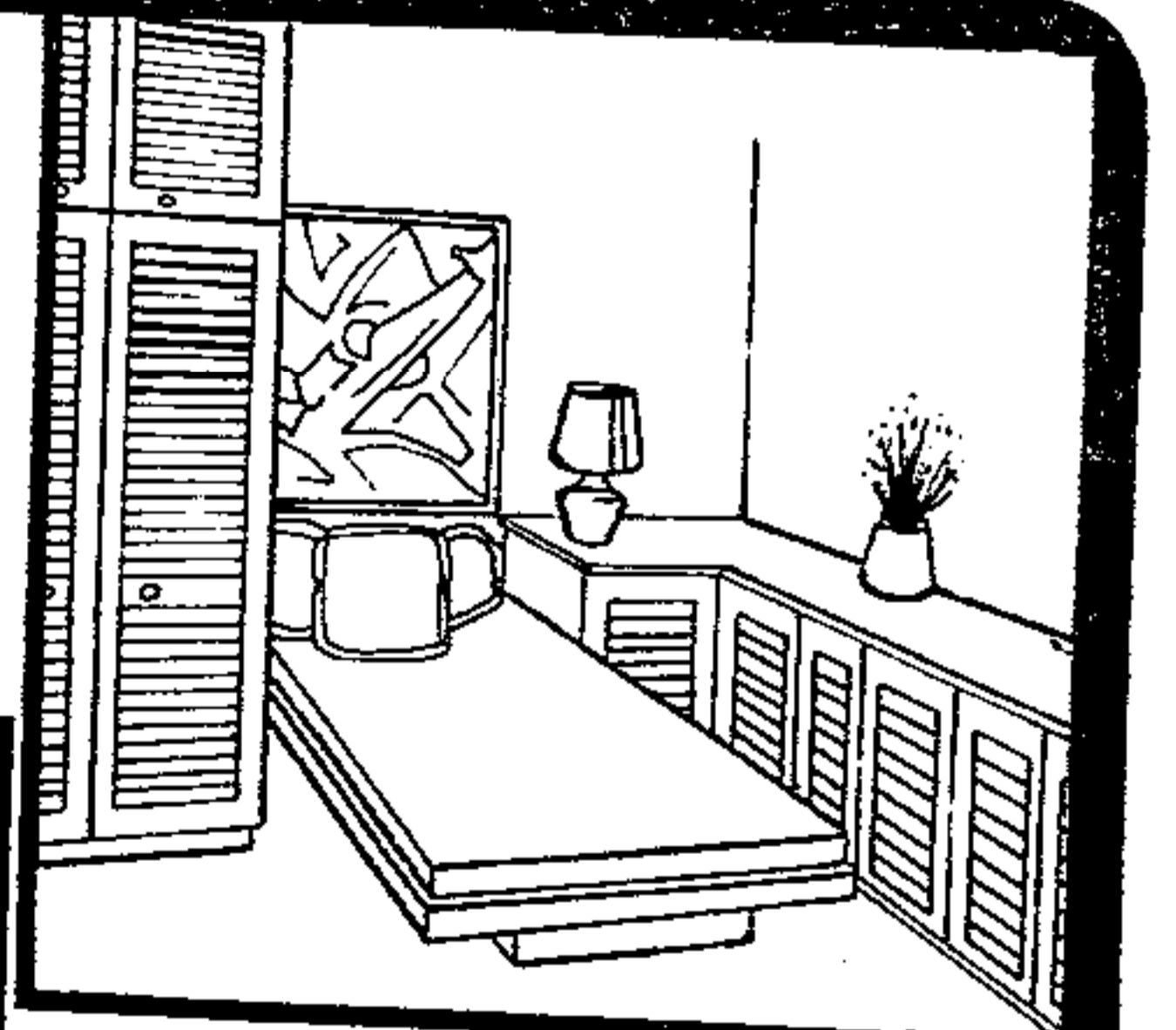
Saheti School is a living, practical example of the theory that education can be fun with a capital F and as Mrs Folb points out: "I don't know an unhappy child at Saheti."

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Ted Kennedy's on the prowl



● Joan and Ted Kennedy in happier days.



● Is Ted Kennedy looking for a new wife?

By TOM MANNING

TED Kennedy — America's most charismatic senator — is on the prowl for his next wife preferably one he can carry off with him to the White House.

Ever since the Massachusetts senator announced that he and wife Joan were seeking a divorce, he's been eyeing some of the nation's most beautiful women, any one of them a suitable candidate for First Lady.

"And since he still has a chance of winning the White House, whoever marries him could be that First Lady," said Barbara Lambert, a sociologist and former campaign worker for Kennedy.

"There are hordes of American women who would kill for that. You can be sure that right now he's having to fight off the propositions."

Kennedy watchers in

Washington and Hyannis Port say that we can expect to see the wedding of the decade within a year of the Ted-Joan divorce.

Wedding bells

"Ted hasn't given up plans of a 1984 presidential bid," said one inside observer of the Washington social scene.

"But he'll never get into the White House unless he comes across as a happy family man — and that means he's going to have to settle down with a potential First Lady within the next year or so."

Another Washington observer agrees.

"You can bet Teddy's second wedding will be carefully orchestrated to enhance his image," he said.

Loving wife

"It's highly important for the senator to project an aura of stability — to be a reliable, trustworthy family man. And a loving wife by his side is necessary to project that image."

It's highly improbable that Edward Kennedy's second wedding will take place in a church.

"He's a staunch Roman Catholic," a Kennedy insider said. "He takes his faith seriously."

Although the priest the Massachusetts senator consulted admits that divorce is probably the best course for Joan and Ted, he pointed out that the church does not officially sanction divorce.

Tall blonde

"The church won't recognise this divorce," said Father James English of the Holy Trinity Church in Washington.

Although a civil marriage would not be approved by the church, it would be accepted by the American people.

"And you'll see, the entire clan will be there to support Senator Kennedy," said the Washington observer.

"The family is right behind Teddy all the way."

If Ted Kennedy sticks to form he'll pick a tall



● Ted Kennedy at the Capitol. To become President he needs to have a suitable First Lady — and Joan is no longer interested.

blonde to fill the marital bill.

She'll be from a wealthy family or will have made it on her own in the professions or in business. And she'll be very goodlooking.

"He'll be shopping for the perfect political wife and normally I'd call that an impossible task," Bob Parr, a retired congressional staffer who has observed the Kennedy Dynasty for many years, said in an interview.

"But this case is different. The store is packed with goods, if you know what I mean. My guess is he'll find the right woman and marry her very soon."

Ski champ

Typical of the woman partnered with Kennedy over the last few years is sexy Suzy Chaffee, who first gained notoriety as a wild downhill racer on the 1968 U S Olympic ski team.

Known to many as "Suzy Chapstick" who does the ads on TV, the lithe blonde and Ted have

some Teddy for the past few years is tall, tanned Austrian-born Helga Wagner.

The blonde bombshell owns her own business selling expensive jewelry in Miami.

But Kennedy's most recent and promising conquest is former Boston television reporter Barbara Borin, a 32-year-old divorcee.

Locker lady

This latest flame once raised eyebrows throughout the nation by trying to get into male locker rooms to cover sports stories.

Kennedy denied the romance while his reputed new love wouldn't say yes or no.

"All I can say... is that Senator Kennedy is a good friend," says Barbara who is currently chairman of the board of directors for the New Hampshire Commission on the Arts.

In a more promising vein it was reported in the Los Angeles Times that Massachusetts' political sources and family friends have confirmed the two are dating.

Ted's fling with Barbara is serious enough that it's causing his wife Joan to make a few cut-

ting remarks. One source in Boston says Joan was livid when she heard Ted was courting the blonde Barbara.

"You'll never be able to resist blondes," Joan was quoted as telling Ted. "I guess a leopard can't change its spots."

So far all three of Teddy's woman friends fill the four major requirements determined by Senate insiders and long-time Washington observers as to what Kennedy will be needing in a wife.

First they say, she must be someone who can help him redeem his tarnished moral and ethical image.

Second she has to be super-intelligent and attractive. She must be wise enough to keep quiet most of the time but with enough wit to put hecklers and critics in their place.

She needs the kind of toughness of spirit that Rosalyn Carter has and should be able to bounce back from any downfall or disappointment.

Last but not least she must have great ambition, not so much for herself but for her husband.

And she has to accept living and working in his shadow.

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MIXED EDUCATION PLAN REJECTED

IN a severe setback for the Government's proposed constitutional reforms, the full spectrum of Afrikanerdom has firmly rejected any form of integrated education and a single policy-making department.

The rejection of the De Lange commission's proposals by the Afrikaner Volkskongres in Bloemfontein, which met this week to devise an acceptable plan for changes in education in relation to constitutional reforms, could have far-reaching political implications and exacerbate the split in the National Party.

The rejection of the centralised department proposed by the Human Sciences Research Council Inquiry came shortly after the chairman of the commission, Professor J P de Lange, told a meeting in Johannesburg that if the Government wanted order and reason in the provision of education it could only be done through one policy-making department.

Warrning for

PW from

Volkskongres

S. S. ... 21/12/47



The provisos were that the Afrikaner's Christian national character in education remained negotiable; that the interpretation of the 11 points would take place according to philosophical attitudes as accepted by the Afrikaner, and that the standard of Afrikaner education would not be reduced to accommodate an overall improvement in the standard of

other population groups. The congress, the most important of its type in Afrikaner history, was attended by more than 16 000 teachers, academics, politicians and dominies who discussed the controversial report on education by the HSFC and will submit its findings to the Government by March 31. It spelt out a clear warning to Prime Minister P

W Botha and his educational advisers that it was totally opposed to any fundamental change in education policy that threatened the existing order of the "Christian national character of Afrikaner education".

at all costs retain control of his education. This principle remained non-negotiable in whatever constitutional reforms the Government intended. The three-day congress was marked by bitter political confrontation as strong Rightwing forces, led by the Broederbond chief, Professor Carel Boshoff, expressed total opposition to integrat-

ed education in any form and at any level. Prof Boshoff, representing the conservative South African Bureau of Racial Affairs (Sabra), a Broederbond front, and the Voortrekker movement warned the congress that if an integrated education department was acceptable as a means of managing the educational priorities of different population groups, the same would apply to other forms of government.

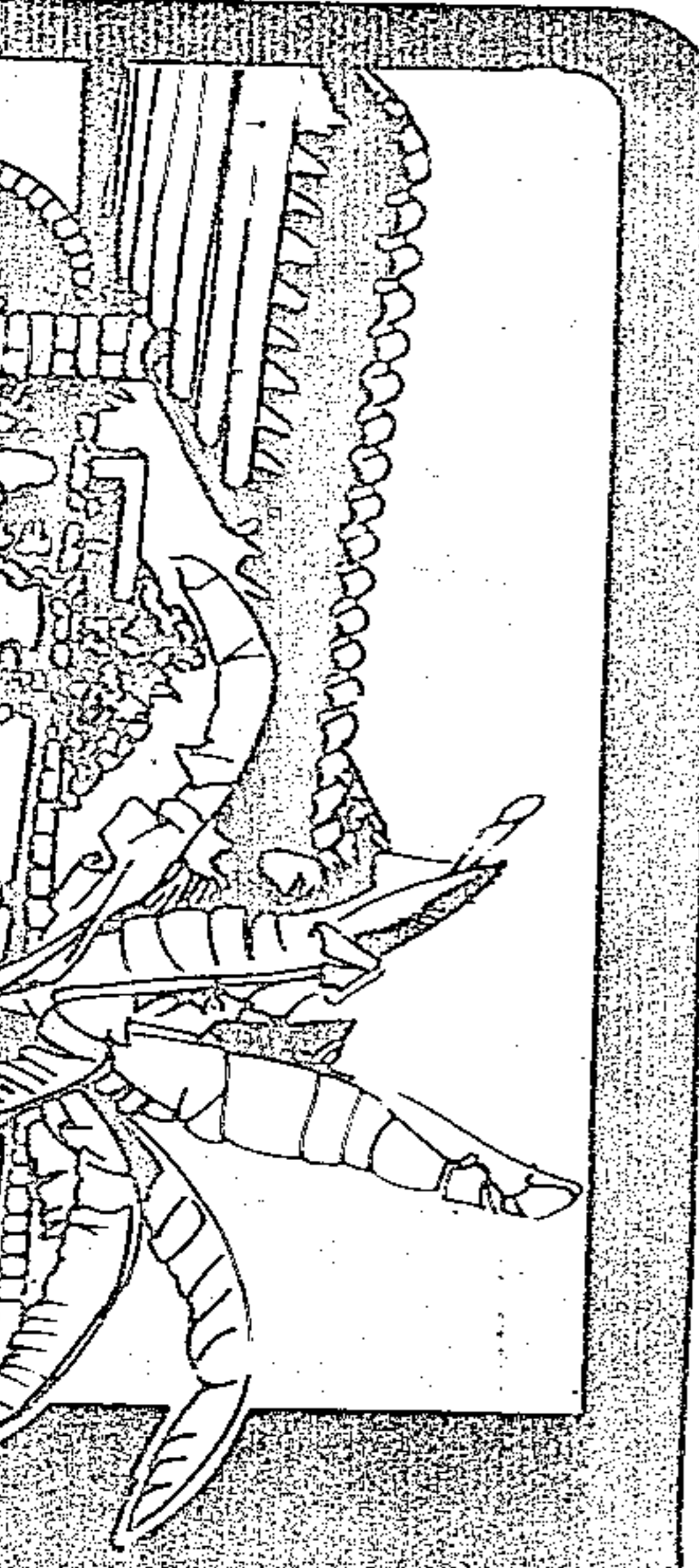
He was supported in his views by other Rightwing leaders, including Dr Chris Jooste, director of Sabra, and by several theologians representing the three major Afrikaans churches. Significantly, 96% of the delegates yesterday voted in favour of a resolution to control all levels of Afrikaner education, which would remain firmly in the hands of Afrikaners. All co-ordinating mechanisms would function in relation to that control.

The Rightwing campaign to direct the course of the congress included submissions to the Government by the Herformde Kerk, one of the three Dutch Reformed Churches, which criticised several aspects of the De Lange report.

The church warned it regarded the Government's interim report as its official attitude of education reforms and said it would hold the Government to that commitment.

It emphasised any new educational deal could take place only on the basis of racial separation. The church and several delegates to the Volkskongres also rejected a proposal by the HSFC that a multiracial body be established to advise a single minister of education on policy and co-ordination.

POLITICAL comment in this issue by Ken Owen, posters and design by Les Stephenson; headlines and sub-editing by J A Least; all of 171 Main Street, Johannesburg.



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'Kongres' deals blow to reform

IF in the South Africa of the distant future there is a museum of apartheid artifacts, one of the exhibits is likely to be a simple, sulphur-headed wooden match.

For it was with just such a match that each of the 1 621 delegates to last week's education "Volkskongres" in Bloemfontein voted by making holes in a computer punch-card.

Thus it was that a few rands' worth of little matches, picked out of a cardboard box in the foyer of the city's Callie Human Hall, dealt a dizzying blow to the prospects of fundamental education reform in South Africa.

From Thursday to Saturday, the delegates and another 400 observers turned the cavernous hall into a display of verk-

From Thursday to Saturday the delegates and 400 observers turned the hall into a display of verkrampste muscle-flexing.

rampte muscle-flexing so overwhelming that the 50-odd progressive Afrikaners there were simply stunned into silence.

It was an Afrikaner-fest that not only slapped most of the trail-blazing De Lange report in the face, but did so while regurgitating the weary war-cries of the "Volk in the laager": *Swart gevaar*, divine "right and "separate, don't share".

And it showed clearly that the government faces

an awesome and politically dangerous task if it wants to think seriously of implementing any of the De Lange report's more fundamental recommendations.

Hundreds of motions were proposed from the floor during the three days — far too many, in fact, to vote on, so the congress organizing committee "rationalized" them into 20 composite motions falling into three broad categories: Principles for the provision of education, the education of the Afrikaner child and education management in the light of "commonality and diversity".

When the results came out of the computer that processed the pink, white and blue punch-cards it became clear just how overwhelmingly the right-wing — led from the floor by Broederbond chief Professor Carel Boshoff, Sabra director Dr Chris Jooste and scores of vocal dominees — had carried the day.

Control

Perhaps the most significant motion was this one: "The congress standpoint is that control at all the levels of education management for whites in any educational or political dispensation will stay in their hands, non-negotiable, and that all co-ordination machinery remains subject to this."

The supporting vote

was an astonishing 96.67 percent, with only 1.54 percent voting against and 00.81 percent unsure.

This, taken with other motions and the general tone of the congress, effectively rejected not only the De Lange report's crucial recommendations for one umbrella education ministry — but also its plans for co-ordination at all levels to ensure the fair use of money and facilities.

Although the congress accepted the government's cautious White Paper on the report (which re-enshrined Christian National Education and school apartheid but left some hope that an umbrella ministry was still possible) by 87.56 percent to 5.45 percent, most of the motions aligned delegates significantly further to the right.

Separation

Some of the most important were those that said: ● "Commonality" in education could not be emphasized at the cost of diversity (87.32 percent to 5.46 percent) — in other words, separation should

Hundreds of motions were proposed from the floor during the three days, too many in fact to vote on.

characterize education at least as much as sharing.

● Freedom of choice for parents and pupils could only be exercised within the framework of separate departments and schools (86.57 percent to 5.88 percent) — a blow to the De Lange recommendation that at local level parents should be able to decide on "open" schools.

● The Afrikaner's right to separate schools, mother-tongue education and CNE was non-negotiable (89.76 percent to 5.42 percent).

● There was no tension between the ideals of healthy "group relationships" and the furthering of "group identity" (77.28 percent to 13.21 percent).

Worries

Behind these clouded

The Cape Times Correspondent, MARTIN FEINSTEIN, assesses the "Volkskongres" called to give Afrikaner Nationalism's verdict on the De Lange Commission report which recommended the phasing out of discrimination in education and the development of a single education ministry for all groups.



Prof Carel Boshoff



Dr Gerrit Viljoen

Another received 53.97 percent support for the argument that the struggle for equal standards in education would cause a drop in the standard of Afrikaner education.

Qualifications

The congress also accepted the 11 basic principles for the provision of education put forward in the De Lange report, but subject to three strong qualifications: That they be interpreted on "educational and philosophical" grounds only; that CNE is non-negotiable, and that the standard of white education may not under any circumstances be sacrificed.

Voting in the section dealing with "commonality and diversity" in the provision of education used "multiple choice" answers from A (strong support) to E (dead against) on five key issues:

● Separate education departments (83.75 percent for, 6.43 percent for but with reservations and 1.16 percent dead against).

● Both diversity and commonality must be taken into account in educa-

"The congress standpoint is that control at all the levels of education management for whites in any educational or political dispensation will stay

cent for, 5.92 percent for but with reservations and 2.38 percent dead against).

The implications of these figures and trends are enormous.

When the deadline for official reaction to the De Lange report and the government's White Paper closes on March 31, it is the "Volkskongres" proceedings that are likely to be on the top of the pile of documents on the desk of the Minister of National Education, Dr Gerrit Viljoen.

New alliance

For although there is great pressure from most blacks and South Africa's "broad left" for equal education and an umbrella ministry, it is the other

"A mixed education ministry will lead to other mixed ministries ... and such changes in education will then spread to the political sphere."

end of the political spectrum — the new ultra-conservative alliance under Dr Andries Treurnicht — that is likely to determine how far the government takes the De Lange report.

Even the seemingly clever compromise of an umbrella ministry with narrow, nominal powers is likely to alienate not only the delegates who came to Bloemfontein (only 20 percent of whom

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ment that change in education had better be superficial, were deep-seated worries that the very future of the "Volk" was at stake.

Worries that CNE, the "lifebuoy" of Afrikaner culture, was in danger of drowning in a rising sea of black pupils; worries that the same deal would dilute the quality of Afrikaans schooling; worries that education reform was the thin end of a wedge that would allow the idea of other mixed ministries to take hold.

One of the motions reflecting these worries — "does the present-day school succeed in developing a sense of group-pride and patriotism in the Afrikaner child" — drew a revealing vote of 36.38 percent "yes" and 33.78 percent "no", with the rest uncertain.

in their hands.
tion 66.14 percent for, 21.37 percent for but with reservations and 2.82 percent dead against).

● Machinery for the co-ordination of education departments must be created at the first level of government (a relatively low 53.94 percent for, 21.01 percent for but with reservations, and 3.18 percent dead against).

Responsibility

● Participation and responsibility must be decentralized to allow education "consumers" more say (65.42 percent for, 18.12 percent for but with reservations and 3.18 percent dead against).

● The government should encourage further consultations on education once clarity had been reached on constitutional developments (79.78 per-

incidentally, were educationists) but thousands and thousands of the Broederbonders, clergy, teachers, Rapportryers, academics, Voortrekkers, businessmen and academics they represented.

As Broederbond chief Professor Carel Boshoff pointed out in a forceful speech on Friday, a ministry confined to policy-making was as unacceptable and unworkable as a school without teachers.

And, he said: "A mixed education ministry will lead to other mixed ministries ... and such changes in education will then spread to the political sphere."

Thus the "Volkskongres" had dealt a blow not only to the chances of education reform — but also to whatever constitutional proposals come from the President's Council, for from the point of view of most South Africans, political reform without education reform will be stillborn.

As the delegates trooped into the buses taking them back to hotels, trains and planes — the "whites only" signs cocked up in the front windows in cheeky irony — an English-speaking observer turned to me and said: "The Afrikaners have just dropped anchor somewhere between scared and desperate; but no chain is long enough for the tide rising underneath them."



Sebolelo Mohajane with some of the librarians at Thaba-Jabula busily marking books ready to be used in their school libraries.

50

WOMAN

Read your way to a better world

OVERCROWDING IN PUBLIC libraries may be a thing of the past for black students. They can now get reference books from their school libraries, thanks to Read.

READ - Read, Educate And Develop - is a project aiming at improving the

BY BOITUMELO MAKHEMA

present educational system in black schools by providing every

The project was started in 1979 in response to the growing feeling of concern amongst the community over the lack of library facilities in black schools. Read took as its priority to mobilise the resources of the private sector to provide this crucially important educational facility that otherwise would be lacking.

Read states that it recognises the effort of the Government to commit itself to urgent and extensive upgrading of black education. In as far as the Government has its priorities in providing classrooms and the training of teachers, there will be few resources available for the establishment of adequately stocked libraries.

Sebolelo Mohajane, a fieldworker for the project, said a student's prime need was initiative. "This can only happen when

"A student is able to do reference work is motivated and taught responsibility," said Mohajane.

Mohajane conducts seminars, trains teacher/librarians and holds talks with students to encourage them to use the books and to teach them how to care for them. She visits schools in the townships and as the project grows other schools in rural areas will be covered as well.

"A motivated student has no limits," Mohajane said. "Such a student develops self-reliance and grows in researching and seeking knowledge without being wholly dependent on the teacher" added.

Granny Koape, a librarian at Morris Isaacson High School, said during the presentation of books by Read at Thaba-Jubula School: "Most students are beginning to make use of their library because not only do they read books on subjects they are studying, but also books which cover topics that interest them outside school."

Read has cast some light on the nearly forgotten primary schools. Never in the life of a black primary pupil was there ever something called a library. "Now a primary school pupil presently has a reader and textbook to rely on.

Read also says that in 1980, 42 schools in Soweto, Alexandra and Eldorado Park were provided with reference libraries.

(12)

A few answers

A monopolist equates Marginal Revenue with Marginal Cost and Marginal Revenue Cost and never with Marginal Cost and Price.

In monopoly, the monopolist has imperfect control over price. In imperfect competition there is only some knowledge of other transactions but it is imperfect - in a monopoly because there is only 1 seller, no need to other transactions.

HSRC's findings rejected by 'volk'

By MARTIN FEINSTEIN
Education Reporter

BLOEMFONTEIN — The Afrikaans education "Volk-kongres" has dealt what could be the death blow to hopes for a single ministry of education for all races in South Africa — the single most pressing demand of black teachers and pupils.

The three-day summit of the country's top Afrikaans cultural and educational leaders which ended in Bloemfontein on Saturday, was a slap in the face for the report of the Human Sciences Research Council (HSRC) investigation which recommended a single ministry and the removal of much discrimination in education.

More than 1 600 delegates rejected outright the idea of one ministry, and made it clear that the vast majority of Afrikaners were not prepared to relax apartheid at any level of schooling.

Their insistence on this and another two non-negotiable

principles — the Christian national character of education and the maintenance of white education standards — has forced the Government into a corner.

If it goes against the wishes of the congress which has the Broederbond behind it, the Government will risk losing more support to the Right.

If it does not, black resentment at a "separate and inferior" education is likely to increase dramatically.

With staggering majorities motions were passed:

- Rejecting outright the idea of an umbrella ministry and saying that parents' freedom of choice (strongly advocated in the HSRC report) could only be exercised within the framework of separate education departments
- Establishing a national parent "watchdog" organisation to monitor the quality of Afrikaans schooling
- Accepting the Government's cautious white paper on the HSRC report provided

that its four principles — entrenched Christian national education, separateness, mother-tongue education and parents' control — "remain applicable as binding standpoints".

Dismay was expressed at the falling Afrikaans birth rate and speakers repeatedly called on delegates to tell Afrikaners to "go forth and multiply".

Some of the top Afrikaners who dominated debate were the chief of the Broederbond, Professor Carel Boshoff — who represented the South African Bureau for Racial Affairs (Sabra) and the Voortrekkers — Dr Chris Jooste, director of Sabra, and scores of ultra-conservative dominiees, representing the three Afrikaans churches.

Several lone verligte voices who appealed for negotiation with other races and a more enlightened approach to schooling, were unenthusiastically received.

● See Page 7

Rain can't sto



BOWLING THROUGH THE STORM ... that's what sports fans, remained indoors. The wet weather at Zoo Lake. From left, the family are Les Anderson.

Education's 'watchdog'

By MARTIN FEINSTEIN
BLOEMFONTEIN — A national parents' "watchdog" organisation is to be formed to monitor Afrikaans education following the Bloemfontein "Volkskongres".

A 20-man committee, chaired by Prof H J Stone of Unisa, was named at the weekend to see the new organisation into existence.

The organisation's creation follows fears expressed at the congress that moves to equalise education were threatening the quality of Afrikaans schooling.

It is also expected to encourage matriculants to enter the teaching profession and help boost the Afrikaans birthrate — the decline of which was a clear source of worry to many delegates.

Delegates with more than four children were asked to put up their hands — to loud applause.

Airline pays 7 passengers

London Bureau

LONDON — Seven passengers who were "bumped" from an over-booked British Airways flight to Johannesburg were paid R1 800 in "denied boarding" compensation while nine airline employees on free tickets stayed aboard.

British Airways also paid the seven for their accommodation and meals while they waited for another flight.

Mugabe plan for extended service

By DAVID FORRESTER
SALISBURY — The Zimbabwean government is considering a plan to extend military training to all able-bodied men and women.

This has been disclosed by the Prime Minister, Mr Robert Mugabe, who said the plan was similar to a scheme being drawn up for the country's youth.

"Every adult man and woman will be trained in the use of arms to be able to defend the country if and when the need arises", he told

cheering supporters at a weekend rally in Chiredzi.

"This was the law during the Smith government, in order to thwart the course of our freedom. It will also be the law in our government, so that every able-bodied man and woman may be able to defend our hard-won independence."

Mr Mugabe claimed Zimbabwe had enemies in South Africa who were trying to destroy the country.

"You never know when the enemy will strike," he added. He said adult men and

women would receive military training in their local areas.

However, youths would be trained in camps, at which they would also be taught agricultural, technical and other skills.

This would enable them to become useful citizens instead of "dagga-smoking, drug-taking rejects" of society.

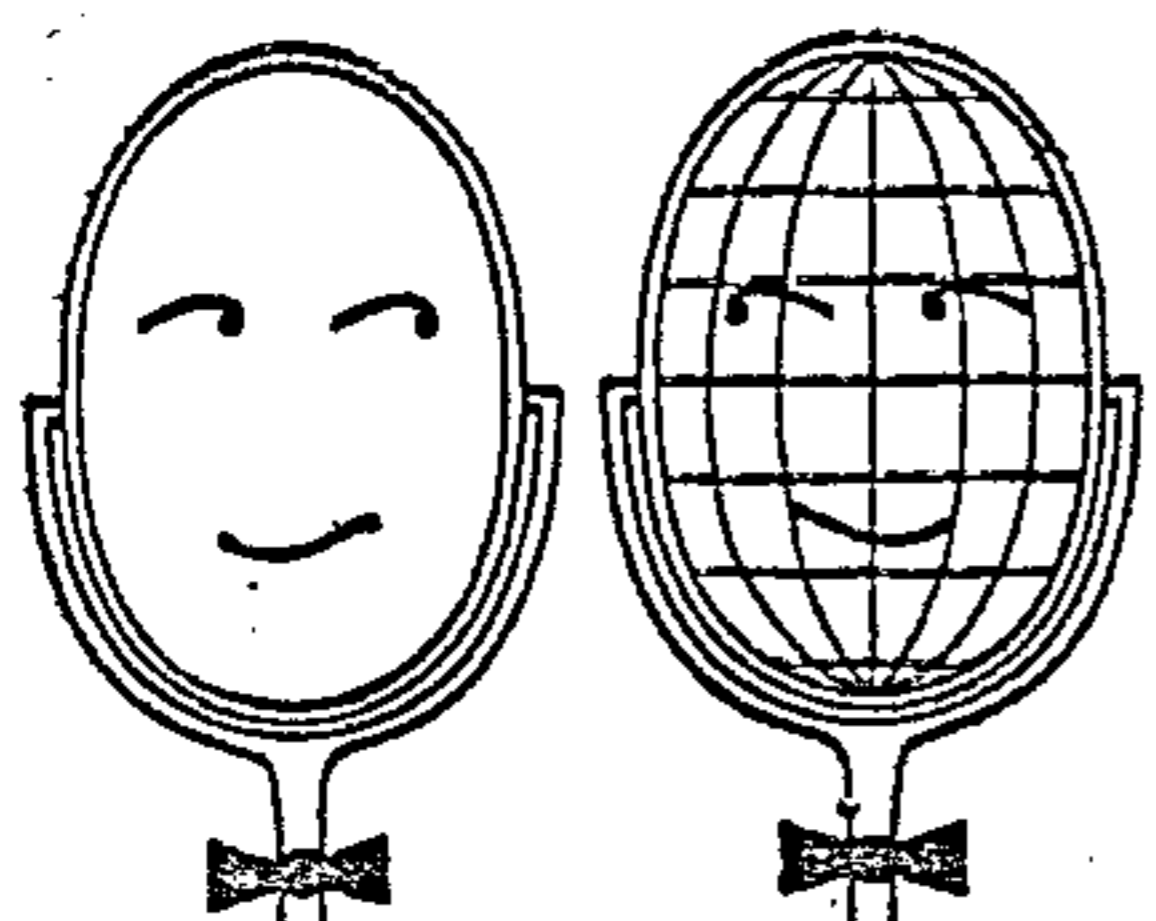
Observers point out, however, that Zimbabwe already has an over-sized National Army, following the integra-

tion of the three former armed forces involved in the pre-independence war — the former Rhodesian security forces, Mr Mugabe's Zanu guerrilla forces and Mr Nkomo's Zipra men.

The government is at present trying to encourage hundreds of former bush-fighters to accept demobilisation and return to civilian life.

Since independence and the subsequent formation of the national army, the former tough call-up system used during the war has been abolished.

Leivisons reflection: THE WORLD OF FASHION



Weather Mail

THE Weather Bureau's forecast for today: —

TRANSVAAL: — Cloudy and cold with occasional rain, clearing partly over the south-west. Very cold temperatures will persist over the highveld.

FREE STATE and CAPE north of the Orange: — Cloudy and cold over north and north-east Free State with patches of light rain, clearing partly over the north. Otherwise it will be fine to partly cloudy and warm with scattered thunder showers, except over the west where it will be hot.

CAPE south of the Orange: — Mainly fine and warm conditions are expected, but it will be colder over the east and south. Cloudy and cold conditions over Border and Transkei will clear gradually from the west.

NATAL: Cloudy and cold with rain, which will ease in the south later. Very cold temperatures will persist over the Drakensberg.

Marburg threat: 7 isolated

Mall Correspondent
DURBAN — Seven nurse have been isolated at New castle Hospital after coming into contact with a young Zimbabwean who may have contracted the dreaded Marburg fever.

The man, a Mr Van Biljor is still in Rietfontein Hospital undergoing tests after his removal from Newcastle by the Department of State Health, the superintendent

Volkskongres a blow to De Lange reform in SA education overlooked

ARGUS 22/3/82

quality of life — Mirge

ARGUS 22/3/82

Education Reporter

THE De Lange Committee report on education has emphasised the manpower needs of South Africa at the expense of the needs of the individual and society, according to a report by the Mowbray Inter-lace Group (Mirge).

The Mirge subcommittee on education, comprising representatives of all race groups, is headed by educationist Dr Edgar Maurice.

The committee, while commending many of the De Lange recommendations, was concerned that it devoted much attention to the manpower needs to promote economic growth.

But it had not given attention to what is required to improve the quality of life of all inhabitants of the country.

One of the fundamental functions of education was 'to provide the highest possible level of personal accomplishment and realisation.'

Education should also prepare the individual for society and the world at large.

This latter must include active preparation for the duties and responsibilities of citizenship and political participation of government.

In brief, education for democracy is part of the function of the school.

The full range of educational objectives could be achieved if the educational system were only geared to a political system which ensured full citizenship and equal political, social and economic rights for everybody.

The report failed to acknowledge in clear and unambiguous terms the fullness of an educational system based on principles which were, or might be, negated in the political and social system.

The Mirge committee was concerned that the serious lack of qualified teachers could not be overcome, even with emergency training measures, as long as it was policy to enforce black teachers at black schools, white teachers at white schools and so on.

poll of opinions could be the ultra conservative given only at the end of the congress.

The organisers had hoped to be able to submit the results directly to the working committee on the De Lange Report as an accurate reflection of the feelings of the voters. This was made impossible.

At one stage on the second day of the congress, Mr Louw again attempted to sabotage the voting procedures, but was firmly slapped down by the chairman of the congress, Professor Mouton, rector of the University of the Orange Free State who asked him: 'Please don't destroy all our hard work.'

Professor Mouton was supported and this effectively blocked any further disruptive attempts by the chairman.

Suppotters of Dr Andries Treurnicht were undeniably in the majority. This was confirmed by the verligtes, and the conservative tone of the congress was more or less set by Professor Carel Broederbond.

From then on the outcome was politically predictable.

The political tones of the congress were set more than four months ago when the volk decided to 'vergader' under the banner of the TV and the PAK.

Mr Louw suggested it was impossible to vote on the questions as delegates had not been given enough time seriously to consider the issues presented to them.

He was widely supported from the floor and the organisers were forced to postpone the voting and change the procedure to encompass any amending motions handed into the steering committee.

The end result was that while delegates still voted, the results were coupled with the motions submitted during the floor debates and thus the

only be observers at the congress. Being an Afrikaner they could not kick me out. But the massive mobilisation of organised conservative Afrikanerdom against all the enlightened recommendations was a frightening and saddening sight.

Most disturbing was the fervour and enthusiasm with which the recommendation of a single ministry was rejected.

This congress showed no appreciation for, or willingness to understand, any of the factors that led to Soweto in 1976. The unrest in black schools was hardly referred to.

He said it was a sad day to see 2 000 people who were concerned with politics in general and separate development in particular sinking the en-

or church representatives and only 20 percent were educationists. Of these only 35 percent had actually studied the De Lange Report in any depth.

Judging from the outcome of the voting (on the set questions) there was a small minority of verligtes — about 50 in all.

The only time they raised their voice was in reaction to Professor Carel Boshoff's strong stand on 'no single Ministry.'

This was the only 'open' clash between the right wing and verligtes during the entire congress.

The organisers did have some difficulty with a strong group of even higher than right wing wingers, who objected strenuously to the structure of the voting poll

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JOHANNESBURG. — In a triumph for the conservatives of Afrikanerdom, and a blow to progressive educational reform in South Africa, the Volkskongres this weekend all but closed the door on the De Lange Education Report.

From the outset the three-day congress was carefully structured to follow a planned route. The organisers—PAK and Transvaalse Onderwysvereniging (TO) were involved in a great deal of behind-the-scenes manoeuvring to ensure the six addresses given and questions set were conservatively safe.

Of the 2 000 representatives of Afrikanerdom — 1 621 delegates and 400 visitors, nearly three quarters were clergymen

official delegate at the Volkskongres, where about 2 000 Afrikaners speaking educationists and politicians gathered in a show of strength. It was organised by the conservative Transvaalse Onderwysersunie, in the face of education reform recommended in the report.

Mr van Eck said: 'The English-speakers could

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De Lange Report 'sunk' — PFFP

ARGUS 22/3/82

Education Reporter

THE Afrikaner education congress held in Bloemfontein at the weekend has effectively sunk the De Lange Report and its main recommendations regarding a new educational dispensation, according to the Progressive Federal Party's provincial council spokesman Mr Jan van Eck was an

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The volk says ⁽⁵⁰⁾ 'no' to reform _{Star 22/3/82}

By Carolyn Dempster
Education Reporter

A firm "no" was the response of Afrikanerdom's volkskongres to significant educational reform in South Africa, now or in future.

At the end of the three-day education indaba in Bloemfontein — dominated by vociferous right-wing clergymen — it became clear that the progressive De Lange Report had been strangled.

If the P W Botha Government manages to implement enlightened educational reform along De Lange's lines it will be a flagrant denial of the feelings of the volk — and possible political suicide.

Clinging to the "non-negotiables" of Christian National Education, mother-tongue instruction and separate education departments, the congress voted against a single Ministry of Education by an overwhelming majority.

The resolution was a death blow to hopes of even an umbrella coordinating body at the primary level of education management — something the Government had not yet rejected.

Results of the voting on the topics of principles for the provision of education, commonality and diversity in education management, the education of the Afrikaner child and parent involvement followed the already established strong rightwing trend of the congress.

Although the congress "passed" the Government's interim memorandum on the De Lange Report by an 87,56 percent majority, a rider was added to the resolution holding the Government to five conditional principles without exception.

Fears of a drop in Afrikaner standards because of the proposal for equal quality of education for all population groups was accurately reflected in a 53,97 percent vote by the congress stating this would surely happen.

Another major worry, which surfaced during the periods of debate, was that educational reforms would lead to constitutional reforms.

Professor Carel Boshoff, Broederbond head and chairman of Sabra, articulated the feelings of at least 70

percent of the delegates in an outright rejection of reform which might lead to a "unitary state."

The insecurity of the 2 000-strong representation of Afrikanerdom including the clergy, academics, teaching, Broederbond and women's organisations resulted in a withdrawal into the laager of entrenched racial educational principles.

De Lange's 11 principles for educational change were accepted by the congress but with extreme conditions attached.

These are that the standard of white education may not be sacrificed and provision must be made for maximum growth, that CNE principles be adhered to and that the 11 principles should be interpreted educationally and philosophically.

An 86,57 percent vote put paid to the De Lange hopes of potentially "open" schools resulting from parent freedom of choice at the third level of education.

Verlig reformists who claimed the congress represented only a portion of Afrikanerdom were in the minority.

EVERY CANDIDATE MUST enter in column (1) the number of each question answered (in the order in which it has been answered); leave columns (2) and (3) blank.

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tion you are answering.

- Blue or black ink must be used for written answers. The use of a ball point pen is acceptable. Red or green ink may be used only for underlining, emphasis or for diagrams, for which pencil may also be used.
- Names must be printed on each separate sheet (e.g. graph paper) where sheets additional to examination book (s) are used.

ques-

- notes, pieces of paper or other material may be brought into the examination room unless candidates are so instructed.
- Candidates are not to communicate with other candidates or with any person except the invigilator.
- No part of an answer book is to be torn out.
- All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University

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GENERAL NEWS

RAU to host top education meeting

(50)

~~12/1~~

Star
23/3/82

A major international exhibition and a series of symposia on education and industrial training will be held at Rand Afrikaans University in July.



Professor P J van Zyl ... co-ordinator.

"Instructa 82," to be held between July 7 and July 13, will be largely devoted to manpower training in South Africa, the chairman of the symposium programme, Professor P J van Zyl, told a Press conference.

The conference aims to promote the latest educational media and techniques.

More than 50 companies and organisations have booked exhibition space.

A wide spectrum of teaching aids and methods will be covered, from the latest "blackboards" to sophisticated audiovisual presentations.

Overseas speakers will address some symposia.

The Star and Shell South Africa are among the sponsors of specific programmes. The Star's programme will deal with newspapers as a teaching

tool. There will also be programmes on school readiness, for Soweto teachers and parents, and on training techniques for illiterate people.

The National Institute for Personnel Research will hold workshops and presentations on the role of working women, selection of black engineering technicians, vocational guidance in the black community and the "mid-career crisis."

Instructa 82 will be opened by the Minister of National Education, Dr Viljoen. Inquiries 37-4250 and 726-7912.

Africa at a glance

Swazi ritual murder law may be altered

(312) Star The Star's Africa News Service 23/3/82
MBABANE — Swazi Prime Minister Prince Mabandla, referring to the spate of ritual murder trials and public controversy over acquittals, said: "If necessary the Government will amend the law to bring it into line with certain public feelings." He denied reports that he had called for an

Schools reforms urged

Mail Correspondent

DURBAN. — English church leaders, dismayed by the overwhelming rejection of the De Lange report on education by last week's "Volkskongres" in Bloemfontein, yesterday urged the Government to go ahead with reforms they say are vital for the peaceful future of South Africa.

The congress effectively rejected idea of a single education Ministry for all races and said control of education would remain in white hands and the concept of Christian National Education was non-negotiable.

Archbishop Denis Hurley said he had greeted the De Lange report with jubilation and his church had strongly urged its implementation.

"We strongly support the idea of a single Ministry because we consider it vital for the future of our country," he said.

It was essential for supporters of the report to petition the Government to go ahead with reform despite the feelings expressed at Bloemfontein, he said.

The Rev J P Scholtz, chairman of the Kimberley and Bloemfontein district of the Methodist Church, said the congress had failed to take real cognisance of the crisis in black, Indian and coloured education.

Enrichment programme a success

50 Post Reporter € Post 23/3/82

performance, and many had ceased to be a disciplinary problem.

At Grey High School, 110 Standard 7, 8 and 9 pupils are involved in the programme.

Mr Pakendorf said he did not think the programme would breed a group of elitists.

"It is the school's deliberate policy to indicate to the boys that they are not separate from the other pupils, and that they must plough their gifts back into society," he said.

Grey High School and Framesby High School, which is also involved in the enrichment programme, have established close contact with the University of Port Elizabeth.

Lecturers will make themselves available to pupils in the programme, and they will have access to the university library.

The principal of Framesby High School, Mr J T Kritzinger, said 29 pupils would be involved.

A PROGRAMME for gifted and talented children which was introduced into 11 high schools and 13 primary schools in the Cape this year has proved "very satisfactory", according to the programme planner, Dr JS Neethling.

Its aim is to cater for the special needs of gifted and talented children — those with high intellectual potential as well as those who are creative and show leadership ability.

"In some schools exciting programmes have been introduced and we see a definite improvement in the pupils involved," Dr Neethling said today.

In all 13 primary schools are involved and the programme has been active for between four and six weeks.

Many of the high schools had not reached the stage of implementing the programme, but had spent the first term identifying and testing pupils who would be involved.

Dr Neethling said it did involve more work for teachers, but that most had been keen and had found the programme stimulating.

The rector of Grey High School, Mr D Pakendorf, where the programme began this year, said the results after one term of the scheme were encouraging.

The school's project co-ordinator, Mr B Hibbert, said the pupils involved were suddenly astonishing their teachers with their



Discussing aspects of the enrichment programme for gifted children were (left) the co-ordinator at Grey High School, MR B HIBBERT, and the school's rector, MR D PAKENDORF.

Reform in education gets a body blow

50
Merrill
23/3/82

Education Correspondent MARTIN FEINSTEIN assesses the 'volkskongres' called to give Afrikaner nationalism's verdict on the De Lange Commission report which recommended the phasing out of discrimination in education and the development of a single education ministry for all groups.

BLOEMFONTEIN—If, in the South Africa of the distant future, there is a museum of apartheid artifacts, one of the exhibits is likely to be a simple, sulphur-headed wooden match.

For it was with just such a match that each of the 1 621 delegates to last week's education 'volkskongres' in Bloemfontein voted by making holes in a computer punch-card.

And in doing so they dealt a dizzying blow to the prospects of fundamental education reform in South Africa.

From Thursday to Saturday the 50-odd progressive Afrikaners were stunned into silence.

Clearly

It was an Afrikaner-fest that not only slapped most of the trail-blazing De Lange report in the face, but did so while regurgitating the weary war-cries of the 'volk in the laager', swart gevaar, divine right and 'separate, don't share'.

And it showed clearly that the Government faces an awesome and politically dangerous task if it wants to think seriously of implementing any of the De Lange report's more fundamental recommendations.

Hundreds of motions were proposed from the floor.

These were rationalised into 20 composite motions falling into three broad categories.

They were: Principles

els of education management for whites in any educational or political dispensation will stay in their hands, non-negotiably, and that all co-ordination machinery remain subject to this.'

The supporting vote was an astonishing 96,67 percent, with only 1,54 percent voting against and 00,81 percent unsure.

This, taken with other motions and the general tone of the congress, effectively rejected the De Lange report's crucial recommendations for one umbrella education ministry.

Accepted

It also rejected its plans for co-ordination at all levels to ensure the fair use of money and facilities.

Although the congress accepted the Government's cautious White Paper on the report (which re-enshrined Christian National Education and school apartheid but left some hope that an umbrella ministry was still possible) by 87,56 percent to 5,45 percent, most of the motions aligned delegates significantly further to the Right.

Sharing

Some of the most important were those that said: 'Commonality' in education could not be emphasised at the cost of diversity (87,32 percent to 5,48 percent) — in other words, separation should characterise education at

thering of 'group identity' (77,28 percent to 13,21 percent).

Behind these clouded warnings to the Government that change in education had better be superficial were deep-seated worries that the very future of the 'volk' was at stake.

There were worries over CNE drowning in a rising sea of black pupils; worries that education reform was the thin end of a wedge.

One of the motions reflecting these worries — 'does the present-day school succeed in developing a sense of group pride and patriotism in the Afrikaner child' — drew a revealing vote of 36,38 percent 'yes' and 33,78 percent 'no' with the rest uncertain.

Another received 53,97 percent support for the argument that the struggle for equal standards in education would cause a drop in the standard of Afrikaner education.

Voting

The congress accepted the 11 basic principles for the provision of education put forward in the De Lange report.

But these were subject to three strong qualifications: That they be interpreted on 'educational and philosophical' grounds only; that CNE is non-negotiable, and that the standard of white education may not under any circumstances be

INDUSTRIAL COUNCIL

TRADE UNION PARTIES

EMPLOYER PARTIES

Variations in Scope

Name

Variations in Scope

Voting in the section dealing with 'commonality and diversity' in the provision of education used 'multiple choice' answers from A (strong support) to E (dead against) on five key issues.

Voting on five key issues were: Separate education departments (83,75 percent for, 6,43 percent for but with reservations and 1,16 percent dead against); both diversity and commonality must be taken into account in education (66,14 percent for, 21,37 percent for but with reservations and 2,82 percent dead against); machinery for the co-ordination of education departments must be created at the first level of government (a relatively low 53,94 percent for, 21,01 percent for but with reservations and 3,18 percent dead against); participation and responsibility must be decentralised to allow education 'consumers' more say (65,42 percent for, 18,12 percent for but with reservations and 3,18 percent dead against); the Government should encourage further consultations on education once clarity had been reached on constitutional developments (79,78 percent for, 5,92 percent for but with reservations and 2,38 percent dead against).

The implications of these figures and trends are enormous. The deadline for official reaction to the De Lange report and the Government's White Paper is March 31.

Although there is great pressure from most blacks and South Africa's 'broad Left' for equal education and an umbrella ministry, the new ultra-conservative alliance under Dr Andries Treurnicht is likely to determine how far the Government takes the De Lange report.

tion of education, the education of the Afrikaner child and education management in the light of 'commonality and diversity'.

Significant

The results showed just how overwhelmingly the Right-wing — led from the floor by Broederbond chief Prof Carel Boshoff, Sabra director Dr Chris Jooste and scores of vocal dominees — had carried the day.

Perhaps the most significant motion was: 'The congress standpoint is that control at all the lev-

least as much as sharing; freedom of choice for parents and pupils could only be exercised within the framework of separate departments and schools (86,57 percent to 5,88 percent); a blow to the De Lange recommendation that, at local level, parents should be able to decide on 'open' schools; the Afrikaner's right to separate schools, mother-tongue education and CNE was non-negotiable (89,76 percent to 5,42 percent); there was no tension between the ideals of healthy 'group relationships' and the fur-

New roles tipped for teachers

Mercury Reporter

AS South African society changes teachers who had been trained for specified teaching situations would suddenly find themselves unable or ill-equipped to deal with new educational setups.

This was said by Prof J M Noruwana, Professor of Education at the University of Bophuthatswana, at a conference organised by the Natal Teacher Education Association held at Edgewood College on Saturday.

Discussing the training of teachers for Third World societies, Prof Noruwana said the demand for education of the same quality for all would introduce new roles and responsibilities for teachers.

'It would neither be ideal nor feasible to try to adapt holus-bolus Third

World strategies to the solution of South Africa's educational problems. But at the same time there is a lot of relevant know-how we would gain from studying current practices in developing countries.'

To overcome the problems of translating theoretical knowledge derived from mother disciplines into reality in new teaching situations, Prof Noruwana said a new approach would have to be introduced.

He proposed the 'functional or situational approach', in which the 'teacher's theoretical study is not the content of a course but the situations he will meet and the tasks he will perform.'

The seminar was attended by staff from all the teachers training colleges in Natal and KwaZulu, as well as universities and technikons.

By Professor
Willem
Rautenbach

An urgent need for career education

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Staw
23/3/82

One of the main shortcomings of the present educational systems identified in the Human Sciences Research Council report is the inadequacy of technical and vocational education in South Africa.

Countries at comparable levels of development like Taiwan and Israel exceed the South African rate of training by between eight and 10 times in all technical fields.

One of the main purposes of the new educational system proposed in the HSRC report is the rapid development of "career education," defined here as education with the specific purpose of preparing a person for life as well as for a satisfying and productive career.

Human resources available for the development of South Africa come from three sectors.

● The traditional sector involves subsistence agriculture and migratory labour.

● The modern sector, which is based on intensive use of capital, energy and knowledge, virtually carries the whole economy at present.

● The transitional sector (between traditional and modern) is a source of unskilled and semi-skilled workers for the modern sector.

If effective methods of education and training

are found, the growth rate of the modern sector could increase, making more resources available for the development of the transitional sector.

The development envisioned requires that training should be capable of introducing modern science, management and appropriate technology and values into all sectors to promote development in each and to contribute to the ability of all peoples in South Africa to improve their positions.

It does not appear that the present academically oriented system can meet these requirements.

The teaching of science, mathematics and technology poses severe problems. Not only is there a severe shortage of teachers, but major parts of the educational system are still in the stage of development where learning by rote is rife.

Career education is especially suitable for the education of semi-skilled and skilled workers and technicians. In these fields it is still possible to make inventories of the skills required and to teach them in a reasonable time.

The Human Sciences Research Council report on education — the De Lange report — has proposed the rapid development of career-oriented education as a key factor in a new and more relevant education dispensation. This article is extracted from a recent paper on the subject.

The field currently most urgently in need of career education is that of artisans for industry. The present apprenticeship system is unsatisfactory and is being replaced by institutionalised training in some fields — at costs comparable with or even exceeding three years of university study.

Despite the improvement the annual output is only 10 000 artisans a year — 23 000 are required to maintain the 4.5 percent economic growth rate necessary to supply work and create better socio-economic conditions for a rapidly-increasing population.

Using the examples of Taiwan and Israel career schools, the education of artisans should start at the

present Standard 8 level and continue to Standard 10.

The training of technicians, nurses and people for commerce and administration at the "middle" level will also benefit from career education. This implies the establishment of career colleges, starting at Standard 8 or 10 level and continuing education for five years.

Career education presents a fairly drastic departure from traditional academic-oriented education which is a heritage of South African colonial history.

The recommended strategy for change is to establish a number of pilot career institutions as rapidly as possible. Parallel to them, programmes should be initiated to train career teachers and instructors, with special atten-

tion given to the development of value systems appropriate to career education.

It is essential that the private sector should be deeply involved in career education from the start. First, they should carry joint responsibility for the formulation of objectives. Second, the career institutions will have to be expanded at a very high rate once they prove themselves.

Government resources would have to be augmented by the private sector to ensure the output of trained manpower needed for development.

● Professor Rautenbach is professor of nuclear and applied physics at the University of Stellenbosch and chairman of a committee designing a system of education for Namibia.

page and in column (1) of the block on this cover the number of the question you are answering.

2. Blue or black ink must be used for written answers. The use of a ball point pen is acceptable. Red or green ink may be used only for underlining, emphasis or for diagrams, for which pencil may also be used.
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4. All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University

- (2) what is his Department's attitude with regard to brucellosis accreditation in the light of the present shortage of personnel?

The MINISTER OF AGRICULTURE AND FISHERIES:

- (1) Yes. Private veterinarians are already being used from 1st April, 1981, for this purpose.
- (2) Brucellosis accreditation is still being viewed as important but the use of private veterinarians are hampered by the financial position.

X
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Hansard 23/3/82
Youth congresses/conferences
Q. 61. 449-454

376. Mr. H. H. SCHWARZ asked the Minister of National Education:

- (1) Whether his Department made any grants to cultural organizations to assist in the financing of youth congresses or conferences in 1980 and 1981, respectively; if so, (a) to what organizations, (b) what was the nature of the congresses or conferences subsidized and (c) what was the amount of the grant in each case;
- (2) whether any requests for financial assistance was refused; if so, (a) from what organizations and (b) what was the nature of the proposed congress or conference in each case?

The MINISTER OF NATIONAL EDUCATION:

- (1) No grants were made to or applied for by cultural organizations to specifically assist in financing youth congresses or conferences as such. During 1980 and 1981 grants amounting to R64 435 and R89 342 respectively, were made to various organizations with a view to financing individual *ad hoc* projects, which cannot be regarded as congresses or conferences as such. It is not possible to specify in each case whether the matter con-

cerned could be regarded as being in the nature of a conference or congress.

- (a) Grants were made to the following organizations:

1980

Afrikaanse Christelike Vrouevereniging;
 Afrikaanse Studentebond;
 Afrikaanse Taal- en Kultuurbond;
 Afrikaanse Taal- en Kultuurvereniging;
 Christelike Maatskaplike Raad;
 Kerkjeugaksie van die N.G. Kerk;
 Maatskappy vir Europese Immigrasie;
 Natalse Christelike Vrouevereniging;
 Oranje-Vrouevereniging;
 Suid-Afrikaanse Buro vir Rasseaangeleenthede;
 Students' Christian Association;
 Vereniging vir Christelike Hoër Onderwys;
 Vroue-Landbou-unie;
 1820 Settlers' Association;
 Afrikaanse Sakekamer;
 Biblioteekomitees;
 Bond van Jongeliedeverenigings op Gereformeerde Grondslag;
 Boy Scouts of South Africa;
 Councils for Advancement of Culture;
 Dames Aktueel;
 Dienspligkomitees;
 E.P. Head Teachers' Association;
 Federale Vroueraad Volksbelang;
 Foundation for Education, Science and Technology;
 Gereformeerde Sustersvereniging;
 Girl Guides Association of South Africa;
 Hervormde Kerkjeugverenigings;
 Jeugraad F.A.K.;
 Johannesburg Youth Council;
 Jong Dames Dinamiek;
 Junior Rapportryerskorps;

Volkskongres on education

If, in the South Africa of the distant future, there is a museum of apartheid artifacts, one of the exhibits is likely to be a simple, sulphur-headed wooden match.

For it was with just such a match that each of the 1621 delegates to last week's education "volkskongres" in Bloemfontein voted by making holes in a computer punch-card.

Thus it was that a few "rands" worth of little matches, picked out of a cardboard box in the foyer of the city's Callie Human Hall, dealt a dizzying blow to the prospects of fundamental education reform in South Africa.

From Thursday to Saturday, the delegates and another 400 observers, turned the cavernous hall into a display of verkramppte muscle-flexing so overwhelming that the 50-odd progressive Afrikaners there were simply stunned into silence.

It was an Afrikaner-fest that not only slapped most of the trail-blazing De Lange report in the face, but did so while regurgitating the weary war-cries of the "volk in the laager": "swart Gevaar, divine right and "separate, dont share".

And it showed clearly that the government faces an awesome and politically dangerous task if it wants to think seriously of implementing any of the De Lange report's more fundamental recommendations.

Hundreds of motions were proposed from the floor during the three days — far too many, in fact, to vote upon. So the congress organising committee "rationalised" them into 20 composite motions falling into three broad categories: principles for the provision of education; the education of the Afrikaner child; and



Prof. J. G. Garbers, president of the Human Sciences Research Council, Prof. J. P. de Lange, chairman of the De Lange Commission on Education, and Dr. Gerrit Viljoen, Minister of National Education, at a press conference after the release of the report last year.

education management in the light of "commonality and diversity".

When the results came out of the computer that processed the pink, white and blue punch-cards, it was clear just how overwhelming the right-wing — led from the floor by Broederbond chief, Prof. Carel Boshoff, Sabra director Dr. Chris Jooste and scores of vocal dominies — had carried the day.

Perhaps the most significant motion was this one: "The congress standpoint is that control at all the levels of education management for whites in any educational or political dispensation, will stay in their hands, non-negotiably, and that all

co-ordination machinery remain subject to this."

The supporting vote was an astonishing 96.67 per cent, with only 1.54 per cent voting against and 0.81 per cent unsure.

This, taken with other motions and the general tone of the congress, effectively rejected not only the De Lange report's crucial recommendations for one umbrella education ministry, but also its plans for co-ordination at all levels to ensure the fair use of money and facilities.

Although the congress accepted the government's cautious White Paper on the report (which re-enshrined Christian National

Education (CNE) and school apartheid but left some hope that an umbrella ministry was still possible) by 87.56 per cent to 5.45 per cent, most of the motions aligned delegates significantly farther to the right.

Some of the more important were those that said: "Commonality" in education could not be stressed at the cost of diversity (87.32 per cent to 5.46 per cent). In other words, separation should characterise education at least as much as sharing.

Freedom of choice for parents and pupils could only be exercised within the framework of

superficial, were deep-seated worries that the very future of the "volk" was at stake:

● Worries that CNE, the "lifebuoy" of Afrikaner culture, was in danger of drowning in a rising sea of black pupils, worries that the same sea would dilute the quality of Afrikaners schooling: worries that education reform was the thin end of a wedge that would allow the idea of other mixed ministries to take hold.

One of the motions reflecting these worries — "does the present-day school succeed in developing a sense of group-pride and patriotism in the Afrikaner child" — drew a revealing vote of 36.38 per cent "yes" and 33.78 per cent "no", with the rest uncertain.

Another received 53.97 per cent support for the argument that the struggle for equal standards in education would cause a drop in the standard of Afrikaner education.

The congress also accepted the 11 basic principles for the provision of education put forward in the De Lange report, but subject to three strong qualifications: that they be interpreted on "educational" and philosophical grounds only; that CNE is non-negotiable, and

rejects reform

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D. B. Boshoff
24/1/88

2.82 percent dead against).
● Machinery for the co-ordination of education departments must be created at the first level of government (a relatively low 53.94 per cent for 21.01 per cent for but with reservations, and 3.18 percent dead against).
● Participation and responsibility must be decentralised to allow education "consumers" more say (65.42 percent for, 18.12 percent for but with reservations, and 3.18 percent dead against).

● The government should encourage further consultations on education once clarity had been reached on constitutional developments (79.78 percent for, 5.92 percent for but with reservations, and 2.38 percent dead against).

The implications of these figures and trends are enormous.

When the deadline for official reaction to the De Lange report and the government's white paper closes on March 31, "volkskongres" proceedings are likely to be near the top of the pile of documents on the desk of the Minister of National Education, Dr. Gerrit Viljoen.

For, although there is great pressure from most blacks and South Africa's "broad left" for equal education and an umbrella ministry, it is opinion at the other end of the political spectrum that is likely to carry the greater weight.

As the delegates trooped into the buses taking them back to hotels, trains and planes, an English-speaking observer turned to me and said: "The Afrikaners have just dropped anchor somewhere between scared and desperate, but no chain is long enough for the tide rising underneath them."

MARTIN FEINSTEIN reviews the "volkskongres" in Bloemfontein last week called to give Afrikaner nationalism's verdict on the De Lange Commission's report which recommended the phasing out of discrimination in education and the establishment of one education ministry for all groups.

that the standard of white education may not under any circumstances be sacrificed.

Voting in the section dealing with "commonality and diversity" in the provision of education used "multiple choice" answers from A (strong support) to E (dead against) on five key issues:

● Separate education departments (83.75 per cent for, 6.43 percent for but with reservations, and 1.16 percent dead against).

● Both diversity and commonality must be taken into account in education (66.14 percent for, 21.37 percent for but with reservations, and

Computer frees the teachers

By Sarah Pennell,
East Rand Bureau

A computer system has been designed to take over the piles of paperwork in schools which keep teachers out of classrooms.

It has been installed at 14 schools in the Transvaal so far, and is the brainchild of Professor Cor Basson of the department of education at Rand Afrikaans University.

A former teacher and headmaster, Professor Basson felt that the time spent on administrative work was a waste of teachers' skills.

He called on the help of his sons Gerrit and Cor Jnr, both qualified teachers with degrees in computer science, and designed a programme suitable for South African schools.

The computer can be operated by one of the school's office staff. It stores and sorts out personnel and student data, works out class and subject schedules, and records marks.

At the push of a button it provides all the reports required by education departments. It also formulates pupils' end-of-term reports.

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S. Pennell
24/3/82

Star 25/3/82

Parents face fines if children skip school

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By Diarm. Shoebottom

If three children play truant again, their parents will have to pay a total fine of R150 (or 90 days).

This was the message from Johannesburg magistrate Mr. V Fourie, when he found the parents guilty of negligence for failing to ensure that their children attended school.

One son and a daughter, aged 15 and 13, had missed 72 days of school over the past two years, and another son (16) had been absent for 60 days.

The parents from South Hills, who have been married for 23 years and have eight children, pleaded not guilty. They may not be named as this would identify the juveniles.

The father, an unemployed disability pensioner and rehabilitated alcoholic, told the court he had no way of controlling his young-

sters.

He said he had once given his daughter "two whallops on the tail" for playing truant. The school staff had taken her to hospital and tried to lay a charge against him for mistreatment.

"I couldn't kill the kid. What else could I do? Since then I have never given the child a hiding," he said.

He admitted receiving many warnings about his children's attendance from the headmaster of Rotunda Park Special School and from the school board, and being visited by a school inspector.

"My wife leaves for work at 6 am and I make sure the kids get on to the bus which stops just outside our house," said the father. "When they get off they have to walk more than 2 km to school and I am too ill to accom-

pany them."

When asked why he did not phone the headmaster every day to check that the children had arrived, he said he could not afford to pay 20c a day for the calls, which had to be made from a neighbour's house.

"I get R65 disability pension a month and my wife, a staff nurse, earns R474. We have to support seven of our children—one is 20 years old and dyslexic," he said.

"We have often asked the Social Welfare to send these three kids to boarding school, but he haven't had any replies."

The mother, in a tear-choked voice, said the three children had been very ill and she never knew if they were sick or just pretending so that they could have a day away from school.

Her 15 and 13-year-olds had severe bone infections. The eldest boy's ears seeped pus and he had undergone several operations after being hit across the ear by one of the pupils.

Because he was teased, he often did not want to go to school and the other children were also mocked about being poor, she said.

The mother agreed she had told them they did not have to go to school when it rained "as they do not own raincoats, and with all this sickness we cannot take any risks."

"But we have always given medical certificates to the school when they have been ill," she said.

She burst into tears, saying: "I can't see that the kids get to school and hold down a job at the same time."

Budget boost for education, housing hailed

MR Roos 25/3/82

80 50 40

Consumer Reporter NEWS that Government spending on housing and education will be increased has been warmly received in local government and trade union circles.

But industrialists warn that although the measures taken in the Budget are necessary, they will hamper growth.

Their effects on the provision of more jobs would have to be carefully watched.

The industrialists expect consumer spending to fall as people feel the effects of higher income tax and general sales tax and think this could trigger off demands for more pay.

The general feeling about the Budget, however, seemed to be out of relief that it was not as

bad as many people feared.

Mr Jack Roos, director of the Cape Chamber of Industries, said: "The general feeling in industry is that the Minister had very little option.

Problems

"There are things in the Budget we don't like but when you think of the tremendous problems the Minister has, he has done as well as he could."

Mr John Barry, director of operations for Pick 'n Pay in the Eastern and Western Cape, said that in spite of the rise in company tax — which would not affect the man in the street — he thought it was a very fair budget.

Mr H G Heugh, Town Clerk of Cape Town,

thought it was 'tremendous' news that the money allocated to the National Housing Fund would be increased by 28 percent, from R258-million to R330-million.

But he and the City Treasurer, Mr J B Watkins-Baker, said they could not comment in more detail until they knew how much of this would be available to the city council to provide more housing.

'Thrilled'

Mr D V L Moore, treasurer of the Divisional Council of the Cape, said he was 'naturally very thrilled' to hear that more money would be available for housing.

He said the council — which had been forced to cut back on some schemes for lack of funds — was still waiting to hear its final allocation.

Mr Norman Daniels, deputy chairman of the Trade Union Council of South Africa (Tucsa) in the Western Cape, said: "I welcome the news that more money will be spent on housing and education, for they are both very important items."

Backlog

"There is certainly a backlog in the provision of housing throughout the country and we can do with all the help we can."

But, Mr Daniels said, he hoped the policy of providing housing a long way from places of work would be changed.

A statement by the economic affairs committee of the Cape Chamber of Industries said the Minister's efforts to restrain State expenditure were to be commended as well as the priority he had given to education and the country's manpower needs.

However, taking into account the additional company tax, rail and freight tariff increases, the rise in fuel costs and high interest rates, industrialists were bound to feel a cost squeeze and cash flow problems.

Consumer

"The position will be exacerbated by an expected drop in consumer demand which the increase in general sales tax and personal income tax is likely to cause," the statement continued.

"These may also trigger off demands from labour for higher wages."

"The smaller entrepreneurs, who need to be encouraged, are likely to be adversely affected and, in the interests of job creation, their position should not be overlooked."

Wine

The committee also said the wine industry was of great importance in the Western Cape and the removal of excise duties on natural wine was therefore welcomed.

But the committee was concerned about the removal of an important export incentive — the export finance charges and scheme.

(50) E. Post 25/3/82

Researcher says myths are obscuring real issues in SA education

THE allocation of more funds for formal education does not lead to development, has no impact on economic performance and creates jobs mainly for teachers.

This was said by Mr Andre Spier, director of Syncom, a Johannesburg organisation dealing in applied futures research, in a paper prepared for the National Education Conference held in Grahamstown recently. He said that the solution to improving education was not to be found in spending more money on the same system.

"A non-functioning system is not improved by having more of it."

Simple calculations showed that South Africa's economy, even if a sustained growth rate of 5% was achieved over the next three decades, could not afford to pay for education for an almost doubling schools population at present white standards.

Mr Spier said that the "clamouring for funds" totally overestimated the role of money in the quality of the actual learning process.

He set out to debunk what he termed the "many myths" circulating in educational circles which tended to "obscure the real issues."

Myth 1: The school was the central place of learning and the better the school was endowed with buildings and facilities, the more learning took place.

Mr Spier said that, on the contrary, externalities played a minor role compared to learner motivation and preparation.

Myth 2: Teacher/pupil ratios and the formal qualification of the teacher corps are crucial.

"Teacher/pupil ratios in learning centres are of low relevance, teachers are managers of the learning process, using a variety of teaching aids which includes using the learner as a resource. Formal qualifications are less relevant than ability to facilitate learning at the individual's pace and capacity, using a variety of media," Mr Spier said.

Myth 3: Without a unified Department of Education which enforces equal standards for all, there can be no equality in education.

Not so, said Mr Spier. Instead, what was needed in a country of South Africa's social and economic stratification was a large variety of forms of provision, much

By SHELAGH BLACKMAN

If, because of systemic defects or inadequate preparation, learning did not take place, making the process compulsory did not remedy but only disguised the situation, Mr Spier said.

Myth 5: Free education is a human right and its provision to all who want it is primarily the duty of the State.

This was a fundamental myth, he said.

Even the most affluent nations could not meet the ever-mounting bills for health, education and welfare, and — because limits of taxation had been reached — faced either bankruptcy or were forced into reform through decentralisation, de-institutionalisation and re-privatisation.

"The lesson for South Africa is glaringly obvious: we should not even contemplate the beginnings of a welfare state," Mr Spier said.

Instead of redistributing the existing substance, the State's role should be to facilitate the process of wealth creation, which in many cases was best served by not interfering at all in its processes.

By allocating its resources to those fields which generated work and income through private initiative, wealth was created, taxes were paid and wealth was distributed in a natural way.

The single highest priority in South Africa was economic growth to fill the backlog in development of 70% of the population and to meet the demands of its growth. All other functions, including political change, depended on it.

In the process of decentralisation, and de-institutionalisation, the private sector had a key function to fulfill.

And the private sector did not only mean business, but included a host of organisations and voluntary associations.

The new education model he supported included the following essentials:

- A learning readiness programme, starting at the age of three, including the parents if they are illiterate.
- Primary and secondary education taking place at learning centres with the emphasis on the acquisition of real skills, including life skills, coping skills and the skills to learn, unlearn and relearn.

The funding of this phase of learning was the primary duty of the State, with strong involvement of community, parents and learners, in order to arrive at a locally desired standard.

● A large variety of bridge-courses, preparing for specific career directions.

● A tertiary system in which the role of state funding is limited to inputs into the establishment of the infrastructure, but in which the costs of delivery are carried almost entirely by the adult learner.

"There is no conceivable logic in the fact that fully-grown citizens pay for everything they own, except for the one possession which assures their income: their knowledge and their skills," he said.

By making the tertiary system an industry and by applying the criteria of supply and demand, of competition and price, most of the anomalies in the present system would disappear within a decade, he predicted.

Learners would make sure that the subjects of their choice led to a productive role in society. It would soon be discovered that much of the more esoteric and peripheral knowledge could be acquired once questions were understood, before the search for answers was attempted.

It would also be discovered that learning would become a life-long obligation in a society in which the half-life of hard sciences seldom exceeds five years.

Above all, the State would be relieved to allocate a substantial percentage of its educational budget to a minority of campus dwellers, most of whom studied subjects of "marginal utility" to either themselves or for that matter to society, he said.

Funds could, however, be allocated to the pre-primary, primary and secondary levels, where an entitlement to a free and equitable learning environment for all children was fully justified, provided that the learning environment was not equated with bricks and mortar or sports facilities.

"The liberal university student, who so ardently crusades for free education for all, at all levels, seldom realises that he himself is blocking the scarce funds by refusing to cater for the costs of his own career education," Mr Spier said.

equal headstart for the
continued learning pro-
cesses.



**UNIVERSITY OF CAPE TOWN
EXAMINATION ANSWER BOOK**

EVERY CANDIDATE MUST enter in column (1) the number of each question answered (in the order in which it has been answered); leave columns (2) and (3) blank.

All answer books must be numbered

| | |
|---------------------------|---|
| Number of books handed in | 2 |
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| | Internal | External |
| (1) | (2) | (3) |

Dismay at outcome of schools congress

50 RDM 25/3/82

By MARTIN FEINSTEIN
Education Reporter

SEVERAL members of the Human Sciences Research Council committee which investigated the future of education in South Africa have expressed dismay at the outcome of last week's "Volkskongres" in Bloemfontein.

The congress, called to discuss the HSRC report, overwhelmingly rejected several of its key recommendations, including a single Ministry of Education and the principle of free association in education.

Yesterday Mr Franklin Sonn, a leading coloured educator and president of several teachers' organisations, said he was "utterly dismayed" that the recommendations had been "slammed down".

"It seems the congress was oblivious to the pressure for change in SA ... if they continue with this attitude they are hastening a no-win conflict situation."

The tone of the congress was a slap in the face for those still working for peaceful ways to reform education.

The congress has clearly put the identity and supremacy of the Afrikaner above what was good for a stable South Africa, he added.

Professor Napier Boyce, rector of the Johannesburg College of Education, was "disappointed and discouraged" that the congress had opposed key recommendations — particularly those dealing with the management of education.

"That is putting it mildly," he said. "I am now more worried than ever about the future of education in this country ... so much is at stake."

The chairman of the HSRC investigation, Prof J P de Lange, who is rector of the Rand Afrikaans University, said he could not comment as he was now chairman of the task group formed to advise the Government on the report's implementation.

However, he has told the Afrikaans Press that although he foresaw a "long and difficult" road for education in the future, concrete changes for the better would emerge from the many viewpoints coming from various communities.

In Bloemfontein, Prof N T van Loggerenberg, who is also chairman of the SA Teachers' Council for whites, said: "The congress was a positive contribution in the sense that about 95% of delegates accepted most of the report ... so the HSRC can feel satisfied."

"It is better to have this than uncertainty about the Afrikaner view."

Another HSRC committee member and headmaster of a large black Witwatersrand school, Mr L M Taunyane, regretted the "hardline" taken by the congress.

He urged a broader approach and said: "I hope much of the De Lange report can still be salvaged."

NOTE CAREFULLY

1. Enter at the top of each page and in column (1) of the block on this cover the number of the question you are answering.
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EDUCATION FM 24/3/82

De Lange deadline

Has the core of the De Lange report's recommendations on education been shot down in the broader white political cross-fire over power-sharing?

While the report's supporters are cautious, its rightwing opponents are mobilising highly vociferous support, carrying the implicit threat that legislation implementing the report might drive many Afrikaners into the arms of the rightwing parties. The government's rejection of the Buthelezi Commission, whose recommendations on education closely paralleled the De Lange report, must give the Right hope.

The government's interim white paper fell somewhere between the report and the Right. It left open the hope for a single policy-making umbrella Ministry of Education, while enshrining Christian National Education and school apartheid. Clearly, government means to move with caution on this highly-charged issue. It has given ample scope for responses to be aired, with a special "task-group," headed once again by Professor Jan de Lange, receiving and processing the written responses.

The deadline for reactions to the De Lange report is March 31.

De Lange told the FM that a team of six at the Human Sciences Research Council is busy processing "several hundred" responses from teachers' organisations, the

private sector, and cultural and political groups.

De Lange does not believe the report has been stopped in its tracks: "The government's interim memorandum preserves 95% of the report's recommendations," he said.

Dr Ken Hartshorne, another member of the main De Lange committee, also does not believe that the political risks attached to the report's recommendations have made it a dead letter: "The public debate sparked by the report can't be swept away. The basic reasons for the report are to be found in the black communities and their needs won't go away."

The recent educational congress in Grahamstown, which represented English-speaking educationalists, backed the report's recommendations to the hilt.

However, last week's *volkskongres* in Bloemfontein, called by the Transvaalse Onderwysersvereniging, rejected by a massive majority all the core recommendations and principles. The congress voted overwhelmingly in favour of separate educational systems. It accepted the De Lange report's 11 basic principles, but imposed three crippling "qualifications":

- That Christian National Education be preserved;
- That the standard of white education never be sacrificed;
- That the commission's principles be interpreted on "philosophical and educational" grounds only.

3 1/4-m workers in SA

(149) (50) Star 26/3/82
have no education

Own Correspondent

Two-thirds of South Africa's work force have only primary school education, Mr Dennis Etheridge, an executive of the Anglo American Corporation, said in Pretoria last night.

He was addressing the annual meeting of the Manpower Management Foundation.

He said of the 10 800 000 economically active workers in South Africa, 30 percent have no education, and 36 percent reached only primary school. These figures included whites.

This lack of education seriously hampered people who aspired to better positions, because they did not have the qualifica-

tions for further training.

Mr Etheridge added that only three percent of the workforce had education beyond matric, and a third of the population produced less than five percent of the gross national product.

The situation was a challenge to be put right. And there was also a real need for involvement by other races because the initiative should not rest with the whites alone.

But more control and co-ordination was needed, said Mr Etheridge, because many organisations overlapped when trying to alleviate the problem.

Decentralisation was also a key factor to be

taken into account by the Manpower Management Foundation, because problems could be solved more easily by people on the spot who understood the situation than by someone in a central office.

Notice should be taken of the Manpower Commission report, said Mr Etheridge, because it was important to determine what high-level management requirements were.

But the private sector was becoming more aware, and there was an increase in training schemes for employees.

There was a growing number of black apprentices, and a considerable increase in immigrants to fill skilled positions.

SA to spend more on education than SADF

CAR Times 26/3/82

Political Correspondent
HOUSE OF ASSEMBLY.
— For the second successive year, South Africa is to spend more on education for all races than it is spending on defence.

The Minister of Finance, Mr Owen Horwood, said in his Budget speech this week that the total amount to be spent on education for 1982-83 was R3 160 million.

The Budget estimates show the amount planned for defence spending this

year as R2 668m — nearly R500m less than Mr Horwood's total for education.

A senior official in the Department of Finance said yesterday that total education spending overtook total defence spending for the first time in the 1981-82 financial year.

The estimates then were R2 880m for education and R2 465m for defence.

While the defence estimate is provided as a total in the defence de-

partment's budget, totalling education spending is a complicated task involving figures from at least five departments.

Education itself is divided into four racial compartments falling under three ministries. These are the Department of National Education (white education), the Department of Education and Training (black education) and the Department of Internal Affairs (coloured and Indian education).

Other departments

Mr Horwood's calculation includes in addition money spent on schools and other educational institutions by the public works section of the Department of Community Development and the budgetary aid paid to various homelands by the Department of Co-operation and Development which is used for educational purposes.

This year's estimates show, however, that the government is still spending more on white education than for any other race group.

The Department of National Education Budget is R631.5m compared to R475.8m for education and training of black people, R391m for coloured education and R197.1m for Indian education.

the Cabinet decided that party policy needed to be speeded up.

About 100 people attended the mid-morning meeting where Dr de Klerk said a large group of people working together around a healthy, clear policy was probably one of the best weapons with which to overcome South Africa's problems.

3 1/4-m workers in SA have no education

(77%) (50) Sta 26/3/82
Own Correspondent

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mean abolishing group areas and separate schools.

Earlier he alluded to rightwing groups including the new Conservative Party as joining the orchestra which aimed to destroy the NP.

Other members of the orchestra, which was "large and sometimes out of tune," included the United Nations, communist forces, Swapo, the ANC and the official Opposition.

The meeting was chaired by the Transvaal NP leader, Mr F W de Klerk, who described Mr Botha as "a man prepared to reform where reform is necessary."

Mr de Klerk said Mrs Susan Strijdom, the widow of the former Prime Minister, Mr J G Strijdom, "the real Lion of the North," had given her support to the meeting although she could not attend.

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27/3/82

Farm schools: casual neglect, dilapidation

By CLIFF FOSTER

WHEN a boomslang slid out of its nest in the classroom wall, such was the pandemonium among the 61 pupils that it is surprising that the fabric of the room itself was not torn apart.

The same explosive reaction greeted the appearance of a cobra from the book cupboard a few weeks later.

The room itself is of mud and pole construction, with gaping cracks in the walls — in one of which the boomslang had made its nest — and when 61 children surged for the door and windows, this room was placed in imminent danger of collapse.

Had this happened, the situation at the Griffnock School in Sunland would have moved swiftly from bad to worse.

But the room survives to this day, a crumbling edifice to the Government's casual regard for thousands of black children acquiring elementary education in South Africa's dilapidated farm schools.

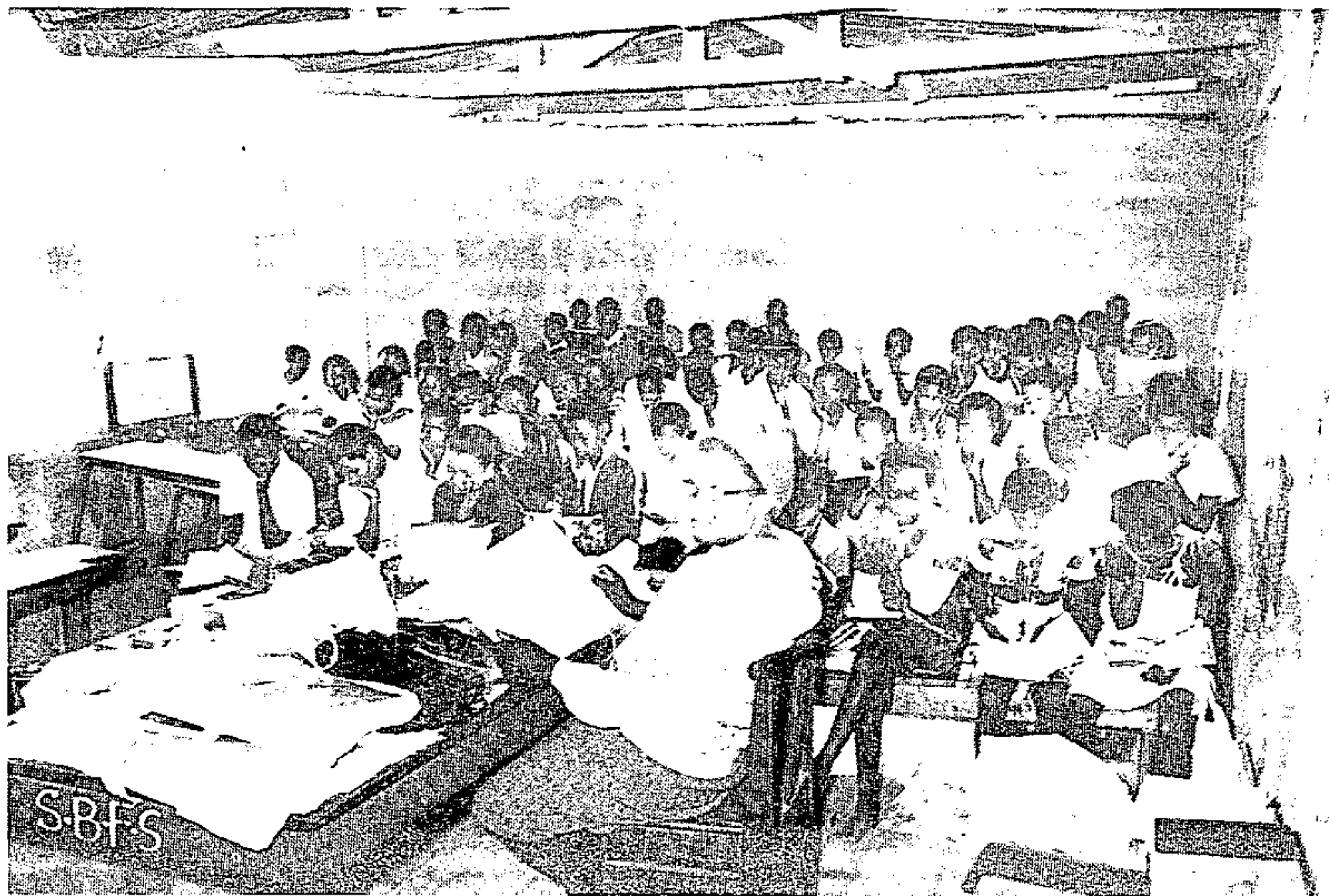
At Griffnock, more than 400 youngsters are being tutored in conditions the school manager, Mr Heinz Wedemann, admits are "fearful". And more than a 100 others are knocking at the door but being "chased away".

Griffnock serves as a terrible insight into the decayed system of farm schools which struggle to maintain themselves on their own resources (apart from salaries) and on which whole communities depend for any kind of education at all.

It has no toilets (the children are sent out into the bush), no water (buckets are drawn from a canal up the dirt road) and only two classrooms (both mud) of its own. Other classes are held in a row of four African churches, or in the open air under the trees.

Because the Department of Education and Training at some stage soon intends to build a new African school at Addo, there is no chance of the State providing a proper school for the Griffnock children. But the Addo school will be 10 kilometres away, so Griffnock will persevere.

It will get only limited assistance from the Department, however. The Department does not endow farm schools because bitter experience has taught it that such schools, built at Government expense, can abruptly be annexed by the farmer.



Mrs OLIVIA MNYAKAMA takes Standard 2 in the newest classroom at Griffnock School, Sunland. At the far end of the room, is a gaping crack in the wall in which a boomslang nested.

All that Griffnock can do now is appeal to parents, farmers and charities to help build a new school on land already donated by Mrs A M L Walton.

A target of R28 000 has to be reached, towards which the Department will contribute R2 000 per classroom — R8 000 in all. The total sum cannot be lower because, if the R8 000 is to be secured, the building must conform to certain standards.

So far, an appeal to parents and farmers has brought in just over R800.

To stand beside Mrs Olivia Mnyakama before her class of 61 Standard 2 pupils is to see at a glance what schooldays in the farm schools can be like.

Mrs Mnyakama's desk is piled high with books.

Near the cupboard stands the plastic bucket containing what is left of the drinking water supply. The floor is compacted mud, apart from a section below Mrs Mnyakama's desk which is boarded.

The roof is rusting, second-hand sheets of corrugated iron, supported by second-hand timbers on the mud walls. There is no ceiling. A crack several centimetres wide, from which the boomslang emerged, extends over the whole of one gable wall and there are gaping cracks in other walls.

Windows are missing or broken. There is no heating and, in winter, the wind whistles through windows

and under the eaves so that the children are given "warming up" exercises in the yard. In summer they roast beneath the corrugated iron sheets.

There are only eight desks to go round between the 61, so most learn to write, and, in fact, go through school, with their exercise books on their knees.

There are no toilets at all (except for staff who can share with one of the church missions) so the children are sent out into the neighbouring bush — boys in one direction, girls in another.

Surprisingly, the children remain healthy and absenteeism through sickness is low, though this week the principal, Mr Jeffrey Tom, was told the health inspector was coming to look at the school — perhaps in view of the plague outbreak at Coega, some suspected.

In case you are tempted to think Mrs Mnyakama's classroom is a particularly bad example, it is actually the newest of all the school buildings — put up by parents in 1975 — and the only purpose-built classroom in the place. The churches alongside revert to places of worship on Sundays.

There is no playing field outside the windows. The familiar rugby posts are one kilometre away on a community recreation ground and this is where the children go to play their games.

It is almost unbearably

hot in the classroom and the caked mud walls convert the air into the atmosphere of a kiln. There are no backs to the benches on which the children sit, elbow to elbow, and perspiration breaks out on contact.

But should you regard this room as crowded, take a look two doors away at the situation in the Anglican Church. Here 88 Sub-A children squat in a room five metres by five-and-a-half metres, where the air simmers with heat.

Everything is smaller here — the teacher's desk (there are no children's desks), the room, even the children. The goods and chattels of the church itself have had to be hoisted up onto a platform in the rafters to clear space.

The floor of this room is boarded, but the planks have given way in places, a minefield for the unwary.

During the daylight hours, the room is hardly ever empty. The Sub-Bs surrender the room at noon to the Sub-As who occupy it until 4pm.

Mrs Zelpha Hloyi strives with great good humour to hold her class's attention in this hothouse.

To give a more accurate picture of Griffnock, one could chronicle the things it

hasn't got, that are such accepted features of ordinary schools — like a library, electricity or even a playground.

This is how things have been for many years and how it must continue unless the energy of Mr Wedemann, and the appeal for funds from any quarter, can lift the lowly school out of the dust. The net must be cast wide if there is to be any hope.

"The farms here are small and the farmers can't provide the money on their own," Mr Wedemann points out.

"The Community of the Resurrection of Our Lord in Grahamstown has undertaken to contribute rand for rand on anything that is raised up to R5 000.

"The African artist, Gotswana, has donated three pictures which will be put up for sale. One is a large oil and there is a pencil work and a crayon drawing. They are presently on view in the office of the secretary of the Society of Fine Arts at the King George VI Art Gallery in Port Elizabeth."

These are offers from widely different quarters. Between lies a broad section of the community which Mr Wedemann hopes will offer some help.

Seminar ⁽⁵⁰⁾ urges move on the De ^{Mercury} Lange report ^{27/3/82}

Mercury Reporter

IN recognition of the need for reform in education, representatives of senior management of Durban commerce and industry resolved unanimously that the findings of the De Lange report should be implemented as soon as possible.

Resolutions to this effect, taken yesterday at a one-day seminar organised by the School of Education and Industrial Training at Natal Technikon, will be forwarded to the Minister of National Education, Dr Gerrit Viljoen.

In a comprehensive programme which included a keynote address by Prof de Lange, delegates were given insight and clarification into the proposals outlined in the report.

These were essentially concerned with the demand for continuing education outside the formal provision of education.

They were also concerned with its special importance in providing the economy with necessary manpower in the short term and in improving the quality of life of unskilled adults in particular.

In emphasising that non-formal education (education that proceeded in a planned but highly adaptable way in institutions or organisations outside the sphere of formal education) must become an indispensable part of the planned provision of education in South Africa, Prof de Lange stressed that the private sector would be opting out of the trading situation if it opted out of training.

Irreversible

Curricula for this non-formal education would be prepared by educationists, but financing would be the responsibility of the private sector, he said.

"You must not ask the State to accept the responsibility because you will start a form of socialism which is irreversible and unsuitable, because non-formal curricula will be determined by bureaucrats rather than by educationists."

Describing South Africa 'as never before being so ready for educational change', Prof de Lange and the rest of the panel — which included Prof F van der Stoep of Pretoria University, Mr J B Haasbroek of the HSRC and Prof N Boyce of JCE — described how sweeping the changes would be.

Schools would become community centres available at the weekends to take up learning needs of the community.

A significant proportion of the school-age community would be educated in practical life working situations and there would be a huge development of technical schools.

Only 16 men teachers in final year

Pretoria Bureau
ONLY 16 men teachers will graduate from the Johannesburg Teachers Training College at the end of this year

Mr Eddie Brown, president of the Transvaal Teachers Training College, referred to these startling figures to show that the 15% pay increase would do nothing to solve the immediate shortage in the profession.

The shortage of teachers threatened to lower standards in maths, science, and biology, Mr Brown said.

He added that the lack of men teachers was particularly critical.

The rector, Professor Napier Boyce, said there were only 100 men in all stages of the four-year course at the training college.

Of these, no more than 16 were in the final year and would graduate at the end of 1982 — the rest would have to continue their studies.

Of the male university students at the college, 17 men were doing B Prim Ed and 38 the secondary higher diploma.

Mr Brown said although

teachers welcomed the fact that the salary increases to come into effect on April 1 would match the inflation rate — putting us back, in fact, to where we were a year ago — there would be widespread disappointment that the Government had failed to honour the pay commitment given to the profession last year.

This had involved a promise that they would get enough to compensate for higher costs, and a further amount to cut away part of the pay backlog which had built up over the past 10 years.

"We were promised a new deal last year in line with the Venter Committee's proposals for a new pay structure," said Mr Brown.

"This has not been carried out."

Mr Brown stressed that although the Government was confronted by serious economic problems "we would have thought this the ideal time to attract people back to the profession".

Sadly, however, the new increases would fail to plug the resignation drain and to improve recruitment prospects for next year.

ward, a nurse at the Johannesburg Hospital, will talk in Madrid soon on raise the funds for her to attend an international medical conference.

Picture: ADA STUJIT

es international conferences

dialysis — the purification of blood by passing it through a membrane. Six South African nurses delivered papers, and 19 will attend the two sessions.

yesterday the hospital visited the Johannesburg Study Tour and Travel to try and find the

money for the air fares to the congresses.

Sister Hayward will speak about the effects of total intravenous feeding in patients who are being acutely treated on kidney machines.

She has been involved in the treatment of inflamed kidneys since 1971.

A new car, a colour TV set

and a cassette-radio combination have been donated to the fund and will be offered as prizes in a competition at the Rand Show next week, she said.

A fashion show, arts, crafts and antiques fair, and a "Mutt of the Year" show are planned — with all proceeds going to the fund.

7/3/82 atum rikers

Extraordinary No 11 appeared yesterday.

Jonathan will also be an arbitrator who is in the deadlocked negotiations between the management of the banks and the employees.

employees went on strike because of dissatisfaction with a change in their structures. They want salaries to be on par with those applying to the branches in South

managements on the one hand and argue that salaries should be decided by the cost of living structure in the various areas.

burg's anza win

week's R10 000 Bonus Lottery has won the holder of certificate number 0306448634.

was bought at the Johannesburg Post Office, the winner announced in Pretoria.

Nurse's death: Case a farce, says father

London Bureau

LONDON. — The father of Helen Smith, the British nurse who died at an illegal drinking party in Saudi Arabia three years ago, stormed out of the High Court in London as lawyers argued whether an inquest should be held into her death.

Mr Ronald Smith, 55, a former policeman, shouted angrily: "The case is a

farce." He claimed that his plea for an inquest had been "pre-judged".

Minutes later Lord Justice Ormrod and Mr Justice Forbes reserved judgment "because of the complexities of the case".

Mr Smith, of Guiseley, Leeds, appealed against the refusal of Mr Philip Gill, West Yorkshire coroner, to hold an inquest. Mr Gill had decided that because Helen died abroad her death was

outside his jurisdiction.

The body of Helen Smith, 23, was found outside a block of flats in Jeddah in May 1979.

Saudi authorities said Helen and a Dutch tug captain fell accidentally to their deaths from a top-floor apartment where a party was being held.

But Mr Smith, an electronics engineer, is convinced his daughter was murdered.

Woman gets 10 years for killing second wife

DURBAN. — A Durban woman was sentenced to 10 years' jail yesterday for murdering her husband's common-law wife.

Mrs Farida Cajee, 31, was found guilty of the murder by the Durban Supreme Court.

Her husband, Mr Ismael Cajee, 31, and Mr Jeffrey Naidu, 26, were acquitted of the murder of Mrs Sabera Cajee on September 17 last year.

In his judgment, Mr Justice Booysen said the court was satisfied that one of the State witnesses, Mr Firoz Mather, had either procured someone to do the killing, or had carried it out himself.

He said the court could not give indemnity to Mr Mather or another State witness who had been an accomplice. Mr James Stuart

court could accept were where they implicated themselves, and even that had only been the tip of the iceberg as to the extent of their involvement.

The judge said the court could not exclude that Mr Naidu and Mr Cajee had been implicated in the murder, but on the balance of probabilities could not make a finding that they had been.

The court was satisfied that the firearm used in the murder had been bought by Mr Mather for Mrs Farida Cajee and that he and Mr Stuart brought it to Durban.

The judge also said the court accepted the evidence that Mrs Farida Cajee had made threats against the life of Mrs Sabera Cajee up until three weeks before the murder.

Ex-mayor of Durban dies

DURBAN. — A former mayor of Durban, Mr Dixie Adams, collapsed and died at his Durban North home yesterday as he was about to leave for work.

Mr Adams, 68, leaves a son Peter, daughter Mrs Helen Stead, and four grandchildren.

At the time of his death he was managing director of Adams and Company bookshop in West Street.

He served on the Durban City Council for 16 years and was mayor from 1974 to 1976. He was also president of the

THE VOLKSKONGRES

MIXED EDUCATION

REJECTED: THE

LAAGER TIGHTENS

ARGAS
29/3/82
50

AS a delegate at the Afrikaner Volkskongres on education in Bloemfontein I gained the impression that the more than 1 600 delegates had collectively slept through the last five years of unrest in black education.

Only 1 600 modern-day Rip van Winkels could in such a calculated way have rejected virtually every major recommendation of the De Lange Committee aimed at bringing about a more equitable education system in South Africa. They did exactly that.

To write the congress off as merely representing the rantings of a few misplaced HNP-supporters or merely to claim that the congress was hijacked by the far right may be tempting — but also very stupid.

This Volkskongres represented a formidable cross-section of organised conservative Afrikanerdom. I emphasise the word conservative, because those in control of the congress make it quite clear that the more enlightened Afrikaner was not really welcome there.

And therein lies the first tragedy of this congress. At a time when the Afrikaner needs allies, organised Afrikanerdom as represented at this congress, drew the laager so tight that they not only chased away all potential allies but even scared away fellow-Afrikaners.

Professor C G de Vries, Stellenbosch educationist and chairman of the Suid-Afrikaanse Onderwysunie (SAOU) succeeded 'admirably' in this by defining an Afrikaner as 'someone who must enjoy boeremusiek, who partakes in volkspele' and 'someone who supports the use of legislation to ensure the racial purity of the Afrikanervolk.' (This was also a sign of maturity, he added!)

The tragedy of this narrow exclusivity is that although it will in the short term ensure a strongly fortified laager in the long run it will also ensure that the laager will be a shrinking one with more and more Afrikaners either being defined as belonging outside it.

The narrow exclusivity, the aggressive tribalism,

the unashamed prejudice and the total lack of comprehension of the need for change which was exhibited will make Afrikanerdom as defined by the Afrikaners' conservative gurus present at this congress, totally unacceptable to thousands of more enlightened modern Afrikaners.

The second tragedy of this congress is that the massive mobilisation of organised conservative Afrikanerdom probably effectively sank the main recommendations of the De Lange Committee.

For, make no mistake, this Government, with or without Andries Treurnicht, will be unable to

**By JAN VAN ECK,
MPC for Groot
Schoor and a PFP
spokesman on edu-
cation in the Cape
Provincial Council.**

disregard or oppose those sentiments expressed with great unanimity by this congress.

As the Rev Dirk Viljoen, chairman of the organising committee of the congress put it: 'Big changes are coming in education. Congress will have to . . . indicate in which direction the Afrikanervolk is prepared to go and in which direction it is not willing to go.'

By the time the congress ended, it was quite clear that they were unwilling to accept a new educational system incorporating all South Africans. The crucial recommendation of De Lange that one umbrella ministry for education should be created was rejected by 96,67 percent of the 1 600-plus delegates. (185 delegates supported the idea of a single ministry).

Speaker upon speaker, from the so-called verligte SABC boss, Professor Wynand Mouton, who chaired the congress to the HNP dominee from Namibia, stressed the need for racially separated education departments. Separate schools

for the different race groups was non-negotiable. The motion which summed it all up read:

'The standpoint of congress is that control at all levels of the management of white education in any educational or political dispensation will stay in their (white) hands and that all coordinating machinery will be subject to this.'

Other options which received the overwhelming support of the delegates included the following:

- Universities are not merely places of learning, but cultural centres (Volksuniversiteite). They should therefore not be open and students from other race groups should only be allowed on a permit system to protect the cultural identity (volkskarakter) of the university.

- The system of education should not be dictated by the manpower needs of the society.

- Parallel-medium schools undermine cultural identities since they produce bilingual South Africans.

- The present disparity between white and black education is not the fault of the Afrikaner. They worked hard to get where they are. Blacks will have to work harder if they want to achieve parity.

- State-subsidised private schools will result in State-subsidised integration.

- Since the De Lange Committee was an integrated committee they came forward with 'multi-racial' recommendations, which can therefore not be applied in white education.

- All future research into education should be undertaken on a racially separated basis and not on an integrated basis as was the case with the De Lange Committee.

In Bloemfontein the hopes of black and white educationists for meaningful reform in the present education system and an end to the never-ending unrest at black schools, were dashed.

With Dr Treurnicht forming his right-wing Conservative Party in the Skilpadsaal in Pretoria on the same day, Saturday, March 20 1982 will become known as 'The Day of the Tortoise.'

Small World

FOR lack of space, David Biggs's 'Small World' column is being held over until tomorrow.

50) Hansard Q.61. 490
Free stationery/textbooks/prescribed books

29/3/82

270. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

- (1) What is the average annual cost of stationery, textbooks and prescribed books per (a) primary and (b) secondary school pupil;
- (2) what will be the cost to his Department in the first year of supplying free stationery, textbooks and prescribed books in (a) primary and (b) secondary schools;
- (3) what date was used as the basis for calculating the above costs?

The MINISTER OF EDUCATION AND TRAINING:

| | | |
|-----|-------|--------|
| (1) | (a) | (b) |
| | R7,15 | R15,38 |

- (2) (a) and (b) If the existing provision of stationery, textbooks and prescribed books is not taken into account and the provision thereof is regarded as a new service, the estimated cost in the first year will be as follows:

| | |
|-----------------|-------------|
| Primary | R24 000 000 |
| Secondary | R10 500 000 |

- (3) 1981

Teachers find an ⁽⁵⁰⁾ alternative to *Mercury* 30/3/82 education philosophy

Mercury Reporter

A PHILOSOPHY of education for English-speaking teachers compiled by Natal teachers in 1980 could serve as the basis for an alternative to Christian National Education.

Mrs Pixie Hardman, president of the Natal Teachers' Society, said the alternative philosophy had been drawn up so that all Natal English-speaking teachers could use it as a guide, but that it could serve a national need just as well.

She was commenting on the move by South African English-speaking teachers to form a philosophy based on their own cultural values, one that would be incorporated into the Education Act along with Christian National Education.

The teachers — Transvaal teachers in particular — said this was a reaction to attempts to impose on English speakers a centralised education system based on Afrikaner values. There was a strong feeling that Christian National Education was too narrow, too Calvinistic and too authoritarian to be acceptable.

Mrs Hardman said the essence of the Natal teachers' philosophy was the development of rational and responsible individuals for South African society — individuals who were able to adapt and adjust to changes.

Mrs Hardman said that religion would continue to play an important part because Natal teachers believed that education without spiritual content was incomplete.

Pay scales pushed up for Indian headmasters

Mail Correspondent

DURBAN. — Maximum salaries for Indian headmasters of large primary (P1) and secondary (S1) schools have been pushed up to R28 185.

Mr Dhama Nair, secretary of the Teachers' Association of South Africa, said at the weekend there was still a great deal of pay dissatisfaction among teachers in categories below B.

"We have made representations to the Minister of Internal Affairs, Mr Chris Heunis, on behalf of these teachers," he said.

Mr Nair said, however, his association was displeased that salary scales for teachers were being bandied about in public, even though his association and principals had not yet been supplied with full details.

The new scales provide for a general 15,2% increase, and up to 38,7% for some teachers.

Mr Amichand Rajbansi, executive chairman of the South African Indian Council, said yesterday he had signed the salary structure for Indian teachers on Friday, and detailed pay rises would be posted by the Department of Indian Education to principals.

He said he was furious that the new scales, which were confidential and personal to teachers, had been leaked.

"My executive member in charge of education, Mr P I Deven, and I had insisted on tight security in the council and in the department for these scales.

"I am going to hold an urgent inquiry as to how they were leaked," he said.



Non-formal education for adults

By Fred Ferreira

50 Star

The De Lange report dealt with all education, not only formal schooling. One of its topics was non-formal, adult education.

Non-formal education is defined in the De Lange report as education available in a planned but highly adaptable way in institutions, organisations and situations outside formal education.

It is concerned with literacy, induction, in-service training, retraining and support programmes (for parents, for example).

It also includes giving a second chance to those who either never entered formal education, or left it early, so helping them re-enter formal education. It must also satisfy the demand for leisure-time activities that can be carried out after simple instruction.

The private sector's greatest contribution to the skilled manpower shortage could be to increase shop-floor training.

Many large firms have already established their own well-equipped training centres or have supported state-financed in-service training centres. Unfortunately some employers merely use this to quote impressive figures in their annual reports or to qualify for tax concessions.

It is more important to plan for more productive employment and for improvement in the quality of life of unskilled adults.

Apart from training skilled manpower, the private sector should also include literacy training in their programmes, as this must precede training in higher skills.

There are opportunities, especially in metropolitan areas, for co-operate

the country. The private sector could also be involved in career counselling, co-operating with teacher psychologists.

The motivation of employees also needs re-examination, in comparison with Japan, for example, our productivity and employee involvement is low. Our motivational approaches, based on European and American models, may not apply to black workers. A new approach involving the entire family and community might reduce current antipathy to industrial education.

The State should mainly be concerned with the provision of an infrastructure: co-ordination, dissemination of information and provision of facilities and funding. It could also, for example, develop audio-visual aids, such as closed-circuit television and computers.

In particular the Government could reform tax concessions. Many smaller companies cannot meet complex demands for registration of training schemes qualifying for tax relief. Concessions could be extended to basic language, literacy and communication courses.

Tax rebates should be more readily granted for industry-based training. Finally, training levies should be imposed on firms which do not, or cannot, train their own employees.

In the end adult edu-

EVERY CANDIDATE MUST enter in column (1) the number of each question answered (in the order in which it has been answered); leave columns (2) and (3) blank.

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All answers

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Degree/Diploma you are registered for

Subject (to be completed)

Paper No. (to be completed)

NOTE CARD

- The answers must be clearly marked. Rough work should not be taken into account.
- Enter at the top of the block the number of the question you are answering.
- Blue or black ink should be used. The use of green ink for emphasis should be avoided.
- Names must be written in full (e.g. graphed) for examination purposes.

Any dishonesty will be reported to the appropriate authorities.

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Books, notes, pieces of paper or other material must not 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. The front 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 room.

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either through their resources or through buying services from each other to teach basic skills common to many undertakings. Groups of firms could also jointly build community centres for non-formal education.

At present firms and Government bodies such as the Department of Manpower control some training but co-ordination needs to be expanded right across

garded as a luxury but as a permanent national necessity: a resource available to all.

★ ★ ★

● Fred Ferreira is director of industrial relations for the Ford Motor Company in Port Elizabeth. This article is extracted from a paper published by the 1820 Foundation in its booklet, "The Future of Education in South Africa."

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Law on blacks in private schools delayed

Education Reporter
A PROPOSED provincial ordinance which would have given the Transvaal Administrator control over the admission of black pupils to private schools will not become law, the province's MEC for education, Mr Fanie Schoeman, confirmed yesterday.

However, black pupils at private schools will be the subject of a future, reworded ordinance once negotiations with the schools and other provinces were complete, he said.

Mr Schoeman was commenting on a Rand Daily Mail report that several private school principals had been told the ordinance — which empowers the Administrator to authorise or refuse the admission of black pupils, and de-register offending schools — would not be promulgated.

The ordinance was published in the Provincial Gazette earlier this month — a move which surprised principals who had been told it would not be proceeded with.

"We are not going ahead with the draft ordinance during this session of the Provincial Council as the whole matter is still being considered — in the broadest sense of the word," Mr Schoeman said.

"We don't want to create problems in this area, but Parliament has changed the law and we must have some sort of ordinance in the future," he said, referring to last year's Financial Relations Amendment Act which empowered provincial councils to govern the admission of blacks to private schools.

"The wording has yet to be decided, and we are still talking about the matter."

Typhoon Nelson was a calamity

MANILA. — The Philippines Cabinet yesterday asked President Ferdinand Marcos to declare a state of calamity in six provinces ravaged by Typhoon Nelson, which killed at least 52 people.

Forty-one people were reported missing after the 185km/h winds blew down 17 000 houses and partially damaged 24 000 others. — Sapa-AP.

Bomb surprise

Mail Reporter
NCE Force officials found a water cannon on a bomb in Pretoria yesterday — then found the "bomb" to be nothing more than a packet of clothes. The bomb was found on a street barred traffic from the street and pedestrians were moved back after the bomb was spotted on the street outside Defence Force quarters shortly before yesterday. The water cannon was found in the package before it was found harmless. "We can't afford to take chances," a Defence Force spokesman said.

Court told of R500 plot to divert presidential plane

Mail Africa Bureau
LUSAKA. — Former Zambia Air Force commander, Major General Christopher Kabwe, told the High Court that a presidential plane was to be diverted to a rendezvous where President Kenneth Kaunda was to be forced to renounce his presidency. He told Mr Justice Dennis Chirwa, during the continuing trial of 12 men charged with treason, that he was given R500 as an inducement to recruit pilots who would have been prepared and motivated enough to carry out the diversion plot. Gen Kabwe told of a meeting with a British lawyer, Mr Pierce Annfield and Mr Godwin Mumba, one of the accused. He said that at the meeting, Mr Annfield — who is still at large — gave him the R500 in notes.

He said the October 1980 plot to overthrow the Zambian Government saw key leaders such as the then Secretary General of the ruling party, Mr Mainza Chona, and Secretary of State for Defence and Security, Mr Grey Zulu, on the verge of being arrested by the plotters. Other high-ranking government officials would also have been arrested following the announcement over television and radio that President Kaunda had renounced the leadership of the country. Among the 12 men being tried for their part in the abortive coup plot are former High Court Commissioner, Mr Edward Shamwana, former Bank of Zambia Governor, Mr Valentine Musakanya and Major Anderson Mporokoso. The trial continues.

Grace a granny?

LOS ANGELES. — Princess Grace of Monaco wants her daughter Caroline to remarry. She hopes that 25-year-old Caroline, now separated from her French playboy husband Philippe Junot, will then present her with grandchildren. "Being a grandmother would be an exciting experience," said Princess Grace in a magazine interview. "Of course, I would like to see Caroline married again one day, with children and a happy family life like I've had. "But that is in the future." — Sapa.

HSRC (50)
MOH
team set
to begin
work 3/3/87

Education Reporter

A HUMAN Sciences Research Council team is scheduled to start work today on sifting through thousands of pages of submissions on the De Lange education report and the Government's subsequent White Paper.

Today is the closing date for submissions, which have already been received from a multitude of organisations concerned with the future of South Africa's education system.

Prominent among them are documents from the 1820 Foundation's education congress, held in Grahamstown in February, and this month's Afrikaner Volkskongres in Bloemfontein.

The Director General of National Education, Dr P Meyer, said yesterday the Research Council team had estimated it would take at least six weeks to sift through the submissions and summarise their contents.

The summary will be handed over to the interim task force on the De Lange report's implementation, headed by Prof J P de Lange himself, rector of the Rand Afrikaans University.

A copy of the summary will also go to the Minister of National Education, Dr Gerrit Viljoen.



3. Post 1/4/82

Revolutionary teaching plan stimulates brain

THE adherents of a revolutionary teaching method do not believe that South Africa's teaching crisis begins or ends with staff shortages. They say it has its roots in educational methods which cause depression among schoolchildren.

ANGELA GILCHRIST reports.

used together, they are most effective to the learning situation. He maintains the process is much faster and material retained for much longer as facts and ideas are immediately fed into the long-term memory bank.

Activities such as role playing, listening to background music and fun and games during lessons serve to aid the breakdown of negative elements and the opening up of the right brain hemisphere.

While learning a new language, for instance, students could assume a fictional identity, including name, occupation and address.

They assume these personalities in the class and reduce the risk of embarrassing their real selves during the course of the foreign language study.

But if the Lozanov method appeals to you, the bad news is that you won't find its implementation in any of South Africa's Government schools.

And veteran educationist Mr Franz Auerbach said he had never heard of it.

"I don't know anything about it and I can't therefore give an opinion.

"However, one should be careful of gimmicks that some people in education are cashing in on."

rhythm and repetition.

The theory is that people learn and retain best when the body is totally relaxed but the mind alert — and when information is presented in rhythmic patterns at specifically spaced intervals.

Students are encouraged to relax and go into an alpha state — a "super-normal state of consciousness", like daydreaming.

Most of our education careers almost exclusively for the left half of the brain, which is concerned with logical, step-by-step thinking.

The other side, with its creative, artistic and intuitive faculties, is largely ignored. Worse still, it is obstructed by negative psychological barriers.

Once these negative barriers have been broken down, students are encouraged to go into the "alpha state", which stimulates the right hemisphere of the brain.

Lozanov has discovered that when both hemispheres of the brain are

than a 4% fraction of our brain power is because we are conditioned into believing that learning is not only difficult, but that there are also marked limits to our capacity to think and remember.

"As we grow older we tend more and more to fall in line with negative ideas implanted by our fellows — particularly those in the adult world.

"Their assumed authority leads us to believe there are strict limits to human abilities. A good example is the destructive effect of the IQ theory.

Mrs Ross Bresler, who taught in the Transvaal for 50 years, has a few things to say about that.

She maintains that schools are not directly concerned with children's happiness, mental welfare or intellectual growth but are concerned to discover how far children are above or below a certain measure of mental attainment called the intelligence quotient.

"Once they have put a child in his or her correct grading on the IQ ladder, the golden rule that equality of opportunity should be the birthright of every child no longer holds in the class

he has the answer to the "disease of unsuitable education".

He is the originator of the revolutionary educational theories known as "Super-learning" or "Suggestopaedia".

His adherents believe they have the answer to education problems, but many conventional educationists are suspicious and sceptical.

Conservative people will be stunned at its methods. Dr Lozanov believes for example, that day-dreaming is not only delightful but can be put to good practical learning purposes.

Mr Athol Desmond, who has employed the Lozanov techniques at his Johannesburg study centre, says it is absolutely vital that stress be totally removed from any learning scene.

Mr Desmond points out: "Children respond, as one might expect, very favourably indeed to any system or treatment which suggests they are real people in their own right."

He believes that if a pupil tries to learn anything under duress of any sort it can only serve to inhibit the learning process. Teachers, he says, should completely avoid any com-

BAD teaching can drive schoolchildren to suicide. That desperate last resort is not uncommon among children in South Africa, and is particularly prevalent at exam time.

Consider that the end of 1981 was fairly typical of any year end in South Africa. Yet

● A Volksrust schoolboy shot himself because he thought he had failed matric.

● A Std 9 Dullstroom girl took an overdose of strychnine.

● A Kempton Park schoolgirl hanged herself on the back porch of her parents' home because she was unhappy at school.

● A 16-year-old Westonaria schoolgirl shot herself after receiving her end-of-year report.

Mr Sam Bloomberg, of Suicides Anonymous in Johannesburg, says anxiety over pending examination results and the return to the highly-disciplined school environment are among the causes of teenage suicides. Experts say the five hours of each day that a child may spend in fear are a major cause of depression among children.

They fear failure, tests, teacher's scolding, threats of punishment, the scorn and competition of peers and the guilt and shame at falling to live up to the expectations of parent and

But a Bulgarian psychiatrist who over 20 years has studied intensively the science of suggestion, Dr Georqi Lozanov, believes

ment or sign that could be considered as a put-down by the student.

He says one of the reasons so few of us use more

room," she said. However, educationists argue that a child's IQ is genetically determined and nothing a teacher does can increase that mental ability.

Some also maintain that intelligence is strongly tied to social mobility — the lower class are inherently more dull and less educable than the middle and upper classes.

"Teachers," says Mrs Bresler, "have distorted education into a rigid compartmentalism from which the pupil can never escape."

Says Mr Desmond: "By ignoring the implications of the human reserves we are voluntarily accepting mental disablement."

"Educators and parents should acknowledge the existence and nature of these reserves and be determined to exploit them. Teachers have the potential to release the reserve complex in every student."

The techniques underlying Superlearning are based on relaxation,

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Brick schools — they

RGUS

Form took SA by storm

Sowetan 5/4/82
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A RECESSION in the building industry during 1966 and the accumulation of stocks of face and common bricks in the yards of brickmakers was a blessing in disguise for the Brick Development Association of South Africa limited.

By SELLO RABOTHATA

Johannesburg during September 1966. The school consisted of twelve two hour classes (one class a week), for which an amount of R29 had to be paid in fees. In addition, the pupil had to pay R27,50 for a prescribed set of tools.

himself, and the high cost and frustrations of obtaining the services of artisans. Linked together, this meant that good workmanship could be put to excellent use and perhaps more gratifying was the spontaneous support which the brick schools generated throughout the country, the Amateur Brick Schools said.

more recently, in Lamontville, Katlehong, Sebokeng and Thabong. Since 1966, more than 20 000 members of the public, of all races and from all walks of life have attended the schools.

The Brick Development Association emphasises that it does not, and cannot train building artisans — its schools are run purely to train amateur do-it-yourselfers. Many past pupils have substantiated the Association's claim that the first job a pupil does at home will reimburse the amount of money spent of fees and tools.

The course is designed for the simpler jobs, such as building a retaining wall, a dog kennel, a braai or an elementary boundary fence. Many pupils have undertaken work of much more complicated nature, including garages, outhouses, driveways, extensions to homes and even the construction of a house.

With an eye on the future and in order to associate the BDA with black self-help and home improvements, the Association during the latter half of 1980 ran a most successful competition for blacks.

The recession led to a decision for the creation of a retail market for bricks and the concept of a brick school came into being. The object of a brick school movement was to teach the layman how to use bricks for doing elementary jobs at home. It was the concept of "do-it-yourself" with bricks.

The Brick Development Association hoped to draw do-it-yourself enthusiasts to classes to be instructed in the art of brick laying and how to use expensive raw materials constructively and well. A well designed and badly constructed wall is not only dangerous but an eyesore as well. Good workmanship could be applied to improve property, and save on the cost of labour.

This was the philosophy behind the brick schools, except the main object which was to exploit a market which had been left virtually untouched. The first school was launched in

One hundred and eighty seven pupils enrolled for the course, consisting of 12 facets of brickwork, the basic consideration being that the work must be straight, level and plumb. It did not take long for the association to realise that the pupils were fully absorbed in the task of acquiring this elementary skill.

As conversation took place between the organisers, tutors and pupils, it became obvious that the organisers were way out in placing, as the major objective in this exercise, the creation of a retail market. The retail market was entirely incidental to the whole project. The motivating factor was the desire of the pupil to learn — the attendance figure was an average of 98 percent.

Investigations showed that the motivating factor of the pupil was his creative instinct; his desire to do something for

Within six weeks of starting the school in Johannesburg, there was a demand for a school in Pretoria. It could not be ignored. Then in rapid succession followed — also through popular demand — the establishment of schools in Durban, Cape Town, Pietermaritzburg, Port Elizabeth, East London and Bloemfontein.

The schools are under the direct control of the Brick Development Association of South Africa Limited on a national basis. Architectural students and building science students from the University of the Witwatersrand are also said to have attended the courses.

In 1977 a major breakthrough was achieved by the successful opening of three bricklaying schools for blacks in Soweto, and

FIFTY of 11 who fasted in Cathedral w viewed today of the Weste ministration establish w would be status in Cape.

The cases 800 squatter the Penin proper a and legal s investigated next two we

This is with an und to the cat ters by the Co-operation ment. Dr H

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Bezuidenhoud said the were being so that with this information we can go into their cases.

CHURCH

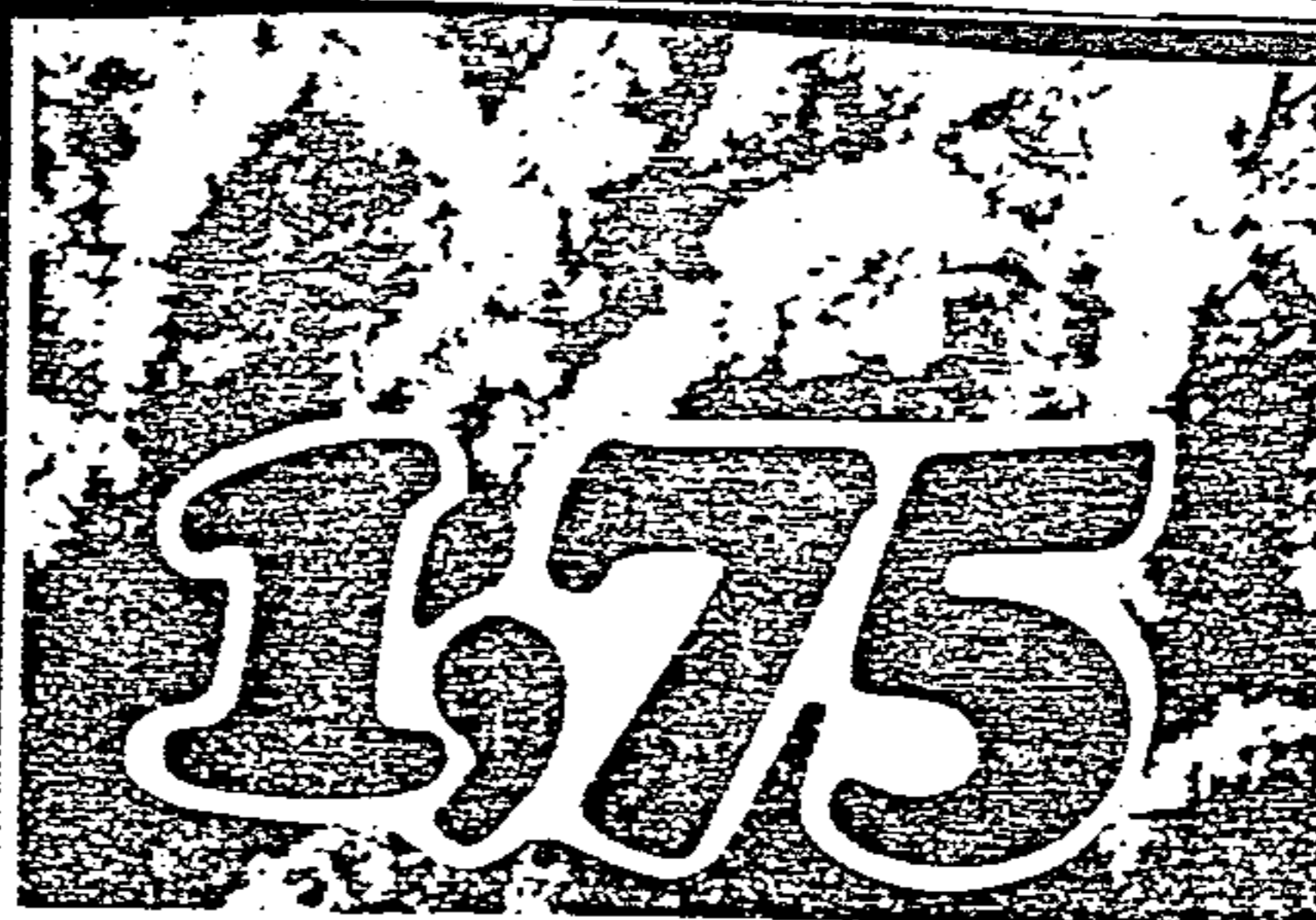
The interviews are being conducted in the presence of workers of the Advice Office.

The first people were taken to the inspectors' offices in Langa by church workers.

Mr Bezuidenhoud said there was nothing sinister in officials taking the fingerprints of some of the people.

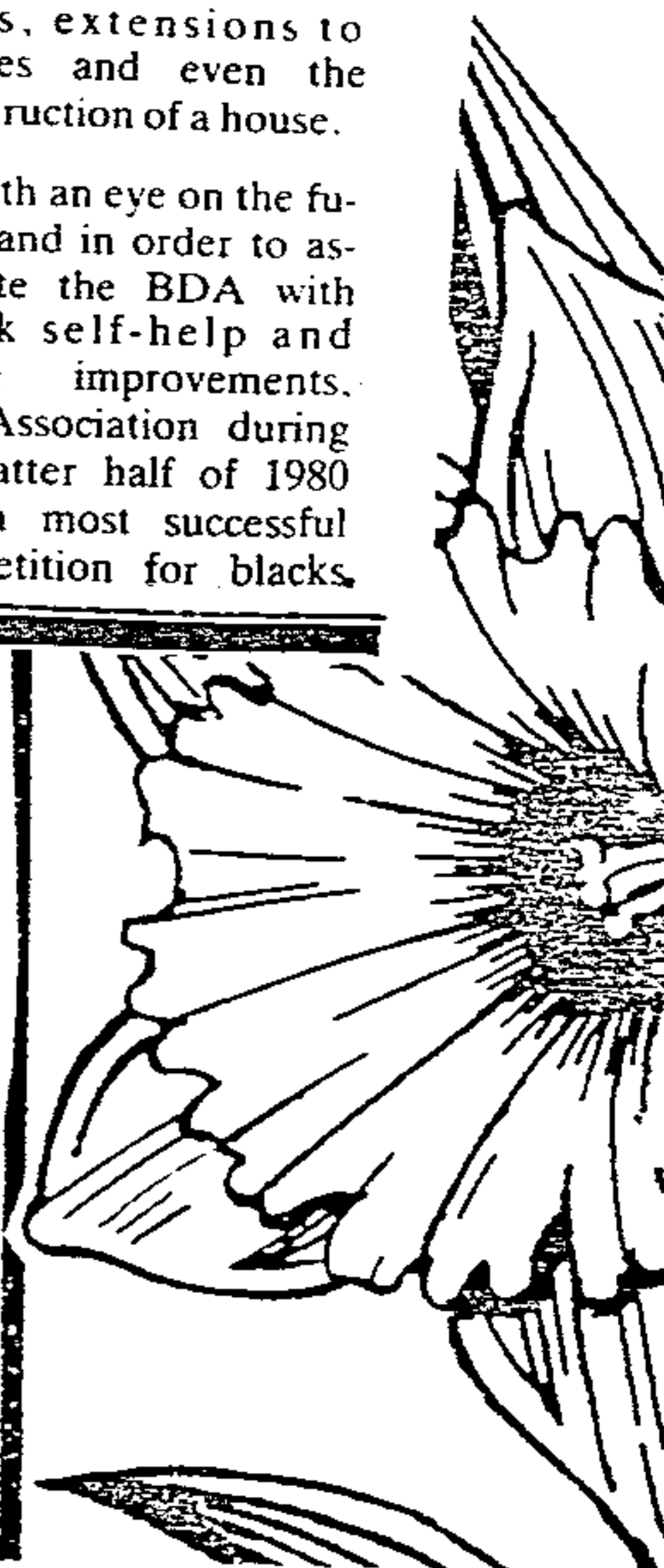
This is merely because many of them do not have proper means of identification.

At the rate of 50 a day



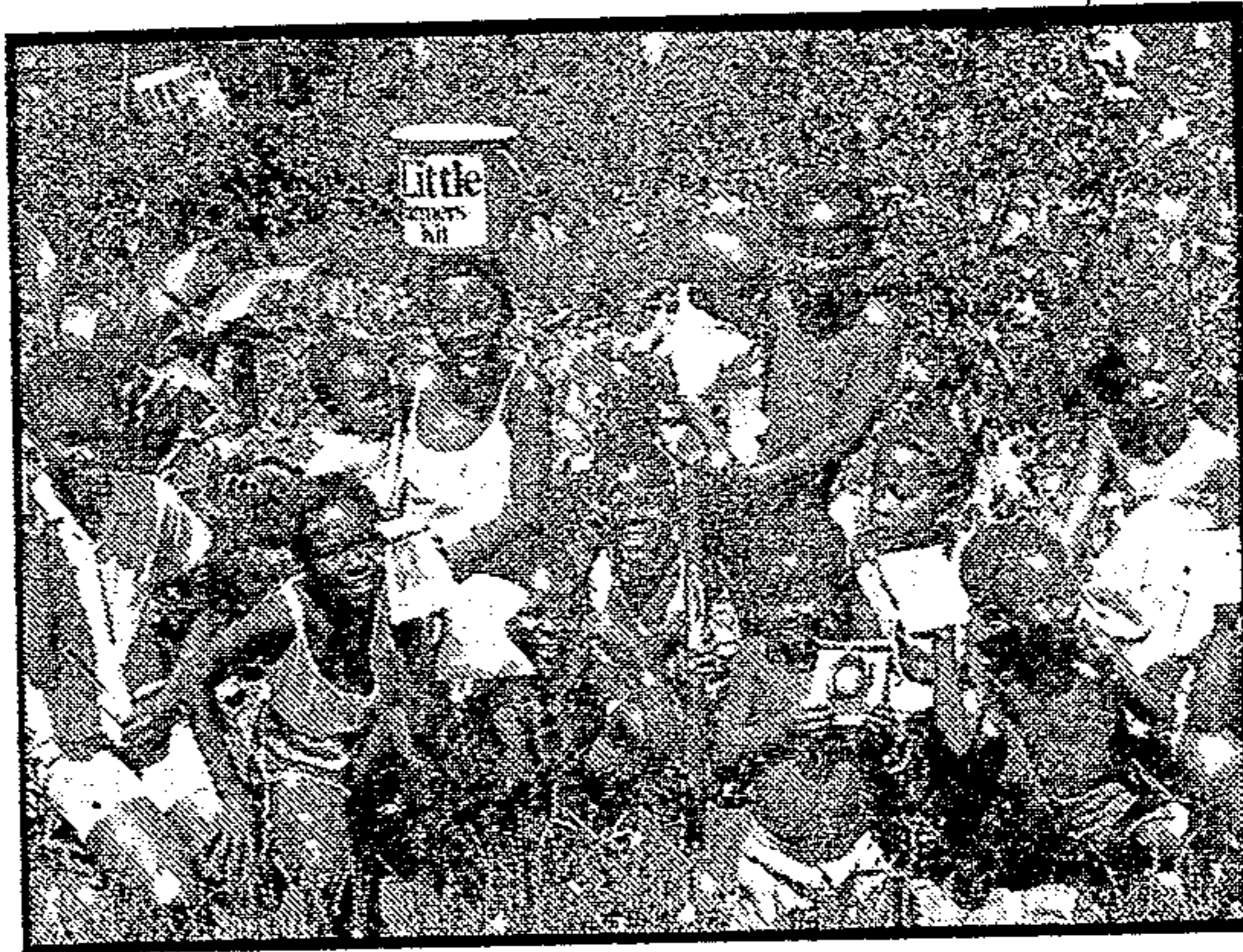
DUTCH IRISES

Dr. Blue, White, &



Kits to solve skills shortage

(50)
Star
7/4/82



These children are holding seed packets and bags of fertiliser from the "Little Farmer Kit".

By Rob Soutter

The Star TEACH fund is selling educational kits designed to help overcome the chronic skills shortage in South Africa's under-developed areas.

Each kit sold will benefit an individual child and his family and add to the funds of

Teach them the basics

It is not the drought that threatens South Africa's rural people, it is the lack of skills to cope with it.

So says Johannesburg businessman Mr Vic Allen, who has developed and produced 60 000 educational kits to teach black children elementary skills.

The Star's TEACH fund is marketing the kits and is appealing to companies and private individuals to buy them for classrooms throughout South Africa.

Mr Allen said the permanent answer to the drought is

One man's idea could help find a solution to the problems in South Africa's under-developed rural areas — and help TEACH.

TEACH which aims to "Teach Every African Child".

A R100 donation will provide a classroom with the whole set of kits to help children develop skills in:

- Farming — seeds, fertiliser and buckets are provided to start a garden at home or at school.

- Engineering — simple tools enable a child to make toys for himself, while learning their application at the same time.

- Nursing — a uniform and a book-

let help teach principles of health care, cleanliness and nutrition.

- Trading — helps teach concepts of money, profit, buying and selling.

- Mechanic — a plastic nut, bolt and spanner enables a very young child to understand the relationships of simple tools.

Further information can be obtained from: TEACH Fund, c/o the Rural Trust, 784-0520 (Mr Vic Allen).

skills in early childhood, so that children can cope with difficult situations when they grow up. Many blacks leaving school may know the three R's but some, faced with a nut and bolt, cannot conceive how they fit together. Many have never dug soil and most have never had the opportunity to try their hands at skills which would stimulate them to work towards a career.

Children must be taught the use of tools to make and repair farming equipment, basic health and nutrition and how to adapt their farming to changes in the weather, says Mr Allen.

"The national reaction to drought is wrong. This country will always experience fluctuating rainfall. The answer is education — not water trucks and prayer meetings."

The "Little Farmers Kit," provides a child with vegetable seeds, fertiliser and instructions on how to care for plants.

Once the child has proved to himself that he can grow crops — even on a tiny scale — he can become self-sufficient and teach the rest of his family, said Mr Allen.

Combining this with skills created by the "Engineer's Kit," he can build an irrigation system so he is not at the mercy of the weather.

"Drought is inevitably followed by a serious breakdown in health and our 'Nurses Kit' inculcates in children knowledge of basic health and nutrition," he said.

Cape teacher body slams ethnic concept

50

E. Post
8/4/82

By SHELAGH
BLACKMAN

A RECOMMENDATION by the South African Teachers' Council has been strongly criticised by the association to which teachers at English schools in the Cape belong, for its conservative approach to reform.

The council, which ostensibly represents teachers at white schools throughout the country, wants a new professional structure for teachers comprising a national registration council and four ethnically-constituted councils — one each for Indians, whites, blacks and coloureds.

But an editorial in the latest edition of *Education News*, the official newsletter of the South African Teachers Association, says the initiative is "doomed" and describes it as "ill-timed and ill-conceived".

The four proposed ethnic councils would set their

own standards according to the needs of the "education community" they served.

"It is sad that a proposal like this could have emerged and be propagated in all seriousness by professional people at a time when South Africa is, albeit tentatively, moving away from segregation," the editorial states.

"It is surprising that the initiators did not appreciate that the idea is not viable simply because any institution which is racially constituted will be totally rejected by the coloureds, Indians and blacks, for whom it is designed," the editorial states.

The proposed bodies were racially structured and therefore "damned".

It was unacceptable to most South Africans teachers and would not work.

"Like any other product of racist thinking, it has no future," the editorial

maintains.

"Let us hope our Government is more sensitive to this fact than the initiators of the idea appear to have been."

The editorial goes on to say that the initiative was particularly ill-timed, coming as it did at a time when white teachers' associations were seeking the co-operation of black teachers to set up a statutory salary negotiating body.

"In the one instance, the black associations are being approached to work together with the whites, and in the other they are being offered their own 'separate but equal' councils beneath the umbrella registration in council."

It was "small wonder" that the talks in Cape Town got off to a shaky start, the editorial states, adding that the move by the Teachers' Council could have done the discussions with the black bodies no good at all.

Chairman

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'Equal quality in education' a dead commitment

In Soweto, the beacon of black educational developments in South Africa since the 1976 riots, more than 12 000 adults will write literary, Standard 5 and 8 and matric examinations next month.

Among these are 1 891 in-service teachers who have pledged the Department of Education and Training that they will obtain their senior certificate qualifications by the end of 1982, and help to raise the quality of teaching in Soweto.

Both of these are encouraging signs that at last the vicious cycle perpetrating inferior black education might begin to be broken. For the past 35 years, since the introduction of Bantu Education and the course chosen for black children by Dr Hendrik Verwoerd, black education has been in the grip of a Catch 22 situation.

The phenomenon of high drop-out rate — less than two percent of the 443 000 children who enrolled in 1965 reached Standard 10 — led to a minimal number of successful matriculants and subsequently a majority of under-qualified student teachers returning to the schools.

Accompanied by inadequate facilities, a shortage of accommodation and extreme pupil dissatisfaction with the level of education, the situation evolved in a downward spiral to the point where today only 14.5 percent of all

Millions of rands and seven years of intensive adult education programmes have forged the beginning of a bridge across the "backlog gulf" of black education. But however sincere the quest for higher standards, better quality and more, qualified teachers, the improvements carry with them the shackles of apartheid. Carolyn Dempster reports.

black teachers can be considered to be qualified (matric plus teacher and higher training).

More than 70 000 of the country's 95 000 teachers do not have the basic Standard 10 qualification, at least 22 percent of the lower primary school teachers are professionally unqualified and the majority of those who are qualified have reached only Standard 8 level.

In addition to this, ill-equipped teachers are often promoted to secondary school posts (because of the shortage of personnel) where their morale is shattered by an inability to cope.

In 1975, adult education programmes were introduced as one measure to counter the rapidly deteriorating situation and both adults and in-service teachers were given the opportunity to improve their education at nominal cost — outside the formal system.

The student rebellions of 1976 and 1980, the fires which lit the government conscience, resulted in a massive monetary outlay on black education, a revamp of the department and a renewed commitment to the intensive upgrading and training of more teachers.

Other developments which have taken place since then include:

- The introduction of compulsory education.
- The introduction of parity in salary with white teachers.
- The building of two additional teacher training colleges in 1979.
- A matric qualification became necessary for entry to teacher training colleges, in 1981.
- As from January a three-year post matric course for pre-primary teachers was established in line with "school readiness" programmes.

All of these developments have been hailed by educationists as promising steps in the right direction, but the question remains: how significant are the plans to upgrade teacher quality and promote quantity, within the present apartheid system?

On the positive side, the Department of Education and Training will point to a surge in the number of matric candidates, evidence of "teacher holding power."

In 1980, 9 999 black pupils wrote matric. Last year the number had increased by 45 percent to 14 564.

On the adult education front, this year 65 000 students committed themselves to courses being conducted at 350 centres countrywide.

But on the other hand it remains a fact that most of the part-time teachers and lecturers who take the

adult education courses have qualifications only fractionally higher than their "pupils." Most are drawn from the schools in the area and are given permission to teach an additional six hours a week by the department.

Last year, only one in 13 students who wrote matric education the adult education programmes, in Soweto and Alexandra, passed. In one case, a tutor who had been giving instruction in Standard 10 Afrikaans took the exam with his students at the end of the year and failed with them.

A survey conducted by the African Teachers' Association of South Africa (ATASA) in 1979 showed that of the 491 teachers staffing the black teacher training institutions, more than 50 percent had qualifications equal to their students. In some cases they were worse. Only 35 percent were in possession of a post-matric or university qualification.

The net result is that whatever improvements are being made, they are being achieved within the restrictive and inferior confines of separate education.

Considering that by the year 2000 a drop of 20 922 white teachers compared with an increase of 144 442

black teachers has been calculated to bring the teacher: pupil ratio to 1:30 "it would be sheer folly to keep the teaching corps of the various groups racially exclusive," emphasised Mr Harold Herman, senior lecturer at the University of the Western Cape, in a recent address on teacher training.

"Without a well-trained teacher corps the increased economic outlay on education cannot have an effective pay-off."

His views are echoed by Professor Pieter de Lange, chairman of the HSRC investigation who stated recently that R400 million had already been wasted in black education because of a 58 percent drop-out rate among black school children.

Although the Government has committed itself to the principle of "equal quality" in education for all population groups as presented by the De Lange committee, it has killed its commitment by stating firmly that the principles will have to be applied within the "separate education department" system.

"Until you attend to all the socio-economic and political problems of this country, equality in education, at all points is an ideal dream," expressed Dr A. J. Thembela, vice-president of ATASA and Professor of Education at the University of Zululand.

Education chief ⁽⁵⁰⁾ says ^{S. Tribune} change ^{11/4/82} may be on the way

THE Government was considering changes to the education system that would involve all sectors of the community to a far greater degree, the Director-General of National Education, Dr P. S. Meyer said yesterday.

Opening the congress of the South African Association for Technical and Vocational Education in Durban, Dr Meyer said the proposed changes were recommended in a report to the Government by the Human Sciences Research Council (HSRC).

If adopted, the new system would also involve the private sector to a much greater extent, particularly in the field of non-formal education.

He did not divulge the nature of the proposed changes, but said they implied "a reasonable and just distribution of restricted funds" and would make available "the right kind of education that will produce the type of products visualised."

Referring to the shortage of skilled labour, Dr Meyer said education was depicted as being the "key to urgently sought after solutions."

"This has led to the raising of hopes and expectations, even of a social and political nature, that must purportedly be met through the system of education.

"And even though it is known that education is an ineffective means of solving some of these problems, education institutions can be confronted with them in the future," he said. — Sapa.

Computer teachers? Never, says Hosking

Mercury 14/4/82

Mercury Reporter
NATAL'S Director of Education, Dr Gerald Hosking, said yesterday that computers would never replace teachers while he was in charge of education in Natal.

Dr Hosking disclosed that the Province was in the process of buying a number of computers to teach computer theory to secondary school pupils in Pietermaritzburg and Durban, but emphasised that there were no plans to introduce computer-assisted teaching of other subjects.

He was commenting on statements made in Stellenbosch by Mr Ian Jones, the managing director of a computer firm, who said that it was possible for one teacher to handle up to 200 pupils with the assistance of computers.

Computers would 'bypass' the debate on the ideal teacher/pupil ratio, Mr Jones said, pointing out that while the De Lange report had recommended a pupil-teacher ratio of 20:1, the present black rate was 50:1 and

In an interview yesterday, Dr Hosking said that

the white rate was 30:1. Mr Jones told the South African conference for computers in education that his company had designed systems whereby secondary school pupils could learn maths and science on computers, and computer lessons in biology, accounting and English were to follow.

it was 'foolish' to postulate that one teacher could adequately encompass 200 pupils. Vast classes were 'simply not a workable proposition'. While he conceded that computer technology could be of assistance in teaching, he did not foresee that it would have a radical effect on the profession. The Province had, however, recognised the need

Education costs 'will continue to rise'

Mercury Reporter
WHILE some educational services are costing parents three times more this year than they did two years ago, Natal's Director of Education has warned that the Province is still subsidising those services, and won't be able to continue the subsidies.

Extra-curricular music cost R18 a year two years ago, but this year the fee has been increased to R72.

The annual cost of boarding for a high school pupil was R380 in 1980, but this year it costs R640.

The director, Dr Gerald Hosking, said yesterday that the Province formerly subsidised these costs by up to 75 percent, but this had been cut to 55 percent.

It was a foregone conclusion that this

percentage would come down dramatically in the years to come, which meant that the cost to parents of hostel facilities, transport and extra-curricular activities would climb further, he said.

The substantial increases are due to the drop in the Treasury's subsidy to the Province, and Natal's consequent decision that parents would have to carry a bigger share of the cost of educating their children.

This policy was accepted by all provinces, and provincial departments were working out how the new approach would affect parents.

Natal has decided that parents should begin to pay more for hostel facilities, transport and extra-curricular activities and this decision has already been carried out.

for computer theory to be taught in secondary schools, and a number of computers would soon be operative at the Russell High School in Pietermaritzburg and Glenwood High School in Durban to teach this subject.

Pupils from other high schools could arrange to take computer theory as a subject at these two schools after normal school hours, he said.

By JOSHUA
RABOROKO

FOUR trade unions in the clothing industry representing 140 000 workers have expressed their full support for the De Lange report on education.

In a joint memorandum submitted to the authorities, the unions say that an investigation into education was "long overdue."

The report, which makes wide-ranging proposals concerning integrated education in the country, was sub-

'Logical design for education'

Unions back mixed schools

mitted by the Human Sciences Research Council to the Government last year.

The memorandum by the unions — in the Cape, Natal and two in the Transvaal, all affiliated to the Trade Union

Council of South Africa (Tucsa), says that widespread dissatisfaction over the last few years had proved the report was overdue.

The unions describe the report as a "purposeful, logical and

practical design for the education of people in their own and South Africa's best interests."

The unions showed support for the principles outlined in the report, and its philosophy of flexibility, freedom of

choice, association and mobility and participation.

"It also supports the establishment of one Ministry of Education and a South African Council for Education."

The unions say they believe separate education to be a cause of great bitterness, and that equality cannot be achieved unless this policy is abandoned.

There has, however, been indications that the Government will reject most of the De Lange report in view of the ruling National Party's policy of separate development.

30% of workforce is uneducated

Jan 16/4/82 (50)

By Pieter De Vos

Of more than 10.8 million economically active people in South Africa, 30 percent had no education and a further 36 percent had only primary school education, Mr L A O Barth, president of the Manpower and Management Foundation of Southern Africa, said today.

"It follows that South Africa has an under-trained workforce and that productivity is commensurately low," he said at a report-back session in Johannesburg.

This low productivity was a major ingredient in the high rate of inflation and in turn raised the cost of exports, without which the country could not possibly fund its development programme.

Only through improved work performance could the wealth of the individual, business and nation be increased, Mr Barth said

"More pay for the

same output is nothing more than a redistribution of wealth and not a creation of new wealth.

"To a degree redistribution might be defensible in the short term, but it is not a long term solution to the development task," he said.

A key objective of the newly founded MMFSA, would be to stimulate private sector activities, particularly to counter the shortage of skills. Other related objectives are:

It would also strive to ensure that public sector policies and activities met the needs of the private sector.

The foundation is a merger of Manpower 2000 and the National Development and Management Foundation.

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Soweto rejects enforced learning

By LEN MASEKO
WHILE the Department of Education and Training has so far introduced compulsory education in 250 black schools throughout the country, most Soweto schools have remained dead against the scheme.

Of the 23 townships in Soweto, only two — Klipspruit and Jabulani — are participating in the scheme which involves thousands of sub A and B standards. The remaining 21 townships have come out against the scheme.

Det's chief liaison officer, Mr Gerhard Engelbrecht, said yesterday that the scheme had so far been introduced in 250 schools throughout the country, meaning that 70 000 black schoolchildren will be forced to remain at school until the end of standard five or until they are 16.

Last year 205 schools catering for about 45 000 schoolchildren agreed to participate in the programme, with Soweto being the only major region not unanimously agreeing to its introduction.

"In fact the majority of schools in Soweto did ask for the introduction of the scheme, while some opposed it.

According to the policy of the department, compulsory education cannot be introduced in one school while others in the same township are dead against it," Mr Engelbrecht said.

The regional director for the Department of Education and Training in Springs could not be reached for comment.

SACC attacks

THE South African Council of Churches has hit recent spate of bannings, saying it can keep quiet in the face of the State's arbitrary exercise of power.

"Can the Foreign Minister, Mr Pik Botha, still say that Africa people are presumed to be innocent until they are proven guilty? Which people? Or is it only some people?" The statement was made by Bishop Desmond Tutu, General Secretary of the SACC, chairing the flag.



TUTU: "Tomorrow it could be you."

The flag has been ceremonially lowered to the ground, releasing charges of treason. The reason — the State's arbitrary exercise of power — has led to the resignation of the Department of Education and Training.

THEMBISA PUPILS FEEL THE PINCH

THERE is a shortage of toilets at the Thembisa High School.

The school accommodates about 1 200 students and these are restricted to the use of only two blocks of toilets, which can be used by only 10 students at a time. According to the information given, the shortage resulted from the building of an additional 14 classes which came into operation in February this year.

According to the chairman of the school committee, Mr Verney Mathabathe, they submitted a memorandum to the Department of Education and Training on March 1 this year, requesting several things — among them was the building of toilet facilities for the new block.

He says the Department seems to be doing nothing about it as they have not yet had any response from them.

It was initially planned that the 14 classrooms would be built with two blocks of toilets, each having 10 single toilets.

Mr Mathabathe pointed out that the overcrowding also occurs when the school personnel themselves have to use the toilets. There are 37 staffers with only two single toilets set aside for their use.

In the meantime, students complain that the shortage of toilet facilities are disturbing their classes.

Dri

THE body of a man who was shot dead in anti-government protests in Mozambique last weekend is being held in a Zimbabwean prison.

A spokesman for the Zimbabwean police whose name is Rueben Cele said documents "showing" the body is being prepared for repatriation.

Mr Cele said six drivers

There's room

TIMETABLE

| TIMES | ROOMS/HALLS |
|------------------|----------------------|
| 8.30 - 9.20 am | Biology (Std 10) |
| 9.30 - 10.20 am | Accountancy (Std 10) |
| 10.30 - 11.20 am | English (Std 10) |
| 11.30 - 12.20 pm | Art (Std 10) |
| 12.30 - 1.20 pm | Science (Std 10) |

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Soweto

16/4/82

52

16/4/82

(50) 100M 16/4/82

Teachers lash out at Afrikaner academic

By JOUBERT MALHERBE

THE powerful Rightwing Transvaalse Onderwysersvereniging will resist attempts to use education to bring about political change in South Africa.

In an editorial in the latest issue of Mondstuk, their official mouthpiece, the TO says it believes it has no party political role to play.

There has been intense speculation recently that the TO chairman and principal of the Pretoria Teachers' Training College, Professor Hennie Maree, has been influencing his students in favour of the Conservative Party.

Senior Nationalists earlier expressed concern at the apparent dwindling support on the PTTC campus for the NP, and said a concerted "information campaign" would be launched on the campus early in the coming term.

Earlier this week, Mr Attie Snyman, a senior PTTC student, denied in a letter to an

Afrikaans newspaper that Prof Maree had in any way "influenced" students.

The Mondstuk editorial says attempts to sow suspicion over its role in the political arena probably originated not only in malicious newspaper reports. It did not elaborate.

The TO has no party political concerns, and when it enters the party political arena, it does so only from an educational perspective, it said.

Teachers may be actively involved in party politics in their private lives, but this involvement cannot be permitted to cause tension "within the ambit of the school".

"It has become clear that there are certain groups in South Africa who want to utilise education to bring about political changes. The TO will resist this with all the measures at its disposal," the article said.

Prof Maree is on holiday and was not available for comment yesterday.

... at table tennis

THE emergence of a movement in the Transvaal by the Transvaal Teachers' Association to define clearly an alternative education philosophy to Christian nationalism is an interesting development for all English-speakers, but one which needs to be carefully analysed.

It appears to be an attempt to formulate a liberal philosophy on the basis of a set of values which are held to be located in one group of the population, English-speaking South Africans who are taken to be predominantly white.

Support has been sought among other sections (coloured and black) but they have not proved receptive.

I do not believe it is wrong to assert them in such a manner as to tie them to an ethnic group, in this case what amounts to English-speaking whites.

Autonomous

The liberal view of man, education and society, at the heart of the Western democratic tradition, is shared by many people in this country with different language backgrounds and traditions.

It stands for the value of the individual, as thinking, feeling, independent beings who should be assessed on merit and given every opportunity to exercise their talents and abilities for their own benefit and that of the society they live in.

Educationally, this means that the aim is rational, autonomous pupils, equipped to think for themselves and to make independent judgments regarding politics, history, patriotism and their own identities. The curriculum (aims, method and content of education) will reflect this, and this is what the Transvaal Teachers' Association appears to be arguing for.

The forces prevalent in modern society, given a reasonably free rein, encourage its growth. Urban living, small families, the demise of traditional community influences, put us all very much on our own, and the economic system rewards us as individuals. Millions of South Africans from all backgrounds experience this reality as they increasingly participate in the modern society that is being created here.

Liberal

From the liberal point of view, apartheid education is objectionable because it denies or accords individuals freedom and educational opportunities according to their group membership.

There are problems in modern society, however. Wealth need not be very equitably distributed (as in South Africa) and minority groups

Any liberal education must be for everyone

w/k ARGUS 17/4/82 (50) (AA) (304)

RECENTLY, Weekend Argus publicised a controversial proposal by the Transvaal Teachers' Association for an alternative education philosophy to Christian National Education. In this article, PROFESSOR MICHAEL ASHLEY of the Faculty of Education at the University of Cape Town responds to the suggestion.

can be threatened with the loss of their languages and cultural identities (as in South Africa). Hence there is resistance to liberal trends.

Put crudely, the 'left' demands more just distribution of wealth through collectivist solutions which require individual immersion into the proletarian mass.

The 'right' is appalled by the threatened loss of distinctive group and national identities and so emphasises cultural and linguistic distinctiveness. Apartheid and Christian National Education have emerged from this latter thrust.

The liberal position is, however, a powerful influence in South Africa at the moment, backed as it is by the Western nations, and closely allied to the dominant economic system. Although Christian nationalism is officially important in education, unofficially it is under severe pressure, mainly because it does not suit a modern society.

Moderate

I would have thought that the TTA would be better advised to seek others who hold their beliefs and who are located across the broad spectrum of people of all types who hold moderate opinions.

By linking the liberal philosophy of education to one group of the population, the TTA is buttressing

apartheid. By officially accepting existing ethnic definitions, it enables that viewpoint to be written off as emanating from a comparatively powerless and politically insignificant group, the English-speaking whites.

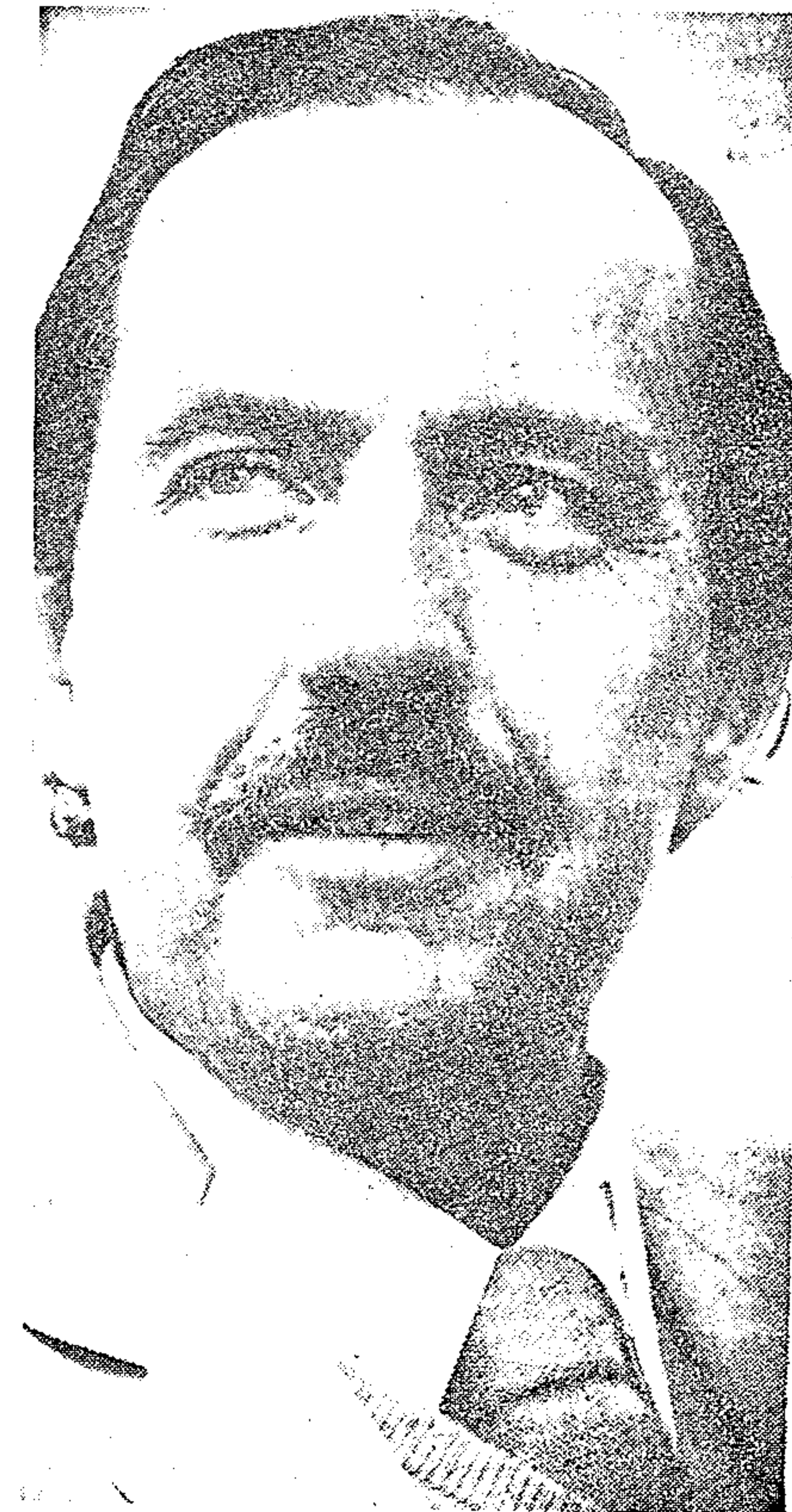
It is my belief that if South Africa is to get the modern education system it needs and deserves, it will be helped by the broad alliance of moderate opinion standing together on issues such as the need for open educational institutions, non-racial statutory bodies such as the Teachers Council, an educational dispensation based on principles of participation and equitable sharing of resources.

De Lange

The De Lange Report has shown how much consensus over these issues already exists and white English-speaking educators should be working strategically towards the realisation of these progressive goals.

My guess is that black and coloured teachers' associations have not refused to co-operate because they differ in principle. The Cape Teachers' Professional Association, for example, has a firm commitment to non-racialism and progressive educational principles.

The great majority of English-speaking whites are moderates and should seek accord with all other South Africans of the same persuasion.



PROFESSOR ASHLEY

Meet Plato, your new computer teacher

BLACK education could only benefit the introduction of computer-assisted instruction, in view of the critical shortage of teachers, Professor Gerrit Wiechers of Unisa told delegates at the National Congress on Computers in Education, held at Stellenbosch University last week.

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with standard five pupils in Mamelodi township, showed that given good conditions, pupils could achieve excellent progress using the technique.

19/11/82
The De Lange Report had given enough proof of the severity of the teacher shortage to make it unrealistic to expect the problem to be rectified by traditional means. Given the motivation to develop the computer as an instructional tool, the next problem facing the education authorities should be how to apply it.

At a cost of about R50 000 per school of 1 000 pupils, for the capital expenditure on the "hardware" it would not be impossible to achieve, said the professor.

One problem to be overcome is wariness by teachers, and sometimes fear, of the newness of computers. To counter this, computer literacy and awareness programmes should be instituted as an inbuilt part of introducing computers to the schools, said Professor Wiechers.

Clearly the material presented by the computer must form an integral part of the teaching programme. The teacher should be able to decide when a pupil should go through a given programme and how to use the facility so that it reinforces the lesson, he said.

At the Madadeni Training College in KwaZulu where the Plato system was installed last year, it took the students and staff a "matter of days" to grasp the implications and opportunities afforded by their new teaching aid, according to Dr D Lomax, the consultant supplied by Control Data to ensure the effective application of Plato.

Admittedly the system has been geared to a higher learning level, but the economic deprivation and disadvantaged educational background of the majority of the students proves that, even in adverse situations, there has been a positive response.

Teacher training ⁽⁷⁰⁾ a top priority in ^{UBM} 'task force' report ^{20/4/82}

By MARTIN FEINSTEIN
Education Reporter

THE "task force" which is advising the Government on how to implement the De Lange report on education is to make its first recommendations to the Cabinet in three months.

This was revealed by the task force chairman, Professor J P de Lange, in an interview yesterday.

Prof De Lange said 195 individual responses to the De Lange/Human Sciences Research Council report and the Government's interim white paper had been received by the end of last month.

Prof De Lange said the task force, officially known as the Interim Education Working Party, had already pinpointed two areas for priority treatment: education management and teacher training.

The De Lange report proposed wide-ranging changes to SA's education system, including a single education ministry for all races, the principles of local autonomy and free association, and a

revamp of technical education.

"Our first recommendations to the Cabinet will come in roughly mid-year," Prof De Lange said.

The exact time depended on how long the task force took to reach consensus, as well as the length of the current session of Parliament.

"I personally had hoped that by the end of June we could have brought out a report which might have led to a first White Paper this session ... but if this session ends soon, the Government will have to decide how to deal with this matter without Parliament being in session."

Prof De Lange also reiterated his view that a single ministry of education for all races was essential if SA wanted to ensure orderly educational change.

"I cannot see this Government fulfilling its responsibility regarding the provision of education on an equitable basis without creating the necessary machinery at the central Government level to make rational and responsible decisions," he said.

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of alleged deterioration

Black education is 'striding out'

Arkus 20/4/82 50

Examiner's Initials:
Ters van Eksaminator:

Political Correspondent
RAPID progress has been made with the improvement of black education facilities since a 52 per cent increase in the budget of the Department of Education and Training, the department says in its 1981 report.

The report, which has been tabled in Parliament, says that apart from the renovation of existing schools and the construction of centres for practical subjects and other facilities, an estimated 3 000 new classrooms were expected to be completed by March 31 of this year.

This means that the creation of additional posts and the building of additional classrooms can be synchronised far more effectively.

All black teachers' training colleges from this year accept a senior certificate as the entrance qualification.

The existing courses are being replaced by three-year diploma courses, while the qualifications of existing teachers are being upgraded.

By 1980 7 953 teachers had obtained matric and last year this number increased to 9 943.

Dealing with university training the report says that the creation of the new Vista university ushers in a totally new era.

This institution is not campus bound and will bring university training on a decentralised basis to the doorstep of the community.

It will make use mainly of existing facilities and staff and will maintain accepted standards while providing for the specific needs of the communities in question.

It will also not be in competition with existing tertiary institutions but will fulfil a complementary function.

The total number of black students at universities, including those studying at Unisa, increased from 19 225 in 1980 to 20 523 in 1981.

Greater differentiation in teacher training courses in being introduced and the general standard of training is being improved due to the greater availability of matriculants.

At present there are 35 colleges of education for blacks in the Republic.

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Examination Paper):

COURSE OF STUDY (e.g. B.A.; B.Com.; M.Med.):
STUDIEKURSUS:

B.Com

No. of Answer Books handed in
Aantal antwoordboeke ingelewer

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Number of this book
Nommer van hierdie boek

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NOTICE TO CANDIDATES

WAARSKUWING

1. Candidates must not use both sides of the paper for their answers. The left-hand pages may be used for rough work, but the examiners will only give credit for answers written on the right-hand pages.
2. Candidates are reminded to indicate their names on all loose sheets accompanying an answer to an examination question.
3. No candidate may have with him in the examination room any books or notes whatsoever unless specially instructed by the Registrar by written notice to bring such with him, when he may take into the room the books indicated but no other books or notes.
4. A candidate attempting to help or obtain help from any other candidate, or having any unauthorised books or notes in his possession will be liable to be disqualified and to be further dealt with as may be determined by the Senate.
5. A candidate must not take out of the examination room any examination books supplied by the University.
6. Pages must not be extracted from this book.

1. Eksamenantwoorde mag net aan één kant van die papier geskryf word. Kladwerk mag op die agterkant van 'n bladsy gedoen word, maar die eksaminator sal vir eksamendoeleindes alleen in aanmerking neem wat op die voorkant geskryf is.
2. Kandidate word herinner om hulle name op alle los blaaië wat 'n antwoord op 'n eksamenvraag versamel, te skryf.
3. Geen kandidaat mag boeke of aantekeninge van watter aard ookal by hom in die eksamenkamer hê nie tensy die Registrateur deur skriftelike kennisgewing las gegee het om bepaalde boeke mee te bring.
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5. Geen eksamenskrifte deur die Universiteit verskaf, mag uit die eksamenkamer weggenem word nie.
6. Geen bladsye mag uit hierdie eksamenskrif geskeur word nie.

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Stu 20/4/82

Plato for pupils

By Carolyn Dempster

A shock of black-cropped hair crowns the bobbing head of the "father" of Plato as he enthusiastically extols the virtues of his prodigy.

Dr Donald L Bitzer, head of the computer-based Education Research Laboratory at the University of Illinois USA and the creator of the Programmed Logic and Automated Teaching Operations system (Plato) has every right to be proud of his "baby." He put more than 20 years of research and time and effort into its evolution, and he is still not satisfied.

Plato, to put the learners," as Dr Bitzer calls them, into the picture, is a massive computer-based education system which can serve up to 1 200 students at any one time.

Students type into a terminal, engage in conversation with their computer, which either praises or castigates depending on the performance of the student that day, and then points the pupil in the right direction — at his or her own pace.

"Mistakes can be made at your own discretion," laughs Dr Bitzer — pointing to one of the many advantages of having a "personal tutor" who is not going to deride you for an error.

In addition, Plato constantly sets tests

for the pupils — at a set pace and if the lesson has not been understood, takes the student back to a remedial programme until full comprehension occurs.

Despite what we South Africans would see as an advanced computer-education system, Dr Bitzer remains constantly aware of new developments, new changes which could render Plato obsolete unless the system is modified to absorb these changes.

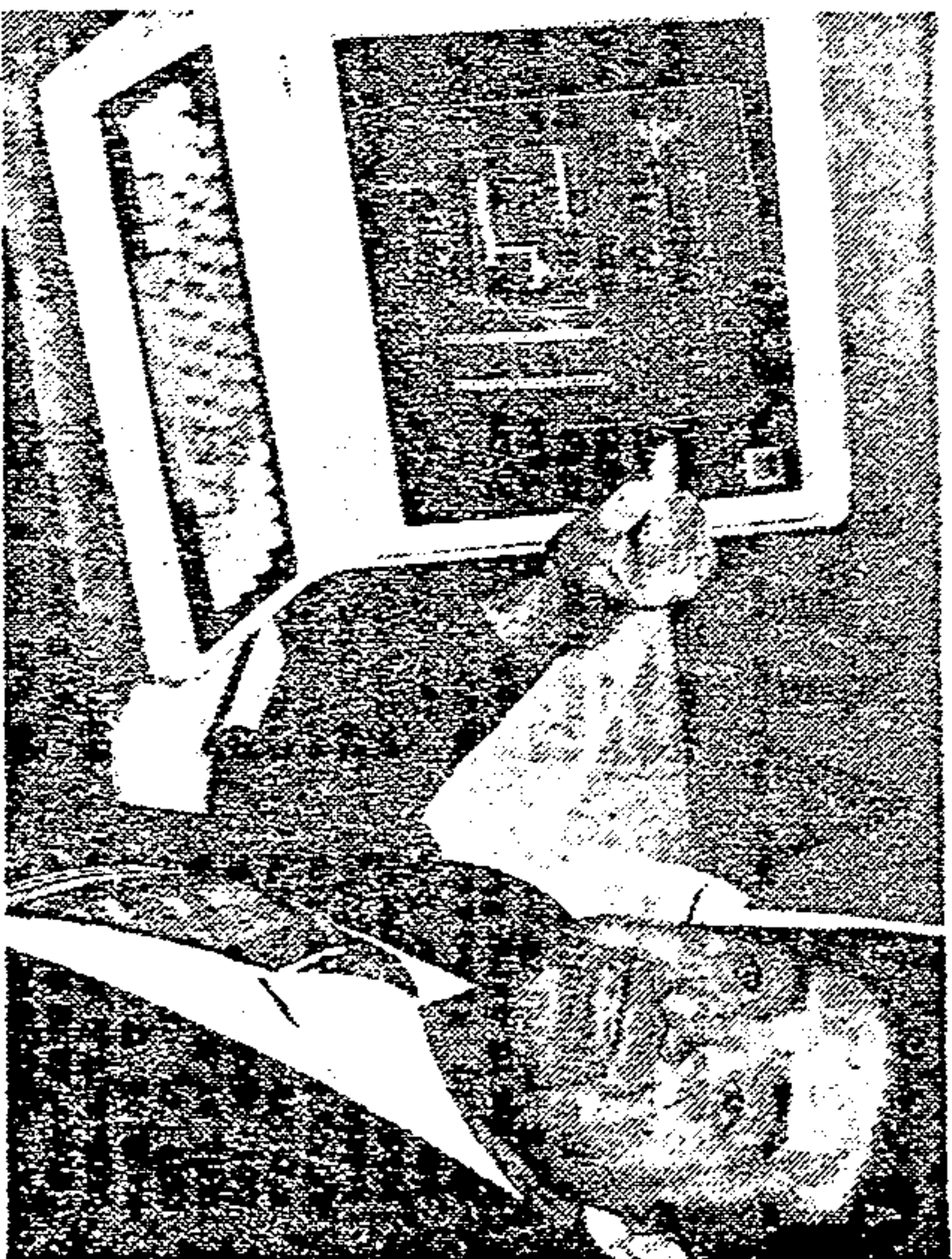
"I believe it is possible to give first-rate education to the masses and I want to continue to guarantee that, no matter what changes come about in computer technology."

Research aside, Dr Bitzer raises the issue of the naive learner as the first problem to be faced in South Africa before computers in education can become a solid concept.

Considering the present degree of techno-fear among technological illiterates, psychological barriers to the success of computers in education could prove enormous.

"Sometimes even the thought of having to operate an expensive new washing machine brings housewives out in a cold sweat," wrote British psychologist Dr Frank Osman, and the computer is a leap ahead of the washing machine.

But according to Dr Bitzer, both



Dr Donald L. Bitzer shows Plato, the system that took him more than 20 years of research to develop.

teachers and parents in institutions where Plato has been used for a number of years in the United States, reacted positively to the concepts from

the start and experienced a minimum of difficulty adjusting to the new toy.

In South Africa, the University of the Western Cape is using the system to afford its students the best educational opportunities in their disadvantaged society, says Professor Richard van der Ross, rector.

The pilot conducted by pupils that achieved a 100 per cent success rate in the first year of the programme. As a result, the system is being used in other schools in the Western Cape.

CLOSING DOOR



A solution to the teacher shortage?



Dr Donald L. Bizer shows Plato, the system that took him more than 20 years of research to develop.

teachers and parents in institutions where Plato has been used for a number of years in the United States, reacted positively to the concepts from the start and experienced a minimum of difficulty adjusting to the new toy. In South Africa, the University of the Western Cape is using the system to afford its students the best educational opportunities in their disadvantaged society, says Professor Richard van der Ross, rector.

Black education could only benefit from the introduction of computer-assisted instruction in view of the critical shortage of teachers. Professor Gerrit Wiechers of Unisa told congress delegates at the '82 South African Congress on Computers in Education.

The results of a pilot experiment conducted with 55 pupils in Mamelodi township, showed that given good conditions pupils could achieve excellent progress using the Computer Assisted Instruction (CAI) technique. As a supplement to traditional in-

struction, computer-assisted instruction had also been found to be of special value with children needing remedial care — those with learning disabilities, said Professor Wiechers.

The De Lange report gave proof of the severity of the teacher shortage making it unrealistic to expect the problem to be rectified by traditional means. Given the motivation to develop the computer as an instructional tool, the next problem facing education authorities should be how to do so. At a cost of about

R50 000 for a school of 1 000 pupils, for capital expenditure on the "hardware," it would not be impossible to achieve, he said.

He also suggested that instead of the relevant departments supplying the education "courseware" (comparable to writing the textbooks for the subject) publishing houses be encouraged to promote the different programmes developed. A central body could then choose from a variety of courseware. Another problem to be overcome is teacher wariness and sometimes fear.

To counter this negative force, computer literacy and awareness programmes should be instituted as an integral part of introducing computers to the schools, said Professor Wiechers.

At the Madadeni Teachers Training College in KwaZulu, where the Plato system was installed last year, it took the students and staff a "matter of days" to grasp the implications and opportunities afforded by their new teaching aid, according to Dr D Jomax, the consultant supplied by Control Data to ensure the effective application of Plato.

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X Inquiry into the Provision of Education in the *X*
50 Howard RSA 21/4/82
 Q. 61. 658 - 659
 *12 Dr A. L. BORAINÉ asked the Minister of National Education:

- (1) Whether he has received any (a) submissions and (b) recommendations from (i) education bodies, (ii) persons and (iii) organizations as invited in the Interim Memorandum on the Report of the Human Sciences Research Council on the Inquiry into the Provision of Education in the RSA; if so,
- (2) from which (a) education bodies, (b) persons and (c) organizations were such (i) submissions and (ii) recommendations received;
- (3) whether the Interim Education Working Party has completed its study of such submissions and recommendations; if not, when is it expected to complete this study; if so,
- (4) whether a report on this study will be laid upon the Table, if so, when?

Registration: Yes
 Founded:
 Area of Operation:
 Name:

Officials: Hon. Secret. WEDNESDAY 659

The MINISTER OF ENVIRONMENT AFFAIRS (for the Minister of National Education):

Address: P.O. Box 39 Durban 4000

: (031) 3102443

- (1) (a) and (b). Yes.
- (2) More than two hundred education bodies, persons and public and private organizations submitted memoranda, letters and comments to the Department of National Education. It is not deemed feasible to make the names public.
- (3) No. As soon as possible.
- (4) The Government will in due course make known its decisions on the findings and recommendations of the HSRC Report after also considering the memoranda, letters and comments referred to in (2) above.

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Inquiry into the Provision of Education in the RSA

*13. Dr. A. L. BORAINÉ asked the Minister of National Education:

Whether any legislation will be introduced during the current session arising out of the (a) Human Sciences Research Council Inquiry into the Provision of Education in the RSA and (b) report of the Interim Education Working Party; if not, when is it expected that such legislation will be introduced?

The MINISTER OF ENVIRONMENT AFFAIRS (for the Minister of National Education):

- (a) and (b). No At the earliest during the 1983-Session of Parliament.

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Trust to boost education

THE Urban Foundation has registered an educational trust into which millions of Rand from the private sector will eventually flow.

Announcing this in Johannesburg, the foundation's director of planning and development, Dr Robin Lee, said it was the first registration of such a trust under amendments to the Income Tax Act.

The Act was amended last year to allow the deduction for income tax purposes of donations to certain classes of education projects.

The Urban Foundation is the first organisation to register an educational trust whose purpose will be the channelling of such finance into education.

The trust will be directed by a board of trustees which includes Mr H Oppenheimer, Dr A Rupert, Mr A Rosholt, Dr R Lee, Mr J Steyn, Mr F Sonn and Prof J P de Lange. — Sapa.

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Hundreds of pupils are shut out

25/4/82
HUNDREDS of Free State children were turned away from their schools after an official announcement that their parents had to have lodgers' permits.

A community worker told the Sunday Express that last week — at the beginning of the second term — hundreds of Onverwacht residents queued outside the commissioner's office to

obtain lodgers' permits.

"It was one of the most distressing scenes I had seen at Onverwacht," said the community worker. "People had queued for kilometres for about seven days."

School attendance figures dropped dramatically: Children whose parents did not have lodgers' permits were not

S. Express
allowed to go to school.

"At the moment there are about 559 children from Sub A to Std 5 and 325 pre-school children who are not allowed to attend the primary schools.

"Two Onverwacht women have now tried to start a sort of creche for these children, temporarily using the Catholic Church's hall at Onverwacht."

Black pupils

M601
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'less enthusiastic'

SINCE the 1976 unrest, pupils and teachers at black schools have been less enthusiastic and have not tried to achieve the best results, it was claimed at the Guguletu South Teachers' Union conference yesterday.

The allegations were made by several teachers during discussions on a topic entitled Teaching of History in Black Schools.

About 50 teachers, mainly women, attended the meeting which was held at the Vuyani Higher Primary School.

Some teachers said pupils today were content with the aggregate marks. Others blamed the behaviour of the teachers who failed to make the school life of pupils interesting.

It was said the pupils did not make an effort to

do extra work at home. At school they destroyed teaching aids left for their use in classrooms, making the work of dedicated teachers difficult.

Dr Alex Boraine, MP for Pinelands, will open a regional conference of the Peninsula Teachers' Association at the Uluntu Community Centre in Guguletu next Saturday at 9 am.

Registration: No

Founded: 1978

Area of Operation:

Officials:

Telephone:

Address: P.O. Box 234
Salt River
7925

NATIONAL UNION OF SECURITY OFFICERS

50

Cape Peninsula: chief inspectors of schools
Handed Q. 61. 711 28/4/82
*3. Dr. A. L. BORAINÉ asked the Minister of Internal Affairs:

- (1) How many posts are there in his Department for chief inspectors of schools in the Cape Peninsula;
- (2) whether any such posts are filled on a temporary basis; if so, (a) how many and (b) for how long have they been so filled;
- (3) whether any steps are being taken to fill such posts on a permanent basis; if not; why not; if so, what is the nature of such steps;
- (4) whether he will make a statement on the matter?

The MINISTER OF INTERNAL AFFAIRS:

- (1) 2
- (2) Yes.
 - (a) 1
 - (b) 1 year and 4 months.
- (3) Yes, the Commission for Administration has already been approached for the promotion of an inspector of education in order to have the post filled on a permanent basis.
- (4) No.



Parliament

One education for coloured and whites 'inevitable'

ARGUS
30/4/82
50



Dr Alex Boraine

Parliamentary Staff

THE new dispensation for coloured people in South Africa inevitably had to lead to an educational system which at least incorporated whites and coloureds together, Dr Alex Boraine (PFP Pine-lands) told the Assembly yesterday.

Speaking in the budget debate on the National Education vote, he said that according to the Prime Minister, Mr P W Botha, the coloured people — together with whites and Asians — were part of one nation which had the right to determine its own common destiny.

Dr Boraine based his argument on a statement by Mr Botha during the Assembly debate on the Prime Minister's vote that whites, coloureds and

Asians could be seen relatively as one nation for the purpose of self-determination.

The Prime Minister's statement was "very, very important" and there were many implications flowing from it, Dr Boraine said.

Moving away from an exclusive white understanding of self-determination to a self-determination shared by white, coloured and Indian was by implication a major step away from separate development towards a common society in South Africa.

"How is it possible to continue separate education departments and schools for whites and coloureds?" Dr Boraine said.

He asked the Minister of National Education, Dr Gerrit Viljoen, to say specifically on what he based this policy now.

"I put it to him that the new dispensation for coloured people in South Africa must inevitably lead to an education system which at least incorporates whites and coloureds together.

"We strongly welcome this and hope that the prejudices of the past will not betray the logic of the new, anticipated developments," Dr Boraine said.

The only honest way in which the Government could justify its stance on separate departments was "to admit openly that here at least is necessary discrimination or racism."

The Government would have to accept that it

could not claim for itself "power sharing" and then draw the line which went against all logic in its own arguments.

"I urge the Minister to be courageous and to anticipate the implications of its own new policy," he said.

A National Party spokesman on education, Mr P J Clase (NP Virginia) rejected Dr Boraine's arguments and said separate schools for the different population groups was still Government policy and was non-negotiable.

Later in the debate Mr M A Tarr (PFP Maritzburg South) called on the Government to reconsider its rejection of the De Lange Commission's recommendation that one

education department be established with three different levels of control.

Mr Tarr said there were good reasons why the Government should review its stand on the question of a single education department.

It was the Government's stated policy to provide equal educational opportunities for all.

Education had to prepare people to compete in the same economy and to work shoulder to shoulder in their jobs. This fact had been recognised by the Minister of Manpower, Mr Fanie Botha, in his department's legislation.

There was also a desperate need in South Africa for people to begin to understand one another and to build bridges.

NRP plea to rationalise universities

MR Ron Miller (NRP Durban North) yesterday urged the Minister of National Education to move away from regionalisation and ethnic universities, towards rationalisation of white tertiary education.

He said every one of the country's 10 uni-

versities offered similar BA and BSc courses.

"Isn't the time right to move away from regionalisation to rationalisation of courses offered by different universities in South Africa?" he said.

The fact that almost every faculty was duplicated in at least half of

the 10 universities surely contributed significantly to the costs of running such universities.

"We are shortly going to face a very serious financial crisis in our white universities," he said.

The intake at white universities was starting

to decline and it was therefore axiomatic that the cost per student would, in the next five years, increase by a minimum of 20 percent a year.

The State alone could not finance education and the greatest portion of the 20 percent escalating

cost a year would have to be borne by parents.

Of the white population, 1.82 percent were at university.

"That sort of ratio must be maintained if we are to have the leadership, expertise and skill we get from university graduates," he said, — Sapa.

Officials: Mr. M. Oliphant

Telephone

Address:

NATIONAL FEDERATION OF WORKERS

lisation to open

Call for more skilled workers

ARGUS 30/4/82

Argus Bureau

PORT ELIZABETH — The far-reaching recommendations proposed by the De Lange report on education had come at a time when South Africa was in "dire need" of a revised system that would be able to cope with the demands of the years ahead.

This was said by Mr P M Searle, managing director of Volkswagen of South Africa, at the Port Elizabeth Technikon's diploma ceremony yesterday.

Mr Searle said the recent economic boom brought into sharp focus the shortcomings of this country's educational system as vacancies for skilled manpower soared to record levels in all sectors of the economy.

At the same time, however, the boom brought

little prosperity to the thousands of unfortunates who lacked even the most rudimentary skills required for employment.

"Steps must be taken to prevent the recurrence of such senseless paradoxes," he said.

Mr Searle said it was generally recognised that a minimum of 5,5 percent growth rate was necessary for South Africa to come close to employing the new job seekers of the future but this was impossible to achieve unless the shortage of skilled manpower was overcome.

TRAINING RATE

"To maintain an economic growth rate of even 4,5 percent requires an annual output of 23 000 artisans into the labour market and the present training rate of 10 000 a year is obviously inadequate."

1980 - Receives permit membership to blacks

Industry of the R.S.A. Textile Manufacturing

472674/5

Industrial Council:
 Registration: Yes
 Founded:
 Area of Operation:
 Officials: Secretar
 I
 A
 E
 Cape Town
 P.O. Box 8000
 Address:

| Year | Membership | | |
|------|------------|--------------------|-------|
| | African | Asian and Coloured | White |
| 1970 | 2 000 | | 2 000 |
| 1971 | 2 000 | | 2 000 |
| 1972 | 2 000 | | 2 000 |
| 1973 | | | 2 000 |
| 1974 | | | 2 000 |
| 1975 | | 3 455 | 3 455 |
| 1976 | | 4 223 | 4 223 |
| 1977 | | 4 976 | 4 976 |
| 1978 | | 5 086 | 5 086 |
| 1979 | | 5 086 | 5 086 |
| 1980 | | 5 770 | 5 770 |
| | | | 6 227 |
| | | | Total |

TEXTILE WORKERS INDUSTRIAL UNION

R1-m target for our new bursary fund

Staff Reporter

CAPE Times 30/1/82

THE Cape Times today announces the establishment of a major bursary fund to meet the challenges of education in this region.

Called the CAPE TIMES BURSARY FUND, it is launched against the background of an urgent and growing need for skilled manpower in South Africa and the lack of opportunities for higher education among a large section of the population, with consequent squandering of talent.

The announcement was made by Mr Denis Hennessy, chairman of the Cape Times, after a meeting of the trustees of the newly-registered fund — all prominent members of the community.

Mr Hennessy, chairman of the trustees, said the fund was being launched with an initial capital of more than R300 000 in cash and promises. The aim was to increase this to R1-million, through approaches to businessmen, industrialists and others and appeals to the public. The money would be invested and the income used to provide study bursaries for promising young people in the Western Cape and Midlands who

List of initial contributions, either in cash or promised over a period of five years.

| | |
|----------------------------------|-----------------|
| Abe Bailey Trust | R125 000 |
| F C Robb | 25 000 |
| L Shawzin | 20 000 |
| D A St C Hennessy | 5 000 |
| C S Corder | 25 000 |
| Cape Times Ltd | 25 000 |
| Board of Executors | 25 000 |
| R S Sonnenberg | 25 000 |
| L G Abrahamse | 5 000 |
| The Fisher Trust (Syfrets Trust) | 12 500 |
| Mauerberger Foundation | 5 000 |
| Table Mountain Aerial Cableway | 5 000 |
| Southern Life | 25 000 |
| F Bradlow | 5 000 |
| Anonymous | 500 |
| T N Chapman | 1 500 |
| D R Susman | 10 000 |
| Total | R344 500 |

● See page 15
● See leading article, page 14

● Contributions to the fund should be sent to:

Cape Times Bursary Fund
P O Box 11
CAPE TOWN 8008

Registrar

Founded:

Area of Op

Officials:

Address:

| | |
|-------|-------|
| 110 | 110 |
| 109 | 109 |
| 110 | 110 |
| 112 | 112 |
| 110 | 110 |
| 105 | 105 |
| 105 | 105 |
| 120 | 120 |
| .. | .. |
| .. | .. |
| .. | .. |
| Total | White |

| | |
|--|------|
| | 1980 |
| | 1979 |
| | 1978 |
| | 1977 |
| | 1976 |
| | 1975 |
| | 1974 |
| | 1973 |
| | 1972 |
| | 1971 |
| | 1970 |
| | Year |

were keen to matriculate or go to university or technikon, but who could not afford to do so.

It was hoped the first bursaries would be awarded for next year.

The fund will have the advantage of the experience and expertise of the South African Institute of Race Relations Educational Trust, which for some years has awarded study bursaries but which has been handicapped through the discontinuance of major financial support from overseas.

For written reply:

50

Hausard Q. 61. 739
Indian school pupils: per capita expenditure

30/4/82

277. Dr. A. L. BORAINÉ asked the Minister of Internal Affairs:

What was the *per capita* expenditure (a) including and (b) excluding expenditure of a capital nature on Indian school pupils in the Republic in the financial year 1980-'81?

The MINISTER OF INTERNAL AFFAIRS:

During the 1980-'81 financial year on an average approximately 219 559 pupils daily attended schools and colleges under the control of the Division of Indian Education. The expenditure of the Division amounted to R97 801 000. According to the Department of Community Development capital expenditure on Indian education for 1980-'81 amounted to R18 220 253.

De Lange discloses strong support

50
MOM
4/5/82

By MARTIN FEINSTEIN
Education Reporter

MOST of the 206 official responses to the Human Sciences Research Council (HSRC) education report supported its main recommendations, the head of the mammoth inquiry into the education system said yesterday.

Professor J P de Lange, principal of the Rand Afrikaans University, was speaking at the first full meeting of the Interim Education Working Party, formed to make concrete recommendations to the Cabinet on education reform.

The 19-man committee — which includes university principals, the directors of education for the four provinces and teacher representatives — carries on where the De Lange report left off.

Prof De Lange said: "My main impression is that, with some qualifications, the responses support the HSRC report and the education changes it proposes."

The response papers came from commerce, industry, Government departments, private institutions and 22

individuals.

Once the committee has assessed the responses, recommendations in six key areas — education management, support systems, teacher training, physical facilities, financing and education structures — will be submitted to the Cabinet.

The recommendations are expected to be finalised by July at the earliest and November at the latest.

The members of the working party are:

Dr A du Toit, Director of Education for the Free State; Mr G Krog, Director of Indian Education; Dr G P Drummond, representing the private sector; Professor N van Loggerenberg, chairman of the SA Teachers Council for Whites; Mr A J Arendse, Director of Coloured Education;

Professor N D Clarence, chairman of the Committee of University Principals; Dr R Cingo, chairman of the Advisory Council for Education and Training; Professor J H Jooste, Director of Education for the Transvaal; Dr A B Fourie, Director-General of Education and Training;

Mr J F Steyn, secretary of the Federal Council of Teaching Associations; Mr A Pittendrigh, director of the Natal technikon; Professor R E van der Ross, rector of the University of the Western Cape; Mr R L Charles, chief inspector of Indian education;

Professor F P Retief, chairman of the Committee of University Rectors; Dr G A Hosking, Director of Education for Natal; Mr H A Lambrechts, Director of Education for the Cape; Mr L S Taunyane, chairman of the Transvaal United African Teachers' Association; and Dr P S Meyer, Director-General of National Education.

Registration:

Founded:

Area of Operat:

Officials:

Telephone:

Address:

P.O. Box 72
Stanger
4450

Secretary: N. Murgan

STANGER ASSOCIATION OF MUNICIPAL EMPLOYEES

⑤ 'Educationists back De Lange'

4/5/82
Action on
computer
in class

A committee on computer-aided instruction has been formed following one of the main recommendations of the De Lange report.

Professor de Lange said it was not necessary to wait for the working party report on the De Lange investigation before this particular recommendation was adopted.

"A group of experts in this field is already giving utmost attention to this particular area of education," he said.

The committee investigating the use of computers in schools and universities hopes to submit the results of their investigations in December.

By Carolyn Dempster

Education Reporter

There is "by and large" majority support for the De Lange report recommendations on education, Professor J P de Lange, chairman of the Government-appointed interim working party, said yesterday.

He was commenting on the 206 commentaries submitted to the working party by the private sector, educational institutions, teacher bodies and individuals.

The working party, consisting of 18

selected educationists, teacher representatives and academics, hopes to report back to the Government on the commentaries within the next six months, said Professor de Lange.

Of the 206 submissions, 184 came from education departments and the private sector, with 22 individual responses.

Altogether the working party task force has to process 2 500 pages on training of teachers, education facilities, finance and educational support structures, systems and

management.

Professor de Lange said it was impossible to ascertain whether there was support for a single Ministry of Education, one of the most controversial aspects of the De Lange report, and was not prepared to comment as chairman of the working party.

The working party, when it was constituted by the Government, was accused of being "top-heavy with bureaucrats," with not enough representation from teacher and black organisations.

Soweto School opens ^{Sowetan 4/5/82} 50

SOUTH Africa needs good leadership and the only way to get it is to start with the youth, Mr Jaap Strydom, the Johannesburg regional director of the Department of Education and Training, said at the weekend.

He was speaking at

the official opening of the Soweto Saturday School at the Soweto Teachers' Training College. The school started two weeks ago to offer a special enrichment course for 200 top pupils from Soweto and Alexandra.

The pupils were selected from 12 000 children after undergoing extensive testing. The courses they are being offered are aimed at academic, cultural and social enrichment.

The school is the first of its kind for blacks in the country and is headed by Mr Stan Edkins, recently retired headmaster of Grey College in Port Eliza-

beth and now inspector with DET.

"We need to develop South Africa and must give our children proper training.

"The community will expect these children to plough back what they have learnt for the development of mankind. I must also warn these children that they should not think they are better than other children who have not been selected.

"They should consider themselves fortunate that they are gifted but must also bear in mind that they have to use their talents for the upliftment of their fellow men," said Mr Strydom.



Most responses back report, says De Lange

Own Correspondent

JOHANNESBURG. — Most of the 206 official responses to the Human Sciences Research Council education report supported its main recommendations, the head of the inquiry into South Africa's education system said yesterday.

Professor J P de Lange, principal of the Rand Afrikaans University, said this at the first full meeting of the interim education working party, formed to make concrete recommendations on education reform to the cabinet.

The 19-man committee includes university principals, the directors of education for the four provinces and teacher representatives. It will carry on where the De Lange report left off.

"My main impression is that, with some qualifications, the responses support the HSRC report and the education changes it proposes," Professor De

Lange said of the half-metre-high pile of papers from commerce, industry, government departments, private institutions and 22 individuals.

The recommendations are expected to be finalized by July at the earliest and November at the latest.

Members of the working party: Dr A du Toit, Director of Education for the Free State; Mr G Krog, Director of Indian Education; Dr G P Drummond, representing the private sector; Prof N van Loggerenberg, chairman of the South African Teachers Council for Whites; Mr A J Arendse, Director of Coloured Education; Prof N D Clarence, chairman of the Committee of University Principals; Dr R Cingo, chairman of the Advisory Council for Education and Training; Prof J H Jooste, Director of Education for the Transvaal; Dr A B Fourie, Director General of Education and Training; Mr J F Steyn, secretary of the Federal Council of Teaching Associations; Mr A Pittendrigh, director of the Natal Technikon; Prof R E van der Ross, Rector of the University of the Western Cape; Mr R J Charles, chief inspector of Indian education; Prof F P Relief, chairman of the Committee of University Rectors; Dr G A Hosking, Director of Education for Natal; Mr H A Lambrechts, Director of Education for the Cape; Mr L S Taunyane, chairman of the Transvaal United African Teachers' Association; and Dr P S Meyer, Director General of National Education.

Registration cancelled 30/7/76

VENETIAN BLIND AND ALLIED PRODUCTS WORKERS UNION

Cape Times
6/5/82 (50)

Sweet Workers Indus
Sweet Workers Unior
Sugar Industry Empl
South African Allie
S.A. Boilermakers,
S.A. Electrical Wor
Western Province Sv
Witwatersrand Bakir
Witwatersrand Brew:

Educationists praise new bursary fund

Welders

Tobacco

African Tobacco Wo
National Union of
Rustenburg Tabakwe

Textiles, Clothing

African Garment Wc
African Leather Wc
African Trunk & Bc
Black Allied Worke
Garment Workers Ir
Garment Workers Ur
Garment Workers Ur
General Workers Ur
General Workers Ur
National Union of
National Union of
National Union of
South African Alli
S.A. Canvas & Rope
S.A. Canvas & Rope
Tailoring Workers,
Tanning, Footwear and
Textile Workers Industrial Union
Textile Workers Union (Transvaal)
Transvaal Leather and Allied Trades Industrial Union
Trunk & Box Workers Industrial Union

Staff Reporter

THE newly founded Cape Times Bursary Fund, which will afford promising young people a chance to further their education, was commended by top Cape Town educationists this week.

"I want to congratulate the Cape Times on this," Mr Franklin Sonn, director of the Peninsula Technikon, said. "It is an excellent gesture which is highly appreciated especially when it is understood that the majority of our students, at tertiary level in particular, have great financial need."

Professor R E van der Ross, rector of the University of the Western Cape, said he too welcomed the bursary fund.

'Special problems'

"We have very special problems in a large section of the community ... which are disadvantaged. People are poor. The Cape has great human resources which need to be developed, which means education of the people.

"This fund and other similar funds will play a big role in getting more students through, not only as teachers, but also in management, industrial skills and in commerce.

"The country needs this very badly."

R1-m aim

The fund, launched with an initial capital of more than R300 000 in cash and promises, aims to reach its R1-million target through approaches to businessmen, industrialists and public appeals.

It will provide bursaries to young people in the Western and South-Western Cape and Midlands who are keen to matriculate or go to university or technikon, but who would otherwise not be able to do so.

The fund will be administered by the S A Institute of Race Relations. Members of the institute's bursary committee include representatives from the University of the Western Cape, the Peninsula Technikon and the University of Cape Town.

Wood & Wood Products, including Furniture

National Union of Furniture & Allied Workers of S.A.
Paper, Wood and Allied Workers Union
South African Allied Workers Union (SAAWU)

Paper & Paper Products, Printing & Publishing

Amalgamated Engineering Union of South Africa
Media Workers Association of South Africa
Paper, Wood & Allied Workers Union
S.A. Boilermakers, Iron & Steelworkers, Shipbuilders & Welders
S.A. Electrical Workers Association
S.A. Society of Journalists
S.A. Typographical Union
South African Allied Workers Union (SAAWU)

Education ^{RRGus} inequalities ^{7/5/82} (50) 'still cry out'

Political Staff

THE chief Opposition spokesman on education, Dr Alex Boraine, said today there had been two major shifts in policy in black education last year, but there was no room for complacency.

Glaring inequalities still existed which cried out for even greater effort.

Dr Boraine was speaking during the debate on the education and training budget vote.

He welcomed two aspects in the 1981 report of the Department of Education and Training.

One was a provision that school committees could decide on the medium of instruction to be used from Standard 3 upwards.

UPRISING

"When we bear in mind the 1976 uprising and subsequent disasters in schools almost throughout the country, this is a very welcome decision indeed".

The other was a regulation of the Joint Matriculation Board which meant that candidates offering a black first-language higher grade would not

be obliged to offer both official languages.

Dr Boraine also welcomed an announcement that parity of salaries would be brought to all teachers who had completed three years study beyond matriculation.

He listed some of the "glaring inequalities" which still had to be dealt with.

SPENDING

The per capita expenditure on black pupils in the Republic was R176,20, in stark contrast to more than R1 000 spent on white pupils.

Ideological attitudes still overrode educational needs.

The Government would not allow the use by black pupils of empty and under-utilised school facilities for whites in rural areas, although the De Lange Report had recommended this.

"This is total nonsense and ideological claptrap when seen against the desperate need for urgent extension of educational opportunities for blacks."

All white pupils received free stationery. This was received only by blacks at schools where compulsory education had been introduced.

Strife over education task group

ARGUS 7/5/82 (50)

Education Reporter

EDUCATIONISTS involved in drawing up the de Lange report on education have dissociated themselves from the interim task group set up by the Government to evaluate reaction and make recommendations on the report.

A report in The Argus this week, saying that the De Lange committee was expected to present its final recommendations within six months, drew strong reaction.

Mr Franklin Sonn, president of the Union of Teachers' Associations of South Africa (Utasa) and a member of the original committee, said the committee was disbanded last year.

LETTER

The task group, which was considering implementation of the report "in terms of the Government interim memorandum," consisted mainly of directors of education, officials and bureaucrats, Mr Sonn said.

Utasa, which submitted a report to the head committee, sent a strongly worded letter to the Director-General of National Education after the task group was set up, rejecting any further involvement in the report or the task group's activities.

The letter said Utasa had found it extremely difficult to persuade its members that it was worth the effort to take part in the investigation.

The Government interim memorandum had confirmed apartheid education and torn out the heart of the De Lange

report, namely the principle of free association.

"Utasa's further participation in either the activity of the task group or the report will be seen as co-operating in the dispensation of a blatantly improved apartheid education system, and Utasa cannot be associated with apartheid," the letter said.

Mr Owen van den Berg, of the UCT education faculty, which also submitted a report, said that even the decision to set up an interim working group was a negation of one of the key recommendations of the report.

REPORT

The report called for a South African Council of Education, and as a matter of urgency an interim committee should be appointed which reflected as closely as possible bodies involved in education.

"This committee is dominated by bureaucrats. It is an exercise in futility," Mr van den Berg said.

"Assurances by Dr Gerrit Viljoen that improvements in education will not be at the expense of white education show that the moves towards 'equality' in segregated education is seen by the Government as a matter that can be tackled gradually and not as a matter of urgency.

"Recent changes to the composition of the interim working group can make no difference to the way the Government has already decided to proceed with its education policy. The root causes of education unrest remain intact."

Indicates translated version.

Original repl Hansard Q. 61 774-776
 (50) White teachers in Black schools

Mr P R C ROGERS asked the Minister of Education and Training

- (1) Whether vacant teaching posts in schools in his Department may be

filled by White teachers appointed on a temporary basis; if so, (a) what procedure is followed in (i) advertising, and (ii) appointing White teachers to posts that may be so filled and (b) how many White teachers were so employed by his Department as at the latest specified date for which figures are available:

- (2) whether all such White persons teaching in Black schools are in the employ of his Department;
- (3) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND TRAINING:

- (1) (a) (i) and (ii) Yes, vacant teaching posts in schools may be filled by White teachers on a temporary or permanent basis. White teachers are, however, only appointed in posts for which no suitably qualified Black teachers are available. The requirements for each post are thoroughly taken into consideration in all such cases. Promotion posts are advertised in the press by the Department, whereas teachers are normally recruited locally by way of advertisement or personally by principals or circuit inspectors. The appointment of White teachers in posts on the establishment of Government schools or in posts that are subsidized by the Department is subject to the approval of the Minister. This function is, however, delegated to officers within the Department.
- (b) The hon. member is referred to table 2.3.2, p. 223 of the Department's Annual Report for 1981.
- (2) All teachers attached to Government and community schools are in the employ of the Department. Teachers attached to State-aided schools are in

the employ of the governing bodies concerned.

(3) No.

50 12/17
Fires at schools:
E. Post
 10/5/82
man held

builders & welders

Crime Reporter
 THE crack Port Elizabeth murder and robbery squad has arrested a 20-year-old man on charges of sabotage.
 He has been linked to fires at 15 schools in Port Elizabeth's black townships during the period January 1 to February 19.
 The docket has been sent to the Attorney-General for his decision.

S.A.

South African Allied Workers
 S.A. Typographical Union
 S.A. Society of Journalists
 S.A. Electrical Workers &
 S.A. Boilermakers, Iron &
 Paper, Wood & Allied Workers
 Media Workers Association
 Amalgamated Engineering Union
 Paper & Paper Products, P
 South African Allied Workers
 Paper, Wood and Allied Workers
 National Union of Furniture
 Wood & Wood Products, incl

Trunk & Box Workers Industrial Union
 Transvaal Leather and Allied Trades Industrial Union
 Textile Workers Union (Transvaal)
 Textile Workers Industrial Union
 Tanning, Footwear and Allied Workers Union
 Tailoring Workers, Dressmaking & Furriers Industrial Union
 S.A. Canvas & Ropeworkers Union (Cape)
 S.A. Canvas & Ropeworkers Union
 South African Allied Workers Union (SAAWU)
 National Union of Textile Workers
 National Union of Leather Workers
 National Union of Clothing Workers
 General Workers Union of South Africa
 General Workers Union
 Garment Workers Union (Western Province)
 Garment Workers Union of South Africa
 Garment Workers Industrial Union (Natal)
 Black Allied Workers Union
 African Trunk & Box Workers Union
 African Leather Workers Union (Transvaal)
 African Garment Workers Union (Natal)

Textiles, Clothing, Leather and Footwear

Rustenburg Tabakwerkersvereniging
 National Union of Cigarette & Tobacco Workers
 African Tobacco Workers Union

Tobacco

Witwatersrand Brewing Employees Union
 Witwatersrand Baking & Confectionery Industrial Union
 Western Province Sweet Workers Union
 S.A. Electrical Workers Association
 S.A. Boilermakers, Iron & Steelworkers, Shipbuilders and Welders
 South African Allied Workers Union (SAAWU)
 Sugar Industry Employees Union
 Sweet Workers Union
 Sweet Workers Industrial Union (Natal)

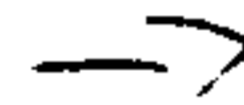
X (50) Tembisa: schools Hansard
 598. Mr. B. B. GOODALL asked the
 Minister of Education and Training:

(1) (a) How many (i) primary and (ii) secondary schools are there in Tembisa and (b) how many pupils are there at each such school:

(2) how many teachers are there in each such (a) primary and (b) secondary school?

The MINISTER OF EDUCATION AND TRAINING:

| (1) and (2) School | Pupils | Teachers |
|-----------------------|--------|----------|
| <i>Secondary</i> | | |
| Boitumelong | 1 177 | 31 |
| Jiyana Junior | 1 104 | 25 |
| Tembisa | 1 190 | 37 |
| <i>Primary</i> | | |
| Mashemong | 779 | 15 |
| Bojelong | 726 | 13 |
| Welomlambe | 957 | 18 |
| Umthambeko | 1 142 | 21 |
| Tlhakanang | 775 | 13 |
| Tlamatlama | 913 | 15 |
| Khatlamping | 931 | 18 |
| Iziziba | 989 | 21 |
| Endulweni | 966 | 21 |
| Emmangweni | 1 183 | 24 |
| Ecaleni | 1 079 | 21 |
| Mariting | 495 | 12 |
| Tshepisa | 925 | 19 |
| Thuthuka | 1 098 | 21 |



12 MAY 1982

704

| | | |
|-------------------|-------|----|
| Siphiwe | 1 217 | 26 |
| Shukumane | 1 136 | 18 |
| Umfuyaneni | 1 147 | 25 |
| Gahlanso | 984 | 17 |
| Khula Siswe | 647 | 12 |
| Seotloana | 1 078 | 20 |
| Sedibeng | 984 | 18 |
| Nyiko | 767 | 16 |
| Mvelaphanda | 406 | 9 |
| Marhulana | 793 | 15 |
| Inixweni | 1 134 | 21 |

GRIEVING: Mrs Marla Nshwana found her daughter dead.

R3-m education centre planned

THE URBAN FOUNDATION has announced plans for a R3,2 million Informal Education Centre to be established in Soweto.

BY SELLO RABOTHATA

The complex, the first of its kind in South Africa, will consist of four separate centres accepting Mr P L Dempster, managing director of the Transvaal Region of the Urban Foundation and chairman of the centre's steering committee. The four centres will be:

- An in-service training centre for teachers;
- an adult education centre;
- an arts centre; and
- a teachers' centre.

The Foundation is supplying bridging finance for the project. The South African-German Chamber of Trade and Industry Limited

The total complex, which is expected to be completed by early 1983, will be situated on a 7,3 ha site opposite the St John's Eye Hospital, next to Baragwanath Hospital. During 1977-78, the Transvaal region of the Foundation conducted extensive consultations in Soweto to determine the major needs in the community. Discussions with a

wide range of groups representing all sections, clearly identified education and the critical shortage of qualified teachers as a major need. The Foundation commissioned the Research Unit for Education System Planning at the University of the Orange Free State to investigate the necessity of such a complex. The investigation considered the opinions of black leaders, educationists and Government and semi-Government bodies before making its final recommendations, namely that a centre consisting of inter-dependent but separate elements, served by area of common use, be established to facilitate education. The objectives of the four components of the centre are: The teachers' in-service training centre is to fulfil the ongoing education and training needs of the teaching community, many of whom remain under-qualified.

Durban strikers fail to reach settlement

NEGOTIATIONS were still in deadlock yesterday, as two companies where more than 1 000 workers went on strike in support of wage demands in Durban and Cape Town.

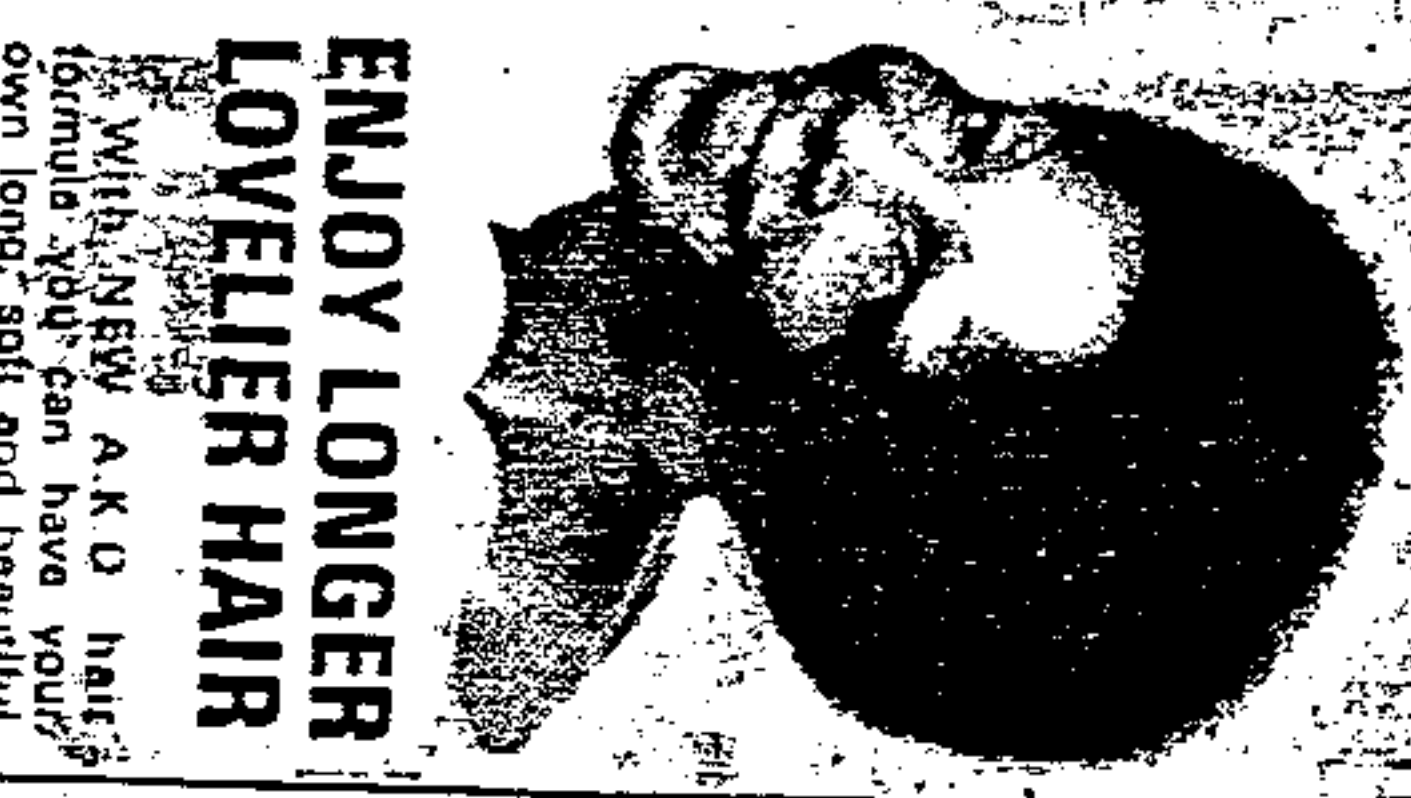
Spurs were fired following a wage dispute. Meanwhile employers and unionists in the giant metal industries met in Johannesburg yesterday in an attempt to resolve the deadlock in wage talks involving more than 500 000 workers.

And, in Johannesburg and Pretoria more than 30 workers were reported to have been sacked following wage disputes at two companies, including the company run by Perskor's Republican News Agency (RNA).

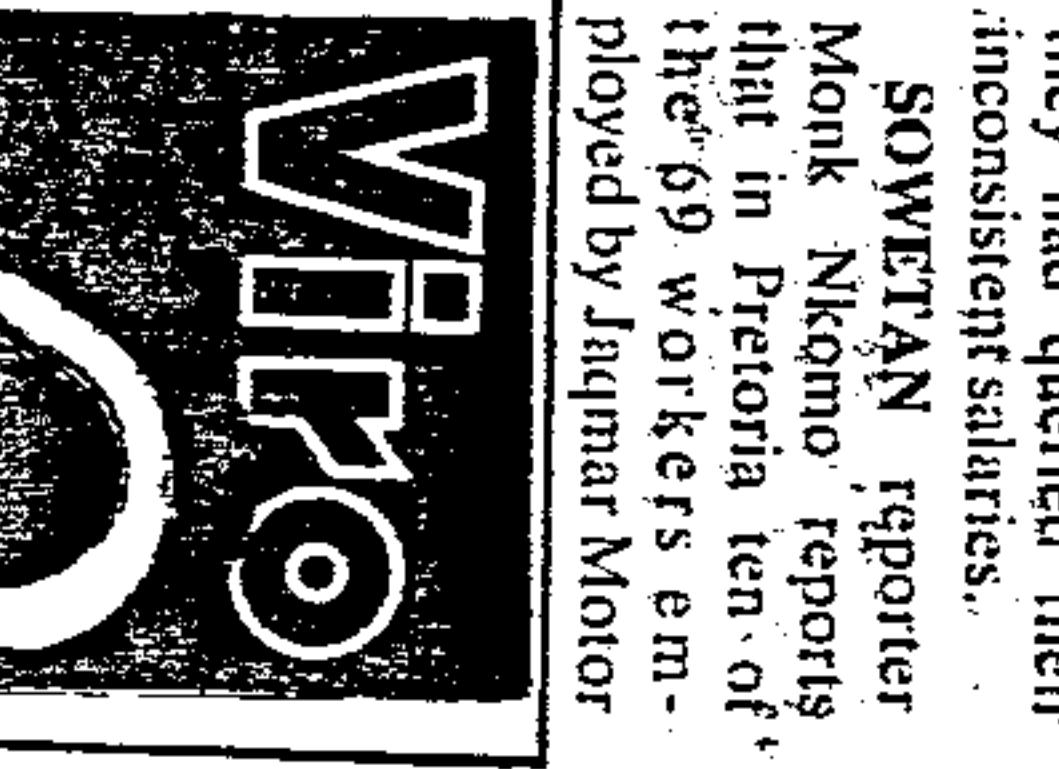
In Johannesburg most of the 20 workers at a depot run by RNA were sacked because their union, Catering and Commercial Workers Union of SA, claimed they had queried their inconsistent salaries.

In Durban all was reported to be quiet at the Consolidated Textile Mills near Jacobs where more than 1 000 striking workers continued their stayaway.

The workers have been striking for the past four days in protest over the introduction of a new shift and in support of wages.



ENJOY LONGER LOVELLIER HAIR
With NEW A.K.O hair formula, you can have your own long, soft and beautiful



How to keep colds away from your Viro

Stolen machines
ATTERIDGEVILLE Police have launched an intensive search for thieves who allegedly stole nine sewing machines valued at R2 000, from the local Dr W F Nkomo High School, over the weekend.

Champ

A police spokesman yesterday warned the public not to buy sewing machines from private people. "We appeal to the public to notify the police as soon as they see people selling sewing machines," he said.

The exhibition — the third and biggest to be held under the auspices of Soutacoc — will see 80 small businessmen from all over South Africa display a wide range of items. These exhibitors would be divided into three classes: The black manufacturer who will himself be manufacturing certain products; companies doing business with manufacturers — buying products or benefiting from services offered by him and companies supplying equipment like tools, machinery and also raw material.

"We know the black manufacturer has come a long way since he started his business in the backyard. His problems have been mainly in marketing, obtaining raw material, financing, infrastructural problems, legal entanglements, purchasing management and technical know-how.

"With the building of industrial premises where facilities will be improved, there will definitely be greater productivity, quality and hopefully profitability," Mr Sebeko said.

He called on black people to attend the event to support their own people. He said this would give people an experience of viewing efforts of nation building. Some of the many items that will be on display include leather

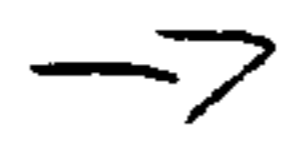
50 *Handwritten* Q. 61.794 - 795
Black schools: gifted child

12/5/82

2. Mr. P. R. C. ROGERS asked the Minister of Education and Training:

Whether he is considering the introduction of facilities which provide for the educational needs of the gifted child in Black schools in the Republic; if so, what facilities are envisaged?

The MINISTER OF INDUSTRIES, COMMERCE AND TOURISM (for the Minister of Education and Training)



No, not at this stage. It should, however, be pointed out that differentiated syllabuses (higher grade and standard grade), as well as teaching method and the grouping of pupils into homogeneous classes do provide opportunities for the development of the gifted child.

School aid for thousands of black children

rs

By STAN MAHER

PRE-SCHOOL education for hundreds of thousands of black children will be subsidised by the Government for the first time this year.

The decision by the Department of Education and Training will mean a R100-a-year subsidy for all five-year-olds, provided they attend registered pre-primary institutions with recognised educational programmes.

Mr Gerard Engelbrecht, liaison officer for the Department, confirmed yesterday that there was a growing list

of institutions which had been registered, with "many more in the pipeline".

And Mr Jaap Strydom, Regional Director of Education for Soweto, described the decision as a breakthrough in the department's plans for upgrading black education generally.

"This clearly shows that the department is now accepting responsibility for children of this age," he said.

Mr Engelbrecht said there were plans to extend the subsidy to four-year-olds — possibly next year — and later to three-year-olds.

"But we are still at the beginning," he said. "We are seeing a birth. How it grows

depends on the reaction of the community and the various bodies which may get involved.

"We want to encourage people to involve themselves and put pre-primary schooling on a sound basis."

He said the subsidy offer was subject to certain provisos.

"The institution must be following an efficient programme, if possible with suitably qualified teachers, the necessary accommodation must be available and the institution must be registered. The subsidy is not for creches, but for pre-primaries."

Base Metal Industries and Manufacturing of Industrial Metal Products

Chemical & Chemical Products, Coal, Rubber & Plastic Products

Black Allied Workers Union
Cape Explosives Industrial Workers Union
Chemical and Allied Workers Union
Chemical Workers Industrial Union
Chemical Workers Union
Durban Rubber Industrial Union
Engineering and Allied Workers Union
Engineering Industrial Workers Union of S.A.
Federated Mining, Explosives and Chemical Employees Union
Industrial Salaried Staff Association
General Workers Union
Metal and Allied Workers Union
National Union of Engineering, Industrial & Allied Workers
National Union of Motor Assembly & Rubber Workers of South Africa
S.A. Chemical Workers Union
South African Allied Workers Union (SAWU)
Steel, Engineering and Allied Workers Union
Umhlobo-ntwini Industrial Workers Union
Weskapse Plofstof & Chemiese Operateursvakbond
Non-Metallic Mineral Products
Building, Construction and Allied Workers Union
Glass & Allied Workers Union
Glass Workers Union
National Cement Employees Union
National Union of Brick and Allied Workers
Transport & General Workers Union

Base
Mach
Amal
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Blac
Elec
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Plans to spend millions on Eastern Cape schools

50

E. Post

14/5/82

CAPE TOWN — The Cape Provincial Council has been asked, among other school projects to be undertaken in 1982-3, to approve additions to the Tjaart van der Walt Primary School in Port Elizabeth costing R1 363 000.

Three other Port Elizabeth projects are additions

to Diaz Primary School costing R1 968 000, additions to Lawson Brown High School costing R993 000 and additions to Victoria Park High School costing R1 400 000.

Appearing on the budget for the first time are repairs to the Commercial High School in Port Eliza-

beth at a cost of R423 000.

The final R113 000 is also provided in this year's budget for the R336 000 new hall for Riebeeck College Girls' High School in Uitenhage.

A further R501 000 is provided for additions to Kirkwood Primary School, to cost nearly R1 million

At Humansdorp, R797 000 is to be spent on additions and modernising the Nico Malan High School, and R750 000 on additions to Stulting Primary School.

The final R525 000 is provided this year to complete additions to Port Rex Technical High School in East

London, a project with a total cost of R2 662 000.

Cambridge Primary School additions will cost R641 000.

Repairs and renovations are to be made to Umtata High School, which falls within the East London School Board area, at a cost of R246 000.

942 mix
ARGUS 18/5/82
at private
schools ⁵⁰

Provincial Staff

A TOTAL of 57 coloured, 33 Indian and 852 white children attended non-aided private schools for whites in the first quarter of 1982. Mr Willem Bouwer, MEC in charge of education said yesterday.

Mr Bouwer was answering a question by Mr Herbert Hirsch (PFP Sea Point), leader of the opposition.

Answering questions on the number of senior certificate pupils who wrote examinations on black languages in the Cape last year, Mr Bouwer said 24 had written in Kwanama, 78 in Lozi and 24 in Ndonga.

A total of 130 senior certificate pupils wrote Xhosa. The number of schools teaching Xhosa as a subject was not readily available.

Education department cuts costs

AKG:as 18/5/82 (50)

Education Reporter

THE Cape Education Department has introduced drastic cuts in expenditure ranging from furniture to supplementary text books and a tightening up of official transport arrangements and subsistence expenses.

A circular from the department comes at the same time as the announcement that new teachers' posts have been pared to 194 for 1982/83 compared with 520 for the 1981/82 year.

The circular says the entire public sector is under pressure to reduce drastically its expenditure because of the drop in the price of gold, the unfavourable balance of payments, inflation, the world-wide economic recession and the rising costs of fuel, electricity, water and security services.

Departmental supply of supplementary primary school readers and secondary textbooks has been terminated until further notice and principals must certify that any books requested are not supplementary.

SPORTSFIELDS

The department is concerned about excessive water used to irrigate sportsfields and sprayers may not be used after working hours unless supervised for the entire period of irrigation.

Until further notice no requests for rand-for-rand assistance should be submitted.

All applications for permission to retain teaching posts above the number permitted by the approved staffing quotas will be strictly evaluated.

To cut down on transport expenditure, correspondence should be used wherever possible and public transport should be considered where this is not possible. Officials going in the same direction at the same time should arrange to travel together.

HOSTELS

Officials are also requested wherever possible to stay at school hostels when travelling and should submit meal claims only for the actual expenses incurred.

No "serviceable" furniture and equipment will be replaced and details of surpluses will be circulated for consideration by institutions in need of such equipment.

The requisition system has been streamlined.

R80-m assigned to E Rand schools

18/5/82
50 Sowetan

THE Department of Education and Training (Det) is to spend more than R80-m to build an educational centre, about 450 additional class rooms at existing schools and an administration block in the East Rand, during the current financial year.

This was announced yesterday by Mr D A Scholtz, Det Regional Director in the Highveld region, who also said that building funds for these projects were already available and that the building plans had been completed.

He said the Department was going to start the building of these projects within the next few weeks.

He said the Department was going to spend more than R9-m in Thembisa alone, to build a technical college costing R4.5m, a technical centre costing R1-m, as well as a high school and a primary school, both costing R4-m.

The building of these four educational centres

By
**MZIKAYISE
EDOM**

was announced last October by the then Minister of Education and Training, Dr F Hartzenberg. Mr Scholtz said the Department could not start with these four projects then because of technical problems. But, he said, everything was now running smoothly and the centre would be ready for use early next year.

He said: "The Department is also going to build three new laboratory centres, a home-craft centre and an administration block at the Thembisa High School at a cost of about



HARTZENBERG: First to mention projects.

R250 000. We hope to complete all these projects, including the 450 additional class rooms, before the end of the year.

Mr Scholtz said that the Government has already made funds

available to the Department for these projects and that the amounts allocated to the different townships in the area will be made available soon after the building plans have been completed.

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Model 'community school' on the cards

50 Mercury Reporters

A KWA MASHU principal plans to make his school a 'model community school', where education and instruction will be offered to children and their parents until late at night.

Black and white teachers have undertaken to instruct the Kwa Mashu community in subjects ranging from how to fill in official documents and sign their names, to speaking and reading English and Afrikaans.

In an interview, Dr Thulani Mkhize, the principal of Inhlakanipho High School, said he was in the process of having plans drawn up for large-scale expansion to his school.

Dr Mkhize, who recently returned from Pittsburgh

University in America where he obtained a PhD degree, said he planned to make the school available to the community.

Vandalism

There were many educational needs which could be met, and teachers of all races had offered to meet them.

'Costly as these schools are to operate, they close at 3 p.m. They could be used more profitably by providing more education for the rest of the community,' he said.

Dr Mkhize also pointed out that activity on the premises at night would do away with vandalism, which plagued the school.

The provision of more activities and facilities at the school would also give

otherwise idle and bored children something to do, and a way of channeling their energy 'in a non-destructive way'.

Part of what was needed was an expansion programme, and an appeal for funds had gone out to businesses and institutions which had indicated their interest.

The immediate problem was overcrowding in classrooms, so much so that a junior certificate class had 111 pupils whereas the approved ratio was between 30 and 35 pupils in a class per teacher.

An administration block, and an enlarged school hall and library was necessary. There were also no showers in the school, although there was a very active and successful sports programme.



Many black pupils left illiterate

All ans

Numi

Numt

By Carolyn Dempster
Education Reporter

More than half the 622 000 black pupils who left school last year dropped out before they had learnt to read and write properly.

Surname

First Name

Date

Degree/
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Subject
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Paper No
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A staggering 175 000 pupils, over a quarter of those leaving school last year, were totally illiterate and did not complete Grade 1 (Sub A).

A further 160 000 black children left semi-literate, the majority without completing Standard 2.

These figures emerge from the second report of the University of the Orange Free State's Research Unit for Education System Planning and illustrate the massive employment problem faced by the South African economy.

Issued this week, the report contains educational statistics and trends relating to black schoolchildren in

South Africa and the "independent" and dependent homelands, based on research carried out in 1981.

Aimed at South Africa's businessmen, the graphically illustrated statistics provide a clear indication of manpower outflow and contained in the report are details of educational organisations of potential use to the employer of the future.

The evil of unemployment should be borne in mind by the business sector if, as has been predicted in the report, more than 5 million "employees" will be moving from the educational to the economic sphere in the future, says the head of the research unit, Professor D Vermaak.

Over the past decade the number of black pupils has increased by 73 percent, to stand at just over 5 million.

By 1986 the figure is

EVERY CANDIDATE MUST enter in column (1) the number of each question

Black pupils left illiterate

Non page 1

expected to have topped the million mark, with still be growing with more than a third of all pupils situated in kwaZulu and the Transkei.

However, it is not so much the future that is cause for immediate concern but the present situation as highlighted in the statistics.

Despite increased government spending on education which jumped from R218 million in 1977/8 to R566 million in the 1981/2 financial year, fewer than six percent of pupils make it to matric.

The situation is shown to have been worsened by the homeland system.

Together kwaZulu, Transkei, Lebowa and Bophuthatswana rep-

resent 53 percent of the total pupil population, although the South African Government has been pouring increased amounts of money into the Department of Education and Training, it will only filter down to the dependent states and not the so-called "independent" governments.

They have to finance their own education departments and support the increasing demand for better facilities and more qualified teachers.

Another trend is that there are more pupils attending school in both the independent and dependent states. Whether this relates to the greater number of pupils in these areas has not been clarified.

A problem which is common to all areas is the high enrolment at primary school level and the chronic drop-out rate leaving a paltry few at the top of the school scale and in a reasonably qualified position.

NOTE CAREFULLY

1. Enter at the top of each page and in column (1) of the block on this cover the number of the question you are answering.
2. Blue or black ink must be used for written answers. The use of a ball point pen is acceptable. Red or green ink may be used only for underlining, emphasis or for diagrams, for which pencil may also be used.
3. Names must be printed on each separate sheet (e.g. graph paper) where sheets additional to examination book(s) are used.
4. Do not write in the left hand margin.

WARNING

1. No books, notes, pieces of paper or other material may be brought into the examination room unless candidates are so instructed.
2. Candidates are not to communicate with other candidates or with any person except the invigilator.
3. No part of an answer book is to be torn out.
4. All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University

2011 21/5/82 (50)

Staff shortage at TED headquarters

Pretoria Bureau

MORE than 20% of posts at the headquarters of the Transvaal Education Department in Pretoria are vacant, the MEC in charge of education, Mr Fanie Schoeman, said yesterday in the Provincial Council.

Of the 500 administrative, clerical and general division posts, 103 were unfilled.

Replies were also given to the following questions:

● The purchase price of the Golden Oaks flats in Hillbrow for nurses was R2 541 666 and no other buildings were being sought in Hillbrow for nursing accommodation.

● The number of cholera cases reported last year was 112 while 53 cases had already been reported this year.

● Up to the end of March, 70 beds in provincial hospitals were taken out of commission but 236 beds were re-commissioned, mainly in black hospitals.

● Patients are being refused admission to the Johannesburg Hospital but the number is not known.

● Thirty-five posts were abolished at colleges of education during 1981, because of decreased enrolments.

EDUCATION (50)

The task continues

FM 21/5/82

The storm of controversy around the De Lange education report has generated thousands of pages of written responses — currently being summarised by a Human Sciences Research Council team.

The summary was due for completion yesterday (Thursday). It will be handed to an interim education working party, or "task-force," constituted to study the responses and to present to government by year's end a final document on implementing recommendations of the report. On the basis of this, government will table its final white paper.

"We have received 206 responses so far,

from a wide range of groups." RAU rector Jan de Lange told the *FM*. "Every State department directly or indirectly concerned with education has responded, as have semi-public bodies such as the CSIR. Every university in SA has submitted a response.

"In the private sector, national and local organisations from Assocom to local chambers of commerce, as well as several large companies, have responded. Church groups, individuals, and of course the English-speaking Grahamstown educational conference and the Bloemfontein Afrikaner Volkskongres have replied."

Integrating the spectrum of responses may present problems for the task-group. The Grahamstown conference endorsed the report's recommendations, including the controversial proposal for a single Ministry of Education for all races.

The Volkskongres reacted defensively, specifying Christian National Education, mother-tongue instruction, and racially separate education departments as "non-negotiables."

Other educational bodies are critical of the De Lange report from another perspective. The non-racial National Education Union of SA (Neusa) has spelled out a number of trenchant criticisms.

At a recent seminar, Neusa president Michael Gardiner said: "The De Lange recommendations provide for management and

control of education in such a way as to defuse symptoms of dissatisfaction with educational inequality without fundamentally tackling the issues of economic and political inequality in SA.

"Implementation of the recommendations may serve government and industry's need to stabilise relationships between the predominantly black urban workforce and the industrial powerbase. But this approach uses education to plug holes in the dyke of SA's political and economic inequalities, by creating other inequities — for example between urban and rural blacks, as the report completely neglects black rural education."

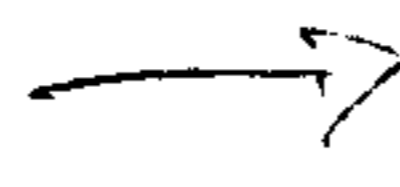
Neusa general secretary Ian Moll argued that the report's proposal that the local level provide increasingly important financial support for schooling contains hidden inequalities: "Poor areas will only be able to afford poor schooling, and privileged areas can continue to provide special facilities for their children. Educational inequality is perpetuated."

50 Howard Gifted Black child 24/5/82
Q. 61.891 - 892
642. Mr. P. R. C. ROGERS asked the
Minister of Education and Training

- (1) Whether his Department (a) recognizes and (b) subsidizes organizations offering educational facilities for the gifted Black child; if so, (i) how many such organizations are there in the Republic, (ii) where are they situated, (iii) how many children do they cater for in each case and (iv) what amount is allocated for each child; if not
- (2) whether gifted Black children are catered for in the Republic; if so, what procedure is followed in this regard?

The MINISTER OF EDUCATION AND TRAINING:

- (1) (a) No.
- (b) No, subsidies are only granted to State-aided schools
- (2) Although no specific facilities are provided for the gifted child the differentiated syllabuses (higher grade and standard grade), as well as teaching method and the grouping of pupils into homogeneous classes do provide opportunities for the development of the gifted child.



Gifted Black child

645. Mr. P. R. C. ROGERS asked the Minister of Education and Training:

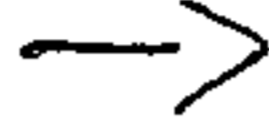
Whether any specialist courses providing for the education of the gifted Black child are available for teachers trained at universities and colleges falling under his Department; if so, (a) what courses and (b) at which (i) universities and (ii) colleges?

The MINISTER OF EDUCATION AND TRAINING:

No

50 Black children attending schools ^{24/5/82}
Hansard Q. Col. 894 - 895
688. Dr. A. L. BORAINÉ asked the Minister of Education and Training:

- (1) How many Black children of school-going age were attending schools as at the latest specified date for which figures are available;
- (2) how many schools for Black children are there in the Republic;
- (3) (a) how many Black (i) pupils and (ii) schools are affected by compulsory



education and (b) where are such schools situated?

The MINISTER OF EDUCATION AND TRAINING:

- (1) The number of pupils who attended school were as follows:

| | |
|--|------------|
| Department of Education and Training | 1 595 403 |
| National States | 2 123 065 |
| Total | 3 718 468* |
- (2) Department of Education and Training 6 908
National States 4 812
Total 11 720*
- (3) (a) (i) Approximately 70 000
(ii) Approximately 250
(b) The schools are situated in urban residential areas throughout the country.

*Statistics as on 3 March 1981.

are being combined and separate figures for farm, mine and hospital schools are no longer available.

Farm schools

658. Mr. R. W. HARDINGHAM asked the Minister of Education and Training:

- (1) (a) How many applications for the subsidization of farm schools were received by his Department in each of the latest specified three years for which figures are available and (b) how many such applications (i) were (aa) granted and (bb) refused and (ii) are pending;
- (2) what estimated number of pupils benefited from the subsidization of farm schools in each such year?

The MINISTER OF EDUCATION AND TRAINING:

| | 1979-'80 | 1980-'81 | 1981-'82 |
|----------------|----------|----------|----------|
| (1) (a) | 185 | 193 | 327 |
| (b) (i) (aa) | 185 | 193 | 326 |
| (b) (i) (bb) | — | — | 1 |
| (b) (ii) | — | — | — |
| (2) 1979 | | | 439 443 |
| 1980 | | | 449 794 |
| 1981 | | | 459 201 |

Y V (50) (48) Farm schools
 24/5/82
 Hansard Q. 61. 892
 658 Mr R W HARDINGHAM asked
 the Minister of Education and Training:

What amount was allocated by his Department for the subsidization of farm schools in each of the latest specified three years for which figures are available?

The MINISTER OF EDUCATION AND TRAINING:

| | |
|----------------|-------------|
| 1978-'79 | R16 986 000 |
| 1979-'80 | R18 681 000 |
| 1980-'81 | R23 167 000 |

As from 1981-'82 all amounts which are allocated for the subsidization of schools

Assocom plugs single schools Ministry plan

By MARTIN FEINSTEIN
Education Reporter

ORGANISED commerce has thrown its weight behind the move for a single education Ministry for all races.

In its official response to the De Lange report, the Association of Chambers of Commerce (Assocom) says a single Ministry is an "essential factor" in the development of the education system.

Assocom, representing about 19 000 businessmen, says in its response: "The disparity between the educational systems for whites and non-whites; the stigma attached to black education in South Africa and the attitude of employers towards certificates obtained under

the present system are all important reasons for the abolition of separate educational systems and the creation of a single system under the control of one Government Ministry."

The association suggests the possibility of three separate education departments under one umbrella Ministry — but whatever the structure, the aim should be to properly utilise available resources and create equal standards for all.

"Until the education systems for all race groups are equal, or nearly equal, matriculants from the weaker systems will be seen to need continuing training after taking up employment."

On financing education, Assocom says it supports the idea of free, compulsory edu-

cation and recommends "that this should be extended to the black population as soon as is practicable, having due regard to the many difficulties involved in its implementation".

The response also urged:

- Greater emphasis on technical — as opposed to academic — education.
- Further investigation of the idea of "career schools", in which pupils enter the work situation immediately after primary school.
- Close involvement by the Government of communities in education decision-making, in order to avoid "problems" such as the Soweto riots of 1976, and
- Subsidies for private schools and tax relief for parents who send their children to such schools.



HERE'S HOW IT'S DONE... Nicholai Fischer, 7, and Christa Sandton, 5, administer the kiss of life. The demonstration was organised by the Sandton Child Welfare Society.

Assocom offers 5-point test for PC's proposals

By MAURITZ MOOLMAN

THE President's Council constitutional proposals raised five key questions which should be used as a yardstick by all businessmen in evaluating them, Assocom's chief executive, Mr Raymond Parsons, said yesterday.

Mr Parsons was speaking to the OFS Goldfields Chamber of Commerce and Industries in Welkom on the economic and business implications of the proposals.

He summarised the key questions as:

- Do the proposals contribute to political stability?
- Are they broadly acceptable to the race groups most affected?
- Are they cost-effective from the business point of view, and what is their

impact on the daily running of business?

• Do they promote the evolutionary process of change in ways which would be endorsed by businessmen in general and Assocom in particular?

Mr Parsons said businessmen should give the proposals "a fair hearing". They were not beyond criticism.

Through the major employer organisations, businessmen must make a responsible contribution to the final decisions, he said.

There was interdependence between economic and political stability.

A commitment to the private enterprise system meant giving all groups a stake in the system to uphold and defend, Mr Parsons said.

Society toasts Margaret Lessing

Mail Reporter

SOUTH Africa's Businesswoman of the Year, Mrs Margaret Lessing, was recently awarded the Toastmasters' Trophy for her contribution in the field of communication and leadership in South Africa.

The award was presented to her by District Governor of Toastmasters International District 74, Mr Clive Kneale, at a banquet at the close of their 41st District Conference at Jan Smuts Airport on Saturday.

Mrs Lessing is a member of the President's Council and Director of the Women's Bureau of South Africa.

She was a pioneer of public relations in South Africa in the mid 1950s, and her own public relations consultancy for more than 25 years and is at present special consultant to one of the foremost public relations companies in the country.

Previous recipients of the award include Dr J. G. ...

Appeal Board bans 'call to violence' record

Pretoria Bureau

THE Jimmy Cliff record, "Give the People What They Want", has been banned by the Publications Appeal Board after a State attorney warned that blacks would view it as a call to violence.

The album had been available for almost a year and about 5 000 copies were sold before a publications committee found the record undesirable.

The distributors, WEA records, appealed against the committee's decision.

Johannesburg attorney, Mr Keith Lister, appearing

for WEA, disputed that a call for majority rule in one of the songs was tantamount to a call for violence.

He pointed out that many of the songs had strong Christian undertones. A Publications Appeal Board member, dominee J J de Jager, agreed that a reference to "the wicked" was a reference to "the wicked" in the eyes of God.

Mr Lister denied that the album was a plea for black unity in the face of white oppression. He said the record urged people to find their political expression in non-violent ways.

Child's death 'was an accident'

By JOHAN BUYS

A 25-YEAR-OLD Springs woman who accidentally drowned her 11-month-old baby in a bucket of water in her kitchen after his wife had washed the kitchen floor, according to evidence given before a Springs magistrate yesterday.

The magistrate, Mr H S Hammond, found that the woman could be held responsible for the death.

Lake Springs, told the court she had left the bucket of water on the veranda.

"My daughter Elizabeth was in the lounge with my husband and our three other children. I went to the bedroom to get Elizabeth's pyjamas because I wanted to bath her. Then I heard my four-year-old daughter Lise scream. I went to the bath and

French acclaim for Brink

Mail Correspondent

PARIS. — Dr Andre Brink's new novel "A Chain of Voices" was yesterday listed as one of the top ten novels in France by the weekly news magazine "Express".

The book was published ...

The seven books ahead of it were all by French authors.

The magazine publishes a weekly top ten fiction list.

Publishers said yesterday the novel would probably sell about 10 000-12 000 copies and climb to about number five during the next month.

Farm school subsidy increased

ARGUS
27/5/82

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Argus Correspondent

PRETORIA. — Subsidies for farm school buildings have been substantially increased.

The Minister of Education and Training, Dr D J de Villiers, has announced that buildings built after April 1 could be subsidised to half the construction cost.

There was a maximum limit of R5 000 a classroom, he said. The previous limit was R2 000 a classroom.

To provide for escalating costs, however, the unit construction cost of a classroom would be revised annually.

One of the conditions of the subsidy is that the school owner must build additional services and facilities as stipulated by the department.

Where three classrooms are built, a storeroom must be added, and with four or more a storeroom and office must be built.

TOILETS

"Under normal circumstances the buildings must be completed before the subsidy can be paid to the farmer," said Dr de Villiers.

"However, should the farmer be unable to finance them up to completion, special arrangements can be made for the subsidy to be paid as the work progresses."

For each classroom two toilets and drinking water must be provided. At existing schools where no toilets, storerooms or offices have been built, the owners will be subsidised.

Up to half the construction cost for each toilet will be paid, with a maximum amount of R100.

The same will apply to storerooms and offices, except for the maximum level, which rises to R500.

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The MINISTER OF EDUCATION AND TRAINING:

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|-------------------|---------|
| (1) Rugby | 30 366 |
| Soccer | 262 784 |
| Cricket | 3 373 |
| Boxing | 3 975 |
| Netball | 200 435 |
| Hockey | 102 |
| Basketball | 73 946 |
| Athletics | 245 679 |
| Tennis | 15 615 |
| Tabletennis | 7 740 |
| Tenniquoit | 10 563 |
| Volleyball | 12 228 |
| Softball | 12 201 |

(2) Yes.

(a) School committees which consist of elected parent members have been given the task to see the provision and development of sporting facilities in co-operation with the Community Councils. School committees control school funds which may also be appropriated—

for the purchase of sports equipment including sportswear for team members;

for the payment of affiliation fees for membership of sports unions;

for subsidising transport for sports teams; and

for the improvement and beautifying of sportsgrounds

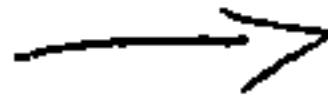
(b) Good progress is made and school committees were already involved in the acquisition of various sportsgrounds

X

27/5/82
 50 Black school children: sport
 Hansard Q. 601, 912 - 913
 648. Mr. P. R. C. Rogers asked the Minister of Education and Training:

(1) What is the estimated number of Black school children who actively participate in each kind of sport in the Republic:

(2) Whether he has taken steps to involve parents in the provision of sporting facilities in Black schools; if so, (a) what steps have been taken and (b)



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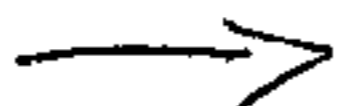
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Hansard Q. 61.935-936
Coloured pupils: per capita expenditure

28/5/82
*9. Dr. A. L. BORAINÉ asked the Minister of Internal Affairs:

What was the *per capita* expenditure (a) including and (b) excluding expenditure of a capital nature on Coloured school pupils in the Republic in the 1979-'80 and 1980-'81 financial years, respectively?

The MINISTER OF CO-OPERATION AND DEVELOPMENT (for the Minister of Internal Affairs):

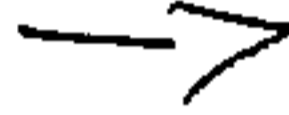
During the 1979-'80 financial year on an average approximately 726 330 pupils daily attended schools and colleges under the control of the Directorate of Coloured Education. The expenditure of the Directorate of Coloured Education amounted to R166 455 696 for the financial year 1979-'80. According to the Department of Community Development capital expenditure on Coloured Education amounted to R28 409 227.

During the 1980-'81 financial year the

MAY 1982

936

corresponding figures were 739 389 pupils and R211 515 975 and R35 187 645 respectively.



X
 For written reply: *Hansard* X
 Q 61,942 28/5/82
 (50) Gifted Coloured Indian children

644 Mr. P. R. C. ROGERS asked the Minister of Internal Affairs:

- (1) Whether his Department (a) recognizes and (b) subsidizes organizations offering educational facilities for the gifted (i) Coloured and (ii) Indian child; if so, (aa) how many such organizations are there in the Republic, (bb) where are they situated, (cc) how many children do they cater for in each case and (dd) what amount is allocated for each child; if not.
- (2) whether gifted (a) Coloured and (b) Indian children are catered for in the Republic; if so, what procedure is followed in this regard?

The MINISTER OF INTERNAL AFFAIRS

- (1) (a) and (b) No. Rest of part (1) of question falls away.
- (2) (a) and (b) No.

Gifted Coloured/Indian children

647 Mr. P. R. C. ROGERS asked the Minister of Internal Affairs:

Whether any specialist courses providing for the education of the gifted (a) Coloured and (b) Indian child are available for teachers trained at universities and colleges falling under his Department, if so, (i) what courses and (ii) at which (aa) universities and (bb) colleges?

The MINISTER OF INTERNAL AFFAIRS:

(a) and (b) No

Rest of question falls away.

X

De Lange ⁵⁰ report to E. Post 2/6/82 be debated

Post Reporter

THE De Lange report on education will be debated at the 95th annual conference of the South African Teachers' Association which takes place at the Wilderness Hotel from June 25 to 29.

Three motions on the report have been submitted by the association's Cape Town branch.

One motion calls on the association's general committee to set up a programme to "educate" teachers concerning the "education and social implications" of the full recommendations of the De Lange report.

Teachers should be prepared so that they can "participate meaningfully" in implementing recommendations which are accepted as policy by the Government.

In addition, the parent bodies and schools committees should be "educated and prepared" to participate in the implementation of the recommendations concerning the third (local) level of education administration.

The second motion urges the Minister of Finance to revise the tax structure so that more favourable tax rebates are given to the private sector for their contributions to welfare and educational institutions and students.

These tax concessions are asked for in the light of the "positive aspects" of the De Lange report, such as the urgent need for better and equal educational opportunities for all the inhabitants of South Africa.

The third motion urges the Government to spend an "increasingly larger percentage" of state revenue on education in order to "facilitate the implementation" of the recommendations of the De Lange Report.

Other motions include one by the Uitenhage and Port Elizabeth branch which asks conference to "reaffirm" its "belief in and commitment to" a single South African Teachers' Council for all teachers.

Port Elizabeth requests the Cape Education Department to extend the programme for gifted children to all schools.

This branch has also submitted a motion which asks the department to remove all discrimination against married women teachers from its conditions of service.

Chief Reporter

Parents were not forced to send their children to Transvaal Veld Schools — described by the Progressive Federal Party as "indoctrination camps", the MEC in charge of education, Mr Fanie Schoeman, said today.

PFPP speakers in the Transvaal Provincial Council yesterday slammed the programme as being paramilitary and a propagation of one-sided political, religious and cultural viewpoints.

A PFPP motion condemning the use of the schools for propaganda purposes was defeated.

The controversy concerns lectures given to Standard 5 and Standard 8 pupils.

The PFPP maintains these lectures are one-sided propaganda.

50 Veld Schools
3/6/82
schools
under
fire

Mr Schoeman said the lectures were discussion periods for pupils.

He said attendance at the schools was not compulsory. Parents need not send their children if they did not wish to do so.

Mr Schoeman said the controversial lectures formed a small part of the syllabus at the schools, which were largely aimed at bringing city children into contact with nature and

teaching them the team spirit.

The controversy exploded earlier this year when a confidential study by the Johannesburg College of Education was leaked to the Press.

The study was highly critical of certain aspects of the schools.

Mr Schoeman said the Province had received overwhelming support from hundreds of teachers and thousands of pupils who had attended the veld schools.

He said that because the syllabuses at the schools were set by the Transvaal Education Department, complaints should be directed to the Director of Education, Professor H J Jooste.

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E. Post
9/6/82

Afrikaans pupils in the majority in PE schools

Post Reporter

THERE were slightly more Afrikaans-speaking pupils than English-speaking pupils at provincial schools in the city last year, according to the annual report of the Port Elizabeth School Board.

The total enrolment at schools in the area under the control of the board was 25 583, of whom 204 were Chinese.

Of the remainder, 12 867 were Afrikaans speaking and 12 812 English speaking.

But a further breakdown in the statistics reveals that while there were 3 802 Afrikaans-speaking high school pupils, the number of English-speaking high school pupils was 4 613.

In addition there were 313 at Afrikaans-medium "special" high schools and 171 at similar English-medium establishments.

The Afrikaans section of the population provided 47,2% of the total of high school pupils and the English speaking 52,8%.

The situation for primary schools was almost exactly the reverse — 51,6% of all pupils being Afrikaans speaking and 48,4% English speaking.

The previous year the figures were 50,1% Afrikaans speaking to 49,2% English speaking.

The last time more English-speaking pupils were enrolled at provincial schools in Port Elizabeth was in 1977. Since then the number of Afrikaans-speaking pupils has pulled slowly but steadily ahead.

The report also states that construction work to the value of almost R4-million was undertaken at four Port Elizabeth schools last year.

A total of R1 859 746 was spent on additions at the Lawson Brown High School and R1 239 175 spent at the Victoria Park High School in Walmer.

The Diaz Primary School had additions to the value of R1 805 800 and the Albatross Primary School conversion work to the value of R69 621.

Pupil numbers up by 90 000

10/6/82

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star

Own Correspondent

The number of primary and secondary pupils at Transvaal provincial schools has increased by more than 90 000 since 1972.

Reviewing education in the province during the past year the MEC responsible for education, Mr Fanie Schoeman, told the Transvaal Provincial Council in Pretoria that enrolments at high and primary schools stood at 512 234 in January this year.

The birthrate had dropped, causing a decline in the number of Grade 1 pupils since 1979, but there had been an overall increase in the number of primary school pupils.

This could be attributed to inflow from other provinces and to immigration to growth points in the Transvaal.

Mr Schoeman said the number of high school pupils had also increased, and the percentage of children who persevered beyond Standard 6 to Standard 10 had risen from 54 percent in 1972 to 64 percent last year.

He said this showed the success of the differentiated school system.

The number of teachers' posts created since 1972 had risen from 19 941 to 27 276, a growth rate faster than that of the pupil population.

Mr Schoeman said the annual loss of teachers dropped from 19,8 percent in 1980 to 10 percent in 1981.

This was due mainly to new salary structures for teachers, which came into effect in April last year.

Black schools closed

ARGUS
11/6/82
50 (74) (75)

Education Reporter
BLACK schools closed this week, days before the anniversary of the June 16 and 17 unrest in Soweto in 1976.

African schools closed yesterday and today coloured pupils will pack their bags for the July holidays while their white counterparts will stay at school till June 24.

Last year the anniversary was marked by stay-

aways throughout the country. Action was taken against coloured teachers in the Cape who commemorated the unrest by staying away from school.

TRANSFERRED

Many were transferred, dismissed or had salary deductions.

When the term timetables were published, officials of the Departments of Internal Affairs and Education and Training denied that there was

any link between the early closing dates and June 16.

Mr J A Schoeman, deputy chief public liaison officer for Education and Training, said African schools were closing on June 10 because South African Railways officials said they could not close on the same day as the coloured schools.

African schools re-open on July 5, coloured on July 6 and white on July 20.

Kids subsidised ⁵⁰

THE Department of Education and Training has paid a total of R27 482 in subsidies towards pre-primary education this year so far, according to Mr Engelbrecht, DET's chief liaison officer.

subsidy while others were still being processed.

This amount, which covers the first quarter, was just the beginning, Mr Engelbrecht said.

Responding to questions on the progress made on the newly established project for pre-primary children, Mr Engelbrecht said 26 of such schools had been registered with the Department and that 19 of them benefitted from the

The pre-school classes designed to prepare toddlers for school were introduced by DET earlier this year. And the Department has called for the community's involvement in order to make the venture a success.

11/6/83
Soweto

(50) D. Dispatch 15/6/87

Webster — education should develop pride

MDANTSANE — The most precious commodity for teachers was the enthusiasm they built in pupils to develop pride in themselves, the acting principal of Hudson Park High School, Mr T. Webster, said here yesterday.

Mr Webster was speaking on Education for an Integrated Society at the Ciskei Teachers Union Conference at Hlaziya in-service centre.

He said building up that enthusiasm and realising the ideals of the profession could only be done by people who believed in themselves and the goals they had set.

He conceded that education could not solve all the problems of society but added it could pave the way.

Basic values of education were universal and if teachers did their job properly their goals could be attained.

Earlier he questioned whether it was correct to speak for an integrated society when such a society did not exist.

He emphasised two aspects in dealing with the subject — the political and educational sides. As an educationist he was better equipped to look more into the second aspect, he said.

It was the ideal view to strive for an integrated society but one was faced with whether an integrated society was open and what was actually meant by such a society.

Listing what he considered characteristics of an open ideal society, he said it would be a society that had:

- The basic freedom to speak, worship and move about;

- Had equality of opportunity;

- A democratic system of government where there was the domination of the majority and protection of the minority.

Referring to the De Lange commission report he said it pointed out forcefully to every educationist the great discrepancy in allocation of resources to various education departments in South Africa. "What came out as well is that many inequalities and failures resulted from living conditions of certain pupils," he said.

He mentioned it had been pointed out that in some cases 42 per cent of those who started school did not get as far as standard two.

He said equal education had to come but it would be important to find out what this meant. In some instances one had to give preferences to others while bringing up the levels of some groups where they would be able to realise what would be tantamount to equal education. He referred to Swedish, British and American experiments and studies to illustrate the point.

Turning to education and freedom, Mr Webster asked if education brought about freedom.



MR WEBSTER

While accepting it was one of the greatest forces to liberate individuals, he wondered how far this could be applied.

On schools, he wondered whether neighbourhood schools or the development of private schools should be encouraged.

He also pointed out that sociologists had established that pupils did not necessarily rise through schooling as working class children returned to working class jobs — emphasising that schools reflected society. — DDR.

Confer with pupils says Njokweni

MDANTSANE — Teachers were faced with the problem of mental and physical change in their pupils, the president of the Ciskei Teachers' Union (Citsu), Mr J. S. Njokweni, said here yesterday.

Mr Njokweni was delivering his presidential address at the Citsu conference.

He said because of these changes it was important for teachers to confer with pupils.

"We would like to see these boys and girls blossom and develop along their own lines with the teacher guiding them," he said.

He added it was easier to build up boys and girls than to repair men and women and then called for the involvement of parents in playing their role in "the struggle of change."

Teachers had not only to consider what was desirable but had to find out whether what was desirable was possible.

He referred to the fact that primary school teachers had to teach six subjects and pointed out that this spread of work had to result in a thin veneer of knowledge and technique in some subjects.

He said a lot of parents made the mistake of thinking the grades children brought home were an indication of their children's intelligence.

There were instances where children were a lot brighter than their performances showed.

Mr Njokweni pointed to the need for vocational guidance for black children and criticised attitudes which held teachers to firm guidelines.

The duty of the teacher was to assist the child to adulthood and the question was how this should be done, he stressed.

In this, the school was the institution and the teacher the agent, Mr Njokweni said. — DDR.

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19/6/82
D. Disputch

Peteni: SA must settle own affairs

EAST LONDON — No group has the right or the authority to enforce policies which the majority of people reject and the people of South Africa alone have the right and authority to determine the future of this country.

The chairman of the Joint Council of Teachers' Associations of South Africa, Mr R. L. Peteni, said this when he opened the 15th annual conference of the Cape Teachers' Professional Association at the John Bisseker Hall, Parkside, here last night.

He said South Africa had been since 1961, when Dr H. F. Verwoerd led the country out of the British Commonwealth, an integrated, independent and sovereign state.

"No country in the world, not even the super-powers, has the right or the authority to direct our affairs. The people of South Africa alone have the right and the authority to determine the future of this country.

"Similarly, there is no

group inside South Africa which has the sole and exclusive right or authority to prescribe to other groups and tell them how to direct their affairs, if those groups are unwilling to be so directed," he said.

Mr Peteni said cabinet ministers, the administrators and directors held their positions of power in trust for all the people of South Africa.

"If or when they exercise this power and authority in a biased manner, if they promote the interests of one group to the disadvantage of the other groups, they lose the trust of the people and they are no longer qualified to hold those elevated positions.

"It is the right of all the people of South Africa to express their acceptance or rejection of national policies, including national education," he said.

Mr Peteni said any policy the people rejected could not be successfully applied.

He said one of the worst evasions of the realities of the South

African situation was the President's Council and its recommendations.

"How can any sincere, country-loving person believe that he is laying solid foundations on which to build the future of the country if the majority of the people destined to live within the structure are left out of the architect's plan and specifications?"

"The President's Council exercise was undertaken because the present constitution, which discriminates against the Indians, blacks and so-called coloureds, does not meet the needs and does not satisfy the aspirations of these groups," Mr Peteni said.

He said the teachers' association must perform the functions of a trade union and a professional association.

They must continually fight for better working conditions and better salaries for teachers.



MR PETENI



MR SONN

Sonn: education at crossroads

EAST LONDON — The president of the Cape Teachers' Professional Association (CTPA), Mr F. A. Sonn, said last night at the opening of their annual conference it was due to the influence of two missionaries that black and white intermarried and a South African of colour emerged in the Eastern Cape — not in shame, but with dignity and self-respect.

He said history revealed that it was in the Eastern Cape that white racism manifested itself significantly and gave the Retiefs and Potgieters cause to abandon their farms and pack their "kakebeen waens" and trekked, rather than to consort on an equal basis with people of Africa.

Mr Sonn said the overt race consciousness which was brought to these shores by the settlers from Europe and which was institutionalised by custom and structuralised by the apartheid policy "turned the land

of our birth to the home of our sorrow."

"It is not correct to blame the Nationalist government or Afrikaner people for this alone. This government must take the blame, however, for institutionalising our misery by legislation, notably the Race Classification Act, the Group Areas Act and the Prohibition of Mixed Marriages Act," he said.

Mr Sonn said education was at the crossroads because there was an ever-increasing demand from the clients of education to be treated as South Africans and not as coloureds, blacks or Indians.

"We must help our children to realise that South Africa will not change just because we are angry enough and because we are livid with hatred.

"It will take much, much more. We must let them know that racism is evil whether practised by white or black," he said. — DDR.

(50) Total of ^{D. Dipatch} black pupils over 5m ^{15/6/82}

BLOEMFONTEIN — The number of black pupils in South Africa and the four independent states increased by 2,1 million during the past decade and currently stands at more than 5 million. Forecasts show that the total number of black pupils will, by 1986, exceed 6,5 million.

The total number of pupils of KwaZulu and Transkei represents more than one third of all black pupils. According to pupil pyramids most pupils are in the lower standards.

These facts are among the highlights of the current publication, Education and Manpower Production (Blacks) No. 2, compiled by the research unit for education system planning at the University of the Orange Free State.

This publication is the second in the series, which appears annually and is sent to 3 000 businessmen, state departments and interested bodies.

The goal of the publication is to give those who require manpower (the employers) the opportunity to co-operate more closely with the "producers" of manpower (education). This co-operation is seen as important in the fight against unemployment. Job creation should be given priority when the fact that more than 5 million future black employees will soon flow from the education department into the economy of the country, is taken into consideration.

The publication contains several full-colour illustrations and is compiled in such a way that within ten minutes a busy businessman can

form an image of the total educational events in black education and manpower outflow. — DDC.

'Racism ⁽⁵⁰⁾ Star aborting De Lange ^{15/6/82} Reports'

By Carolyn Dempster,
Education Reporter

The De Lange Report was being aborted because of blatant racism and a Government policy of separate and unequal development, the president of the Transvaal Association of Teachers, Mr Stan Jacobs, said last night.

He spoke at the opening of the 1200-member coloured teacher body's two-day annual conference.

Criticising the Government's commitment to a policy of "separate but equal" on future educational arrangements, Mr Jacobs said the words were a contradiction in terms.

The De Lange Report had shown the inequalities in 1978/9, 15.6 percent of the population (whites) received 64.5 percent of the money allocated to education, and the other 84.4 percent had received only 35.5 percent of the money.

"In our schools we are still experiencing the old bureaucratic incompetence and intransigency, the same inadequate monetary allocations and a severe teacher shortage," Mr Jacobs said.

"More than 60 percent of our teachers are being subjected to

a humiliating salary structure."

The reason was racism. "a tool used by certain groups to reinforce their political and economic power," he added.

The Government had indicated it would not change its stance when it effectively "torpedoed" the De Lange Report's recommendations for a national educational policy aimed at equal opportunity and equal standards of education, Mr Jacobs said.

The theme for the TAT conference had been "Education in a new society," but neither the De Lange Report nor the proposals of the President's Council would lead to such a society.

Mr Jacobs said the proposals of the President's Council, were based on separatism, "a mode of thinking for which the non-citizens of this country have always had a deep-seated repugnance.

"We should remember that our fight and our ideal for generations has been the full franchise for all citizens. Only in such a new society can education function effectively," he said.

Teachers gather in EL



At the Cape Teachers' Conference held at the John Bisseker Hall yesterday were Mr Joey Plaag of Cape Town (left) and Mr and Mrs M. J. Cornelissen of Worcester, Cape.

D. Dispatch 16/6/82 (50)

Prof urges commitment

EAST LONDON — Educationists had to choose between passive grumbling or active commitment to a more just society, a leading educationist said here yesterday.

Addressing the 15th annual conference of the Cape Teachers' Professional Association (CTPA) here, Professor Owen van den Berg said teachers had to state "patiently and persistently" that they had certain non-negotiables — and stick to them.

"We need to hold firm the crucial truths to which the De Lange report gave so much support — equal opportunities, free association and democratised decision-making," Prof Van den Berg said.

"And the only way we can hold firm to those crucial truths is by reiterating at every opportunity that the problems are not educational at all, but political."

Educational policy was presently a political matter, he said, some-

thing politicians were loathe to leave to educationists.

"But there is an alternative and broader view of policy that can be mooted. The Cillie report on the Soweto revolt of 1976 pointed out that 'within two weeks' of the start of the revolt, the issue that sparked off all the bloodshed — the Afrikaans medium issue — had been resolved.

"Those 'in power' had responded to a policy decision taken by the students."

The 1980 schools boycott in the Western Cape led to a "wondrous fixing of broken windows, delivery of textbooks and so on," Prof Van den Berg added.

"Policy only becomes and remains something determined 'from above' when others quietly accept their passive role in the whole procedure. To accept the status quo is ultimately to say one prefers it to any alternatives — that opposing it is not as worthy as meekly living under it."

Speculating on the government's long-term reaction to the De Lange report, Prof Van den Berg pointed out that segregated education was a cornerstone of government policy and was likely to stay that way — despite repeated calls for a single education ministry.

Despite the fact that education was "at the crossroads", he said, the government had rejected De Lange's major recommendations "and torn the heart out of the document".

"If De Lange was the road sign at the crossroads of education then the government, in its interim report, has taken it down and replaced it with a 'road closed' sign," the University of Cape Town professor said.

"But the government must be convinced of the need to implement the report's recommendations if an imminent and cataclysmic educational and societal upheaval is to be avoided," Professor Van den Berg said the government would

probably push for "a white dominated and undemocratic process".

"Being essentially a political activity — because it concerns views of how people and society should be — education is obviously not going to be allowed to deviate from the path laid out by the political elite."

The government would strive to "obtain the unattainable" — separate and equal education — and streamline apartheid education. This would be done by allocating additional resources to "other than white" education — as long as white education did not suffer.

"This will be presented as 'equality' and allowing people 'self-determination'," Prof Van den Berg prophesied. "But there is no example in the world of a ruling elite willingly relinquishing its power and it would be an idle dream to expect the South African Government to do so."

Because of this,

teachers needed to use their own positions to formulate policy and overcome their feelings of "powerlessness".

To sit back and wait for things to happen was just as bad as to hamper their fulfilment, Prof Van den Berg said.

"Changes in education bring about changes in society. We need to give up the hope that change will come about through the goodwill of others, or without us getting involved.

"We need to act upon the sure knowledge that we are not powerless in the present situation and can bring about change by acting consistently, determinedly and democratically."

And one of the most vital parts of this change, Prof Van Den Berg concluded, was the "humanisation" of students.

Teaching could either destroy or cultivate human dignity — and if teachers failed to encourage this "changing all the trappings is of no avail". — DDR

Delegates call for more democracy

EAST LONDON — Teachers may not be able to control their pupils during future outbreaks of unrest, delegates at the annual conference of the Cape Teachers' Professional Association warned yesterday.

by conference later this week.

The first objected strongly to "squalid conditions still evident in our schools and the bureaucratic decision-making that ignores the views of teachers, students and parents".

Delegates called for greater participation in educational decision-making as an essential way of easing frustration, and two resolutions were submitted in this regard, to be considered

The second resolution stressed the CTPA's belief in free association and "democratised decision-making", but said it was impossible to achieve them in "today's unjust and unequal society".

"Why must blood be spilt before the authorities are prepared to listen?" asked Mr Randell van den Heever, a Cape Town school principal. "As long as there is apartheid and discrimination there will be a state of turmoil and resistance."

"The only thing equal in education today is salaries. But dishing up these changes won't control us...we want full democratic rights." — DDR

Red tape ties up Cape school supplies

EAST LONDON — Red tape has got Cape teachers tied up in knots, with some of them waiting more than eight months for the delivery of supplies for their schools.

This was disclosed during yesterday's sitting of the Cape Teachers' Professional Association conference.

There was so much red tape, teachers said, that schools had often been left without books, desks or stationery at the start of a new term.

One teacher said he had travelled 110 km to borrow supplies from another school, while another said he had waited eight months for an urgent delivery of text-books.

"It takes too long to draw up a resolution, so we must get CTPA to act for us," one delegate urged.

The CTPA president, Mr Franklin Sonn, urged teachers to report any problems to the association so they could take the matter up with Provincial Administration. — DDR

Play bigger role women urged

EAST LONDON — Women teachers were urged to play a greater role in their schools during yesterday's sitting of the Cape Teachers' Professional Association (CTPA) conference here.

women teachers to be put on an equal footing with men instead of being given the "spade work" to do.

"The time has come for women to stand and be counted," she told delegates. "Unity and enthusiasm could let women cause this organisation to vibrate with vitality."

Two speakers — Ms Faith Gaza, women's consultant for the African Teachers' Association of South Africa, and Ms M. Richter, a member of the CTPA — stressed the role of female personalities in "shaping the personalities of the nation's young resources".

Ms Richter said there was "no need" for any discrimination against women in the teaching profession, particularly their role as mothers. — DDR

Ms Gaza called for



MISS FAITH GAZA

No sittings today in memory of June 16

EAST LONDON — Sitings of the Cape Teachers' Professional Association have been suspended today "in remembrance of the importance of June 16".

stating the "singular significance" of June 16 "to all disenfranchised people and those striving towards a just South Africa".

CTPA president Mr Franklin Sonn issued a statement yesterday

The day will be spent "in re-affirmation of an overriding commitment to attain the goals we

have set ourselves".

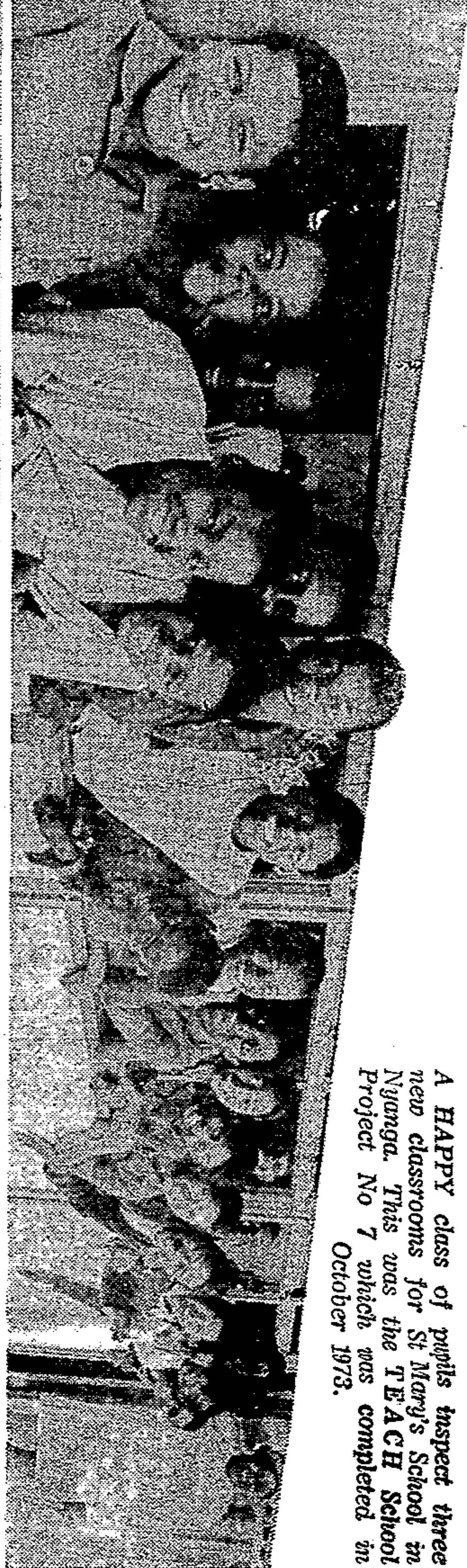
Delegates could spend the day as they pleased. Mr Sonn said afterwards, but would "come together" tonight for a communal meal. The conference continues tomorrow and on Friday. — DDR

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A HAPPY class of pupils inspect three new classrooms for St Mary's School in Nyanga. This was the TEACH School Project No 7 which was completed in October 1973.



LEFT: In 1973 half of the Fezeka High School was accidentally burnt down. TEACH helped to rebuild the school. Here pupils wave in joy over exercise books given by a stationery firm.



RIGHT: On August 31, 1972 the first brick of TEACH School No 1, the I D Mkhize Postprimary School at Guguletu, was laid. The school was completed in December of the same year.

R400 000 TEACH TOTAL FOR BLACK EDUCATION

Education Reporter

ON June 17 10 years ago the Argus TEACH Fund was launched and since then it has put more than R400 000 into black education.

Teach stands for 'Teach Every African Child.'

In a front-page announcement of the launch of the fund its aims were described as "to provide school buildings and basic facilities such as electric lighting and desks for thousands of African children at Guguletu, Langa and Nyanga East."

A report on an inside page described the situation where "In Guguletu and Langa alone six schools exist in the form of teachers and a few thousand pupils but no buildings."

QUICKLY

Two days later the first gift of R2 000 was received. By the end of the first week there was R3 742 in the TEACH coffers.

The TEACH organisers got to work quickly and in December 1972 the first two schools were completed, less than six months after the fund was started.

They were the I D Mkhize Postprimary School and the Zingisi Lower Primary School.

A heady wave of generosity swept Cape Town as the mounting TEACH fund figures were published every week.

Branches were established in Clifton/Camps Bay and Holleritos Holland and on its first birthday it reached its target of R100 000.

NEW HIGH

At the end of 1973 five schools and three classrooms had been built and TEACH was undertaking three new projects.

By 1977 six schools, and numerous classrooms had been built and more than R320 000 spent on education.

TEACH entered into a cooperative agreement with the Urban Foundation and together they built 18 classrooms in three townships at a cost of R86 000 in 1979.

POLICY

Today, the fund's policy is to provide schools with equipment, rather than buildings.

To date this year R5 300 has been made available to the Kaya Mandi School in Stellenbosch and arrangements have been made to upgrade two new schools in Crossroads.

TEACH's proud record has been maintained only with the help of the Western Cape people.

Any donations should be sent to the TEACH Fund, PO Box 56, Cape Town 8000.

changes have occurred, while the abolition of STT, the labour should be determined by these positive factors to the extent covered by

via educational and legislative it is imperative that the problem cannot be solved. The Labour Dept. as regards to accept to become Appointments. The standards of education are not speaking to the level of the present labour force is now speaking to the level of the present labour force. The Labour Dept. as regards to accept to become Appointments. The standards of education are not speaking to the level of the present labour force. The Labour Dept. as regards to accept to become Appointments. The standards of education are not speaking to the level of the present labour force.

Jacobs rails at SA education 'incompetence'

By MARTIN FEINSTEIN
Education Reporter

COLOURED schools are the victims of bureaucratic incompetence, inadequate budgets, humiliating salaries and a rampant teacher shortage, the president of the Transvaal Association of Teachers (TAT), Mr Stan Jacobs, said in Johannesburg yesterday.

Opening the association's annual conference at the University of the Witwatersrand, he said the situation indicated that the De Lange report on the future of education in South Africa was "in the process of being aborted".

The TAT represents 1 300 Transvaal coloured teachers — about 80% of the total in the province.

Mr Jacobs said the fact that whites, who made up only 15,6% of the population, received 64,5% of the money spent on education, was a "deplorable deprivation" for blacks.

"This will continue to have tragic consequences for the well-being of South African society as a whole, and not only for its black non-citizens," he said.

"And let us please not be told about the taxes paid by the affluent in our society, because those taxes can

come only from incomes that have accrued from the massive and merciless exploitation of black workers."

Mr Jacobs said the Government's rejection of one of the most important recommendations of the De Lange report — a single education Ministry for all races — indicated that Government policy was "separate and unequal".

"In our schools we are still experiencing much of the old bureaucratic incompetence and intransigence, the same inadequate monetary allocations, a rampant teacher shortage, and more than 60% of our teachers are being subjected to a humiliating salary structure."

Referring to the President's Council recommendations on a new dispensation for coloureds and Indians, Mr Jacobs said that, whatever the Government's eventual decision on the recommendations, it would be "rammed down the throats of everybody else".

And he asked: "How can any constitutional arrangement hope to succeed by consigning the vast majority of the indigenous people of this country to non-viable homelands and sham, 'independent' states that have to exist by handouts from the central Government?"

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return from Parliament where she announced that British forces on the Falkland Islands were negotiating the surrender of the Argentine invaders.

Call to keep fighting

ENOS AIRES. — Argentine police wielding rubber mallets yesterday dispersed demonstrators urging government to continue fighting in the Falkland Islands and to issue information on the reported surrender of Argentine forces.

Witnesses said about 500 people shouting "We want to live" and "We want guns" had clashed with police in front of the presidential palace. Some people were arrested.

The ruling military junta, whose latest official report said only that a ceasefire and withdrawal of troops had been discussed by British and Argentine commanders on the islands, met at Navy headquarters.

Military sources said the Argentine leaders were considering a ceasefire proposal made by Britain. — Sapa-outer

Drug abuse at schools alleged

By MARK VAN DER VELDEN
Crime Reporter

A REHABILITATED drug addict said yesterday that drug abuse in City schools had reached an alarming level and that the general attitude was to ignore the problem, hoping it would disappear.

Mr Carl Neethling, 28, who said he was heavily addicted to drugs last year, made this claim in an interview after he had told a lunch meeting of the President 100 Club how he had found five dagga "pipes" on the premises of a Peninsula school.

"I'm not out to run certain schools into the mud, but the problem definitely has reached a level where action must be taken."

'Total addict'
He said he was speaking from personal experience. Information had been given to him by members of youth groups and scripture unions at schools.

He said he had been introduced to drugs while still a child, and was a total addict for about 13 years, "taking anything I could lay my hands on", until police arrested him



Mr Carl Neethling

in the docks last year for possession of dagga.

He was sentenced to three months, suspended for 10 years on condition that he submitted himself for rehabilitation.

"With the help of my church, I went through 'cold turkey' and became a Christian. I now have a steady job and consider myself cured, although still vulnerable to drugs. I now want to help others in the way I was helped," he said.

Brigadier "Dries" van den Heever, Divisional CI Chief for the Western Cape, said police were aware of a drug problem

at Cape Town schools. "But at this stage we are not aware of the exact extent of the problem and we cannot single out certain schools as specific problem areas"

Appeal to teachers

He appealed to teachers and parents to help police combat the problem by giving them information on drug abuse.

Members of the local branch of the Narcotics Bureau regularly gave talks at schools on the dangers of drugs and this facility was freely available, he said.

The principal of a school mentioned by Mr Neethling said that in his view drug abuse at schools was not as serious as often made out.

"The dagga 'pipes' mentioned were probably found at a spot on the school grounds often used as a short-cut by other elements, "and I really don't think the children are responsible."

He said his impression was that drug abuse among schoolchildren was lower than it had been in the late 60s and early 70s, but that alcohol abuse was now becoming more prevalent among the young.

Fresh Fruit & Veg SPECIALS

Juicy Lemons
(Choice Grade)
24^c
per kg ...

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(Choice Grade)
Extra Large
30^c
per kg

Grapefruit
(Choice Grade)
65^c
Econo-pocket ...

Contractors to Cape Buy-Aid
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You don't need cash!
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OR



CLASSIFIED ADVERTISEMENTS BEGIN ON PAGE 14 TODAY

BUSINESS BRIEF

| | |
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| Gold (close) | \$314,75 |
| FT index (close) | 570,90 |
| RDM 100 | 528,70 |

10 years' jail

PRETORIA. — Cathy Odendaal was sentenced by a Pretoria Supreme Court judge yesterday to 10 years' jail for the murder of her magistrate lover, Mr Marthinus Stephanus Bekker.

The judge said: "She is a young, intelligent woman with a complex and sensitive personality and has a good academic record," said Mr Justice Henk van Dyk.

"What must be remembered is that she had a lot

of time to consider the consequences of her act, and also had enough time to bring her emotions under control."

He said the crime had been planned over a considerable period of time. The court had heard that after Miss Odendaal had discovered two teenage girls staying with Mr Bekker, she had formed the intention at work to murder him the following day.

Odendaal was convicted

INSIDE TV 2 Weather ...
Focus 6-8 Classified ...
Emergency ☎ 8 Look at today

Schools 'months without books'

ALGUS
16/6/82

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Education Reporter

EAST LONDON. — Angry delegates at the Cape Teachers' Professional Association conference here told yesterday of delays of up to nine months in the delivery of books, stationery and apparatus requisitioned from the Department of Internal Affairs.

During the session on monetary allocation and requisitions more than a dozen principals gave their requisition case histories.

A principal in Prieska ordered apparatus on August 28.

When the school opened, the items had not arrived and he drove 110 km to a school that had received its apparatus, having made the requisition in March.

He borrowed apparatus until April, when his order arrived.

Borrowed

A principal from Uppington ordered text books and stationery in January. The text books arrived but the stationery has still not arrived. He, too borrowed stationery from a neighbouring school.

Other principals told of requisitions made on August 28 which had still not been attended to.

Mr V R Pitt, principal of Mitchell's Plain Senior Secondary School and one of the main speakers, said departmental quota lists were often outdated.

Expensive

This gave principals the task of buying stocks at a more expensive price than the allocation allowed for.

At new schools, teachers' handbooks and text books were ordered five days after school began.

The orders had to go through official channels, and the result was that pupils received their books during February "if they are lucky".

"You therefore have to control children who do not have work to do and this often has a negative effect on discipline right from the beginning," he

said.

Thefts from ⁽⁵⁰⁾ schools may lead to added security

Mercer
17/6/82

Political Reporter

THE huge increase in deliberate acts of vandalism and thefts from provincial schools could lead to action being taken to tighten security. Mr Ray Haslam, MEC in charge of education, said yesterday.

Natal's Department of Education had carried out a survey and was preparing a report on measures, which would be considered by the Executive Committee.

'The committee is perturbed at the situation. It seems that there are planned, deliberate acts of vandalism at schools and they are on the increase.'

Thefts from schools had jumped from R30 903 in 1978-79 to R48 628 in the past financial year.

Mr Haslam said parents

at a school at Amanzimtoti had taken turns standing guard in an effort to halt the spate of burglaries. But on the one night a parent could not stand guard, the school had been burgled.

Items such as tape recorders, typewriters and tapes were taken by burglars, who sometimes damaged or destroyed goods which they could not remove.

The provincial auditor said in his annual report tabled in the Provincial Council in May that there had been 228 burglaries from 119 educational institutions in the last financial year.

The value of goods stolen was an estimated R40 695 and the cost of repairs arising from the break-ins was R7 933.

RAY

T O

'Health, hunger hostility hampering teachers'

ARGUS 17/6/82
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Education Reporter

EAST LONDON. — Teachers, students and their communities were fighting a desperate struggle against poor health services, bad environments, hunger and hostile education authorities. Mr Lionel Kearns said at the Cape Professional Teachers' Association (CPTA) conference here yesterday.

He was addressing more than 500 delegates on "The Teacher, the School and the Community at the Crossroads."

Mr Kearns is a CPTA committee member and principal of the Balenie Primary School in Elsie's River.

He said that prescriptions "from above" were daily narrowing the space for initiative for the teachers. The attitude that the regional office officials sometimes took towards principals, and the abuse of their authority, could serve no good purpose.

"MISCONDUCT"

He was particularly concerned about the wide interpretation given to the "misconduct". He quoted the case of a teacher who had been transferred for "routine reasons."

When the teacher resigned, he received a letter from the Department of Internal Affairs saying he could no longer teach at any schools falling under that department.

"How must one interpret this? What are the implications when 'Routine transfers' are talked about?" Mr Kearns said.

THIRD WORLD

Referring to other problems encountered by teachers, he said many schools operated in Third World conditions. Health services and state-aided feeding schemes were essential.

Furthermore, not only in schools but in communities there was a complete lack of sport and relaxation facilities.

School social workers were an urgent need for children who came from

homes which were frequently economically depressed and beset with social problems. Finally, teachers faced the difficult problem of helping to lead a community robbed of its rights.

50 D. Bishopp 18/6/82

Call to establish non-racial council

EAST LONDON — Victims of teachers who take a stand in community matters came under strong fire during discussions at yesterday's sitting of the Cape Teachers' Professional Association.

The editor of the association's newsletter, Mr Randall van den Heever, said teachers needed some sort of defence when they were accused of misconduct.

Too often, he said, teachers were transferred without acceptable reasons being given.

"These teachers are uprooted from their natural communities and banished to the vast interior of South Africa," he said.

"One can do nothing else but condemn punitive actions against teachers for their leadership or against the forthrightness of teachers in questioning apparent violations in the cause of education. Such actions are an affront on the dignity of all teachers and a de-segregation of the principles of democratic education system."

According to department regulations, teachers can be dismissed for criticising any state institution — a situation which left teachers unsure when it came to their role as community leaders, he said.

Mr Van den Heever — principal of Spes Bona Senior Secondary School in Cape Town — proposed a non-racial teachers' council to uplift the professional status of teachers.

He called on members of the existing all-white council to resign to enable the formation of this non-racial body.

An earlier speaker, Mr Lionel Kearns, voiced concern at the wide interpretation of the word "misconduct" which allowed the authorities to dismiss teachers virtually at will. — DDR.

Teachers protest over treatment at roadblock

EAST LONDON — The Cape Teachers' Professional Association has sent an urgent telegram to the Minister of Law and Order, Mr Louis Le Grange, in protest against the "humiliation" of a busload of delegates stopped at a roadblock en route to its conference.

Delegates said they were ordered off the bus and their baggage searched after an altercation between one of the teachers and two young policemen.

"They made us stand next to the road in a long line, as if we were on parade," said one of the delegates, Mr A. A. Farao, a school principal from Albertinia.

"Some of the women had to go outside in their bare feet."

The bus — one of five taking delegates to the week-long conference here — was stopped at a routine SAP roadblock on the road between Port Elizabeth and Grahamstown in the early hours of Sunday morning.

Two policemen in camouflage clothes boarded the bus and shone their torches on people, delegates said yesterday.

One of the teachers, Mr Hennie Wentzel from Cape Town, got up to relieve himself outside. When he walked past one of the policemen he

was accused of having knocked him out of his way, Mr Farao said.

"This policeman started swearing and ordered us all outside."

Mr Farao said, "They called the women back, but some were already outside without their shoes on."

"All the men had to pull out their luggage and stand in a long line. Then we had to open our cases to let them look inside."

The teacher in charge of the bus, Mr S. A. Roelf — a member of the CTPA executive — said they had been delayed by the police for nearly half an hour.

"Several of the women were asleep when they stopped the bus and they had to get up before they were fully dressed. . . . It was a very humiliating experience for all of us," he said.

The bus was the first one to go through the roadblock. The CTPA vice-president, Mr V. R. Pitt, said his bus had passed through the roadblock some hours later and the police had

"I cannot admit or deny that this happened," he said. "It would not be correct for me to comment now since the matter has been placed in the hands of the minister." — DDR



Mr Randall van den Heever (left) and Mr C. J. de Jager confer during a session of the Cape Teachers' Professional Association conference held in East London.

CHRIS VICK reports from the Cape Teachers' Professional Association conference.

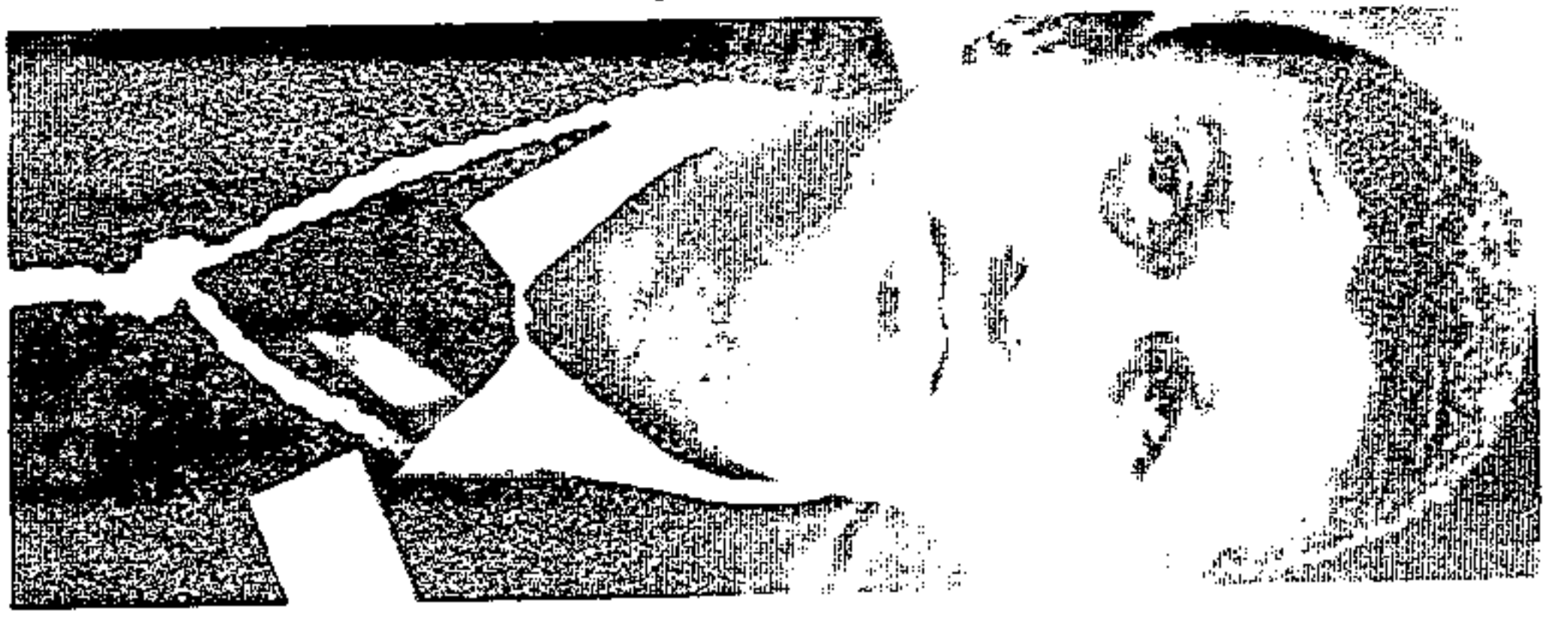
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It can be argued that the Industrial Colour Bar

MR ROEHL... it was very humiliating.



MR PARAO... they made us stand in a long line.



Call for state feeding scheme

EAST LONDON — A state feeding scheme should be set up at schools because of the increasing incidence of malnutrition.

This was suggested by one of the main speakers at the conference of the Cape Teachers' Professional Association, Mr Lionel Kearns, during discussions yesterday.

"The need for feeding schemes at schools can not be over-emphasised," Mr Kearns said. A state-funded scheme would go a long way to easing malnutrition."

A survey in Elsie's River had shown 38 per cent of the pupils at one primary school did not take food to school, "and there is no reason to expect it to be different at the others."

"You will realise what it means for a child to last five and a half hours on an empty stomach and still concentrate on

his work," Mr Kearns said.

He also called for the expansion of existing health services for schoolchildren, as the present system saw some children going through their entire primary school career without a single medical inspection.

Children with learning problems were also being ignored, Mr Kearns said.

"There is only the one clinic at Heldeveld for these children and only a few pupils can be helped. But thousands of children have their school careers wrecked because they can't get professional help when they have learning problems."

Social workers were equally essential, Mr Kearns said, particularly when one examined the "frustrating background" they came from. — DDR

been poor to close d here that colour bar that this

secondly, meant the industries

for secondary industry has been so less efficient than it would have been had there been no influe control.

Further, the restriction of skilled workers has led to a faster mechanization process in the country than would otherwise have been the case with an endless supply of skilled labour. This has had an obvious effect on the economic growth of the country by causing increased production. It has led to well developed sector of semi-skilled labour.

finally, coupled with the above point is the fact that the deskilling of jobs has led to

REPRODUCTION

Educational standards low — De Jager

EAST LONDON — The standard of education in coloured schools is dropping each year because of frustration with the existing "apartheid" school system.

This was said by the treasurer of the Cape Teachers' Professional Association, Mr C. J. de Jager, during the association's annual conference here yesterday.

"Frustrated and unhappy people cannot give their best, no matter what good intentions they may have," Mr De Jager said. "Too many negative elements are hampering their success."

Outlining reasons for student-teacher frustration, Mr De Jager mentioned:

- The shortage of classrooms and teachers.
- The minimal amounts

spent on coloured education.

- Social conditions, such as poverty and hunger, which made studying difficult.

- Training and standards of teachers.

- Bureaucratic interference in classroom activities.

- "An abnormal separate education system"

- The political situation coloured people found themselves in.

"A nation without the vote in the land of its birth is like a voice in the desert," Mr De Jager said. "The striving for political recognition often brings about friction because of different approaches."

A second speaker, Mr T. J. Leonie, said the basic facilities were still missing in coloured education, and these had to be provided before there was any talk of a single education system.

"We find ourselves in a situation where, in spite of a fast-developing technological world, we still don't have enough cardboard or chalk."

If a unitary education system was eventually introduced, Mr Leonie said, it had to be based on a universally-acceptable base — not the present white education system.

"It must be our aim to get one education system without sub-systems based on skin colour, culture or other arguments.

"Even though we constantly compare our standards with the white education system, this is not necessarily the ideal system for all.

"If we used the white system as base it would be aiming at things we have never believed in."

— DDR



MR. LEONIE

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18/6/82



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The Cape Times, Friday, June 18, 1982 11



TWO bursars now contributors

Chief Reporter

ANOTHER former bursar — in this case the son of a retired bricklayer — has decided to make a monthly contribution to the Cape Times Bursary Fund as a way of showing his appreciation of the SA Institute of Race Relations bursary that helped him acquire a degree in business science at the University of Cape Town.

He is Mr Mogamat Zane Brown, 24, now an employee relations adviser in the personnel department at the head office of Caltex Oil (SA) in Cape Town.

He said yesterday that he had been impressed by a news item in the Cape Times earlier this month about another former SAIRR bursar, Mr Peter Stuurman of Knuls River, who had decided to contribute R30 a month to the Cape Times Bursary Fund, which is linked with the SAIRR bursary department.

Mr Stuurman, a former hawker's son and now a qualified attorney, is a professional assistant in a legal practice in Elsies River.

Mr Brown said: "Like Mr Stuurman I have also been thinking this is a good way of helping others to benefit

as we have through higher education. "Let's hope other students who have been awarded bursaries in the past will also help boost the Cape Times Bursary Fund through regular donations."

● This is Mr Brown's story:

I was born in Cape Town in 1958 and went to school in Salt River, matriculating with a B aggregate at Salt River High in 1975. My father was a bricklayer at the time, but there were occasions when he was unable to work because of severe arthritis in his hands.

For much of the time that my two sisters and I were at school, my parents had to make ends meet with the help of a State disability grant.

I was awarded a Rotary scholarship in 1974/75, a UCT Council bursary from 1976/77 and a hospital welfare and Muslim Educational Movement bursary in 1978/79.

But it was the bursary I was awarded by the SA Institute of Race Relations that saw me right through university, from 1976 to 1979, when I graduated with a bachelor of business science degree.



Former bursar Mr Mogamat Brown.

My final-year thesis was titled "An Analysis of Coloured Housing in the Western Cape and the Responsibility of the Private Sector in Home Ownership".

I heard about the SAIRR bursaries through my matric maths teacher and from my sister Latifa, also a university graduate and now a social worker with Micro.

I am exceedingly grateful to the Institute of Race Relations' bursary department for providing financial assistance throughout my period of study at UCT; it helped tremendously to alleviate what would otherwise have been an intolerable financial burden on my family.

It also enabled me to realize my ambition to enter the relatively new and developing field of personnel management which, as I see it, is bound to acquire increasing importance and professional status in labour affairs generally.

I would like to gain extensive experience in all aspects of personnel administration and industrial relations, before moving into the training and development field.

● These are the latest donations received:

| | |
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| Previously acknowledged | R436 160 |
| SA Permanent Building Society | 5 000 |
| P C | 10 |
| Pinelands Development Co Ltd | 1 000 |
| Dr J Douglas Roberts | 1 250 |
| Miss A M Macdonald | 50 |
| J A B Cooper | 200 |
| H and D Clemmishaw | 50 |
| Boots | 25 |
| J Appleton | 500 |
| P D Stuurman (former bursar) | 30 |
| Miss I M Bradley | 25 |
| HW and JDM | 500 |
| Tiger Oats and National Milling Co Ltd | 6 000 |
| Total | R450 800 |

● Contributions should be sent to: The Cape Times Bursary Fund, P O Box 11, CAPE TOWN 8000.



MR SONN

Sonn is elected 9th time

EAST LONDON — Mr Franklin Sonn was re-elected president of the Cape Teachers' Professional Association for a ninth term here yesterday on the final day of the association's annual conference.

The body's entire upper echelon was re-elected during the conference's final sitting: Mr V. R. Pitt as vice-president, Mr C. J. de Jager as treasurer, and Mr R. P. van den Heever as editor of the association's publication, *Educatio*.

Mr J. C. Humphreys, Mr L. W. Kearns and Mr J. G. Strauss were re-elected conference representatives for next year's gathering. — DDR

Police actions slammed

EAST LONDON — Security police harassment was condemned "in the strongest possible form" during yesterday's sitting of the Cape Teachers' Professional Association conference here.

A member of the CTPA executive, Mr Lionel Kearns, pleaded for teachers to be allowed "to do their job without victimisation or intimidation from the security police".

Any state interference condemned

EAST LONDON — Teachers issued a strongly-worded condemnation of any state interference in their work at yesterday's sitting of the Cape Teachers' Professional Association here.

In resolutions adopted at the end of the final day of conference delegates expressed concern at the "continual erosion" of their professional status which left them as "nothing more than exhaust pipes for orders from above".

"This congress is especially concerned at the way exam details are planned to the finest detail by the authorities almost as if principals and teachers have no say in this sort of thing," one resolution stated.

Another resolution noted the "strongest objection" to bureaucratic decision-making "that ignored the views of teachers, students and parents".

CHRIS VICK reports from the Cape Teachers Professional Association conference.

A delegate at the conference, Mrs L. Adams, mentioned two specific cases in Upington where teachers had been questioned by security police because of their links with non-racial sport.

Mr Kearns said teachers in small towns felt the brunt of this "harassment" as often they were not only teachers, but community leaders too.

"There are definite laws for criminals, and we have nothing against them, but teachers mustn't be exposed to security police harassment," he said. — DDR

"We insist upon our right as professional educators to participate meaningfully in the taking of decisions about education," the resolution stated. In another resolution teachers demanded protection against "arbitrary actions against teachers" to prevent "the desecration of the principles of a democratic society".

In cases of misconduct, the conference called for teachers to be informed of allegations against themselves and the right to be defended by a representative. They also asked for teachers to be informed in writing of any decisions reached, and for reasons to be given — and the right to appeal against whatever decision was passed down.

The conference also called for a single non-racial teachers' council to be introduced "as a matter of the highest priority". — DDR

EAST LONDON — Teachers at coloured schools in the Cape Province yesterday committed themselves to "the struggle against political oppression and economic denial".

A resolution to this effect was passed unanimously during the final sitting of the Cape Teachers' Professional Association (CTPA) here, attended by more than 300 delegates.

"The CTPA is committed to fundamental socio-political change and perceives educational reform as a crucial element of the total struggle to liberate people of colour in this country," the resolution stated.

"We want the world to

CTPA demand political and social change

know that we are on the march for what is rightly ours."

In a separate resolution the conference called for:

- "A full commitment by government to uphold fundamental human rights in a free, open and just society."
- An open education system which allowed any child free access to any education institution.
- A single ministry of education.
- Positive efforts to be made to "eradicate the historic backlogs and disadvantages prevalent in black education".
- The democratic participation of local parent communities in education. — DDR.

Black children, private schools

ARGUS 22/6/82 (50)

By EDGAR MAURICE

TWO recent events have brought the presence of black children at private schools into the sharp focus of public controversy ("black" in the generic sense, meaning all who are not white).

The first is the arrangement made by the Transvaal Education Department (TED) to provide two leagues for schools' rugby, the one open to all, the other exclusively white.

The move is a direct response by the TED to the presence of black pupils at some of the private schools.

The division is roughly between the Afrikaans-medium schools, who opt for the all-white league and the English-medium and the private schools in the open league.

Quite naturally, the arrangement has caused quite a furore among those who would like the world to believe that things have changed so much that South Africa deserves to be re-admitted into international sport.

But those who know the TED and have, for example, read its evidence to the De Lange Commission, are, of course, hardly surprised at its action.

The other event concerns the hapless Mr Freddy, a devout Catholic, who has been excommunicated by the South African Council on Sport (SACOS) because his child attends a private school.

Mr Freddy, also a leading sports official, ran foul of Sacos's very strong disapproval of their members making use of the special governmental concession to send their children to white private schools.

Sacos (quite rightly) has very decided views on certain matters. Its special concern is the important area of the politics of sport. And it is intransigently opposed to the permit system, both in principle and in practice.

It allows no room whatsoever for the exercise of personal freedoms, where it believes they should be subordinated for the common purpose.

Both events, of course, are responses by the two bodies, albeit politically poles apart, to the same evolving situation in the private schools.

In the Cape Province last year 41 private schools admitted black pupils, and there were 1441 African, Asian and coloured pupils enrolled at these schools. They are officially subsidised in the same way as other pupils.

They come from three main groups.

Firstly, there are the children of the African diplomats from the homelands, who regard it as

their special prerogative and, in any case, as a necessary protection for their children against the political pressures in African schools.

Secondly, there are the children (mainly coloured) from the burgeoning and affluent middle class, sometimes overly ambitious for their children and often quite apolitical.

Thirdly, there are those who, often as a result of close church connections, secure scholarships, or have the benefit of patronage and sponsorship.

Are the numbers likely to grow? There are two very definite restrictions on the total number who will be allowed to enrol.

On the one side, the Provincial Councils have the right to authorise and regulate the admissions.

And, on the other side, every private school itself has the constant sword of Damocles dangling over its head: that, if it admits too many black children, the Minister of National Education may exercise his legal right to declare it an African or Indian or coloured school and transfer it to the relevant department of state.

That would raise a host of questions, including ownership and occupation

under the Group Areas Act.

But, within these restrictions, are the numbers likely to increase?

It is noteworthy that, confronted with the options, Mr Freddy chose what he perceived (rightly or wrongly) as being in the interests of his child.

Experience has certainly shown that, parents being parents, very few, if indeed any, will place other considerations before the welfare of their children as they see it.

And as long as inferior black education persists, more and more will consider the alternatives. Perhaps it is not widely known that there is an influential group in the country which has the resources and is actively organising to increase the number of non-racial private schools and so expand the alternatives.

But, should you send your child to a private school? In giving the answer, there are certain things you have to face quite realistically.

Your solution is a purely personal remedy which contributes nothing to (and may hamper) the solution of the very serious educational and political problems that confront the community of which you are a member.

Private schools are still tainted with the notoriety of exclusivity and sheer snobbery (based on material wealth). Some of

that must inevitably brush off on to your child. And he may become personally objectionable and socially ostracised.

But, more importantly, in your group area you are turning your child into a maverick. Sending him to a private school does not make him white. It certainly can expose him, both inside and outside school, to some very embarrassing situations (the cadets, the history lessons, separate railway coaches, visits to the cinema, and so on).

And ultimately, of course, whether you like it or not, he will have to make his way through South Africa as a black person, and be suitably equipped to do so.

Even if you take the limited view of a better "education," there are several things to be borne in mind. Passing exams, top priority as no doubt it is, is certainly not all there is to a school.

The hidden curriculum of habits, attitudes, values, priorities and outlook on life, although not consciously taught as school subjects, nevertheless constitute an important part of school life. There are major differences in this respect between private and black schools, which it is certainly unwise to ignore.

But even in the matter of passing exams you might as well be warned: the best of private schools will not turn mother's duck into a swan.

question you are answering.

2. Blue or black ink must be used for written answers. The use of a ball point pen is acceptable. Red or green ink may be used only for underlining, emphasis or for diagrams, for which pencil may also be used.
3. Names must be printed on each separate sheet (e.g. graph paper) where sheets additional to examination book(s) are used.
4. Do not write in the left hand margin.

unless candidates are so instructed.

2. Candidates are not to communicate with other candidates or with any person except the invigilator.
3. No part of an answer book is to be torn out.
4. All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University

Private sector's key role ⁵⁰ in education

Chief Reporter

WITH donations to the Cape Times Bursary Fund nearing a total of R500 000 — the half-way mark in the drive to raise R1 million — the base of the appeal is being broadened.

This was made clear yesterday by the chairman of the fund, Mr Denis Hennessy, when he was interviewed on Radio Today by Nigel Murphy of the SABC.

Mr Hennessy said there were a number of reasons for broadening the appeal.

"First, we need all the funds we can get. The more money we receive, the more bursaries we can give out. Secondly, a lot of the big companies with head offices on the Rand operate in the Cape



Mr Denis Hennessy

Cape Times Bursary Fund, which is linked with the SA Institute of Race Relations bursary department, was announced by Mr Hennessy after a meeting of the board of trustees — all prominent citizens of Cape Town — on April 30.

The announcement was made against the background of an urgent and growing need of skilled manpower in South Africa, and of insufficient opportunities for higher education among a large section of the population, with a consequent squandering of much of the country's talent.

Money donated is being invested and the income will be used to provide study bursaries — hopefully starting next year — for promising young people living in the Western and South-Western Cape and Midlands who are keen to matriculate or go to university or technikon, but who may not be able to afford to do so.

Donations received so far total R462 725.

● Further contributions should be sent to:

The Cape Times Bursary Fund

P O Box 11
CAPE TOWN 8000



and in many other places — so obviously we are making approaches all over the country to try and obtain funds."

Asked by Mr Murphy whether the Cape Times Bursary Fund was not in many ways taking over what was essentially a government function, Mr Hennessy replied:

"No, I don't think we are. I believe the government makes a huge contribution to education, but on an individual basis it's really a matter for the private sector.

"A lot of the big corporations of course have their own funds, so we are directing our efforts mainly at the middle-sized and smaller companies, particularly those that employ non-white labour.

"Then of course there are the individuals; we believe there are a lot of individuals who could help us — no matter how small their donations."

● The founding of the

Many pupils not realising full potential, says report

Own Correspondent

Ten percent of South African pupils under-achieve — a cause for worry in a country with a growing demand for skilled labour.

In a report released in Pretoria, the assistant head of the Education Bureau, Dr A A van der Merwe, says that within 20 years about 500 000 people a year will enter the labour market, of whom only four percent will be whites.

The report, on the problem of the under-achieving child with reference to self-image and future manpower use, was published in the Transvaal Education Department's Education Bulletin.

It says that by the year 2000 black people will constitute 68 percent of matriculants. There will be more than three black matriculants for every white one.

SHORTAGES

Dr van der Merwe lists acute shortages in specialised fields such as physical science and technology.

"Training systems have not kept pace with reality," he says. "Many employees earn more than they deserve — with inflationary results."

"The productivity of workers in South Africa is only one-third of that in the United States and one-fifth of that in countries such as Australia and Canada."

"Certain tendencies point to total abolition of statutory labour reservation. This will result in promotion of

workers who traditionally would not have been considered for higher post levels.

"This will necessitate drastic changes in the wider social field."

Greater sensitivity to social inequalities would be brought about by new career opportunities and more severe competition, Dr van der Merwe said.

POTENTIAL

Quality and not quantity counted in the use of manpower. Every pupil ought to be motivated to realise his full potential.

This meant the problem of the under-achiever had to be tackled and solved.

Under-achievement, said Dr van der Merwe, was reflected when a pupil's achievement in a subject or standard was markedly lower than his intellectual abilities led one to expect. This expectation was usually based on the results of standard intelligence tests.

Dr van der Merwe said some under-achievers were chronic, such as a pupil whose achievement was constantly below his potential. Such a pupil could be identified only by a very sensitive observer.

The circumstantial under-achiever was one who under-achieved academically because of disruptive circumstances such as illness, death of a parent, developmental problems or transfer to another school. Such under-achievement was usually temporary, Dr van der Merwe said.

PROBLEMS

The over-ambitious parent, who expected too much of the child

or tried to live out his own unrealised ambitions through the child, also presented a problem.

School factors also contributed to under-achievement, such as a bored teacher who transferred lack of interest to the pupils.

"The teacher who is easily satisfied is himself an underachiever. Pupils must be confronted with challenges but the teacher must accept and understand each child as he is. If he neglects to set realistic goals he could induce discouragement or boredom, both of which occasion under-achievement," the report says.

It found the under-achievers were lazy, apathetic, bored, rebellious, asocial, dreamy and if gifted especially restless.

Under-achievers were transferred from one school to another more often than achievers. The career under-achievers wished to follow were often practical and they tended to leave school early to enter the labour market.

INFERIOR

Twice as many boys as girls under-achieved, Dr van der Merwe said. Under-achievers have a negative self-image and felt inferior. But under-achievement could also result from physical causes such as poor hearing, poor vision, poor teeth or malnutrition.

It was important to detect symptoms early so problems could be remedied. There were several methods of combating under-achievement, which, in effect, changed the negative self-image to a positive one.

Each piece of work should offer a challenge to the pupil, but the teacher should be sure the pupil's chances of success were favourable, the report said.

Under-achievers questioned the relevance of subject matter which, if it was foreign to life, did not interest them. (The curriculum should therefore contain subject matter closely related to life.

OPTIMISM

With the necessary respect, warmth and discipline there should be a gradual shift from a negative to a positive self-image which would mean the under-achiever would become optimistic about the future, gain self-confidence, be proud of achievements and become sociable.

Motivation should be aimed at self-realisation and bringing the pupil to the point where he would compete with himself because he wanted to attain better results each time.

Children had difficulty in relating intellectual achievements of the present to career successes in the future, the report said.

Demand for more African setworks

Mall Correspondent

CAPE TOWN. — South African schools have too hefty a dose of Victorian literature in their syllabi and not nearly enough African literature — black and white. This is one of the conclusions arrived at by Mrs Jane Reid, who received her Masters degree in English with distinction at the mid-year graduation ceremony at the University of Cape Town at the weekend. Her thesis was entitled "English literature set books in South African senior schools".

Wife of British diplomat Mr Martin Reid, Mrs Reid also holds a MA in English from Oxford University, has taught in comprehensive schools in England, lectured at the University of Malawi and more recently worked in the English department at UCT.

When she first came to Cape Town Mrs Reid taught at the St Francis adult school in Langa.

"In 1979 the Std 8 set work there was 'Leon Solves the Mystery' by Topsy Smith,"

Mrs Reid recalls.

"It was just so totally unsuitable as literature — being far too juvenile — that it started me thinking."

Her interest in the matter aroused, Mrs Reid began an investigation into all the books set in South Africa for Stds 8, 9 and 10.

"I felt that here was something which needed attention and towards which I could make a contribution," she said.

Among the conclusions of her study is that too much Victorian and not enough African and contemporary literature is set in South African schools.

"By 'African' I mean both black and white," Mrs Reid explained.

She said there were no black setworks in Cape schools although other parts of the country did have "Things Fall Apart" by West African Chinua Achebe either set or recommended.

Mrs Reid believes that to make pupils "slog" over books tends to kill their interest in reading.

"I think it is of vital importance to get pupils to enjoy reading. If you give them books that have no interest

Education reform vital for peace, teachers told

Mall Correspondent

CAPE TOWN. — If teachers' associations continue to walk around the real issues and the Government continues to ignore the black issues highlighted in the De Lange Report, "we could find ourselves back with the 1976 and 1980 crises".

Leading SA educationist, Dr Ken Hartshorne, gave this warning to 200 teachers meeting for the 95th Conference of the SA Teachers' Association.

Speaking on school governance as recommended in the De Lange Report, Dr Hartshorne, a key figure in the commission, said that after 45 years in black education he "always felt a sense of unreality" when he met those involved in white education.

He said he wondered at the "euphoria" and remarks about the "congeniality" between the teachers' associations which had come out since the conference started on Friday.

The reason for the congeniality was that teachers' organisations have agreed to differ and they walk around the real issues, Dr Hartshorne said.

"It is the responsibility of the teachers' associations to break this deadlock. How can you expect the common man to come to terms with the problems facing us when the teachers cannot?"

"If you don't move ahead you will become part of the problem and not the solution."

Dr Hartshorne said the "main spirit" behind the commission's recommendations for a new education structure — one ministry and department, a South African council for education and compact regional units — was to give equal opportunity for all.

Parents and teachers were tired of being prescribed to by distant bureaucracy and wanted to have a say in what the children were taught, he said.

However, one had to guard against parental decisions causing divisions, limiting the pupils' horizons or inhibiting the broad policy dedicated to non-racialism and equality.

He said this, however, could be solved if parents were given options and that one way to create options would be to give schools more autonomy making them the basic management unit in education.

If schools were to become the basic management unit then the principal should be seen as the managing director with full voting rights and not as an instrument of policy, Dr Hartshorne said.

"His first responsibility is to the children and the society from which they come, his second to the profession and only thirdly to that body which pays his salary."

Dr Hartshorne called on teachers and parents to "stop working in isolation" and "find each other in the interests of the pupils."

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A CONFIDENTIAL circular sent out to school principals by the Natal Education Department recommends the formation of bomb-search, first aid and fire-fighting teams within schools as part of a stepping up of emergency preparedness.

Asked if children would play a part in the bomb-search and fire-fighting teams Mr Solomon "Sol" Levinsohn, who is to become Natal's new Director of Education in August, said this week that the department was "looking at the legal implications of doing this kind of thing."

He said that the department certainly wouldn't allow any child to participate without the permission of the parents, who "would have to understand the full implications of the matter." Only older children might conceivably be involved.

Mr Levinsohn emphasised that the point of the recommendations was to ensure the maximum safety of school-children and to enable schools to act appropriately in any kind of emergency, whether a bomb threat, fire or natural disaster.

"In the event of all these things I think



LEVINSOHN . . . Only with parents' permission

every school should have some sort of emergency plan," he said.

The department had had a number of anonymous callers saying that bombs had been planted in schools. "We have received such calls periodically over the years. Fortunately they have all been pranks — but one never knows."

Mr Levinsohn said he had personally drawn up the circular at the end of last year, consolidating earlier circulars and providing schools with comprehensive emergency guidelines.

The overall document, which was sent to principals, was confidential but Mr Levinsohn gave indication of some of its contents.

Apart from the formation of the various action squads to ensure that different emergencies were dealt with effectively it suggests evacuation and security procedures.

One of these was that every child should ensure that he has picked up all paper from the floor and places his chair on his desk before leaving school.

"It has an educational bias — I am a very strong protagonist that children should learn from the start to keep their environment clean — but it also has the dimension that you can recognise any foreign element placed in a class" said Mr Levinsohn.

He said the department was also spending some money training teachers in first aid so they could instruct children in first aid teams.

He said schools had always had fire fighting equipment and fire procedures. "There are other things that can happen in this day and age."

Asked about the

bomb-search teams, he said: "Well I think wherever at all possible that would be put in the hands of the authorities like the police."

"I want to emphasise that the department does not want to create a fear psychosis. We must be very careful not to create the impression that the department is suddenly saying to schools that they are on the verge of suffering some emergency, civil disturbance or anything, that is not the attitude

"But I believe in the old adage that a stitch in time is worth nine. Let's assume something should happen in one of our schools — we would be very seriously criticised if we had done absolutely nothing."

Asked whether the new guidelines were akin to those found in siege states like Rhodesia and Israel, Mr Levinsohn said: "Nowhere near anything like that. We have never seen ourselves as being in the situation of having to turn our schools into sort of fortresses."

The proposals were "timeous action to make people aware of the type of possibility and in such event ensure our schools would be prepared, know where to seek assistance and proceed so as to ensure minimum possibility of injury to our children."

Mr Chris Heese, president of the Afrikaans teachers' society (NOU), said his organisation favoured the increased emergency vigilance, while the chairman of the Natal Teachers' Society, Mrs Pixie Hardman, said the NTS was currently involved in discussions with the NED on the matter and so would not care to comment at this stage.

By ANTHONY SWIFT
27/6/82
50
NATAL EDUCATION DEPARTMENT PLAN TO STEP UP
BOMB SEARCHERS OF BOMBERS

SCHOOLS' SECURITY!

Free books prepare

ARBUS 29/6/82 50

society for dole — De Lange

WILDERNESS. — South Africans should get rid of the idea of free education, Professor J P de Lange, chairman of the Human Sciences Research Council committee, which investigated education last year, said last night.

Professor de Lange said poverty should not exclude anyone from a

proper education. Help should be given to those who needed it.

"However, by providing free books, for example, you are preparing a society to live on the dole.

"Besides anything else, you are creating negative learning conditions. A book must be a personal learning instrument." Professor de Lange said.

DT ROOM
'Fear' of spending too much on gifted

Computer — new school subject?

ARBUS 29/6/82 50

Education Reporter
WILDERNESS. — Computer literacy will have to be introduced at primary school level in the near future. Professor J P de Lange, principal of the Rand Afrikaans University, told delegates last night.

Delivering the keynote address on change and renewal in education, Professor de Lange said computer literacy was becoming as important as alphabetical literacy.

This recommendation had not been included in the De Lange report on education.

"The moment human beings externalise their memories they need the skill to unlock that memory. You are illiterate in this world if you are precluded from the memories stored in the data banks in computers," he said.

Teachers would have to achieve this literacy first.

READINESS

Professor de Lange emphasised the importance of school readiness, saying that the quality of home life discussion and books defined success in formal education to a larger extent than people admitted.

Many children did not have these, and the only way to reach them was through their parents.

Non-formal adult education which must improve the quality of the adult's life was a vital component in the education system.

The policy of pouring public funds into formal education was misdirected. About 58 percent of the black and 46 percent of the coloured population dropped out in the first four years of schooling because they were not "ready" for formal education.

FEWER TEACHERS

Professor de Lange expressed concern that whites were abdicating their responsibility to educate their young. They were increasingly going into commerce and industry and not considering teaching as a career.

"Fortunately it is happening at a time when white teachers are becoming less needed."

Estimates indicated that substantially fewer white teachers would be needed in white schools in the next 40 years.

With the shift in emphasis from formal to non-formal education, the non-formal trainers would have to be taught how to teach.

Professor de Lange said that teachers would have to broaden their outlook to include all instructors in a registered body.



Professor J P de Lange

WILDERNESS — There was a fear that too much money would be spent on special education. Dr Kobus Neethling, the Cape Education Department planner for gifted children, said yesterday.

He said people had a love-hate relationship with gifted education.

"On the one hand we are proud when a gifted person invents something for the world. But there is a fear that a new elite class will emerge.

"How do you measure the contribution to society of a gifted child? An Einstein cannot be measured in money," he said.

R2000m cost of equal education

50 Star
30/6/82

The cost of bringing black education to the level of white education will be at least R2000 million, says the new Director-General of the Department of Education and Training, Dr Abraham Fourie.

He adds that money alone will not do the trick.

Dr Fourie, who took over the helm of black education from Mr G Rousseau, said: "It would take several years — even if the required funds and qualified manpower were put at the department's disposal."

Dr Fourie has been involved with black education since 1956. He takes a particular interest in personnel development and would not object to admitting black personnel to all levels in his department as long as they were suitably qualified.

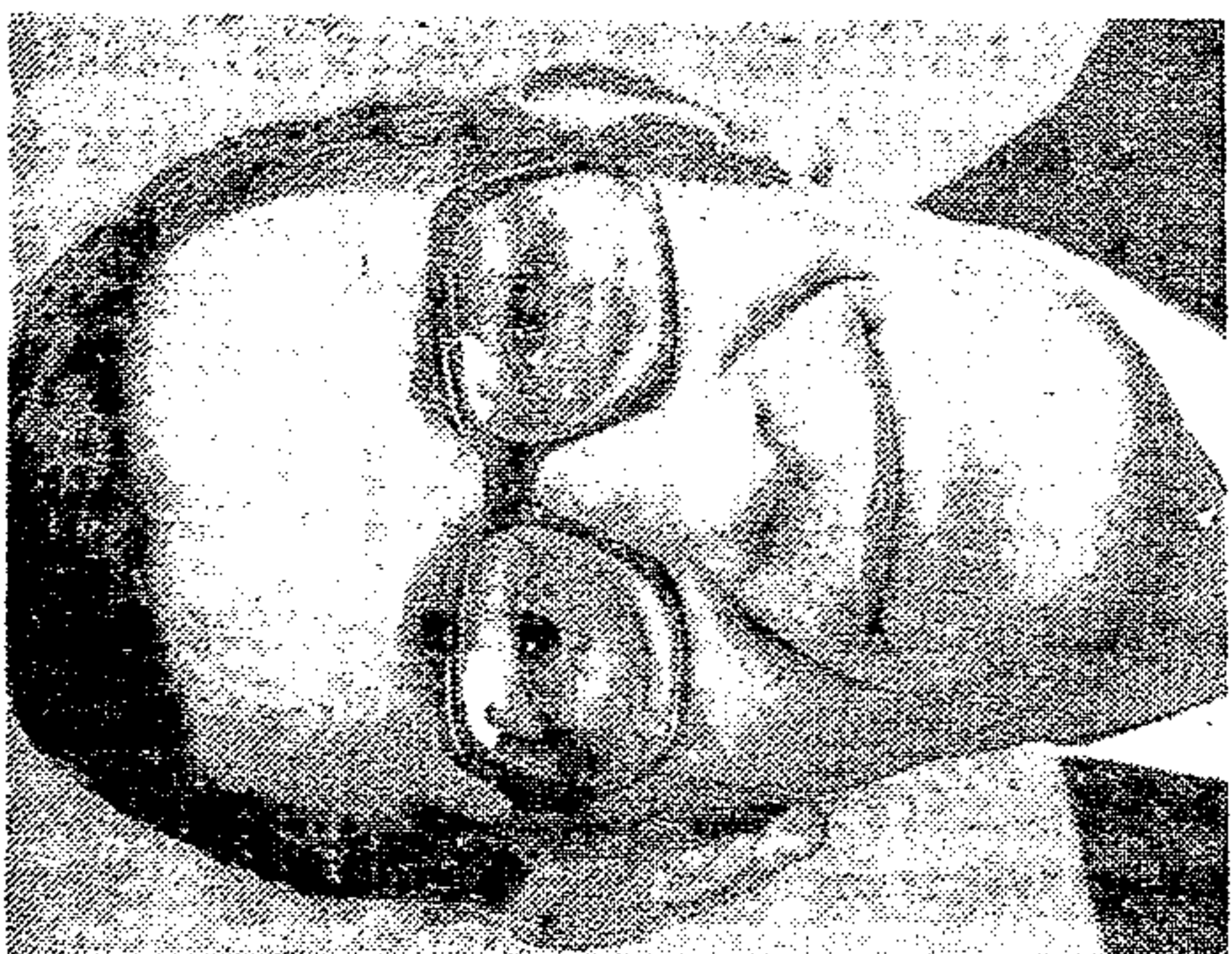
When asked why black educationists had not been admitted to the higher echelons of the department's head office, he replied the employment of black personnel was governed by various Acts.

Under the Public Service Act the most senior post held by a black civil servant in the Department of Education and Training had been that of inspector of education.

In terms of the Education Act of 1979 the most senior post held by a black staff member had been rector of a teachers' training college.

The various university Acts made provi-

The time has come for black education to be just that — education, not training, the new Director-General of the Department of Education and Training, Dr Abraham Fourie (right), has told SHERYL RAINE of The Star's Pretoria Bureau.



Developing the school into a functioning unit, able to offer relatively deprived black children a range of experiences which would build their self-confidence and equip them for life in a sophisticated Western civilisation.

"I make a very clear distinction between training and education," said Dr Fourie. "The time has come for black education to become just that."

Theoretically, he said, it would not take a lot of money to convert a school from a place of rote learning to a place of educational experience.

What about resentment among black pupils concerning an imbalance of educational facilities from one district to another, he was asked.

For instance, it was believed that school pupils on the East Rand were resentful of Soweto receiving so much in the way of physical facilities, teacher training and adult education following the Soweto riots of 1976.

"I have great sympathy for regions which are not so fortunate," said Dr Fourie. "There has been no deliberate discrimination despite claims that the 1976 riots brought benefits to Soweto."

"The riots certainly focused attention on Soweto, especially as far as the private sector is concerned. Companies in the Witwatersrand

areas most often approach us to make donations to Soweto. We encourage them to donate funds to other areas too.

"But it's not entirely true to say that the riots brought benefits to Soweto. If violence had brought gains to Soweto then why has it not brought benefits to other areas like the Eastern Cape where unrest has also occurred."

There were several education programmes put into effect just before the Soweto riots which gathered momentum after violence flared, explained Dr Fourie. He conceded that certain departmental programmes may have been accelerated as a result of the 1976 events.

Dr Fourie pointed out significant ideological changes since the days of Bantu education.

Under Bantu education, secondary schooling, technical training and university education were to be offered only in black states or homelands. Primary school education had been the main priority in Bantu education days.

"Today our target is to provide secondary schooling and technical education within South Africa. The launching of Vista University with branches in many black urban areas departs dramatically from the guidelines of Bantu education," Dr Fourie said.

He concluded that he faced his new job convinced "about the Government's positive commitment to black education".

the highest positions in his department.

Dr Fourie has four major goals for the key Government department he heads:

- Improving the quality of education and the quality of teaching in black classrooms.

- Developing personnel in broadest sense — not only teachers but administrative staff as well.

- Meeting the physical needs of the department by building enough classrooms.

At present the teacher-pupil ratio is 1:42 but the classroom-pupil ratio is 1:14. South Africa needs to build about 2000 classrooms a year to cope with black education needs.

posts, in DET, including those in head office were black, then there would be some validity to claims by the Government that blacks have the right of self-determination as far as education is concerned," Mr Peteni declared.

To Dr Fourie, the whole concept of "head office" was dated.

"We are decentralising," he said. "The idea of an all-powerful head office is no longer accurate."

He said the department's personnel policy was to find suitably qualified blacks to fill existing posts. Dr Fourie saw no immediate legal barriers to the advancement of black educationists to

sion for the advancement of black personnel to the level of rector of a university and under the Technikon Act a black staff member may be rector of a technikon.

"The question of blacks — or rather, no blacks — in top jobs in black education is a sensitive one.

Earlier this year Mr R L. Peteni, in his presidential address to the annual conference of the African Teachers' Association of South Africa launched a blistering attack on the lack of black participation in top-level decision-making in the Department of Education and Training (DET).

"If the majority of officials holding top

Blind men help to build a special school

50

E. Post
27/1/62

By JANE STREAK
SO keen are the blind workers of the Port Elizabeth Blind Society to get a school up for the blind children in New Brighton, that they are doing the job themselves.

This week a working party of blind men were busy throwing concrete for the school floors. Under supervision, they shovelled the concrete into forms and levelled it with planks.

Fortunately for the society, the ready-mixed concrete was sold to them at a greatly reduced price, but funds are still needed to finance the rest of the building.

"We've started on our own and with our own resources," said a member of

the Welfare Committee of the society, Mr Denis Glending.

"Fortunately we have some prefab units which we can make use of but, sadly, this week a large number of the windows and doors were stolen. To replace them will cost at least R600."

A local motor company has offered a truck to transport the material to New Brighton from Young Park and this will be a big saving and help to the workers.

Mr Ian Smith, a Round Tabler, has offered his organising skills for the transportation.

Building work started four weeks ago and the rest of the building will be constructed by volunteers.

Round Tablers and the blind workers.

One of the workers, Mr Martin Peter, told Weekend Post the blind workers were only able to work on Saturday mornings for four hours and this delayed building considerably.

A teacher for the new school has already been found and a retired Port Elizabeth builder has offered his services to supervise these resolute men who want to have the school ready as soon as possible.

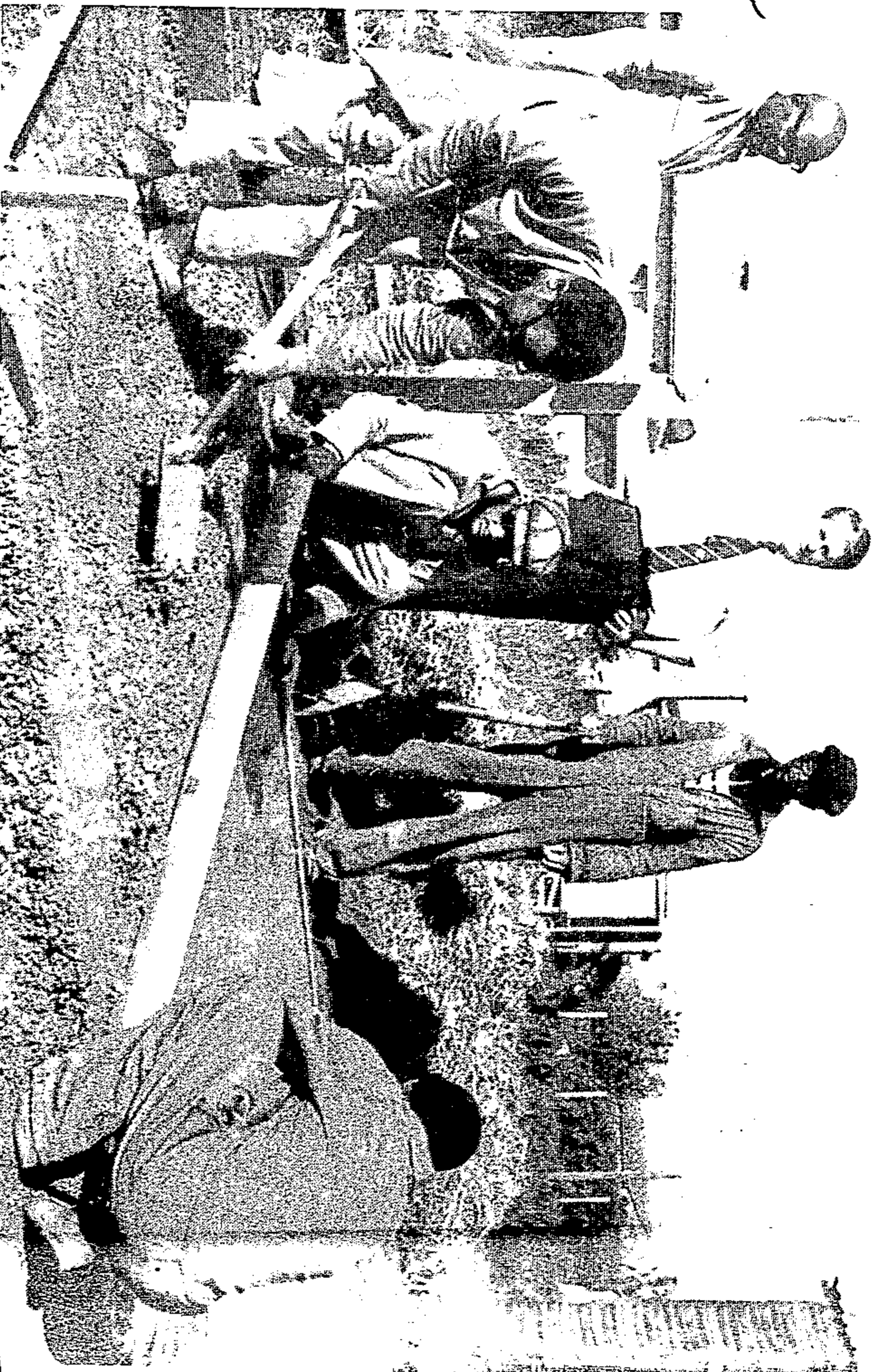
The school will cost about R1 000 and then Mr Glending hopes to build another school near Young Park.

It will be ideally situated because it is surrounded by white, coloured and black residential areas.

"Being so close to all these areas we could really develop it into something big," he said.

Mr Glending hopes the two schools will later become workshops and house the weaving and spinning operations of the society.

There will be a mobility instructor to teach the blind to use their white sticks effectively and get around safely.



Workers from the Port Elizabeth Society for the Blind started laying the ready-mixed concrete this week for the new children's school in New Brighton. Assisting them is the manager of the society, Mr DENIS GLENDING. All going well, the building should be finished in three weeks.

Retarded
Indian ⁵⁰ pupils get
a school

A school for retarded Indian children, the first in the Transvaal to provide residential facilities, is to be opened early next year in Lenasia.

The school is expected to cost nearly R3-million.

At present classes are being held at a temporary site at Vlakfontein Farm which belongs to the Department of Community Development.

Of the 150 pupils the school can accept, 90 will be accommodated at the hostel.

Children of pre-school age will also be cared for at the school, making it the first educational centre for Indian retarded children to include a nursery school.

The school will have two-way mirrors in each classroom, and parents will be invited to spend a day observing the way their children are taught in order to continue their training in the home.

The school will have its own assessment centre and will employ its own para-medical staff. There will be two teachers for every group of 10 pupils.

Teenagers will attend a vocational unit. "We want to equip these youngsters with a vocation so they do not suffer later in life," said Mr P Singh, the principal of the Johannesburg Indian Social Welfare Association (Jiswa) training centre.

"We are planning to build a school hall and we are hoping to install a swimming pool so we can provide water therapy," he said.

The state-subsidised school will be run under the auspices of Jiswa which will pay five percent towards the costs.

"At the beginning of the year we had 50 children. Today we have 80. Now that people know this facility is available they are coming forward, and we expect even more in the future.

"There is a real need for a school of this kind, especially one which has a hostel," Mr Singh said.

A member of the board of the Jiswa training centre, Mr I F J Mayet, said: "We started about 12 years ago with only 10 children. In those days most people kept these children hidden away. Now people are becoming more aware and retardation is becoming more acceptable."

430

'Change of ^{Mercury} heart needed' ⁵⁰ for the schools ^{2/7/82}

By NAGOOR BISSETTY

THE president of the Teachers' Association of South Africa, Mr Pat Samuels, says people seeking integration in schools through an open-admission system will have to make an 'honest and sincere endeavour' to change the political system so that it may allow for an open society.

Greater freedom in work called for

Mercury Reporter

TEACHERS should not allow themselves to be reduced to the level of functionaries, appearing to be instruments in the execution of ideology, Prof M J Ashley, dean of the Faculty of Education at the University of Cape Town, said in Durban yesterday.

Opening the annual congress of the Teachers' Association, representing more than 5 000 Indian teachers, he said teachers cast in this role could never enjoy real status because the ethical base of that status was immediately destroyed.

The process would obviously be reinforced if the ideology was unacceptable to the community concerned. Teachers must be seen to be agents of empowerment, not agents of oppression.

'For this to happen they must have individual autonomy and professional freedom in their work, be able to make decisions and be seen as people who are treated with dignity and respect.

'The status of teachers needs to be high if democracy is to have a chance in our country because the ethical base on which such status rests is vital to the development of minds that love and expect individual freedom.'

'Unless that happens the integrationists will always be chasing the ends of rainbows,' he said yesterday when addressing more than 1 000 teachers at the association's congress opening in the Durban City Hall.

He said: 'For those who have merely voiced equality in our schools — the foremost voice in recent times has been that of the Human Sciences Research Council's De Lange Report — there is no real need for political change.

Inspection

'All that is required is a change of heart by those in control so that sad deprivation, wherever it exists, may be eradicated.

'In such circumstances, the "separate but equal" policy of the State will be given a boost and the control and administration of education will reflect the single system image that it is.'

Turning to Indian schools and inspections of teachers' work, Mr Samuels said the association's research bureau had found that restrictions on teachers' academic freedom caused much stress among them.

He said constant 'oversupervision' of a teacher's work and a high incidence of report-making, a feature common in Indian schools, also added to the problem of restrictions on academic freedom.

'This practice has been a most damaging blow to the quality of much of our education and has had the unfortunate effect of lowering the status of the teaching profession before its own eyes,' he said.

Matthee reacts to all-race school move

50 Mercury 10/7/82

Political Reporter

THE Natal Teachers' Society may as well suggest that schools such as Durban High School, Glenwood and Durban Girls' High be opened to all races, Mr Cliff Matthee, MPC for Durban Central, said yesterday.

He was reacting to a motion approved by the NTS conference on Thursday calling on the education department to allow all races to share or take over under-utilised white schools.

Among the schools mentioned at the conference as being suitable for sharing were Mansfield Junior and High schools, both of which are in the Durban Central constituency.

Mr Matthee said the New Republic Party supported integration at tertiary level but not at school level — be it secondary or primary school.

There are good cultur-

al, sociological and religious grounds for this. Also, I don't believe parents or pupils would accept mixed education at school level.

'As far as the NRP is concerned, if there are schools totally vacant in white areas we would negotiate with the Government to have them used by pupils of other race groups. But we don't believe in forced integration.'

Mr Matthee said that private schools were well equipped to cater for multiracial education.

'Anyone who suggests that we open provincial schools is out of touch with the situation.'

'There is scope at tertiary level. I've said before that Edgewood Training College should be made available to train coloured teachers so that they can provide a high standard of education to

pupils. I base my reasons on a practical point of view.'

Dr Gerald Hosking, Director of Education in Natal, said recommendations of the type proposed by the NTS were political decisions.

'What does strike me is that, judging from the report in the Mercury, little cognisance appears to have been taken of demographic, social and cultural realities and the impact of these on any system of education, be it in South Africa, Belgium, the Soviet Union or elsewhere.'

Dr Hosking said the De Lange Commission recommendations were not nearly as specific as the 'tenor of the Mercury report suggests' as the case with the motion passed at the NTS conference.

'There are open questions (in education) which are being considered by a working group appointed by the Cabinet.'

11/18/82 S. Times

Handicapped kids may lose out

(50)
~~28~~

A SCHOOL for heavily handicapped kindergarten children in Port Elizabeth could be forced to close because it has to vacate its premises.

The welfare committee that runs the Aurora Nursery School for Handicapped Children has been told it has to vacate the premises in Harrower Road as soon as it finds alternative accommodation.

The child welfare organisation which owns the building needs the former creche for its own use.

Mrs Joan Goosen, chairman of the Aurora committee, said this week that her committee hoped to build a

By PETER MALHERBE

school but that their fundraising drive had netted only R20 000.

Struggling

A new school would cost about R100 000.

"We will do anything to keep the school going, but we are struggling at the moment."

She said that when she had talked of closure, parents had reacted with great dismay.

"While the schooling is good for the development of the child, it also makes it easier for their families to cope," said Mrs Goosen.

The Aurora school is the only nursery school for handicapped children in Port Elizabeth.

At present the school has 17 students, including a few older children who cannot be accepted at schools for the handicapped in the city.

"They accept only students who are classified as 'trainable', so we keep them on here," said Mrs Goosen.

GENERAL NEWS

NUSAS GOES education 'crisis'

By Moura Levy

Education — weapon and tool, was the theme of last week's annual Nusas festival and reflects the student union's growing concern over South Africa's education system.

In keeping with the 1982 slogan — Campus Action for Democracy — "it is a call on students to critically examine their own university and the role it plays in society," Nusas president Mr. Joffe told the festival.

Last year's, when student participation in the national Republic Day and Free Mandela campaigns have given way to "an emphasis on internal education," he said.

"We must contest problems within our universities, and discuss issues, for example our participation in the South African Defence Force," Mr. Joffe told an audience of more than 200 in a panel.

Criticism extended beyond the confines of the university, however, he said.

"There is an education crisis in South Africa, an area we must critically examine. The serious shortage of skilled workers in this country shows clearly the education system cannot cope. The majority of pupils and students have rejected the type of education forced on them," Mr. Joffe said.

Nusas believed its primary function was to inform and educate white students who have rejected the type of education forced on them, Mr. Joffe said.

About a quarter of the participants at the festival were black students — members of the Congress of South African Students and the Azanian Students Organisation.

students — yet it's growing relationship "democratic" with black students was considered a "significant development".

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Star

14/7/82

Danie Steyn prepares for a daunting task

As Danie Steyn steps into the long-cold shoes of his predecessor, Ferdie Hartzenberg, there are many who believe the new Minister of Education and Training has one of the toughest jobs in the country.

The demands for black education are immense.

A shortage of trained manpower is already stifling the country's economic growth.

The financial health of the country leaves a lot to be desired.

And Mr Steyn could be forgiven for feeling as though his portfolio was set in a goldfish bowl as international and national interest in black education continues to mount.

Although Mr Steyn (MP for Wonderboom) has denied that Dr Hartzenberg's breakaway Party earlier this year reflected negatively on the department, the fact that DET has not had a minister of its own for almost five months must have taken its toll.

Dr Hartzenberg's conservative political record must also have had influence in the sensitive field of black education.

Since Dr Hartzenberg's departure, DET has fallen under the already-extended wing of Dr Dawie de Villiers, Minister of Industrial Affairs, Trade and Commerce.

From August 1, Mr Steyn (59) will be in control — but, by his

The new Minister of Education and Training sees no merit in a single education department for all races. But he has a list of priorities for black schooling, writes Sheryl Raine of The Star's Pretoria Bureau.

own admission, he has a lot to learn and is a little daunted at the immensity of his task.

As in the case of several cabinet ministers placed in charge of educating various races in the past, Mr Steyn has no direct experience. Dr Hartzenberg, for example, was an agricultural graduate with experience in Bantu administration.

As Deputy Minister of Finance and as an electrical engineer with Armcor before that, education science is not Mr Steyn's field. But his enthusiasm for his new portfolio is obvious.

Beside reading for the new Minister of DET in the coming weeks will be the De Lange investigation's report on education. He hasn't read it yet and was not in a position to comment on the likelihood of its recommendations being implemented.

One advantage he has, however, is that he has seen the educational field from the other end of the telescope: He has seen the country's needs in great detail since joining the Department of

Finance at the end of 1980.

Already he has a list of priorities which he sees as vital in black education.

His most dramatic statement in a recent interview with The Star concerned the admission of blacks to the planning levels of education.

It has long been a sore point with black educationists that they have not been admitted to the higher echelons of administration, particularly education planning.

"It is of the utmost importance that black educationists be part of the planning structure in black education," said Mr Steyn. "I would like to plan with the people, not for them. If you don't plan with people they cannot become conversant with the needs of planning in the educational structure. The sooner they become involved the sooner they can become autonomous."

His statement on education planning might be interpreted as heartening, but he had bad news for those who have called for a single

Budget boosts

Budget growth of DET compared with other Government departments:

| Year | DET | % |
|---------|-------------------|------|
| 1977/79 | DET | 22.5 |
| | Other departments | 13.6 |
| 1979/80 | DET | 26.3 |
| | Other departments | 13.7 |
| 1980/81 | DET | 34.4 |
| | Other departments | 16.4 |
| 1981/82 | DET | 51.4 |
| | Other departments | 17.0 |
| 1982/83 | DET | 28.7 |
| | Other departments | 13.7 |

Other statistics the new Minister will have to grapple with:

Teacher qualifications: In 1981 teacher qualifications were estimated by DET as follows (excluding black states):

15 percent of all teachers were unqualified. 11.6 percent had Standard 6 plus a lower primary teacher's certificate 56 percent had a higher primary certificate or Standard 8 and a primary teacher's certificate.

17.3 percent had a senior teacher's certificate or higher and professional qualification.

In 1982 DET estimated there were 5.5 million black school pupils in South Africa and the homelands. By 2000 there will be 12.7 million.

The drop-out rate in black schools, although reduced from 20 years ago, is still considerable.

The number of Sub A pupils who reached secondary schools in 1981 was 36 out of 100.

The number of Sub A's who reached Standard 10 in 1981 was 90 out of 1 000.

Although the pupil-teacher ratio in black schools averages 1:43 the pupil-classroom ratio is 1:54.

education department for all races.

"I see no merit in forming one education department, he said. "The minute you have one department you cannot avoid the problem of equating and comparing the various education structures."

To Mr Steyn such comparisons are a waste of energy.

tional and differentiation in black education as two important goals."

Management and trade training are important stepping stones, he says, for the emergence of a formal black business sector.

Mr Steyn will look almost immediately at the possibility of upgrading the facilities available to blacks and the supply of new classrooms.

The pupil-teacher ratios in black schools, currently at 1:43, are being reduced according to plan but the pupil-classroom ratio of 1:54 is unacceptable, he says.

Co-ordinating education in the various national states and South Africa is another concern that will capture Mr Steyn's attention.

To him, the education departments of the homelands and DET have the same task and he hopes to forge close ties with the national states to overcome mutual problems.

But plans for education, and the expansion of black education in particular, will be tempered by the harsh realities of the balance sheet.

"The country is going through a very difficult time financially," Mr Steyn said.

The budget of the Department of Education and Training could only be expanded within the means of the country and DET would have to take cognisance of the priorities operating in South Africa. "One of my first tasks

will be to establish the priority of the department in conjunction with others," said Mr Steyn.

In the last five years, DET has enjoyed a budget which has grown far more rapidly than any other department but in the years ahead the growth will almost certainly be a lot less despite Government assurances that it is committed to improving black education.

Even at the beginning of the current financial year the money crunch could be seen looming. Signs of the times were reflected in the budget figures.

The 1982/3 budget for DET grew by 28.7 percent compared with a massive 51.4 percent in 1981/82 (see table).

Danie Steyn . . . obvious enthusiasm.

At the same time the needs of the department continue to grow. Among other things, DET needs at least 10

to 12 000 newly qualified teachers a year to reach the year 2 000 on target. To keep up with enrolment figures the department needs to build 2 000 classrooms a year.

And at a time when financial demands on the country's resources are rising the thought of 12.7 million pupils in black schools by the year 2 000 is formidable.

No matter how creative or committed Mr Steyn will be in his new position, his scope of action will be governed by the government matter he has worked with most — money.



Man With Soweto on the mind

Soweto's education chief, Mr Jaap Strydom, has rejuvenated the township's demoralised education system over the last six years. On September 1 he becomes director of black education planning for South Africa. ANTHONY DUGAN spoke to him about the difficult years behind and the challenges of education today.

In the tense days of post-unrest 1976, Jaap Strydom moved through Soweto, willing new life into a demoralised education system and wondering whether the wounds in the hearts and minds of so many would ever heal.

His first effort when he arrived in Soweto in September 1976, was to urge open communication between teachers and children and between educationists and authorities, which had been shut tight by the violent confrontations of the mid-seventies.

In his early public relations work he had to be sensitive to the bruised feelings of people who felt they had been treated with contempt by earlier education and Govern-

ment authorities. He also had to sell an education system which was regarded as inferior, under-financed and politically rather than educationally motivated.

Under his forceful and imaginative administration Soweto has shaken off the image of shabby classrooms almost bursting with the numbers of children trying to get in and teachers brought to the brink of apathy and despair by their inability to cope.

Modern schools identical to the structures in white areas, a choice

of four streams (commercial, technical, scientific and academic) for secondary pupils, courses in electronics and computer science that have put Soweto pupils ahead of many of their white counterparts, in-service courses for teachers to improve their qualifications.

Also the situation of the teachers has so vastly improved during the past few years — conditions of service the same as those for white teachers, pay parity for the properly qualified, subsidised housing loans — that teaching has now become a far

prise to make the one contribution which only it is in a position to make — seconding trained personnel (particularly in technical fields) to the Department of Education and Training for a year or two to help train more teachers.

A few large firms are already doing this, but generally the response has been disappointing.

However, there has been a multimillion rand investment by firms in facilities, courses and other schemes in Soweto over the past five years.

Besides this, many

companies have become involved in an adopt-a-school scheme which Mr Strydom believes will be valuable for the businessmen and the community.

"What we have achieved so far is only the first step. There is much more to be done," he said.

On September 1, Mr Strydom will go to the head office of the Department of Education and Training in Pretoria as chief director of education planning for all black schools outside the homelands.

"I should know by

more attractive career," Mr Strydom said.

But this has not brought anywhere near enough qualified people into the profession.

More than half the 6 000 teachers in Soweto still do not have full matriculation certificates, making it difficult to upgrade the quality of education.

Numbers in secondary schools have almost quadrupled during the past five years (from 16 000 to 58 000) and there are not enough qualified teachers to cope with today's demands.

This is the background to Mr Strydom's call earlier this year for private enter-

now the shortcomings and strong points of the department," he said.

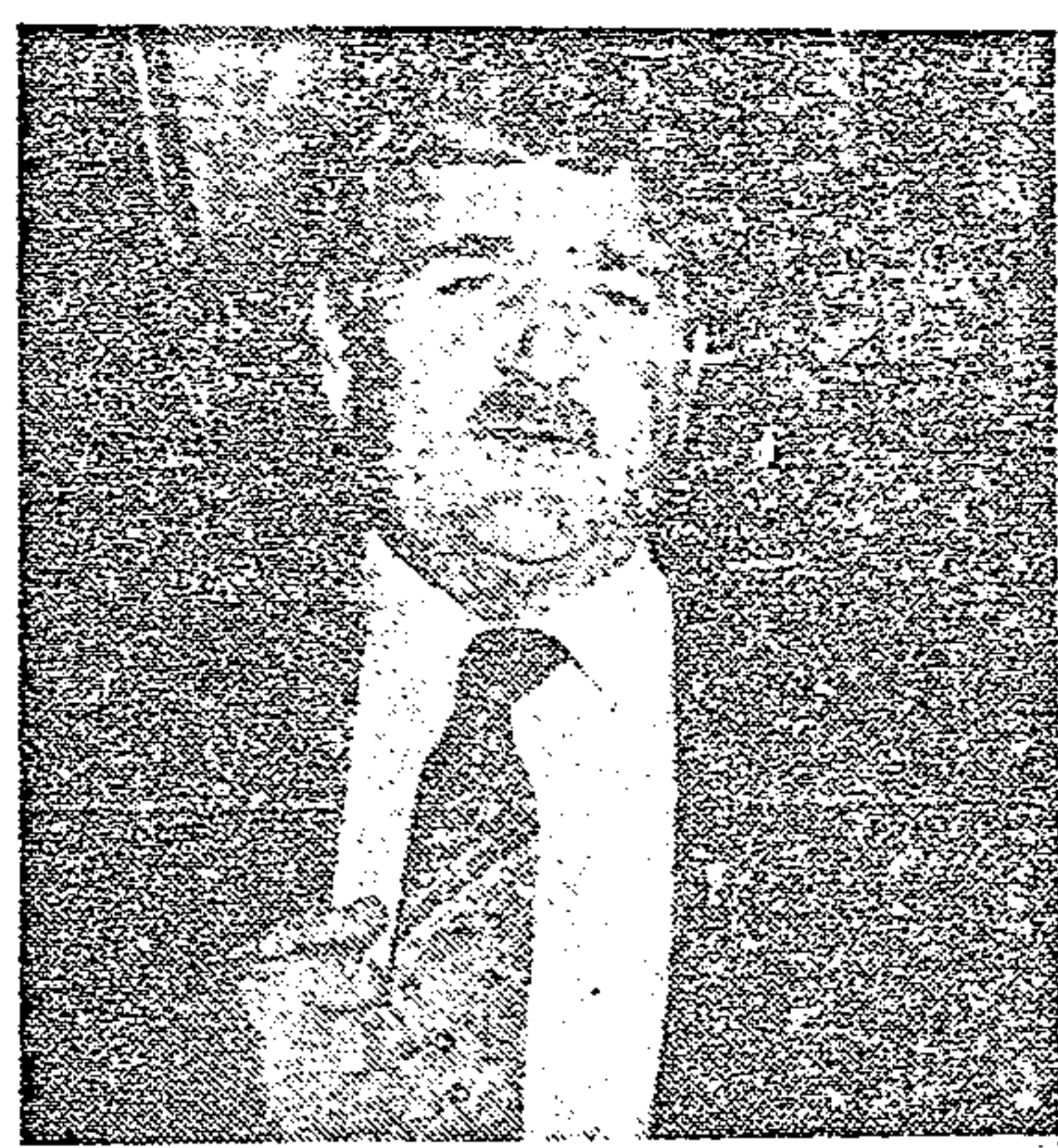
Mr Strydom still has several hopes for Soweto — his unfinished business. "I wanted to get an agricultural school going because it is essential to give city-dwellers the chance to choose farming as a career.

"I also think Soweto warrants a fully-fledged technikon. I hope it gets one in the not too distant future."

Soweto teachers point to his achievements with pride—the break-

through in training teachers of technical subjects (135 are now teaching these subjects at 13 high schools), the successful orientation programmes in electronics, computer science, mechanics, technical drawing and other subjects, and the increase in commercial education (31 schools are now giving commercial subjects).

The question however, is: will he be able to have much control (something he did have as regional director in Soweto and Alexandra) over the final picture?



Mr Jaap Strydom . . . restoring communication wasn't easy.

Spec 15/7/82
MOVES ON

Mrs G. Smith.

Changes in education welcomed

(50)
D. Dispatch
16/7/82

EAST LONDON — The unqualified acceptance by the government of the principle of the provision of equal education for all was a landmark in the country's history, the chairman of education affairs for the East London Business and Professional Women's Club, Mrs G. Smith, said at the annual meeting.

At the South African Teachers' Association conference in the Wilderness it had been made clear in a presidential address by Dr John Gibbon, that the crisis point arrived at in education presented a danger that "threatens present stability but also offers the opportunity to find a better solution."

"We need to face up to change in ourselves, to help others to adapt to change, to provoke change when it is necessary and to create a climate conducive to change," she said.

Mrs Smith said an investigation into conditions in education led to the De Lange report. The far-reaching, visionary recommendations provided for flexibility, openness, participation in decision-making, freedom of choice and association mobility.

"The unqualified acceptance by the government of the principle of the provision of equal education for all was a

landmark in our country's history.

"The De Lange findings constitute both a strong imperative towards change and a basis for such change not only in the educational system but also in the wider society in which it functions," Mrs Smith said.

She said other significant developments were the recognition by the national Ministry of Education of the need to negotiate with teachers' associations and the planning of salary structure and related conditions of service for all teachers on a non-racial basis.

"We must realise that change is an on-going process and we must not resist the temptation to feel we have arrived once change has occurred.

"I look forward to attending the conference in 1983 to see how far these winds of change have blown, whether they are just a gentle breeze to soothe our consciences or whether in fact the educators have become a force 10 hurricane prepared to accept change and implement change where it is necessary to work for the common good of all South Africa irrespective of race, colour or sex," Mrs Smith said. — DDR

thers rush to clinic



...saving anti-polio drops only from her
● Picture by Clive Lloyd.

Randburg polio scare

By Moira Levy

Scores of worried mothers lined up their children to be immunised against polio at the Randburg Health Department yesterday after the first confirmed case of the disease on the reef.

But clinic officials said the scare had been "blown up out of all proportion."

"There is no need to worry. People must realise that Randburg is not a risk area," said the head of Randburg health services, Mr Giel Nieuwoudt.

A flustered Sister A Marsh, who from early morning had faced a stream of people seeking inoculations, said: "This is an unhealthy state of panic. Randburg children have nothing to worry about."

"There is no epidemic here."

Yet mothers are alarmed at the polio outbreak and they do not want to take chances.

"I am bringing my children here because I want peace of mind," said a mother of four, Mrs J Todd.

"Our children have been inoculated, but it is the black children I am worried about."

"How can black mothers possibly get to clinics?"

o for vaccine doses

...yn Richards, the Johannesburg Officer of Health. ...aid it was unnecessary for ...to rush to clinics if their ...had been fully inoculated. ...h children are protected ...e disease after three doses of ...he State Health Department ...ago introduced a fourth dose ...assurance doubly sure."

...he given four doses of the vaccine at these intervals:

- Dose 1—at three months; dose 2—at 4½ months; dose 3—at six months; dose 4—at 18 months.

Dr Richards also said that the intensive immunisation campaign in Chiawelo, Soweto, had been completed. A total of 1 022 children with no history of immunisation were found, and 657 who had had incomplete courses.

(50) (AM)

ASB votes for equal education for races

Star
16/7/82

Own Correspondent

PORT ELIZABETH — The Afrikaanse Studentebond (ASB) decided yesterday to move for equal education standards and facilities for all population groups.

A majority of delegates voted in favour in one of the most heatedly debated motions at its congress here.

The motion says there is differentiation in education in South Africa at levels "not ethically and socially justifiable."

Each person should receive his rightful share, irrespective of race or background, the motion says.

CONTROL

The Government should attend to this in terms of the principles set out by the De Lange Commission and recommended by the Afrikaanse Onderwyserskongres.

The proposer of the motion, Mr M Smith, said the Government had made a mistake in not ensuring that everybody received his "rightful share of the collective education deal."

Some people had even believed whites would stay in control if they "kept the black people down" in education.

APPLAUSE

"In this economic situation, with more pressure and demands all the time, we need each person's share to succeed," Mr Smith said.

He had helped in black education and seen the poor facilities there. He described these, including broken window panes, a point mentioned to the congress earlier by black speakers.

"It will be a massive financial burden to

provide equal education but if we had made provision in the past it would not have been necessary now.

"Equality in education does not mean being the same and we will not have to sit together in the same schools," Mr Smith said to loud applause.

Another delegate said that during the Afrikaner's poor days English-speaking South Africans had paid for 90 percent of Afrikaner education — to everyone's advantage.

"In the same way it is right for whites today to pay more for black education," he said to more applause.

Fear was expressed that the standard of white education would decline if equality was introduced. As it was, whites had established the education standard for black people.

Moss verdict is delayed

Judgment in the case in which a Johannesburg city councillor, Mr Sam Moss, is suing another man for defamation will be given in a few weeks.

The magistrate Mr P J. Eron, said today the judgment will be given after the court records have been transcribed.

Mr Moss alleged that on November 27, 1980, Mr Paul Pisecny of Ferndale, Randburg, defamed him by saying: "You cannot make a living and that is why you are on the city council."

Mr Pisecny admitted making the statement during an argument with Mr Moss, but contended that the statement was not defamatory.

Black pupils 'lacking in background'

ARGUS
16/7/82



Education Reporter
IT was doubtful whether universities could become genuinely open even if the present restrictions were removed. Dr Ken Hartshorne, of the University of the Witwatersrand, said today.

Speaking at the University Teachers' Association conference at UCT, Dr Hartshorne outlined the

experience of a typical black pupil.

In secondary schools in 1980 there were 1378 graduate teachers in 1446 black schools — not even one a school — and some schools had 10 or more graduates.

A BOGY

In the primary schools arithmetic was a bogey to both teachers and children. Teachers could not cope with the switch to English medium Standard 3.

They relied on "survival teaching" — relying on text books and avoiding questions. This had increased since 1976, "when teachers were hammered by students, parents and the department.

"Hard work and commitment can't make up for lack of background. The morale of teachers is very low.

"The university can begin to be open only when its students, broadly, come from the same kind of education experienced."

Dr Hartshorne predicted that there was not likely to be any significant change in the education system, in spite of the De Lange report recommendations. Universities would have to go on coping with the same problems, with perhaps more radical black students.

He suggested the universities concentrate on "reaching down to the schools through the teachers."

"If you analyse the quality of the staff at the black teachers' training colleges you will realise we are facing a major national emergency. Universities must help the education of the teacher."

One education system

AK645 27/7/82 (50)

for SA 'a must for survival'

NOT ONLY is a single education system for South Africa possible, and a single education philosophy defensible, but both "are imperative if South Africa is to survive and prosper," Dr Richard van der Ross, rector of the University of the Western Cape, said last night.

Speaking at the Temple Israel Hall, Dr van der Ross said the issue was not so much whether a single education policy was possible, "but to emphasise the need for such a system to be inspired, from the very top down, by a philosophy of equality and non-discrimination, and the application of only educationally valid criteria.

"In the light of recent events we would be foolish if we were to deny the unacceptability of aspects of our educational system, or to deny that separateness in management is a vital factor in this lack of acceptability," he said.

One step towards a single education system would be through the creation of divisional or regional education departments to control primary and secondary schools.

"I would further advocate that these local departments be responsible for the education of all pupils in their geographic areas of control. Such an arrangement would go a long way



Dr R E van der Ross

towards reassuring the public that the good intent established by a single ministry at first-level Government is in fact being carried through to the schools.

"Ministries, after all, have no schools; educa-

tion departments do, and it is at the school level that the action is, and where intentions are put into practice, or not".

Dr van der Ross pointed out that while it was true that non-whites, in pre-separation days, had received "shabby and discriminatory treatment" in respect of facilities, teacher-training, salaries and general financing, it was also true that the poor treatment need not have taken place, and need not be regarded as a necessary corollary of joint management.

He was referring to the fact that education departments of the provinces were responsible for the education of all primary and secondary

pupils before they were separated — blacks in 1955, coloured people in 1964 and Asians in 1965.

Quoting from the De Lange report he noted that "systems of education are . . . part of the political, social and economic structure of the country, and have to be planned and managed in that context".

"But in the real, complex and potentially explosive context of South African society, and against the background of recent experience, we would do well to create the maximum degree of organisational unity, and thereby engender maximum trust and co-operation, by having all schools in a given geographic area reporting to one education department," Dr van der Ross said.

Who defines 'difference'?

Education Reporter

WHO defined what was "culturally different" was central to the argument that separate education systems should be provided for "different cultural groups," Professor Owen van den Berg said last night.

The recently appointed Professor of Education at the University of the Western Cape was speaking during a symposium at the Temple Israel in Wynberg on whether a single education system was possible in South Africa.

He quoted from an editorial in the Cape Nationalist newspaper, Die Burger, on the appointment of the first coloured person to the SABC board of directors.

"No separate television

channel is envisaged for coloureds, as is the case with blacks. It would be absurd, because coloureds are part of either the Afrikaans or the English cultural groups," the editorial said.

Professor van den Berg said "I doubt whether Die Burger would agree if you substituted the

word 'schools' for 'television channels'."

Dr T Shippey, Director of the Cape Technikon, said that many less than able people had been promoted into positions of responsibility because of the wasteful policy of four separate education departments.

Speaking in his personal capacity, he said there

were administrative problems with four systems. Suitable skilled staff were too thinly spread.

Financially the country could not afford to duplicate facilities. Finally, "the country's labour demands are such that only a single Ministry could gear all schools to meet them."

WARNING

He warned, however, that it would be "unwise" to call for or enforce integration for all pupils of all schools this time.

"In line with the principle of the importance of parental choice, one can see that the school committee, consisting of parents in the school, should be the deciding body. It is and should be the right of such school committees to decide whether and to what degree they will open their schools to others.

"There should be no Governmental pressure, and no education department pressure. Similarly, the school committee should have the first say in the appointment of teachers, and no authority should be able to foist on the committee or school any teacher to whom the parents object."

y, August 4, 1982

DOM 4/8/82 50

Drop in quality of black education

By MARTIN FEINSTEIN
Education Reporter

THE quality of education in black high schools has dropped rapidly in recent years and will only begin improving after 1985, according to a University of the Witwatersrand researcher.

Professor Aart Roukens de Lange, of the university's department of applied mathematics, has developed an advanced computer programme to plot future trends in black schools — particularly the quality of education pupils receive.

His programme can be used to predict how factors such as the pupil/teacher ratio, teachers' qualifications and education expenditure will affect the quality of education in black schools.

Among the project's main findings are that:

- Only under the most favourable conditions will the current pupil/teacher ratio of 1:52 in black primary schools stabilise at about 1:30 by the year 2000.

- In black secondary schools the pupil/teacher ratio is still increasing and is likely to remain above 1:40 until near the end of the century, after which it should come down rapidly.

- The qualifications of primary school teachers have been improving steadily since 1950. But in secondary schools there has been a rapid deterioration since about 1965, although conditions are now beginning to improve again.

- Expenditure per pupil has increased considerably in recent years but will have to more than double to the minimum requirements for adequate quality of education.

● See Page 9

ing problems: the future of black education.

The project: the development of an advanced computer programme to analyse past and future trends in crucial areas of black schooling.

The man: Dr Aart Roukens de Lange, a senior research fellow in the University of the Witwatersrand's department of applied mathematics and an expert in using computers to "model" statistical visions of the future.

The result: A recently published 138-page report with some interesting methods and conclusions that could find a significant place among the many planning documents now descending on the desks of South Africa's education decision-makers.

The idea of using a powerful computer to project future trends in black schooling was born in late 1980 at a "think tank" organised by the Urban Foundation to formulate its representations to the Human Sciences Research Council investigation into education.

Dr De Lange was approached personally by the foundation's joint general manager, Dr R H Lee, with the idea and, despite a jam-packed research programme, agreed to tackle it.

One-and-a-half years later, the report represents — in Dr De Lange's words — "a very significant contribution to the understanding of the problems of upgrading black education and a framework for long-term planning in this field".

For one thing, it is one of the first serious attempts to introduce, in a scientific way, the notion of quality of education into statistical projections — in other words, to quantify quality.

One would need a more than substantial grasp of maths to understand precisely how this is achieved, but basically it is done with a complicated formula which intertwines a host of factors such as the inflow and outflow of pupils, the pupil/teacher ratio, teachers' qualifications and the quality of facilities.

Of course any attempt to translate as subjective a notion as "quality of education" (QE) into the impersonal objectivity of numbers is bound to be open to a great deal of criticism, both political and mathematical.

Nevertheless, Dr De Lange's method seems sound enough to at least give a broad idea of whether conditions in a specific slice of the education scene are good or bad.

Using his formula (and Wits' powerful IBM computer), Dr De Lange has found that the "school quality index" for primary schools decreased rapidly from 1950 to about 1970, since when it has been rising rapidly.

In secondary schools, on the other hand, it has dropped rapidly in recent years and will continue to decrease,

the course of future education

An expert on using powerful computers to "visualise" the future has used up miles of magnetic tape to project future trends in black schooling. Education Reporter MARTIN FEINSTEIN looks at his work.

reaching a turning point around 1985 after which it is likely to improve rapidly.

In both cases, improvement depends very much on education expenditure, the pupil/teacher ratio and teacher qualifications: the three most important factors in the QE equation.

The higher the pupil/teacher ratio — which indicates the average size of a teacher's class — the lower the quality of education; the lower it is, the higher the quality.

One of the advantages for planning of Dr De Lange's computer model is that the effects of various levels of expenditure on the QE can be compared.

This would help to answer, for example, the question: Would it be better to spend money on teachers' salaries ... or improved facilities ... or new training colleges?

"For present conditions," says Dr De Lange, "the results indicate that the most urgent need is improved pupil/teacher ratios, and thus expenditure on teachers' salaries."

Pupil/teacher ratios in black schools, the study has found, deteriorated rapidly from about 1:40 in 1950 to well over 1:60 by 1970. Since then the ratio has improved, and at present stands at about 1:52 in primary and 1:36 in secondary schools.

"The computer model predicts that only under the most favourable conditions will the ratio in primary schools stabilise at about 30 by the year 2000," says Dr De Lange.

Of course, if the numbers of Std 8 and 10 school-leavers who go on to teacher training drops, or if a higher proportion of teachers leave the profession, the ratio will take longer to drop.

In secondary schools, the ratio is still increasing and is likely to remain above 40 until near the end of the century — after which it should come down rapidly.

Expenditure per pupil also needs to be improved, and, in fact, will have to more than double to meet the study's

minimum requirements for adequate quality of education.

It is no accident that the report does not discuss in detail the causes and nature of the many shortcomings of black education, although many of the presented and processed facts often speak for themselves.

Its real purpose, says Dr De Lange, is to document the work that has been done to date on the development of a computer model of the black education system as a tool for future planning.

"It is intended that the computer model should provide a versatile and lasting planning tool for investigating the consequences of alternative educational policies, strategies and developments in the context of the socio-economic structure of the country."

And, he says, the model's uses are not limited to these considerations.

"From the projected values for pass rates and quality of education in the future, for example, it is but a simple extension to estimate the manpower potential generated and to evaluate the provisions for the development of this manpower that will have to be made."

It is clear that South Africa's education decision-makers would be unwise to ignore Dr De Lange's work.

As he points out: "Of the large amount of data collected and processed for this investigation, much has also been processed elsewhere: but probably nowhere as comprehensively and with as much effort to eliminate inconsistencies in the data.

"Trends in teacher training and qualifications are presented which have never previously been collated ... the presentation of all the data in graphical form also allows a much clearer picture of long-term trends than can be achieved through tables only."

● "The Dynamics of Upgrading Black Education" is published by the University of the Witwatersrand's Department of Applied Mathematics.

New minister committed to equal education

50
D. Dispatch
4/8/82



MR STEYN

PRETORIA — The new minister responsible for black education, Mr Danie Steyn, has committed himself to a long-term goal of equal educational opportunities for all population groups.

Mr Steyn was sworn in as the new Minister of Education and Training at a ceremony here, after which he said there was much to be proud of in the phenomenal development of black education since the early 1950s.

He said he would like to see his department embarking on a programme to determine to what extent the black community and black parents could be in-

involved in the educational system.

"Our long-term goal is to promote equal educational opportunities for all population groups.

"We can't establish this overnight but we can develop a programme to establish our goals," he said.

Mr Steyn would not commit himself on the ideal of a single education department for all population groups until he had studied thoroughly the education report of the Human Sciences Research Council.

"However, I personally think it is imperative to keep black education separate because it is effectively divided into

11 departments — four for the independent states, six for the national states and the existing Department of Education and Training.

"It is important that black education should develop as an entity on its own although it is essential that there should also be co-ordination at the highest level," Mr Steyn said.

He said a priority in improving the standard of black education would be upgrading of teacher standards by raising their level of qualification.

The department was offering a wide range of incentives to achieve this.

Mr Steyn said the de-

partment was entering a period of consolidation in relation to the provision of facilities and services for black education and he did not anticipate that the existing economic situation would affect this. — DDC

Black education heads for crisis

By Carolyn Dempster, Education Reporter

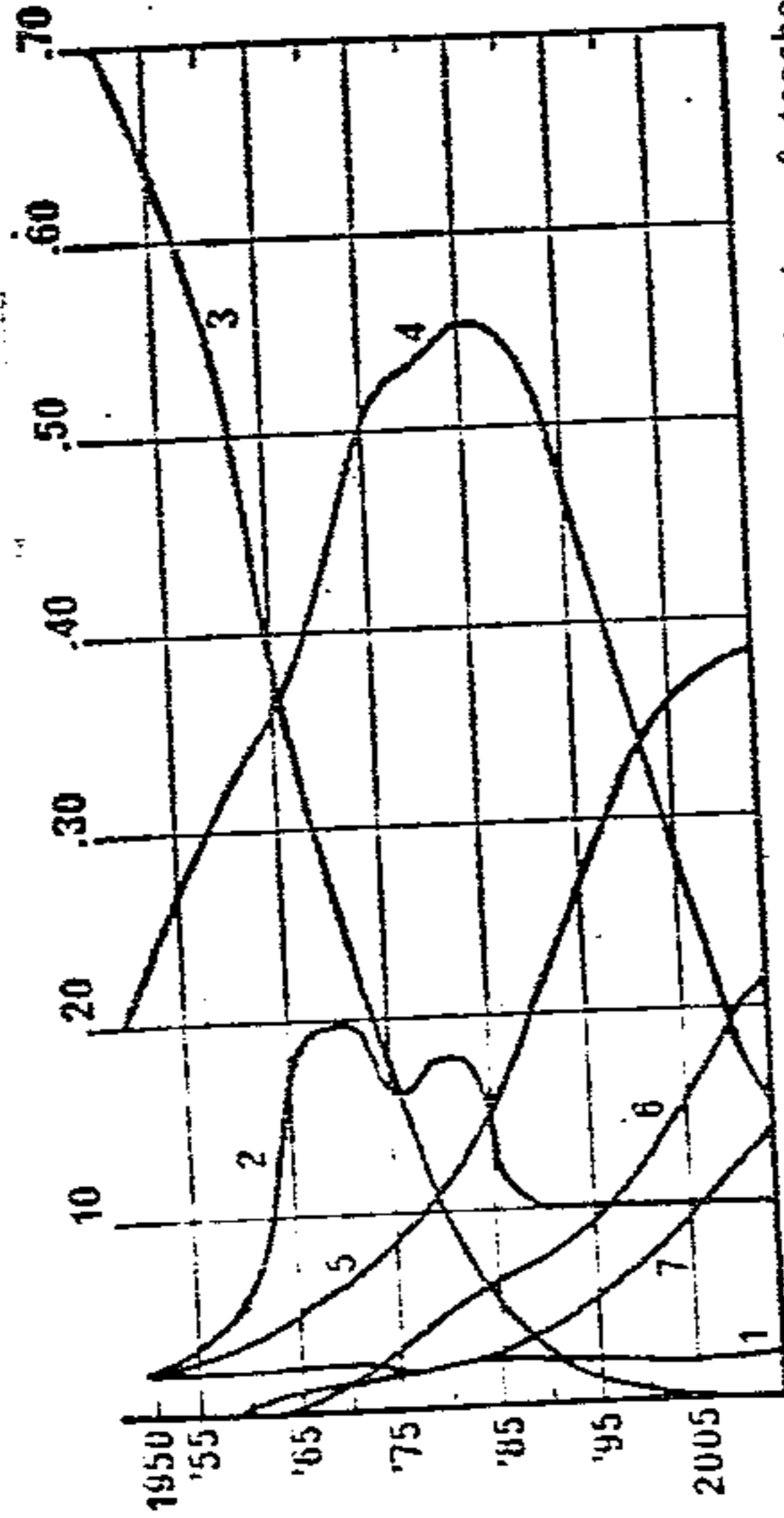
The quality of black high school education in South Africa is deteriorating rapidly and will reach a crisis before there is improvement.

This is one of the findings of an investigation into "The Dynamics of Upgrading Black Education," by Dr A. Roukens de Lange, a lecturer in applied mathematics at the University of the Witwatersrand.

Using a computer, Dr de Lange has built up a model of the black education system, with predictions for the future.

The year 1985 has been pinpointed as the turning point in black secondary schooling — but until then conditions will continue to worsen.

It is obvious, says Dr de Lange, that the



The graph curves, drawn by computer, show the distribution of teacher qualifications under standard conditions until the year 2005. Line 1: white teachers in black education; Line 2: unqualified teachers; Line 3: Standard 6 and Lower Primary Teachers Certificate; Line 4: Standard 8 and Primary Teachers Certificate; Line 5: Matric and Primary Teachers Certificate; Line 6: Matric and non-degree qualification; Line 7: Degree and teaching diploma.

the neglect of black education in this period," he said. "Despite considerable improvements in recent years, an enormous gap still exists between present spending and that required to reach a standard at which basic education needs are met."

The report sets out teacher supply as the most important factor in determining the

R13-m civic centre

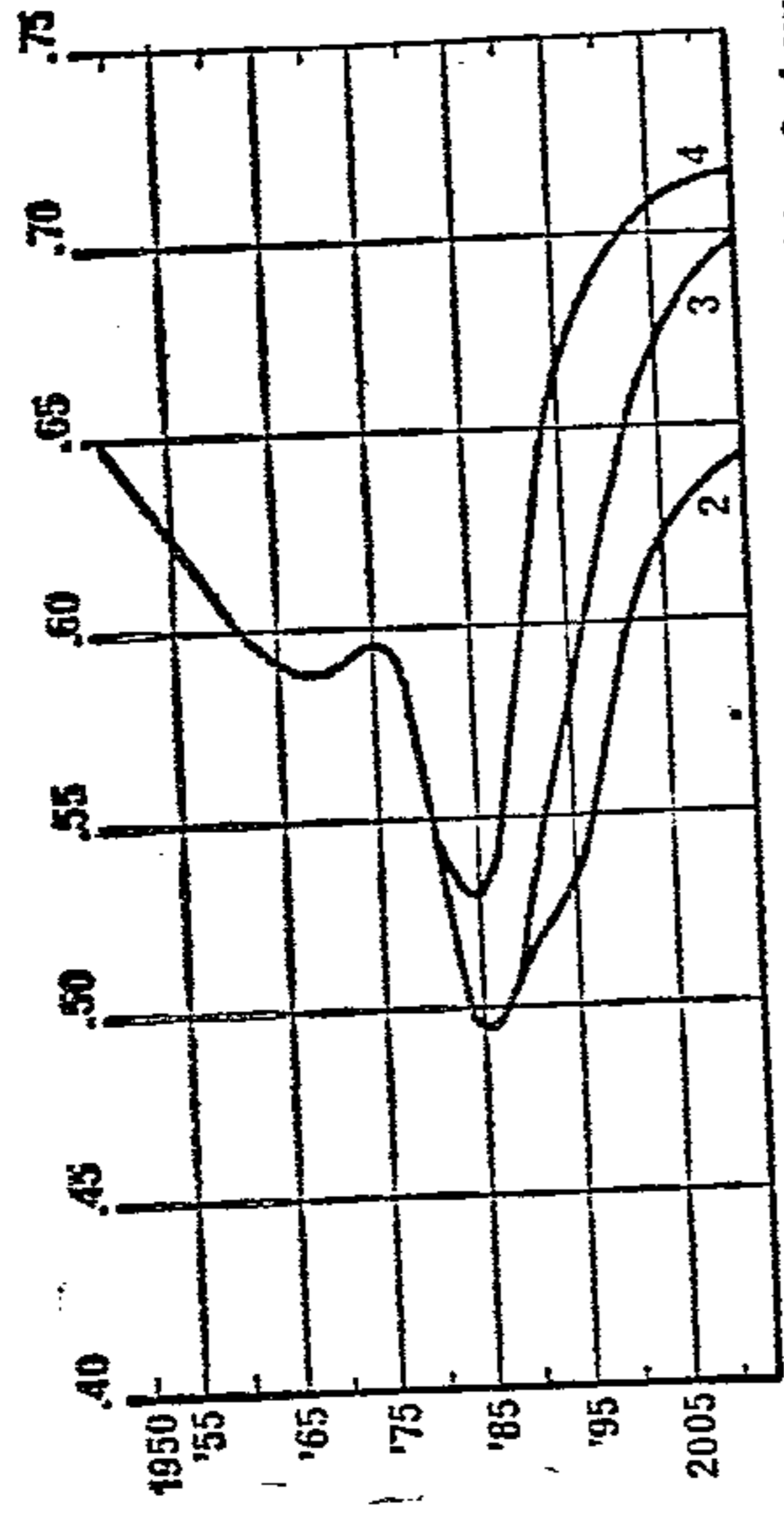
Lowveld Bureau

NELSPRUIT — Nelspruit is to get a multimillion-rand civic centre.

The municipal block and town hall, built 30 years ago, will be demolished and replaced by an office and shops.

The R13 million civic centre, comprising a town hall, theatre and offices, will be built in a park on the corner of Louis Trichardt and Nel streets.

The present site of 12 stands will be sold to a private company for R2,25 million. It is expected that the civic centre will not be completed for at least five years. Work will begin



The graph curves indicate the quality of secondary schools. Line 1: Standard spending by the State; Line 2: Decrease in pupil-teacher ratios, with expenditure increased. The general trend shows that 1985, for all conditions will be the worst crisis in black secondary school education.

quality and cost of education. Until 1985 there is likely to be a serious shortage of secondary school teachers, with underqualified teachers continuing to be seconded to senior schools to fill positions.

The most urgent need is for improved pupil-teacher ratios, says Dr de Lange. Only under the most favourable conditions — increased spending on facilities and teacher training — will the ratio in primary schools stabilise at 30:1 by the year 2000. At present, the ratio in primary schools is about 52:1. Another factor affecting teacher supply is the high drop-out rate among teachers turned to commerce and

And even then he believes there will be a wide gap between quality of education for whites and blacks.

Dr de Lange believes it would be of more value at this stage to spend money on improving the teacher-pupil ratio than on facilities.

Television genius dies

NEW YORK — Vladimir Zworykin, called the father of television for his technological achievements in the field, has died at 93.

Mr Zworykin, a native of Russia who became a United States citizen in 1924, designed the first practical television camera tube, the iconoscope, and developed

Now that the Government has committed itself to equality in education, "it is not just a simple process of rapidly pumping in a large amount of money and effort," says Dr de Lange. "For instance, the pupil-teacher ratio in secondary schools will remain unfavourable for at least 10 years — even under the best possible conditions."

He predicts that equality of education is an "impossible dream" before the year 2020.

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Black education heads for crisis

By Carolyn Dempster, Education Reporter

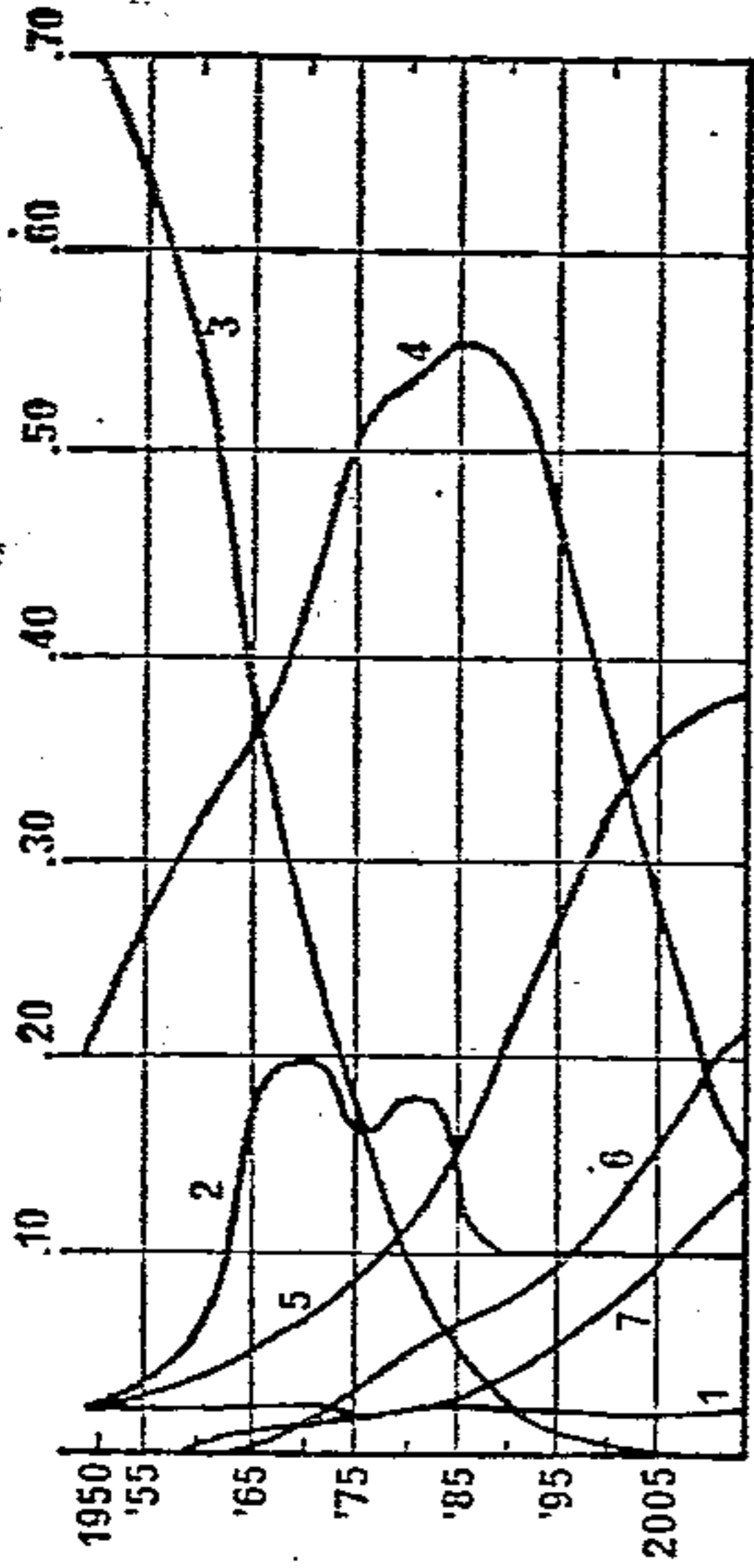
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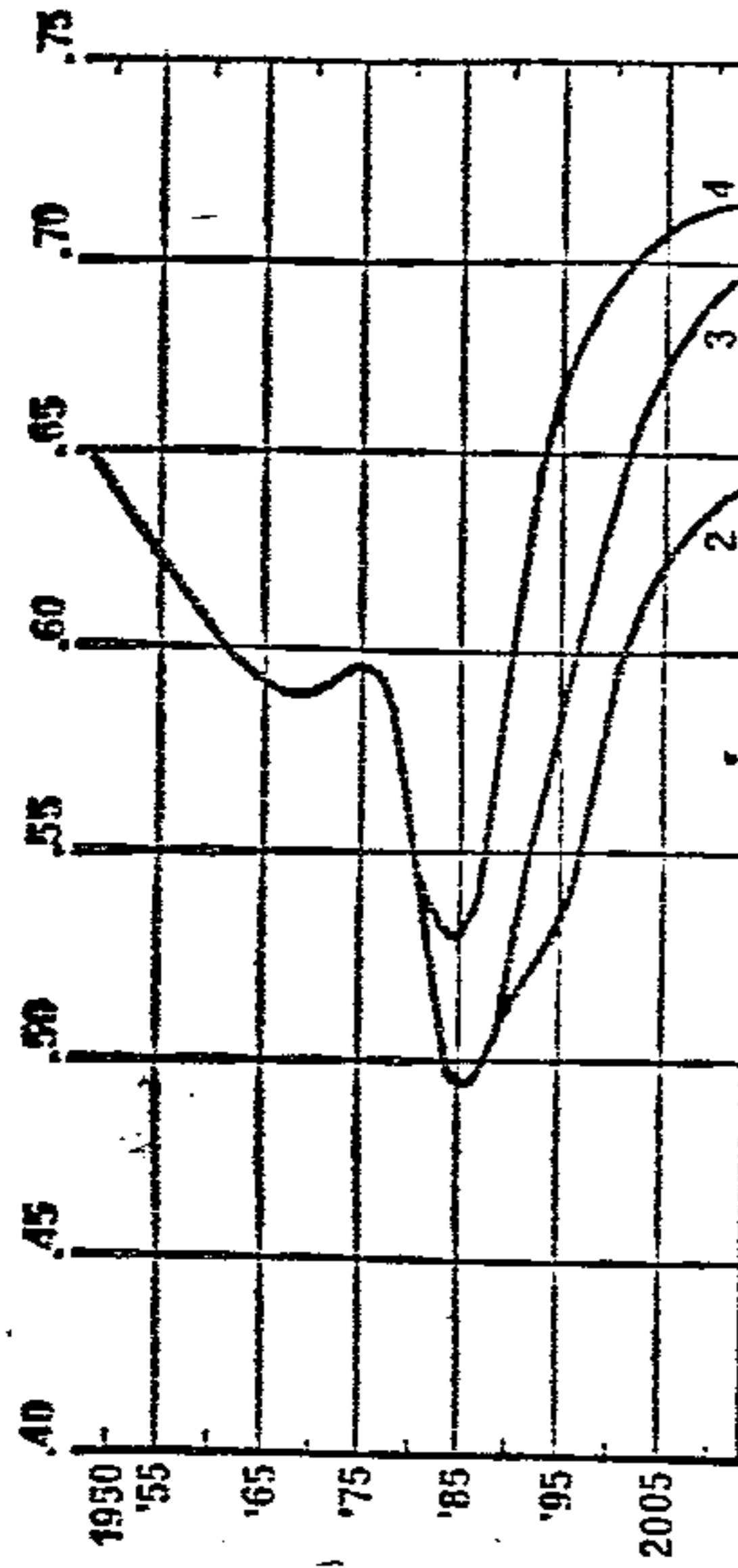
quality of schools went through a deep depression between 1950 and 1980.

"The plots indicating past and future spending on black education bear clear testimony to

the neglect of black education in this period," he said.

"Despite considerable improvements in recent years, an enormous gap still exists between present spending and that required to reach a standard at which basic education needs are met."

The report sets out teacher supply as the most important factor in determining the



The graph curves indicate the quality of secondary schools. Line 1: Standard conditions; Line 2: Decrease in pupil-teacher ratios, with expenditure increased. The general trend shows that 1985, for all conditions will be the worst crisis in black secondary school education.

quality and cost of education. Industry by higher salaries.

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R13-m civic centre

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"For instance, the pupil-teacher ratio in secondary schools will remain unfavourable for at least 10 years — even under the best possible conditions."

He predicts that equality of education is an "impossible dream" before the year 2020.

before the year 2020

PW's plan 'paves the way for student unrest'

Mail Correspondent

CAPE TOWN. — The Government was paving the way for further student unrest by putting the needs of apartheid ideology before the needs of education, the PFP provincial spokesman on education, Mr Jan van Eck, said yesterday.

Commenting on the National Party's new constitutional guidelines announced last week, Mr Van Eck said the Government had clearly ignored the main recommendation of the De Lange Commission on education, which advocated a single Ministry of Education for all races.

"This means that another generation of young people will have to endure apartheid education. And since separate education is by its very nature unequal, it will lead to the same frustrations and tensions which resulted in the school unrest out of which the De Lange Commission on education was born," he said.

In announcing that Parliament would consist of three separate chambers, one for whites, one for coloureds and one for Indians,

Mr Botha had emphasised that these chambers would have full say on all matters which were of specific concern to different race groups, Mr Van Eck said.

In drawing a distinction between matters of concern to all races and those concerning the different communities only and over which the communities would have full control, Mr Botha stated that education was not a matter of common concern but of specific concern to the different communities. This was not negotiable, Mr Botha had said.

"This means in plain language that apartheid education will be retained, that white, coloured and Indian education will be run separately. And if this is so, then it means that there will be separate departments of education for the different race groups, instead of the single ministry which De Lange recommended.

"Maintaining separate education for the different race groups, putting the needs of the apartheid ideology before the needs of education, paves the way for further unrest," Mr Van Eck said.

ABC may soon stop supplying free books

By RUTH GOLEMBO

The African Books Committee Trust, which has supplied thousands of Port Elizabeth schoolchildren with books for the past 12 years, may be forced to close because of bureaucratic delays.

The organisation applied for permanent fund-raising authority in December last year but permission to go ahead has still not been granted.

The trustees of the African Books Committee (ABC) said in a statement today, that "if the Government cares about black education it should stop dragging its feet and allow us to carry on with our efforts.

"It is all very well to speak about the urgent need for education and skilled manpower. But what is the Government doing about helping us to pay for the books and stationery of the indigent children?"

"Instead of enabling us to provide the very books it should be providing, the Government is obstructing us with this unaccountable delay."

A spokesman for the ABC said that although it had no administrative expenses, it would not be able to keep running unless official fund-raising authority came immediately.

"We have had to postpone our street collection twice this year. The municipality have agreed to give us an extra week's leeway before we will be forced to cancel the date, set for October 16, once again.

"We were unable to run our annual newspaper appeal planned for March-April this month because we are prevented from soliciting funds," she said.

She said the initial response from the Govern-

ment department to their letter was that their work would duplicate that which was already being done by the Department of Education and Training

After this, the committee submitted evidence that the stationery and the setbooks they supplied were not supplied by the department

The department told the committee on April 28 that they had no further objections.

The spokesman said the then Deputy Director-General of the Department of Education and Training, Dr A B Fourie, told her that as far as they were concerned the matter was "clear" from their side.

According to the Assistant Director of the Department of Welfare and Pensions responsible for fund collections, Mr J P Mouton, the delay in granting the necessary permission was "quite normal".

"We deal with all these applications in the same way and we have to check whether this will not encroach on the work done by other bodies and organisations.

"The Department of Education and Training is responsible for supplying books to black schools. We cannot grant permission till we have looked into the matter fully and come to an acceptable conclusion.

"We, too, are very anxious to finalise this matter now and I personally will do everything in my power to see that finality is reached within the next week or two.

"We have by no means allowed the matter to hang in the air without wanting to finalise things nor have we shelved it to gather dust. We have been constantly working on it. I must emphasize that these things take time," he said.

Education complex's first stone

50

Sowetan

19/8/82

THE FIRST phase of Soweto's R4-million education complex swung into action this week with the unveiling of the centre's foundation stone.

The centre, believed to be the first of its kind in this country, is planned to bring together different forms of education. It is hoped that the centre will be open for enrolment early in 1984.

The project is the brainchild of the Urban Foundation, which provided financial guarantee for the centre with the support of the SA German Chamber of Trade and Industry and several companies.

Unveiling the stone on Tuesday, the foundation's executive director, Mr J H Steyn, said: "The ultimate success of the centre will rest with the teaching community.

"This centre and what it represents is not merely a project of any kind, it is rather a monument to the achievement through co-operation by bodies of diverging interests. It is also a triumph to the people who are willing to work together in an effort to build a better future."

ABC
reaches
fund
deadline
on
Monday

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~~237~~
E. Post
21/8/82

Weekend Post Reporter

THE African Books Committee (ABC) trust has until Monday to meet a final extended fundraising deadline.

Unless it can produce fundraising authority from Pretoria by then, the Port Elizabeth Municipality will cancel — for the third time this year — its street collection and ABC will be forced to close down.

A spokesman for the ABC trust, Mrs B Melunsky, said today: "Municipal officials have been helpful but they cannot hang on indefinitely, just as we cannot.

"We applied for fundraising authority eight months ago. The situation is excruciating. Already applications are coming in begging for help for next year."

Over the past 12 years, ABC has helped thousands of black children with vital setbooks and stationery.

On August 9 the Assistant Director of the Department of Welfare and Pensions, which is responsible for fund collections, Mr J P Mouton, told the Evening Post that delays in granting fundraising were normal but that he personally would do everything in his power to see that finality was reached within the next week or two.

Cutback in number of Natal teachers

50
S. Tribune
29/8/82

By TONY SWIFT

WHITE government schools in Natal, which currently enjoy one of the most favourable teacher-pupil ratios in the Western world and in the country, are set to lose their privileged position.

Solomon Levinsohn, the province's new Director of Education, emphasised in an interview this week it would be a gradual process and the department was doing everything to ensure that the quality of education provided would not be affected.

But he admitted NED schools were likely to have to settle for a less generous ratio than they have been used to and some subjects in less demand might have to be suspended.

The department, he said, had a committee "looking at the whole question of utilisation of available accommodation and the effects that a slightly less favourable pupil-teacher ratio can have on our schools."

Two things are causing, or likely to cause, an increase in the ratio:

● The Education Act (No. 39) of 1967, which requires a uniformity among the four provinces of a white teachers' working conditions;

● The Government's acceptance of the principle of educational equality for all races following the Human Sciences Research Council report.

Following the Act, a pupil-teacher ratio was established for all four provinces in the late Seventies. Because of teacher losses to industry and a shortage of buildings, the Transvaal still lags behind the ratio or about one in 20.

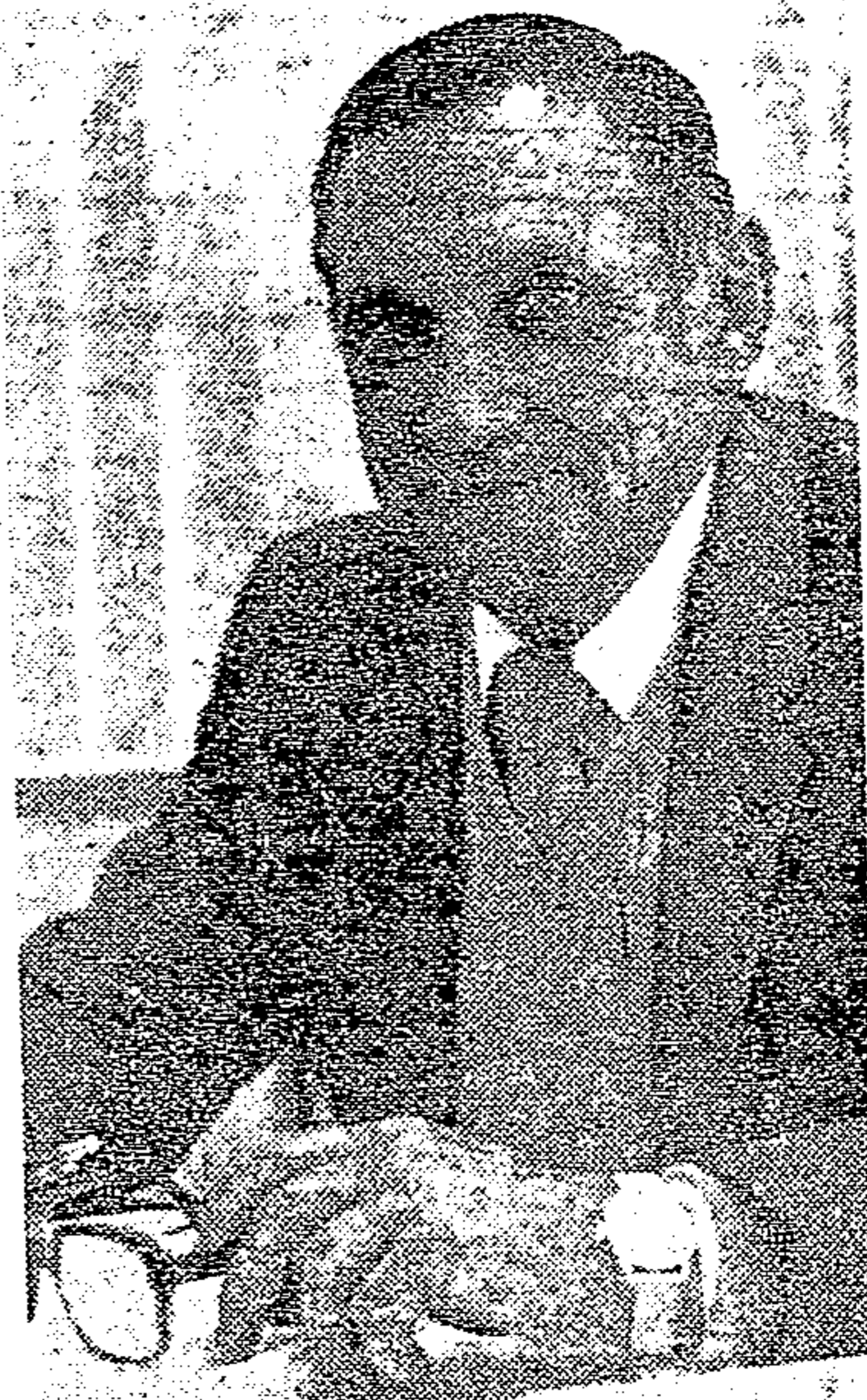
"We in Natal haven't yet got to it. We are

Bigger white classes as province moves towards equal education

still slightly more generous," said Levinsohn.

He declined to say what the Natal ratio was as it would be "misleading". It not only involved ordinary education but also ancillary services such as special education, where the ratio was extremely high. "I think it suffices to say that at present it is a very generous one."

The enviable position



Education Director Solomon Levinsohn... everything will be done to ensure that quality of education won't be affected

of Natal white education was built up before the days of centralisation, when the province had more autonomy. It gave education and hospitals a high priority even at the cost of other services.

But the inter-provincial ratio for white schools is likely to be upturned as the country heads for educational equality.

National ratios for the different population groups are whites one in 20, Asians one in 27,

coloureds one in 29 and blacks one in 48.

Levinsohn's predecessor, Dr Gerald Hosking, said the State would not be able to afford to underwrite the white pupil-teacher ratio for all population groups.

"In terms of what has already been accepted by the Government — as much equality in education as possible — black education will obviously need a great deal more financial backing to achieve a comparable pupil-teacher ratio and the

white department will have to accept a less favourable one.

Asked how cuts would be made, Dr Hosking said schools would have to sacrifice some of their comprehensiveness and introduce a degree of specialisation in less-demanded subjects. "Instead of having six schools doing art in one area you'll have two, where art can be taken by those who have that particular talent."

Asked about possible staff cutbacks, he said it would be a phased operation. The number of teachers trained might be affected and some vacancies might not be filled as they occur.

Levinsohn declined to guess by how many pupils the average white class might increase, but it is believed that it could be by 4-5 pupils.

President of the Natal Teachers' Society, Mike Ellis, said: "We've been aware for some time that the situation in Natal is better than elsewhere. We've been enjoying very comfortable, and obviously very good, educational circumstances."

"We think in the light of the HSRC commission it is inevitable that a change in our circumstances should occur. While we do see the change as inevitable it is with some regret, because we have enjoyed the situation."

"It is going to affect education obviously to some extent, but every effort will be made by us in the teaching profession to see that the standards do not suffer."

I believe the dramatic change the enemy will... What is health status in general of certain nations of health, not over-simplified... How we hope in the long rate, or even mortality rate requirement not been a flaw has been the Director information inspite of a be standard... The super sp context of m by the year that is in t needs of comm level and no... The Day Hospi and our health year, with a Hospitals Serv patients utili... I believe I ha placing such a show. The bir community, has

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COMMENT and opinion

Single education system must be made to work

This is the essence of an article written for the magazine SA Leadership by Dr Ken Hartshorne, a member of the Human Sciences Research Council investigation into education.

50 Star
2/1/82



Hartshorne . . . "There is no alternative."

Never before in South Africa has the question of equality in education been before the Government in the way it is now as a major policy issue.

If indeed there is a sincere intention to implement the principle of equal opportunities in education for every inhabitant, then it has to be asked whether it is at all possible to achieve this through a continuation of the present separate segmented systems.

There may well be questions as to whether a common education system will work and how it should work, but one thing should be clear by now — that separate systems have not worked in the past and hold no hope in the future.

A common education system is therefore necessary because:

- No other approach will gain the acceptance of the great majority of people in South Africa.

- No other approach will remove the past taints of discrimination and inferiority and allow a fair and just allocation of resources of men and money to the education of all the people of South Africa.

- Socially South Africa has become a dangerously divided country with much underlying bitterness. A common education system will make a major contribution to a common sense of belonging and commitment to South Africa.

What then are the essentials of a common education system, as envisaged in the De Lange report?

For it to succeed it is imperative that representatives of all

the people of South Africa and of all the major interests concerned with education should be consulted.

There needs to be broad agreement on how the school systems are to be managed and administered at regional and local levels. It is for this reason that the De Lange Report recommends, as first priority, that a broadly representative non-racial South African Council for Education should be set up. It would replace all the existing separate education advisory councils and would have greater statutory authority.

However, such a body would have little meaning or authority unless it were consulting with a single Minister of Education and working in close co-operation with one Department of Education.

The central national authority would be responsible for broad educational policy.

Responsibility for the administration of

schools would rest with regional education authorities which ideally should be management units much smaller than the existing provinces, working in consultation with regional education councils of the kind envisaged for the national level.

What will be important will be to maintain flexibility, as there will be many problems to be resolved at this level. However, geographical areas that are ready to go beyond the

limited step of separate ethnic school groupings should be allowed and encouraged to do so.

A common education system is most likely to succeed under present constraints if parents, teachers and communities are given the largest measure of freedom of choice consistent with a national programme of equalising standards being implemented.

Clearly many people will want their children to go to schools little different from those existing at present, but there must also be room and official support for parallel-medium schools, open non-racial schools, if this is what parents and community leaders want.

I believe that a common education system can work under these conditions:

- If it is structured along the lines suggested and there is no dragooning to force people to accept either

open schools or segregated schools.

- Private schools should be allowed to make their own decisions and be freed from the need for permits.

- If the University of Pretoria chooses to preserve its character, it should be allowed to do so, and equally if the University of the Witwatersrand wished to go open, its Council should have the right to make that decision.

- If it has the sincere and unreserved support of the government.

- It would help considerably if influential people were to take a clear and unequivocal stand on the need for a new educational dispensation to meet the human needs and aspirations of all the people of South Africa.

And in the end, it will work only if ordinary people are encouraged to accept change, are led to see that we must be prepared to give to others what we want for ourselves.

Diversity can enrich our national life; division, separation, exclusiveness can destroy it. We must seek a future in common, or we have very little future to look forward to, any of us.

The bottom line is not whether a common education system will work, but that we have no alternative.

or book



James Ambrose Brown

scripts were submitted. They were judged by novelists John Coetzee and Elsa Joubert and Dr Bob Leshoai, professor of literature at Bophuthatswana University.

Entries for the 1983 prize have been invited. The novels should be about 25 000 words in length. For more information write to Lynne Bryer, Literary Editor, Maskew Miller, PO Box 396, Cape Town, 8 000

Teachers and parents slam exam system

Education Reporter

ARGUS 10/9/82 50

PUPILS, parents, teachers and education bodies are strongly opposed to the revised examination system introduced this year to schools under the jurisdiction of the Department of Internal Affairs.

The Union of Teachers Associations of South Africa (UTASA) has also slammed the system as "unfair" and "educationally unsound".

In January, a set examination timetable was introduced, making it compulsory for schools under the department to hold September examinations, in addition to mid-year and end of year examinations, and to stick to examination dates prescribed.

REVIEW

These schools must now start examinations 11 days before the end of term, completing them on the last day.

A petition calling for a review of the new system was drawn up by a parents' committee from Heathfield Senior Secondary School and delegations of parents from other schools complained to the Director of Internal Affairs (Coloured Education), Mr A J Arendse.

Mr Steve Dublin, a member of the parents' committee said the new system, introduced in the wake of the 1980 school boycotts, added another difference between Government education policies for blacks and whites.

GRIEVANCES

He said grievances were:

- The fact that pupils received their examination results only late into the term following the one in which they were written, leaving little time for revision and concentration on weak areas.

- Previously, parents and pupils were aware of weak areas before or during the September holidays, allowing time for extra work during the holiday break.

- Universities and col-

Anglicans put microscope on apartheid

Religion Reporter

THE Anglican diocesan conference in Cape Town next week will be asked to decide whether it sees any real move away from apartheid in the Government's constitutional proposals.

The position of Cape Town's black community and the implications of the Orderly Movement And Settlement of Black Persons Bill are also expected to be discussed.

About 350 delegates from the Cape Town diocese will attend the conference in Athlone from September 17 to 19.

FOUR SUBJECTS

The agenda is divided into four subjects: the Church and society, effective episcopacy, the Church Unity Commission (proposed unity between the Anglican, Presbyterian, Methodist and Congregational churches) and the diaconate.

The Church and society debate will be introduced by Mr Matt Esau, chairman of the Diocesan Board of Social Responsibility, and Dr Francis Wilson, Professor of Labour Economics at the University of Cape Town.

Mr Esau said in an interview that as a result of apartheid, South Africa found itself in a political and theological crisis.

In 1979, Mr P W Botha presented South Africa with possible change, including, for example, an end to the Mixed Marriages Act. But, after the development of a strong political right-wing, South Africa saw apartheid again "totally entrenched".

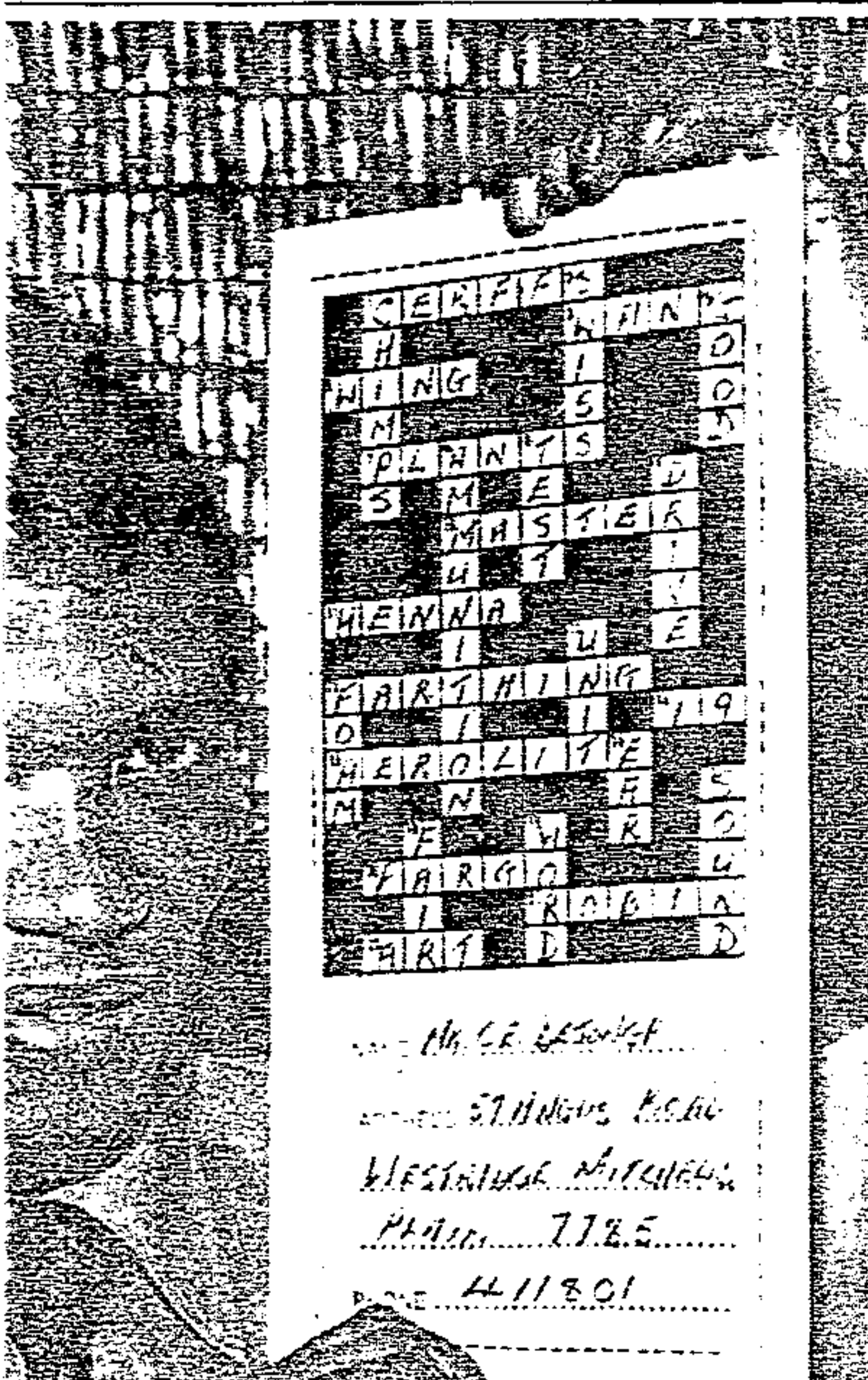
HERESY CALL

In this situation, he believed the church could not remain silent, "but must expose the heresy of apartheid for what it is".

The Government's constitutional proposals could not be ignored by the Church. Nor could it be silent on issues such as the Orderly Movement And Settlement of Black Persons Bill.

The conference was summoned by the Archbishop, the Most Rev Philip Russell, to meet before the November meeting of the church's Provincial Synod.

Anglicans in parishes throughout the diocese may find that Eucharist services on September 18 held at different times. Archbishop Russell has asked delegates to the conference, including priests, to be present at the conference Eucharist services each day.

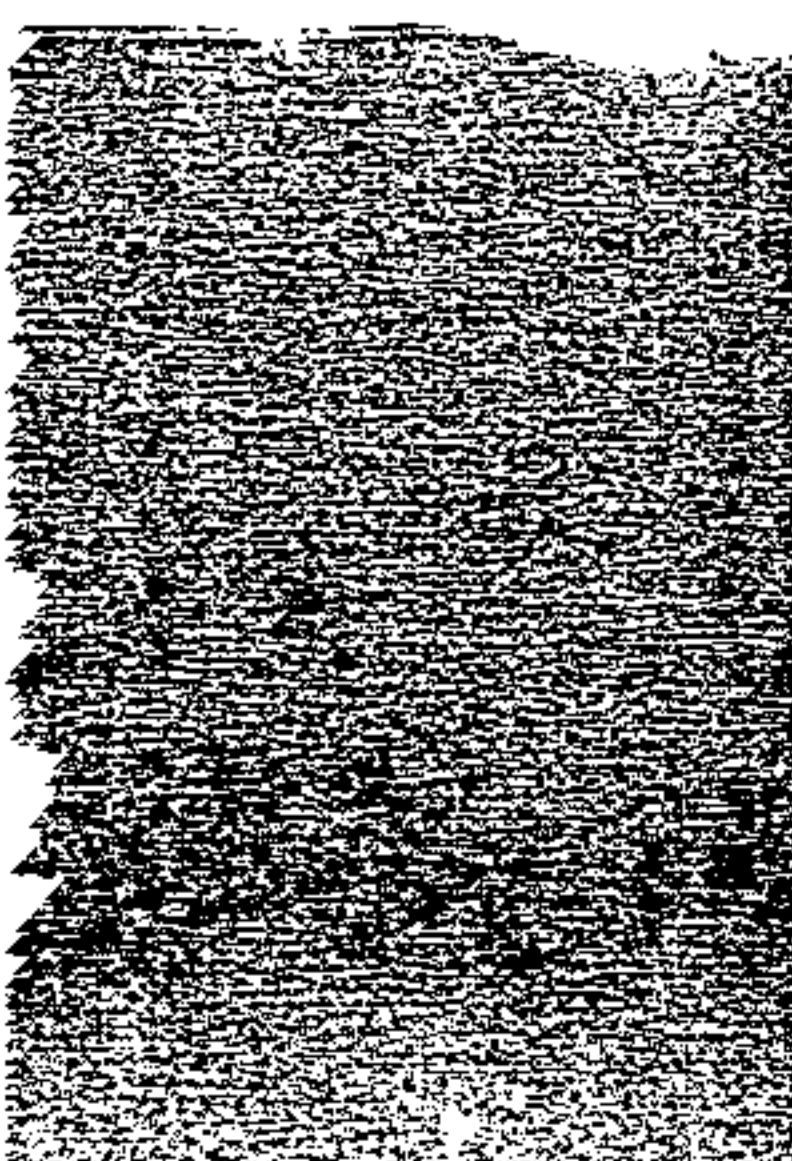


Mr C E de Jongh
57 Angus Road
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Prize R200
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10 in The Argus Classified Crossword Com-
y Mr C E de Jongh of 57 Angus Road, Wes-
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elsvlei Rd, Bellville, and third prize of R100
pson of 23A Glengariff Road. Three Anchor
to complete a crossword puzzle which was
sified section of The Argus. The above win-
re the first correct entries drawn.

Cancer — fund drive

IN an effort to raise funds, the National Cancer Association (Western Cape branch) has launched a competition with a prize of two free tickets to Europe and a 12-day Mediterranean cruise.



For more information write to Lynne Literary Editor, Miller, PO Box 8000, James Ambrose Brown

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- Universities and colleges requested the results of the September examinations for review by October. Late submission was seen as a factor jeopardising chances of enrolment for the following year.

Mr N Eales, press liaison officer for the Department of Internal Affairs, said no petition had been received from the Heathfield parents committee, but the department was aware a meeting had been held "for such a purpose".

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Mr. C.E. GELONGA
57 Angus Road
Wesridge Mitchells
Phone 7125
411301

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Cancer — fund drive

IN an effort to raise funds, the National Cancer Association (Western Cape branch) has launched a competition with a prize of two free tickets to Europe and a 12-day Mediterranean cruise.

The association operates entirely with funds provided by the public, according to a spokesman. It undertakes research into the causes of cancer, treatment and aid and support for patients.

The entry fee is R2 and the NCA is offering volunteers R8 for every 10 tickets sold. Entries close on October 3.

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Problem pupils 'need State aid'

By Carolyn Dempster
Education Reporter

It was up to the State to make provision for children with learning problems, the president of the South African Association for Learning and Educational Disabilities, Dr Mervyn Skuy, said yesterday.

He was speaking at the association's eighth annual conference in Johannesburg.

Commenting on the De Lange Commission report on education for children with special

needs, Dr Skuy said the report had identified what had been painfully obvious for over 12 years: the extreme lack of facilities, shortage of skilled teachers and complete absence of statutory control in the field of remedial education.

However, in addition to this minefield of obstacles the learning disabled child also runs the risk of falling between two bureaucratic stools if his problem is not assessed accurately

or early enough.

Controlling "special education" are the provincial education departments as well as the Department of National Education.

For the first nine or 10 years of the child's school life the province is in control — through its principals, teachers and remedial specialists.

However, if the child's learning problem is identified too late, and is too serious to be handled in a remedial or special class, he may no longer be transferred to a special school after a certain age under the auspices of the Department of National Education.

A wrong decision would, therefore, set a child with initial learning problems back for life. Which in turn places an extremely heavy load on the shoulders of the teacher, who has to assess the extent of the pupil's disabilities.

Given the present situation — where there are insufficient well-qualified teachers for ordinary classes, far less specialist teachers to cater for children with specialised needs — the scheme was definitely floundering, commented Mrs Luce Rubin, a remedial teacher during the panel discussion.

Dr Skuy, drawing from the American example, then pointed to three weeks where improvements could be made:

- Reorientate teacher training to incorporate special education — particularly the identification of learning problems in children.
- Involve the parents in the decision-making process instead of leaving it in the hands of the educators and province.
- Plan the infrastructure for special education which will serve the national needs of all South Africans.

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'Remedial teachers lack training'

Education Reporter
Three-quarters of teachers in private remedial schools lack the necessary formal qualifications, yet parents are forced to turn to the private sector because of the lack of facilities provided in government schools, says the president of the SA Association for Learning and Educational Disabilities.

Dr Mervyn Skuy, was reiterating the findings of the Human Sciences Research Council investigation into the field of remedial education.

SPACE

Speaking at SAALED's annual conference this week, he said over the past 10 to 12 years it had become commonplace for children with learning problems to be denied the advantages of an aid class, because of lack of space.

Parents had frequently been faced with the choice of leaving their child in the ordinary school situation and perhaps causing him permanent damage or

having to go to a private remedial therapist at enormous cost.

There was no guarantee that those either in private schools, or practice are adequately equipped to help the child, Dr Skuy said.

HOPE

But the situation had been laid bare by the De Lange Commission of Inquiry and its proposals represented a positive move forward.

For instance, he said, in the De Lange report attention was paid to the remedial situation for all race groups, the IQ score was condemned as being the sole criteria for assessment and placement of a child, and it was suggested that "mainstreaming" take place: keeping the child with a learning problem in the same school environment but making special provision for assistance.

All of these proposals reflected a shaft of light and hope for the future of remedial education in South Africa, Dr Skuy said.

Single policy

on education

'on the cards'

50

Own Correspondent

JOHANNESBURG. — Concrete proposals for education reform would be submitted to the cabinet in October, Professor J P de Lange — the man in charge of overhauling South Africa's education system — said at the weekend.

He told the annual conference of the Transvaal Teachers' Association in Pretoria that a White Paper on the proposals could be expected early next year, hopefully with legislation that would set "orderly" education change in motion.

Professor De Lange, chairman of the interim working party that is continuing the work of last year's Human Sciences Research Council education investigation, said he had "no doubt whatsoever" that a single, umbrella education policy was on the cards.

Parity

"I cannot elaborate on the exact constitutional procedure, but there is no doubt that a single, macro-level education policy aimed at parity and relevance is on the way."

He also hinted that the system of provincial administration of white education could change.

"The function of education must be taken into account at executive level when you decide on the size of departments ... there is a logical size, and if you go beyond it, things come in which militate against good education."

Other details of South Africa's education future

sketched by Professor De Lange were that:

● Schools would have to be redefined as "community learning centres" and principals, teachers and parents would have to become used to an "invasion at nights and on weekends by people with learning needs who are not children".

"We cannot accept the low frequency use of halls and sportsfields ... we just have not got the money," he said.

Computer age

● Education departments would have to overcome their reticence to work with television, radio, and the Post Office would have to take pupils into the computer age.

"We are living in an electronic age, and if electronics doesn't enter into teaching, we are bringing our children up in a society that no longer exists."

● He was "quite sure" a single teachers' registering council was on the way.

At present the South African Teachers' Council registers only white teachers.

"We must work together before we can ask children to do the same ... having children do it first is cowardice." Professor De Lange said.

EVERY CANDIDATE MUST enter in column (1) the number of each question answered (in the order in which it has been answered); leave columns (2) and (3) blank.

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ARNING

No books, notes, pieces of paper or other material may be brought into the examination room unless candidates are so instructed.

2. Candidates are not to communicate with other candidates or with any person except the invigilator.

3. No part of an answer book is to be torn out.

4. All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University

Free education is 'an insult'

Chips will not replace

Mr Chips

It is imperative that the technological age enter into the classroom, but Transvaal teachers have agreed that truly professional teachers need not worry that they will ever be replaced by the microchip.

The teacher and technology were thus reconciled at the 78th annual conference of the Transvaal Teachers Association in Pretoria this weekend under the theme "Mr Chips — Microchips."

The conference focused on the increasing use of micro-computers in education, particularly as teaching and administrative tools, and the pitfalls educators should be aware of in their approach to unknown electronic gadgetry.

The deputy director of education for the Transvaal Education Department, Professor G J du Toit, pointed to resistance among teachers as a factor to be considered in the introduction of computers into the classroom. "But we must make optimum use of every available aid to have an education genuinely of the 20th century."

Professor de Lange, rector of RAU, stated that the world was in the electronic age. "If it doesn't enter into the classroom we are not fitting our children for society."

facilities." The professor also told the conference that the final recommendations of the working party on the De Lange Report for the provision of education in South Africa, would be handed to the Cabinet next month.

The Government should be in a position to issue a White Paper when Parliament reconvened in 1988, the professor said.

Professor de Lange said he had no doubt that: "A single policy of education aimed at parity would be adopted at the highest level."

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Schools would become community learning centres instead of isolated institutions of formal instruction.

A single teacher council would be introduced.

Parents and the private sector would have to pay more for education.

Local school authorities would be given greater autonomy.

There would be greater co-operation between formal and informal education.

At present, education in South Africa does not serve its purpose — it has become too isolated from the country's economy and does not make sufficient contribution to the country in earning its living."

greater contribution to South Africa's earning capabilities, as well as their own," he said.

Regarding the physical provision of educational facilities it was likely that schoolchildren entering the 21st century would not have the vast sporting or "circulation" facilities now existing in many schools, the professor predicted.

In any new educational plan the school would have to become a community learning centre with facilities used as much as possible by adult learners and the community after school hours.

The teacher will have to accept that his previously sacrosanct haven will be invaded by people who are not children. We cannot morally keep on supporting the low frequency use of these

The appointment of new teachers should be left largely in the hands of the school authorities it was decided at the conference this weekend.

In a motion proposing more responsibility be given the school's principal, committee and local Circuit Inspector in making the decision to appoint teachers, it was suggested that this would ease the Transvaal Education Department's burden.

"We are aware of the fact that all government and provincial departments are experiencing a serious staff shortage and that the trained manpower shortage will not be overcome in a short period."

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Low salaries and dissatisfaction with working conditions have been the main cause of the loss of male teachers — with a resultant swing to predominantly female temporary teachers.

Of those white teachers registered, 97 percent are professionally qualified — as opposed to only 20 to 30 percent of black and coloured teachers.

There are still some white teachers who hold only a two-year qualification — little more than six percent, but this is no longer regarded as an acceptable qualification for admission to teaching, added Mr Brown.

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50 Steen (3/9/82)

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Too many unsuitable teachers

Most teachers are women

reinforce apartheid

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There are still some white teachers who hold only a two-year qualification — little more than six percent, but this is no longer regarded as an acceptable qualification for admission to teaching, added Mr Brown.

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DET suggests rules for PTAs

THE Department of Education and Training has sent guideline circulars country-wide on the formation of parent-teacher associations (PTAs).

The envisaged PTAs' main functions will include: fostering sound relationships among parents, teachers and pupils; assisting parents in

the upbringing of their children; assisting teachers in their educational tasks; and helping school committees.

Mr Job Schoeman, liaison officer of the DET, said yesterday the guidelines had been sent to all regional directors but that it was up to regional officers to decide whether to institute such an

association in their area or not.

Each association, according to the guidelines, will consist of seven teachers and seven parents. The vice-principal of the particular school will then be appointed chairman of the association while the head of the school will act as an adviser.

UK couple slam 'SA citizens on school committees' ruling

By MARTIN FEINSTEIN
Education Reporter

A BRITISH immigrant couple are bitter over a Transvaal Education Department (TED) regulation preventing them from serving on any school committee because they are not South African citizens.

The couple, who have children at the Randpark Primary School north of Johannesburg, have fired off an angry letter to the department, accusing it of discriminating against immigrant parents.

"Why should I, as a taxpayer, be precluded from election to such a committee," asks the father, who does not want to be identified to protect his children.

"After all, it is our taxes and our extramural fees, like everyone else's, which pay for the upkeep of Government schools — so why are we precluded from serving on school committees?"

The father accuses the TED of being "conservative and narrow-minded" and says: "It is quite clear that the qualification requirements for members of a school committee

are yet another manifestation of the education policy formulated by the Broederbond, that of Christian National Education with separatism as its cornerstone.

"By keeping everything separate you make sure that nobody gets threatened, particularly the Afrikaner who is obsessed with survival," he says in the letter.

"In its own small way your policy of keeping immigrants off school committees is contributing to the continued isolation of South Africans from any form of enlightened influence."

"To exclude the influence of well-qualified immigrants in this way is tragic indeed... we are very sorry to be the victims of such a short-sighted and potentially destructive policy."

The TED has not yet replied to the letter, which was sent on August 26.

The department confirmed that the provincial education ordinance barred non-South African citizens from holding office on school committees, but a spokesman declined to comment.

Soweto pupils will be shown new learning techniques

(50) Sowetan 15/9/82

A PROJECT aimed at promoting new learning techniques in black education throughout Southern Africa, is to be launched in Soweto.

A three-day seminar will be held next month, where 2 000 children from Soweto schools are expected to attend.

Project co-ordinator Mrs Darby Costello said the skills learnt at the seminar will enable the children to learn more at school and in any subsequent training they might receive. This technique, she added, could be taught to persons aged between 10 to 80, and had so far proved a success internationally.

The inventor of the system Mr Tony Buzan will be flown from Britain to conduct the seminar. The private sector has forked out about R60 000 to finance the project and Putco is providing 50 buses to transport the children to and from the Portuguese Hall in Turffontein, where the seminar will

be held.

The aims of the project are:

- to teach children how to use their brains effectively;
- to promote new learning techniques for the use in education in South Africa; and
- to involve industry in improving education for black education.

Mrs Costello said 100 guidance teachers will assist Mr Buzan at the seminar. It is hoped that children and teachers from the seminar will spread the method throughout the townships, eventually affecting the more than 100 000 school population.

The seminar, called "Soweto 2 000", will be held from October 12 to 14.

Last year 500 teachers and students from Soweto were exposed to the method for the first time when Mr Buzan conducted a one-day seminar at Jabulani High School.

efficiency
no 9 products

Appeal for funds for books to keep children at school

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10/9/82
E. Post

Post Reporter

AFTER a long wait, the African Books Committee has received its official fundraising authority and today it launched its joint annual appeal with the Evening Post for funds.

This will enable it to keep hundreds of children at school next year who might otherwise be forced to drop out for lack of essential books.

In a statement issued today a spokesman for the ABC Trust said: "The public of Port Elizabeth has always been generous in assisting our efforts to educate underprivileged children. The need is as great as ever it has been in the last few years.

"Unlike all other children at State schools, black children still do not get any of their stationery or setwork books free.

Some are forced to drop out. Others suffer badly as a result.

"We must prevent this from happening. Education is the top priority in the country and human potential cannot go wasted. People matter. We want to help and we need the public's support desperately."

Because of all the talk of the need for educational reform, many people were under the impression that the situation had been righted.

"But it has not," the spokesman said.

The ABC has also issued an appeal for collectors to help with its street collection on October 16.

In a fortnight the Evening Post will publish its first list of donors. Donations should be sent to the ABC Fund, Box 5071, Walmer, 6065.

EDUCATION

TTA talk

SO FM 17/9/82



Adjusting to change across the spectrum of education emerged as a major theme at the Transvaal Teachers' Association (TTA) conference last weekend. Coming changes in educational policy and technology were also spelt out.

Professor Jan de Lange, rector of the Rand Afrikaans University and chairman of the Human Sciences Research Council (HSRC) investigation into SA education, told the conference that final recommendations on implementation of the report will go to the Cabinet next month. De Lange is chairman of the working group processing the mountain of responses to the original report.

The most controversial of the report's recommendations was a single ministry of education. It also stressed an increased role for the private sector, and for technical and non-technical education. Government's final white paper on the recommendations, and probably new educational legislation, could emerge from the next parliamentary session.

De Lange told the conference he had no doubt that a single policy of education aimed at reaching parity between population groups would be adopted, and that educational decentralisation, giving more autonomy to local school authorities and communities, would be implemented. Parents, communities and the private sector would have to pay more for schooling.

There would be greater co-operation between formal, non-formal — which includes adult education, outside of the formal system — and informal education. The school would have to become a "community learning centre" used by adults and other learners after school hours. In short, education would have to be brought into line with SA's economic needs.

**WN
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EVERY CANDIDATE MUST enter in column (1) the number of each question answered (in the order in which it has been answered); leave columns (2) and (3) blank.

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Afrikaans

CAPE TIMES 20/9/82

teachers 'resistant'

Own Correspondent

JOHANNESBURG — Uncertainty, confusion and even feelings of resistance are running through the ranks of Afrikaans teachers in the Transvaal as education reform draws closer, according to the president of the Transvaalse Onderwysersvereniging (TO), Professor Hennie Maree

Reform

He told more than 450 delegates to the biennial conference of the teachers' union in Pretoria on Saturday: "The rising expectations of certain population groups and the convincing way in which certain views are made and demands set, is creating uncertainty in other groups, and in Afrikaner ranks the elements of unhappiness and even resistance cannot be denied."

This warning from the TO, which represents more than 17 000 teachers, comes only weeks before concrete proposals on education reform are scheduled to be submitted to the cabinet.

White Paper

The man in charge of overhauling South Africa's education system, Professor J P de Lange, is likely to present the proposals next month, and he expects a government White Paper, as well as reforming legislation, early next year.

Against this background, Professor Maree's speech comes as a warning that unpopular reformist moves could

have a serious grassroots backlash among Afrikaans teachers

'Uncertainty'

Professor Maree said the "evaluation and reflection" phases that had followed the De Lange report had led to "heckling questions and uncertainty".

During the past months, requests had flooded in from TO branches asking that conference speakers should give a glimpse of what the future held for education.

Teachers, as goal-oriented and logically-minded people with a responsibility to children, parents and the wider community, deserved to have the "demands of a new dispensation made known in clear operational terms as soon as possible", Professor Maree said.

'Confusion'

"Although there are clear signs of a positive attitude in the face of change and renewal, there is at present a condition of uncertainty, expectation and even confusion to be detected."

Professor Maree said the "problem" was deepened by South Africa's constitutional development and accompanying "sharp political differences".

Another factor worsening the "problem" was that science and technology were forcing on Afrikaners a transitional culture in which the emphasis was on people as work units in an economic system.

THE PRESENT EDUCATION SYSTEM TRIES TO MASK REALITY?

SOMEONE said recently that should a modern-day Rip van Winkel awaken in South Africa the only place he would feel comfortable would be at school.

This might be an overstatement, but it is true that our schools and our educational system are re-active rather than pro-active with regard to change.

The knowledge explosion and technological developments of the 20th century make it imperative that people are able to handle change if their lives are to be rewarding and fulfilling.

South Africa cannot afford to have educational programmes which present a false picture of the world or which protect children from the implications of our changing society.

Fortunately for the present generation of pupils, the de Lange investigation into the provision of education in South Africa took place.

It has made teachers, parents, commerce and industry and even the Government look anew at the type of education we are providing — and this will hopefully lead to a more realistic system in the near future.

Undoubtedly the most serious flaw in our present educational system is that, because it is based on the philosophy of Christian National Education, we present a narrow, white, patriarchal, Calvinistic view of the world to children.

This view is reinforced by the system of separate schooling.

The problem with CNE is not one of concept — in fact most teachers would find it impossible to teach in accordance with a philosophy which was unpatriotic and which did not contain a strong religious component.

One objects to CNE because in its implementation it is neither Christian in character nor national in design.

Despite apartheid, our society is a multicultural one: never more so, in fact, than at the workbench. If education has anything to do with

Schools crisis:

the case for a

change of heart

50 S. Sykes 19/9/82

The president of the Transvaal Teachers' Association,



MR EDDIE BROWN, calls for a new philosophy to meet the teaching needs of tomorrow.

Equipping children to live satisfying and economically productive lives, then we need educational programmes which admit that our society consists of a mosaic of cultures and that each group is dependent on others.

Pupils need to realise that to be different is not to be inferior and that, in fact, cultural diversity enriches society. This is why the endeavours of the Transvaal Teachers' Association and

the Natal Teachers' Society to develop an alternative educational philosophy, acceptable to a wider spectrum of South Africans, are exciting developments.

Such a philosophy would allow curricula to be developed at the lowest level — by teachers, parents, communities — and by commerce and industry, the users of schools' products.

Of course a school can only go as far as the society it serves allows, or its endeavours in the multicultural sphere will be as artificial as the present programmes.

The three crucial questions now are: ● Is the Government prepared to allow the development of an alternative educational philosophy and to let schools who wish draw up programmes which do not reject a Christian National viewpoint?

● Is the parent, the man in the street, prepared to change his attitude to other groups and grant them a place in the sun?

● Can teachers, despite the reactive nature of their own schooling, training and

experience, present meaningful, society-related educational programmes? I believe the answer to all three is 'yes'.

The de Lange report's second principle for the provision of education in South Africa is: "Education shall afford positive recognition of what is common as well as what is diverse in the religious and cultural ways of life and the languages of the inhabitants."

The fact that the Government has accepted the 11 principles in the report — albeit with reservations — and the fact that the learning of a black language is now compulsory in Transvaal provincial schools, coupled with the willingness of the Government to accept the recommendations of the President's Council, seem to point to an awareness of cultural diversity in that quarter.

And the Soweto riots, the rejection of the education system by black and coloured pupils and the tremendous shortage of skilled labour, resulting in the forced employment of black and coloured workers in jobs formerly reserved for whites, has, I believe, forced

a change of attitude on the man in the street.

Mixing at the workbench is leading to a breakdown in prejudice and an acceptance of our needs of each other.

The 'normal sport' situation, expanding with each passing season, is also helping to change the attitudes of the average citizen.

Teachers, too, are showing they are aware that a new dispensation is needed.

They are grappling, through their associations, with the ideas of a single ministry of education, a unitary teachers' council and an alternative educational philosophy.

Many people have interpreted the de Lange report's proposal that there should be local option with regard to type of school and pupil admission in each community, as meaning compulsory integrated schooling.

But the busing project to artificially mix schools in the United States, if nothing else, proved that integrated schooling cannot be forced.

The solution seems to be to allow those communities which desire integrated schooling to have it, while at the same time providing racially exclusive schools for those who want separate schooling.

If an equal education is provided for all groups, there will not be a rush for integrated schooling.

Mixed schools are only in demand now because they are forbidden fruit and because blacks see them as the only way to get a good education for their children.

Van Winkel might be comfortable in a South African school but, I believe, not for long.

Change will come, not only in the multicultural sphere but in such things as the use of technology, vocationally orientated education, non-formal programmes and school financing and management.

Hopefully parents and teachers will be able to cope with this change, because our pupils certainly will.

Explain new system, say teachers

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Gaw
20/9/82

Education Reporter

The Government should make known the practical implications of the new education system as soon as possible to quell doubt, uncertainty and confusion among teachers, the TO president, Professor Hennie Maree, told conference delegates.

He said sharp political divisions over the new constitutional proposals had worsened the climate of uncertainty on the future of education in South Africa.

"These political differences bring education into the arena of conflicting ideals, and contact with the party politics of the day result in delicate nuances," he added.

Despite indications of a positive transition from old order to new, there was still a feeling of uncertainty among most teachers.

There were distinct problems and worries apparent in the ranks of Afrikaner teachers:

● The impression that education was part

of the "factory process" — designed to fit in with the economic needs of a modern technological age.

● Concern that the De Lange report had paid little attention to "whole or spiritual" education.

● How broad South African nationalism is going to be made to fit in with a positive Afrikaner nationalism.

Answers to all these questions needed to be spelled out, said Prof Maree.

The TO executive called on delegates to support the establishment of parent organisations throughout the country.

One of the De Lange Report proposals — increased parent involvement in the school at a tertiary level — had been viewed warily by teacher organisations, said Prof Maree.

● A meeting to consider the establishment of an Afrikaans parent association for Christian and cultural education and training will take place in Pretoria on November 6.



Banned former detainee Mr Keith Coleman, who told an inquest court yesterday Dr Neil Aggett had complained of an assault by a policeman.

Pictures: GARTH LUMLEY

Parents gear up to fight reform (So)

rom 21/9/82

Education Reporter

AFRIKAANS parents and educationists appear to be gearing up to fight any liberalising effects of education reform at the local school committee level.

It emerged at last weekend's conference of the powerful Transvaalse Onderwysersvereniging (TO), that a provincial organisation of Afrikaans parents is to be formed in Pretoria next month — an organisation that will be able to flex powerful muscles against unpopular changes to the education system.

And the president of the TO, Professor Hennie Maree, hinted strongly in his keynote address to the conference that Afrikaans cultural organisations were ready to directly involve themselves in local education decision-making.

These moves come on the eve of the submission to the Cabinet of concrete proposals on education reform by Professor J P de Lange — the academic who headed last year's mammoth education investigation.

Prof Maree told the conference "Although there is full understanding of the considerations pertaining to the naming of members of the (De Lange) main committee and the choice of the different sub-projects handled in the investigation, it is still a problem in Afrikaner ranks that the organised cultural life and the churches did not get a more representative share at this level of the investigation.

"This very fact, however, presents the opportunity for these institutions to urge for a greater say and a direct involvement at local level in the planning and implementation of own-people's (volkseie) education."

Prof Maree said the planned parents' organisation will be based on Christian and national principles.

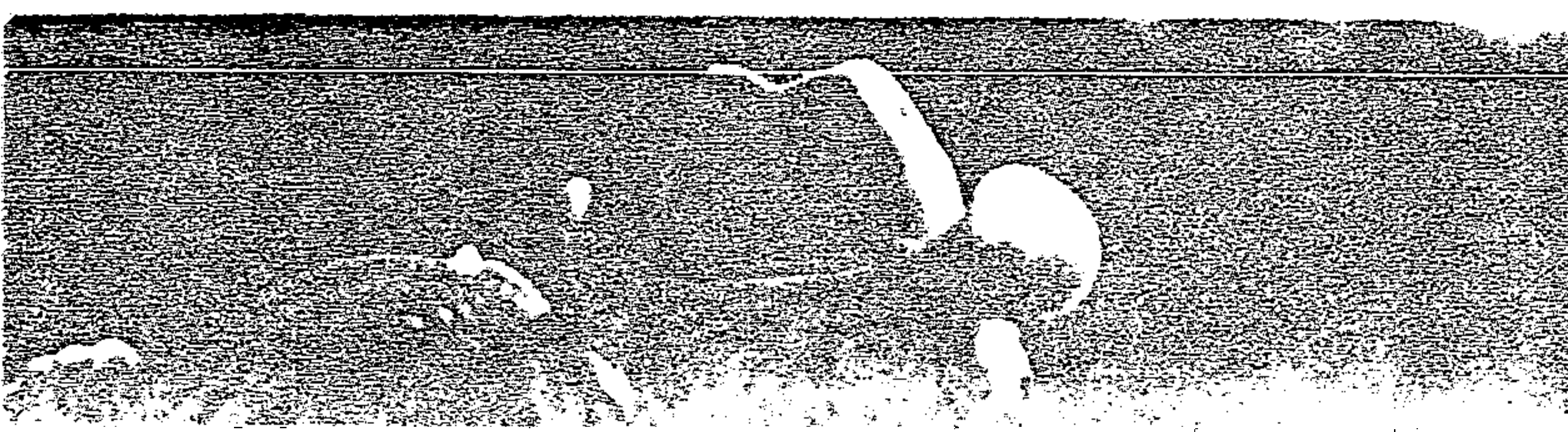
In armed, PO robbery

the postmaster Mr Neates, 37, and his assistant es, 19, and forced them to e. id he was working in the e counter when he heard a to see this man standing ounter pointing a gun at

me. At first I thought it was a joke. "The next moment another man with a knife came in through the private door behind the counter and a third man stood at the door with a gun. "One demanded, 'keys! keys!' and then they robbed us." Police said the men escaped in a Toyota Corolla.

Peter Sarstedt arrives in SA

THE internationally known singer-songwriter, Peter Sarstedt, famous for "Where Do You Go To My Lovely" and "Take Off Your Clothes", arrives in South Africa today for a three-week tour of major university campuses, and will appear at the Civic in Johannesburg. — Sapa.



(24) (50) D. Dispatch 22/9/22

Officials complete probe into CPA

EAST LONDON — A probe into alleged malpractices at the regional office of the Cape Provincial Administration here has been completed.

The MEC in charge of education, Mr Willem Boucher, said the commissioners investigating affairs at the CPA office were busy compiling their report, which

would be presented to him "in the near future".

The commissioners visited East London earlier this month after allegations of corrupt practices in the awarding of tender contracts.

At least one contractor has made an official complaint about the awarding of contracts for repairs to schools in the Border area. — DDR

Stable equilib

SAB'S

S. Tribune
R800 000

BOOK

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GRANT

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26/9/82
TO BLACK

SCHOOLS

Tribune Reporter

SOUTH African Breweries has made an R800 000 grant — in the form of 1 000 sets of the World Book Encyclopedia — to black, coloured and Indian schools throughout the country.

Distribution of the 22-volume sets, donated by Breweries under its SAB Community Trust programme, will be backed by the Read organisation (read, educate and develop) in the form of teacher and pupil training schemes.

Dick Goss, Breweries' managing director, presented the first set of encyclopedias to pupils of the Soweto school for mentally gifted children on Friday.

Speaking at the ceremony, Windsor Shuenyane, manager of the trust, said it was hoped the books would form the nucleus of a library in each school.

"Because the volumes can be updated each year with a yearbook, they will benefit not only the children already in secondary schools, but at least 300 000 new pupils who move up to senior secondary school level each year," he said.

The 14 300-page set is published in the United States and distributed to 36 countries. The trust's 1 000 volume order is the largest ever placed outside of the U.S.

A highly controversial report on the delicate, highly inflammatory question of whether differences in ability exist between black and white Americans, and between males and females, will be published soon by the highly respected University of Chicago's National Opinion Research Centre.

Its report will conclude that "substantial" differences do indeed exist in basic competence and that the reasons for them are subtle, elusive and not easily corrected.

The "ability" gap separates the two races and to a lesser extent the two sexes at an age when they are entering the very competitive American job market. And simple cures such as higher incomes and more education do not seem to work.

The authors of the study conclude that job abilities are unequal even between blacks and whites who come from homes where the parents are both well educated and well off.

When I asked one author, Darrell Bock, why this wide gap exists, he replied: "I don't know. I only wish I did."

Another striking finding is that men are streets ahead of women when tested for mechanical skills. Women surpassed men only in

Storm looms ^{ster} over ^{27/9/82} 'ability gap' study

A university team concludes that there are large differences in basic competence between black and white Americans. But culture, not genes, may hold the key, reports Jeremy Campbell, of The Standard, London.

clerical skills, and narrowly at that.

The R3.5 million study, sponsored by the Pentagon and entitled "Profile of American Youth," makes a careful, detailed case for concluding that after a generation of intense government efforts to promote racial equality, black Americans are markedly less fit, on the average, to enter the job market than are whites.

A civil rights leader, perusing the report, predicts that a "firestorm" will break out on publication day.

It deals a blow to the idea that more schooling creates an upwardly mobile black middle class. In fact the gulf between blacks and whites who complete high school is actually wider than that between those who drop out.

A roar of protest went up when the Press was given a short preliminary sketch of the findings in February. A black newspaper columnist wrote that we were seeing a return of genetic inferiority as a scientific ally - respectable theory.

However, the final version rules out genetics entirely as a reason for the discrepancy in job ability. Black children adopted in infancy by white families are every bit as competent as their white contemporaries. Their IQ scores are as high or even higher on the average.

So the key to the mystery is now being sought in home, family and neighbourhood. Culture, not genes, is thought to be the factor making certain children more successful than others in earning

their living.

"In very many black homes, the main emphasis is on social skills, on the cohesion of the family, on the value of the individual," said co-author Dr Elsie Moore, who is black. "From infancy blacks are encouraged to make contact with people, not objects."

Dr Moore believes that this early focus on emotional and personal ties, which is a way of coping with the stress, instability and crowded conditions of black life, prevent children learning the cerebral and manual skills they need to cope with the external world. Even in middle class homes black children do not begin to read seriously until the age of six and by then they are behind whites.

"You can see the results of this in the sort of subjects black college students tend to

choose," said Dr Moore. "They concentrate on psychology education, the arts and social work. A much smaller number go into the hard sciences."

"Succeeding at the kind of abstract knowledge needed to get ahead in a technological economy means shutting yourself off from other people to a certain extent. Blacks are not good at that."

Darrell Bock concludes that culture is almost as powerful a force as genes, and nearly as difficult to change.

Dr Moore is even less optimistic. "If parents do not prepare children for the opportunities if and when they arrive how can the children take them?" she said. "The truth is that black adults in the next generation may not know enough about how to get ahead in the world to prepare their children. I believe that what we are seeing in America are the signs of a deeply entrenched, perhaps a self-perpetuating, caste system."

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Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University

Bursary Fund tops R600 000

Cape Times 30/9/82
Chief Reporter **50**

AN anonymous donation of R4 000, received yesterday, has taken the Cape Times Bursary Fund — launched five months ago against the background of a critical shortage of skilled manpower in South Africa — past the R600 000 mark and a step nearer the target figure of R1-million.

Meanwhile about 250 applications have so far been received from many parts of the Western and South-Western Cape and Midlands for Cape Times study bursaries for the 1983 academic year.

These applications are already being processed by the bursary department of the SA Institute of Race Relations in Cape Town, whose expertise and many years of experience in this field have been put at the disposal of the fund.

Final selection

Final selections for bursary awards, which are for promising students in the lower-income groups wanting to further their education, will not be made till after the closing date for applications — October 30.

The Cape Times Bursary Fund's capital is being invested and the interest will be used to provide as many bursaries as possible to enable promising but financially handicapped pupils to complete their schooling or to pursue their education at technikons, colleges or universities in the Republic.

The number of bursaries awarded, at this time of steeply-rising costs, will obviously therefore depend on the amount the fund's trustees are able to invest. And there is still a long way to go to that R1 million target.

● Contributions should be sent to:

The Cape Times Bursary Fund, P O Box 11, Cape Town 8000.

● All inquiries about bursaries should be addressed to:

The Cape Times Bursary Fund, c/o SA Institute of Race Relations, 5 Long Street, Mowbray 7700.

● List of donations, page 2

Post Focus

Private schools help SA towards a non-racial society

LIKE most things in life there are arguments for and against private church educational institutions opening its doors to all, in an effort to lead the way towards non-racial schools in South Africa.

Toynbee, in his monumental study of the history of civilisation, came to the conclusion that real progress is always the result of what he has termed "the creative minority". Where can we see examples of the "creative minority" at work?

I believe that one is in the field of private education. Over generations right through the world and throughout the history of modern education, private church schools have been forerunners in providing education for those who had no other opportunity. Many of today's leadership throughout Africa will substantiate this.

Today I believe that these schools are being given the opportunity of preparing South Africa for a non-racial, free and fair society where colour does not count. They do this out of a moral and spiritual conviction.

Because, at the moment, they have to pay for this, should we therefore discourage it? If some parents, on top of their normal taxes, are prepared to sacrifice — and for most it is a sacrifice — to expose their children to a forerunner of the open society, should we say "No"?

Of course, it is no final solution. And if we let it be a sop which would lessen our fight for what must be normal for every child, then it must be rejected.

But in demonstrating that a right alternative is natural and that racially separated schools are artificial, I do not believe that it amounts to propping up present wrongs.

Private education can, in certain circumstances, ex-

pose one to the corruption of privilege, just as responsibility of government can expose one to the corruption of power.

The staff whom I know in church schools as well as the church authorities are vigorously aware of this and do much to prevent it.

The parent community can of course also play its part. Private education must and can be a pioneer of progress, and not a promoter of privilege.

If we say we want to be liberated or free, do we know what this means?

We struggle for this against arbitrary and dictatorial laws and attitudes in this country. Let us beware lest we adopt the very wrongs we fight against.

Are we so certain that only we know how the struggle should be conducted and condemn and label those — even on our own side — whose methods may differ?

Do we have the right to condemn the Government for forcing apartheid down our throats and for leaving us with no choice in the matter when we ourselves assume tyrannical and coercive measures in an effort to force another form of apartheid down the throats of our own?

Those who attempt this, must surely realise that people will reject this assault on their freedom for the very same reason that they are rejecting apartheid as a system denying the individual the freedom to choose.

We dare not forget that freedom of choice is a basic human right that any government or community organisation tampers with at its peril. No self-respecting people will accept this tyranny, whether from white or black, for ever.

By FRANKLIN SONN (below), president of the Union of Teachers' Associations of South Africa



Are we justified in condemning racism when we often claim the right to hate others merely because they happen to be classified white?

As a struggling community we will do well to spend our time seeking common cause rather than looking for all sorts of issues like private schools largely in an effort to vent the anger we have against the Government on one another.

Although bitching, name-calling and backbiting of one another are typical of oppressed people throughout history, it is nonetheless wrong, self-defeating and counter-productive and will retard the struggle.

There is much talk of double standards and double talk. If these are so important then it is going to be important for us to be consistent and logical in our public utterances.

Our slogans must withstand the test of reason and not only be designed to appeal to the emotions.

We, for example, hear people criticising parents for sending their children to the University of the Western Cape rather than to white universities, albeit under permit.

The very same people will criticise parents for sending their young to a private school under permit and not supporting schools designed for so-called coloured children and administered by the Department of Coloured Affairs, the very department which often the self-same people will not touch with a bargepole. This indeed is strange logic.

There is one lesser point that one hears from those holding forth against private schools which perhaps bears considering: that high school is, inter alia, an important agent of socialisation, hence the child may internalise values alien to him, like snobbery. This may be so, but for the following facts:

- A school does not have to be private, white, multi-racial or non-racial to be snobbish. I know of so-called "coloured" schools who, because of a process of stringent selection of pupils, can hardly be called fully open community schools.

- Many private church schools are dead set on combating high-mindedness and in fact go out of their way to attract pupils from poor homes with the aid of bursaries.

- Private schools are obviously better placed to include progressive material in their study programmes because they are not subject to departmental control.

- The influence of the home is paramount. Even the most egalitarian community school will be hard-pressed to remove the snob values which have been assiduously inculcated into some of our pupils in the homes.

Similarly the worst snob school, private or public, black or white, will have great difficulty in cultivating obnoxious qualities of snobbery into a child from a home where identification with the wider commu-

nity is a reality and not something parents pontificate about while they are themselves never ever seen in and about the community they are inclined to talk so much about.

- Parents who are giving their children the benefit of private school education can offset their possible identity problems, (and those who have chosen to study at white universities will know what I am talking about), by encouraging their children to follow the footsteps of their parents and to be active in community organisations like the Boy Scouts, church youth clubs and so on.

In this way they will assist their children to gain an exposure to all people, shed their prejudices, develop open minds and become genuinely non-racial persons who love people while they hate injustice, abhor racialism and closed-minded bigotry whether practised by black or white.

Let us support our local schools to the best of our ability, but let us be fair and accept that at another level private schools, despite our reservations, are in their own way making their contribution towards helping our country towards an open, non-racial society.

Although private schools are undoubtedly a step in the right direction, it can never be an end in itself.

The next step must be the establishment of fully non-racial schools, while the existing private schools must resist complacency and stand firmly by the principle that children are children and may not be judged according to the colour of their skin or the occupation and standing of their parents.

Cape Times 30/7/82

Education: Call for one authority

Staff Reporter

STRONG representations for one central education authority were made by delegates attending a regional education board meeting in Cape Town this week.

In a statement released after the meeting, the director of education for the Department of Internal Affairs, Mr A J Arendse, said it was also decided by a large majority vote to maintain the *status quo* of the regional boards, pending the release of a white paper on the matter by the Human Sciences Research Council.

Calls were made by the 27 delegates, who represented the directorate's 13 regional boards countrywide, to investigate the possibility of es-

tablishing more education boards in the areas served by some of them.

The concentration of schools had increased in these areas and the stage had been reached to investigate the possibility of instituting more boards to attend separately to education needs there, said the delegates.

Another matter discussed was the "nomination competency" of school committees to appoint teachers.

"Although it is felt that regional boards are at liberty to comment where necessary on nominations, it is policy to accept the nominations of school committees provided the candidates satisfy the necessary requirements," said Mr Arendse.

'Equal education' charter proposed — could rock SA teachers' boat

w/lt ARGUS 2/10/82

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Weekend Argus
Correspondent

JOHANNESBURG. — A hard-hitting education charter which could polarise teacher opinion countrywide was launched today by the 22 000-member Union of Teachers' Associations of South Africa.

The charter calls for the abolition of apartheid education and the formation of a single, non-racial teachers' association.

Mr Franklin Sonn, president of Utasa, which represents the interests of the country's coloured teachers, said the charter would be presented to teacher associations throughout South Africa for acceptance or rejection.

Invidious

"If they sign it means they stand with us — firmly opposed to the system of apartheid education. If they refuse to accept the charter we can no longer have anything to do with them."

As it is unlikely that the Afrikaans teaching associations will even consider accepting the charter, English-language associations will be placed in an invidious position. Should they refuse to sign, their credibility among the country's coloured teaching corps will be irretrievably damaged.

Mr Sonn, who is also a member of the executive committee of Joctasa — the joint council of African and coloured teachers' associations — is putting the charter before Joctasa's annual general meeting today. He expects to get the full support of the black teacher associations as well, in an attempt to present a united teacher front to the Government.

Principles

The associations must be prepared to pledge themselves to the following principles:

- The eradication of race as a criterion for membership of a single national teachers' body;
- The establishment of a single central educational authority;
- The achievement of professional status for teachers;

● Equal salaries for equal qualifications and service, regardless of sex;

● Equalisation of service benefits; and

● The raising of educational standards in general and the improvement of teachers' qualifications in particular.

Conflict

Conflict between the coloured and Afrikaans teaching associations, and between the Transvaal's English and Afrikaans teacher organisations has broken into the open in the past 11 months with a bitter struggle over basic concepts in educational philosophy.

Mr Sonn says that if the charter has the impact desired, it will serve to illustrate exactly where teacher associations stand, and on what basis they are prepared to negotiate with each other, and with the Government.

Utasa is firmly opposed to any new education deal which in any way perpetuates apartheid.

"We are aware, because of statements made by the Minister of National Education, that education in South Africa is likely to continue to be ethnically based with at best one minister at the top. But apartheid education is totally unacceptable," a Utasa spokesman said.

Tribune
Teachers
 3/10/87
call (50)
for (BRV)
action on
apartheid

Tribune Reporter

A HARD-hitting education charter which could polarise teacher opinion countrywide was launched yesterday by the 22 000-member Union of Teachers' Association of South Africa.

The charter calls for the abolition of apartheid education and the formation of a single, non-racial teacher's association.

Mr Franklin Sonn, president of the UTASA which represents the interests of coloured teachers, said the charter would be presented to other teacher associations for acceptance or rejection.

"If they sign, it means they stand with us — firmly opposed to the system of apartheid education. If they refuse, we can no longer have anything to do with them."

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Conflict between the coloured and Afrikaans teaching associations, and the Transvaal's English and Afrikaans teacher organisations has broken into the open in the past year with a bitter struggle over basic concepts in education philosophy.

The charter, says Mr Sonn, will serve to illustrate exactly where the teachers stand, on what basis they are prepared to negotiate with each other, and with the Government.

Education a basic right under God

— Sendingkerk

ARBUS
6/10/82

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Religion Reporter
EDUCATION is not a "privilege" which the Government may grant to some on a racial basis, but a basic right under God.

This is the stand of the Ned Geref Sendingkerk, which last night decided to ask the Government for "immediate" equal education for all under a single ministry of education.

The Moderamen of the church was instructed to tell the Government that its present education system based on race was "immoral and against all Christian norms".

EXPENDITURE

Among the un-Christian aspects of present policy was unequal expenditure on education for children categorised by the Government as of

"different race groups", according to the motion adopted by the synod on a proposal by the Rev John Hartney of Bonteheuwel.

The synod welcomed the De Lange Commission recommendation of a single and equal education system for all, but criticised it sharply for seeing education as a means of "providing the manpower needs of the country" instead of a basic right of all people.

"DIGNITY"

It also criticised the Government for a "negative" reaction to the De Lange report, which indicated that the Government intended to perpetuate its racial discrimination in education.

"Education must be based on the equal value

of all people. All are created by God, in His image, and therefore entitled to recognition of their God-given dignity.

"This recognition must be given form in politics, the economy, in social relationships and also in education.

"Where a society denies this equality of human worth, it is in our opinion the task of education to restore those values.

"CONFLICT"

"Children must be taught that conscious or unconscious racist attitudes are in conflict with the biblical message and the Christian ethic.

"The responsibility of education in a country such as South Africa is especially great when one considers that racism is not inborn but in-

culcated." the synod resolved.

It rejected the De Lange Commission's emphasis on "manpower needs" instead of the human needs of South Africa's people.

"BASIC RIGHT"

"Education as such is not a privilege which the Government may accord people and which therefore may arbitrarily be removed. It is a basic and inalienable right.

"And 'equal education', which means that all children in our country have the right to education of the same high standard, is not a gift on the part of the Government.

"But it is a right which has been denied to black children (all children of colour) for decades," the synod said.

Synod: Equal education impossible under apartheid

Mr & Mrs 6/10/82

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Religion Reporter

THE Ned Geref Sendingkerk has unconditionally rejected all apartheid legislation and called for a new political dispensation devoid of racism.

The Sendingkerk synod adopted a report of its Christian Education Commission saying that equal education and the freedom of choice in education was not possible under the present apartheid system.

It said there was determined resistance among all South African people of colour to the "inferior" and "politically conditioned" education system provided by the Government. This resistance had led to repeated unrest at schools.

REFORMS

"The rejection of the present education systems by the black communities is not directed against inferior educa-

tion as such, but against the role of these separate education systems within the South African political system."

The Sendingkerk synod, meeting in Belhar, said that equal education opportunities were impossible without constitutional reforms which acknowledged equality in the political, economic and social fields.

Nor could Christian norms in education —

the right of all people, created in God's image, to equal education — be realised in South Africa as long as the Government persisted with apartheid, including "separate education" based on race.

"CHOICE"

"The present political system, with the Group Areas Act, Population Registration Act, Black Urban Areas Act and similar legislation, and group areas with their

own schools, makes it impossible for there to be freedom of choice in education.

"It is clear that the principles of education and a programme to achieve an equal standard of education for all population groups in South Africa cannot be attained within the framework of apartheid.

"In view of this, we recommend that the Government should be asked seriously to remove all

apartheid legislation and to establish a new and just constitutional dispensation which can serve as a basis for education of equal quality for all — not just as an ideal, but in practice."

EQUALITY

The Sendingkerk also supported the principle that for there to be equality in education, Teachers with equivalent qualifications should be allowed to teach at any

school of their choice, regardless of race.

Within this framework, it said that the diversity of cultures, religions and languages could still be reflected in education. But this diversity should not be seen as grounds to justify racism.

"Far greater emphasis should be laid on those things which the different groups have in common, namely that they are citizens of this country."

Single education ministry on cards

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2/16

ROOM 7/10/82

By MARTIN FEINSTEIN
Education Reporter

THE Department of National Education (DNE) is to swallow the black, coloured and Indian education departments next year as part of the creation of a single Ministry of Education for all races.

High level Government and education sources confirmed yesterday that this would be the virtually certain result of proposals for education reform to be submitted to the Cabinet this month by the task force working under Professor J P de Lange.

Sources said the Departments of Education and Training, as well as the Departments of Indian and Coloured Education — which now fall under the Department of Internal Affairs — would be swallowed by the DNE to form a central ministry responsible for finance, standards, training and other key areas.

A second tier of "sub-departments", all responsible to a single Minister, would then be created to implement and control centrally-decided policy for each race group.

The sources revealed that the DNE was already expanding in preparation for its new role as "umbrella" ministry.

"The DNE is currently strengthening its personnel structure and the Commission for Administration is conducting an investigation into the structure of the DNE's education and macro-education policy branches," said one.

He said the creation of a single ministry was a response to "the large percentage of people in South Africa who seem to think that one education department is the only way of running things".

"If parity is to be reached in, for example, spending and facilities, then there should be one department," he said.

It was stressed that the present pro-

vincial education departments would not be affected by the new structure.

Another source confirmed that the DNE was gearing itself up to take over the major functions of other departments "as it is the most logical and well-constituted department to do so".

The division of responsibilities still had to be worked out in line with the Government's constitutional proposals.

The "task force" under Prof De Lange plans to complete its final proposals by the middle of the month and a Government White Paper, as well as the first legislation to set education reform in motion, is expected early next year.

Prof De Lange told a teachers' conference last month: "I have no doubt whatsoever that a single, umbrella education policy is on the cards."

"I cannot elaborate on the exact constitutional procedure, but there is no doubt that a single, macro-level education policy aimed at parity and relevance is on the way."

Teller tells murder trial: I could have been wrong

Mail Reporter

A KEY witness in a bank robbery three years ago told the Rand Supreme Court yesterday that he might have incorrectly identified the accused at an identification parade.

Mr George Mtembu, a bank teller at the Diepkloof branch of Volkskas in Soweto, witnessed a bank robbery in May 1978 during which Mr L Vosloo was shot dead by Jeremiah Motapanyane.

Motapanyane was subsequently sentenced to death, and to 38 years' imprisonment, following convictions

on charges of murder, robbery with aggravating circumstances and the illegal possession of a firearm.

An application made to the State President to grant leave to re-open the trial to hear fresh evidence was granted 48 hours before execution of sentence.

Mr Mtembu at first denied making an affidavit two years ago in which he said he doubted the correctness of his identification of Motapanyane.

Only after Dr Percy Yutar, SC, for Motapanyane, repeatedly urged Mr Mtembu to tell the truth did Mr Mtembu ad-

mit to the affidavit.

Mr Mtembu said his denial was because he was afraid of incriminating himself.

He said he made the affidavit to an advocate, a Mr Anderson, with the understanding he would not testify in court again. He said he felt "double-crossed" when the stay of execution was lodged and decided to deny all knowledge of the affidavit.

Mr Keith Motapanyane, brother of the condemned man, told Mr Justice L le Grange he learned in September 1980 that a State witness had doubts.

The hearing continues.

Liza gets ready for the show

By GEOFFREY ALLEN

LIZA Minnelli flew to Sun City by helicopter last night, for her first step on the road back to international concert tours.

When she opens her show on Friday night at the Bophutatswana Super Bowl, it will be her first performance for more than a year.

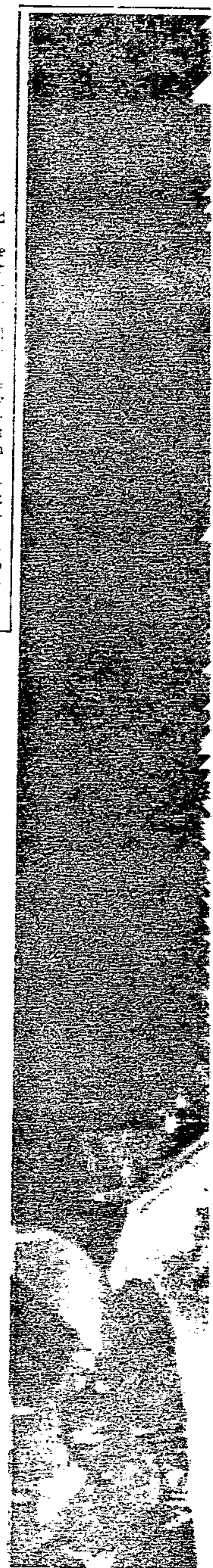
Her Sun City show, she says, will largely be a bouncing affair — perhaps in compensation for her long lay-off.

She gives away a lot of herself in public. She knows what she is good at and does not hide behind diffidence. That is a big part of the charisma.

Before she left Johannesburg, yesterday she told reporters she had not wanted to be a fireman or engine driver when a child — she wanted to be an ice skater. That changed the day she saw a Broadway show and was captivated by the dancers.

At the Press conference she sat quietly composed on a sofa with her wrap-around smile as she answered questions with remarkable candour — even the token political ones.

"I woke up this morning and thought 'Boy I'm in Africa' ... I don't mind about anything except that I'm



Superstar Liza Minnelli Johannesburg. She sta

Boy's death to be probed

CAPE TOWN.— An inquest docket into the death of a Bredasdorp schoolboy has been opened after the failure of a second attempt to establish the cause of his death.

Robert Taylour, 13, was found dead on his father's farm Vredehoek, in the Bredasdorp district, on September 11.

Mr Trevor Taylour found his son dead behind the steering wheel of a light truck on one of the farm roads after the boy had gone to a dam to pick plants.

A post mortem examination held in Bredasdorp and a further examination in a Cape Town laboratory have failed to determine the cause of the boy's death — Sapa

Man 'was sent' to knife clergyman

Mail Reporter

A YOUNG man charged with attempting to murder a minister from Christ Church, Hillbrow, was jailed for four years after he told the Hillbrow Regional Court he "was sent to do it."

Johannes Bhengu, 19, of Greytown, pleaded not guilty to a charge of attempted murder committed when, on August 16, he tried to stab the Rev C J Paesley.

Mr Paesley told the magistrate, Mr A H Barlow, that he met Bhengu, a stranger, while on his way to the Church. The man did not understand him very well and he offered him some Christian literature. At that the

man started shouting abuse at him.

"When I got to the church I found the door locked. As I looked around I saw Bhengu running after me. He had a drawn knife in his hand. He threatened to kill me. As he was about to strike me I shouted for help and two men shouted back from across the street. They started running towards us but Bhengu ran away."

"When I went to lay a charge against him, I asked Bhengu why he did it and he said he had been 'sent to do so'."

In mitigation Bhengu said he was a first offender and was at present paying lobola

7/10/82
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now

All races will pay towards education

Mail Correspondent

EAST LONDON. — The Minister of National Education Dr Gerrit Viljoen says the decision to stop free education for whites ended any hope that totally free education could be introduced for blacks and coloureds.

In an interview in East London yesterday, he said it had been decided that whites, who currently enjoy free school education, should contribute to education costs.

How much whites would be expected to pay had not yet been worked out in detail, but Dr Viljoen expected that parents would be asked to meet the major portion of the cost of school books.

He stressed that in cases where parents were financially unable to meet the cost of educating their children, they would be released from any financial obligation.

Dr Viljoen said the decision would mean that the in-

roduction of free education for blacks and coloureds was no longer possible.

The Government intended to try to introduce a uniform system whereby all population groups would pay for their education.

At present whites were entitled to free education while coloureds and blacks had to pay.

This was unfair, Dr Viljoen said, and the Government had decided to work along lines of the recommendations of the De Lange Commission on Education which called for payment by all population groups.

It was important, however, that in implementing a system of payment for education, parents unable to meet the resulting financial obligations should be accommodated.

Dr Viljoen said he did not expect opposition to the move.

(50) D-Dispatch 7/10/82

Viljoen: no hope of free black education

EAST LONDON — The Minister of National Education, Dr Gerrit Viljoen, says the decision to halt free education for whites end any hope that totally free education can be introduced for blacks and coloureds.

He said in an interview here yesterday that it had been decided in principle that whites, who now enjoyed totally free education, should contribute to the cost of their education.

The method of application had not been

worked out in detail but he expected that it would probably be done by making parents pay for the major portion of the cost of books.

He stressed that in cases where parents were economically unable to meet the cost of educating their children, they would be released from any financial obligation.

Dr Viljoen said the decision would mean that the introduction of totally free education for blacks and coloureds

was now no longer possible.

It was intended to try to introduce a uniform system of payment for education among all population groups.

At present whites are entitled to free education while coloureds and blacks must pay.

He said this was unfair and the government had decided to work along lines of the recommendations of the De Lange Commission on education which called for payment for education. — PS.

W CAPE DRIVE FOR BLACK SCHOOL LIBRARIES

ARGUS
8/10/82
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READ — Read, Educate and Develop, which has operated in the Transvaal since 1979, providing reference libraries in black schools — will launch its Western Cape campaign with aid from The Argus Teach Fund and Reader's Digest next week.

The four African high schools in the Peninsula will receive core-reference libraries after a workshop for teachers to learn librarian skills and the launching ceremony on October 11.

Mrs Nancy Murray, an organiser, said the

organisation was formed in response to growing concern over the lack of libraries in black schools.

"The Government has committed itself to an urgent and extensive upgrading of black education, but now, and for some time to come, its priorities will inevitably be the provision of classrooms and the training of teachers," she said.

"There will be few resources available for the establishment of adequately stocked school libraries."

Because of the critical shortage of trained manpower, it was essential to raise the level of literacy to be able to provide personnel with the basic reading skills needed to make further training possible.

VOLUNTARY WORK

"Against this background READ has been able to mobilise the resources of the private sector to provide this educational facility."

Mrs Murray said the Western Cape branch, which has about 10 voluntary workers, had been doing the groundwork for the organisation for nearly two years.

"Six school librarians have been giving up their time to make this all possible. They are responsible for selecting the books, but suggestions from teachers are welcomed," she added.

"We are convinced that systematic and ongoing training courses for teachers run simultaneously with the distribution of books, is the most effective way to establish these libraries."

While The Argus Teach Fund and the Reader's Digest had each given R3 000, money was still urgently needed.

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EDUCATION



Seconds out

FM 8/10/82 (50)

Verbal brawling in public between the Minister of Education and the Transvaalse Onderwysersvereniging (TO) would have been unimaginable a couple of years ago. But the De Lange Commission report has joined the collection of reform proposals polarising Afrikanerdom, and Afrikaans teachers are in the thick of it.

At issue is an article in the TO's organ, *Mondstuk*, reacting to Education Minister Gerrit Viljoen's speech to the TO congress. The article accused Viljoen of using his ministerial position to plug party political issues — that is, government's reform proposals — to Transvaal teachers. It enquired why Viljoen, unlike his predecessors, is ready to speak publicly so often, alleging that Viljoen's appearances were arranged through political channels.

Viljoen reacted vigorously and at length. He denied that he was introducing party politics, saying he was eager to support "any responsible efforts to counter the politicisation of education." He countered most of *Mondstuk's* claims, adding that the reason for his greater number of public appearances was the intensified debate on education generated by the De Lange report.

The TO offered a grudging apology, saying that it could substantiate its allegations, and that it would discuss the issues with the Administrator of the Transvaal.

The TO is one of the strongest pillars of the Federasie van Afrikaanse Kulturbewegings (FAK), the Broederbond's front organisation. The Bond and its offspring are close to the Conservative Party in the Transvaal. Professor Hennie Maree, Chairman of the TO, is a senior Bond member.

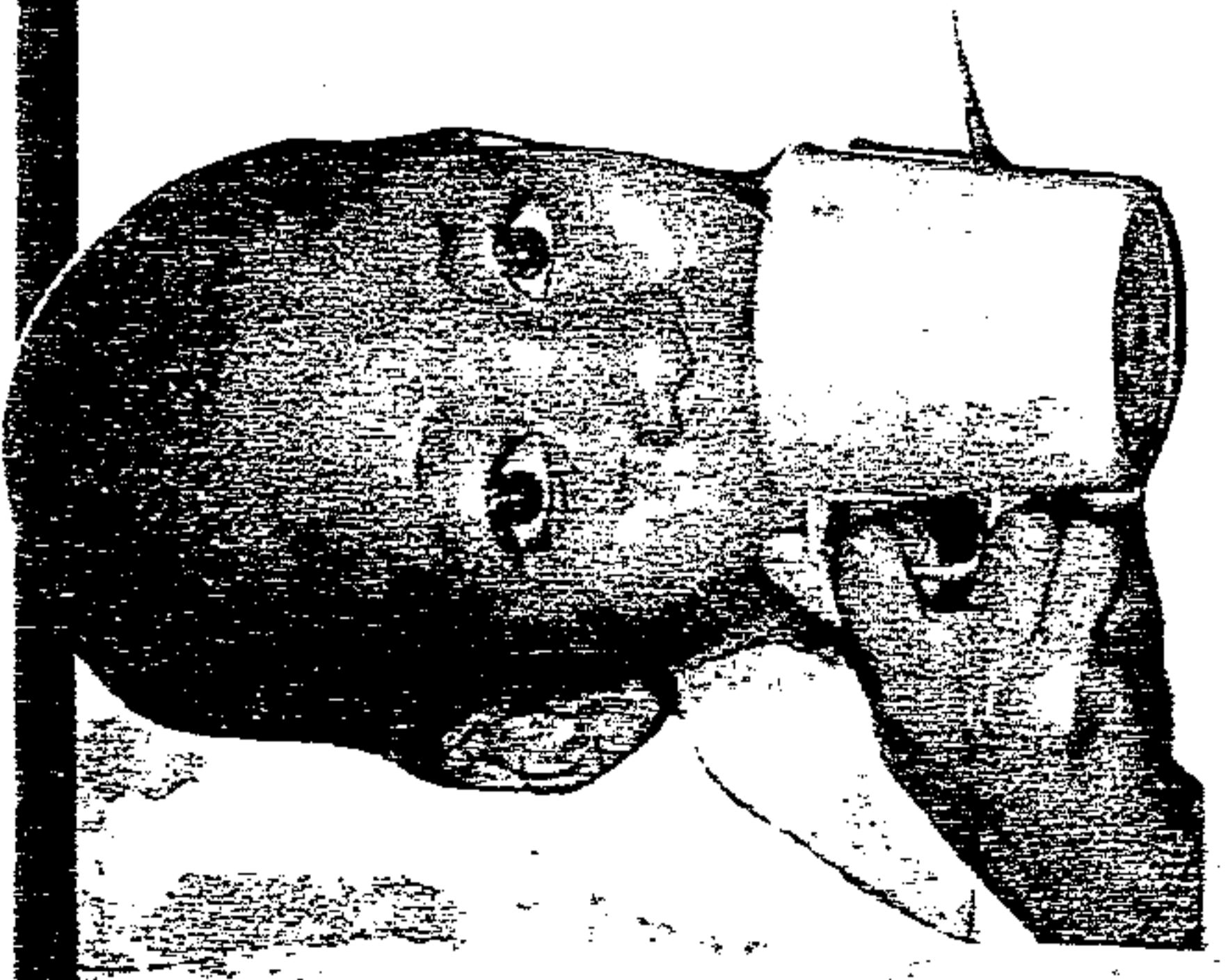
Fighting for food

w/e ARGUS

9/10/82

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□ CONSTANT increases in the price of basic commodities could take food out of their mouths.

BY SYLVIA VOLLENHOVEN

CHILDREN at some schools in the Western Cape are so hungry they fight for sandwiches on their way to school, faint in class and beg for food during the lunch breaks.

At some schools voluntary feeding schemes provide relief from the dizziness and hunger pains, but the rocketing bread price is jeopardising the future of this vital service.

Teachers, doctors, politicians and parents this week urged the Government to help feed the hungry children.

Letters to the Pen-

Kalbaskraal near Malmesbury, says he became worried at one stage about children who always looked ill on a Monday afternoon.

MEAL.

"After questioning them I often found they hadn't eaten since the family's midday meal on Sunday," he said.

While the row rages about price

Her reaction is almost echoed by Mrs Delia Boonzaaier on a nearby farm.

"I only give the one in Sub A some of the bread I bake myself. The others (her three primary school children aged 12 to 16) say I mustn't worry," she says.

PUPILS

Their children are all pupils at the Kersboslaagte school

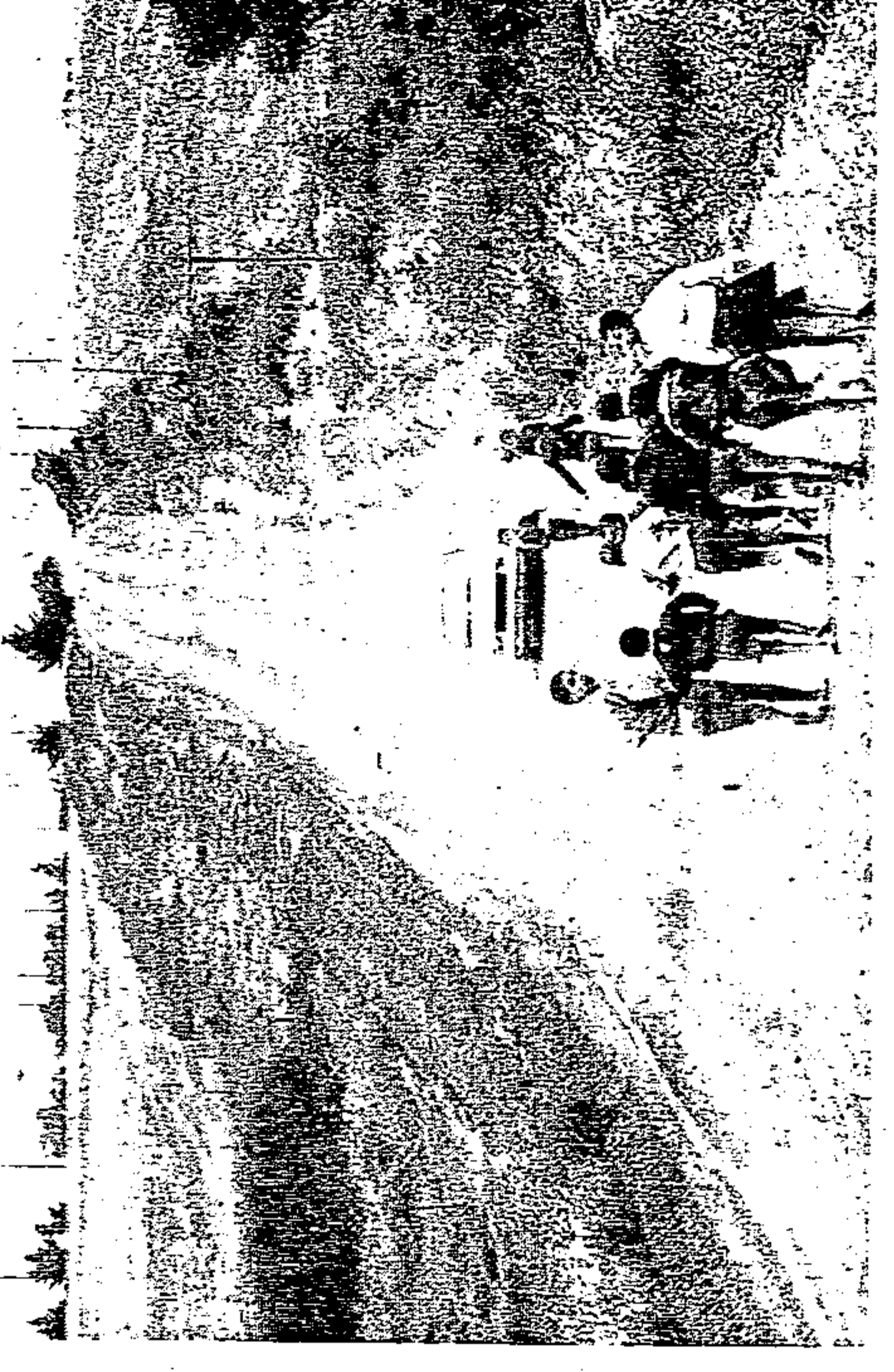
CHILDREN GO HUNGRY TO SCHOOL

ty," says Professor Maurice Kibel of Red Cross hospital's Institute of Child Health.

He referred to a study done in the Transkei recently in which one group of school children were fed well while another was not.

EXTRA FOOD

"Those who had extra food showed beneficial effects."



□ FOR the children of the Kersboslaagte school in Paarl the long walk to school on an empty stomach can end in a fight for a slice of bread.

Professor Kibel said this survey showed there was incidence of malnutrition which is worse in the rural

burden on these organisations. Teach-

solve it," sa Harry Schwarz

breaks.

At some schools voluntary feeding schemes provide relief from the dizziness and hunger pains, but the rocketing bread price is jeopardising the future of this vital service.

Teachers, doctors, politicians and parents this week urged the Government to help feed the hungry children.

Letters to the Peninsula School Feeding Association from school principals asking for assistance are heart-rending.

BY FORCE

"At our school things are so bad that pupils (who have no food) take bread from others by force, on their way to school," says a principal of the Kersboslaagte school in Noorder Paarl.

Another application for help, from Moorreesburg, says: "There are children who are coming to my school on empty stomachs and become sick during lessons as a result of hunger. Would it be possible for you to feed us?"

There are many hungry children in the Peninsula but it seems the problem is worse on the platteland.

Mr Tommy Davids, a principal at

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PUPILS

Their children are all pupils at the Kersboslaagte school where some children walk about 16 kilometres to school and back every day.

Invariably they have no shoes and breakfast is a luxury. In winter the cold bites through scant clothing and it is so much harder to walk the long farm roads on an empty stomach.

"There's a lot of evidence that hunger and malnutrition in young children has a profound and long lasting effect on their learning abilities."

Kalbaskraal near Malmesbury, says he became worried at one stage about children who always looked ill on a Monday afternoon.

MEAL

"After questioning them I often found they hadn't eaten since the family's midday meal on Sunday," he said.

While the rages about price hikes, many people most affected are simply not buying bread any longer.

Mrs Christina Dericks, a Paarl farm labourer's wife, looks down shyly at the kitchen table when asked how much bread her children take to school.

"They don't really want any," she says, obviously embarrassed. "They tell me they get it twice a week from the feeding scheme."

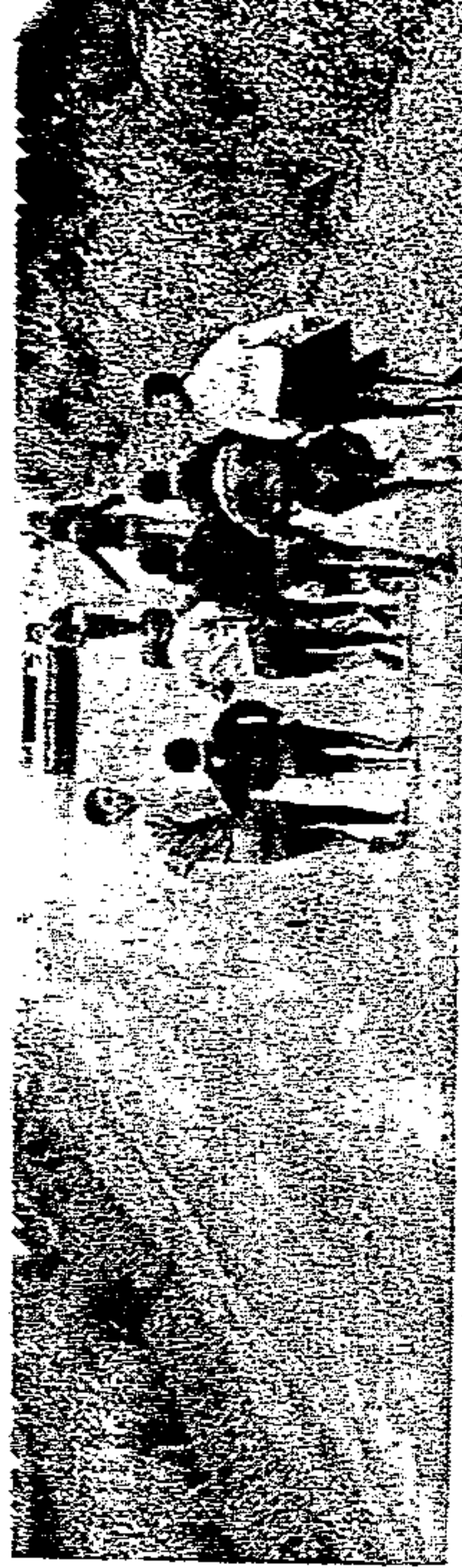
ty," says Professor Maurice Kibel of Red Cross hospital's Institute of Child Health.

He referred to a study done in the Transkei recently in which one group of school children were fed well while another was not.

EXTRA FOOD

"Those who had extra food showed beneficial effects. It's self-evident that a child with an empty stomach can't learn and concentrate," said Professor Kibel.

Another recent report — from the Department of Internal (coloured) Affairs' psychological services — states: "In considering the many factors that can contribute to the social, emotional, intellectual and physical welfare of children... school feeding schemes play a significant role."



FOR the children of the Kersboslaagte school in Paarl the long walk school on an empty stomach can end in a fight for a slice of bread.

incidence of malnutrition which is worse in the rural areas. Bread is the staple diet of all the poor sections of the community, young and old," said Dr Coogan.

BURDEN

At its recent annual meeting, the Union of Teachers' Associations of South Africa (Utasa) passed a resolution calling on the Government to assist school feeding schemes.

"The price increase will place a well nigh impossible

burden on these organisations. Teachers see that this will adversely affect academic performance of children and increase the drop out rate among pupils," Utasa said.

The latest bread price hike will cost the Peninsula School Feeding Association — which feeds about 130 000 children daily — an extra R65 000 a year.

"I think the Government is responsible for this debacle and they should

solve it," said Harry Schwarz, spokesman on summer affairs.

"We are in revolutionary times people can't money readily where. Not enough being done in relation to school feeding in South Africa."

Approached for comment on possible Government assistance for schooling, the private secretary for Mr O Horwood, Minister of Finance, referred the various education departments.



MR F W de KLERK, the Minister of Internal (coloured) Affairs said his department was "sympathetic towards the application of schemes by outside organisations" and it was made easy for them to operate the schemes in the schools.

"... as to whether the State should get involved financially in such schemes... (it is) not in the domain of the education authority,

ties, but of the Department of Health and Welfare," says Mr de Klerk's statement.

"To our knowledge they (Health and Welfare) are busy with an investigation into aspects of the matter," he said.

Mr de Klerk said the Minister of Education and Training, Mr D W Steyn, held the same view and identified himself with this statement.

'99 pc consensus'

Education plans are complete

50 Star 13/10/82

By Carolyn Dempster
Education Reporter

Final recommendations for South Africa's educational future have been completed by the De Lange Working Party and will be handed to the Cabinet at the end of this month.

The recommendations are the result of months of preparation, discussion and compilation of comment on the Human Sciences Research Council Report on Education.

The working party chairman, Professor J P de Lange, said in Pretoria yesterday there was 99,9 percent consensus over the final recommendations.

Only one point had caused dissension among the 19 educationists.

"This is remarkable considering the contentious nature of the recommendations and the varied reactions to the original HSRC proposals," Professor de Lange said.

He would not give details of the recommendations but said they covered all aspects of education raised in the HSRC report, and in some respects went further.

Although Professor de Lange refused to indicate the point on which the working party differed over the recommendations, it is believed disagreement centred on the future structure of South Africa's education system.

There has been considerable opposition to, as well as support for the idea of a single education department.

The recommendations will go to the Ministers of National Education, Education and Training and Internal Affairs. They will then advise the Cabinet which, it is hoped, will put out a White Paper in 1983.

The main committee of the HSRC investigation into education has been reconstituted for continuing research.

Four research areas to get priority are:

- Introduction of non-formal education on a structured and co-ordinated basis. Professor de Lange said nearly R3 000 million was spent on non-formal education in 1981, almost equal to the amount spent on formal education.

- The use of computers in education — in administration or in the classroom. The sub-committee researching this field has already established the criteria for apparatus, which will be released to schools soon.

Criteria for computerised teaching programmes will be available next year.

- Introduction of TV and radio into all education.

- Introduction of a third language which would be taught to school children from Standard 4 to Standard 7, with TV and radio playing a major role.

100 000

pupils
50
14/10/87

under law

MORE than 100 000 black children throughout the country will be forced by law to remain at school until Standard Five, when the third phase of compulsory education is introduced next year.

DET's chief liaison officer, Mr. Job Schoeman, said yesterday that his department expected 100 000 pupils to be affected by the programme in January next year - an increase of 30 000 over this year's total.

When the system was first introduced last year, about 45 000 black pupils in Sub A in 201 schools, were bound by law to remain at school until Standard Five or until they are 16.

Developing education Seen as a worldwide task

50 EDUCATION is a universal problem and not only in South Africa, says Mrs Melanie Hepker. Mrs (Mrs) Hepker, Education Alive P.R.O., addressed more than 100 people this week, including inspectors, principals and parents at the graduation ceremony of the Study Technology and Communication Course at Isu'Lihle Higher Primary School in Zola, Soweto.

"Many educationists in America and other parts of the world are complaining of their standard of education," she said.

"Most students entering universities are considered semi-literate as many find it difficult to write in their own language.

"Education Alive is a scheme used all over the world to try and help teachers and students to develop study methods and improve communication ability," she added.

The ceremony saw 75 diplomas awarded to pupils and teachers at the school. Mr Vivian Butler of a major South African fuel concern, the sponsor, presented the diplomas.

Teacher Mr Gordon Buthelezi said the course was a must,

RECORD NUMBER 10

Record number of teachers seek promotion

By Nagoor Bisetty

A RECORD 1900 teachers (50) promotions and appointments, Mr Rajbansi said.

have applied for 231 promotion posts in Indian education, including heads of departments, principals and rectors of training colleges, South African Indian Council's executive chairman Mr Amichand Rajbansi said yesterday.

He said his executive would sit from October 15 to November 5 to consider the applications, and appointments were expected to be announced soon after November 8.

Under powers delegated to the executive by the Minister of Internal Affairs, Mr F W de Klerk, in terms of the Indian Council Act, the executive now had final say on school

Previously these had been made by a committee under the Director of Indian Education.

Meanwhile Mr Rajbansi has confirmed that his executive has been pressing for an Indian to be made acting deputy director of education when Mr J S M Zwiiglaar, the present deputy director, becomes acting director in place of Mr Gabriel Krog, who leaves for overseas on a study trip.

'I have no doubt this will come about,' he said.

Mr Ronald Charles, one of several chief inspectors of education, was yesterday tipped to become the first (Indian) acting deputy director.

Mansingh 14/10/82

De Lange spells out blueprint for education

ARGUS 14/10/82 50

Argus Correspondent
PRETORIA — The blueprint for education in South Africa are to be laid before Parliament next year.

Professor J de Lange said at a Press conference in Pretoria that public response to comments on the report had exceeded expectations. He said 27 institutions had commented to the extent of thousands of pages.

An interim group assigned to evaluate the comment and formulate the final practical recommendations based on both the report and comment had reached a consensus.

The final recommendations on the most important aspects which had

been covered by the report will be approved by the next year.

Although the report was submitted in 1978, the task it has been assigned the final recommendations had revealed further areas for investigation.

RESEARCH

The main committee had been re-constituted to do continuing research into these aspects of education.

Professor de Lange said last year a review of non-formal education was almost as much as spending formal education. This was not only special outside schools, universities, colleges and technical training and interacted and interacted, he said.

It was important to research this area of education, which was unstructured, uncoordinated

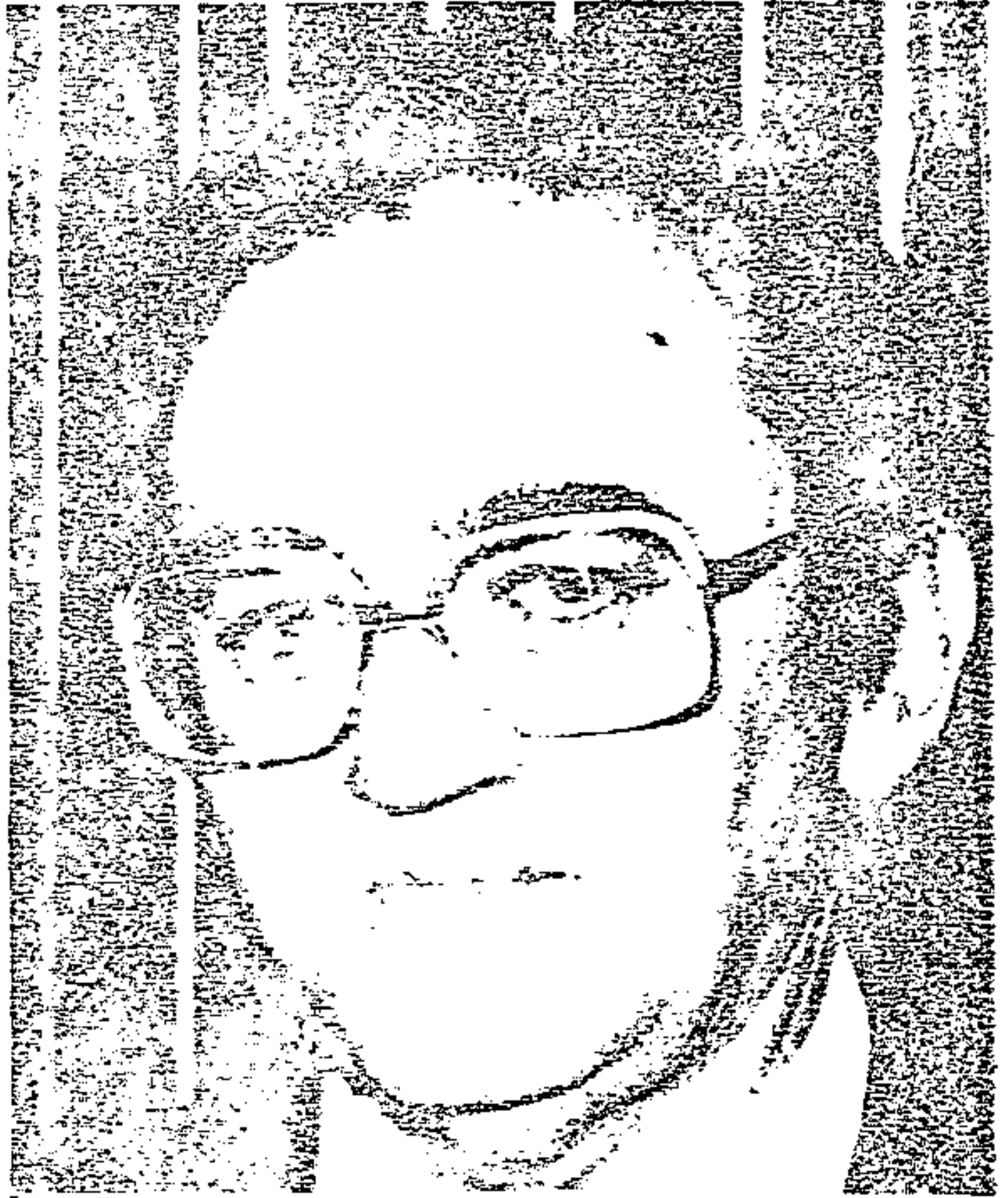
and still in the process of development.

The committee had been re-constituted to do continuing research into these aspects of education.

The main committee had been re-constituted to do continuing research into these aspects of education.

The main committee had been re-constituted to do continuing research into these aspects of education.

These were the main areas out of eight or nine to still be researched, Professor De Lange said.



Professor J. de Lange — listing the main areas

"Two basic goals for peace"

Argus Correspondent
JOHANNESBURG. — Two basic goals have to be achieved if the beginnings of peaceful adaptation are to be seen in South Africa in the next two years, says Professor L Schlemmer, director of the Centre for Applied Social Sciences at the University of Natal.

"The period over the next 18 months to two years may be quite difficult. During this period, black discontent will increase but the whole governmental system will not have been able to effectively gear itself for effective reform and adaptation to the challenges," he told a business conference in

DION

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169⁸⁸

D. Dispa 16/10/82

Call for more So literacy training

EAST LONDON — Training people to read would result in better co-operation between the authorities and illiterate adults, the director of Operation Upgrade in Southern Africa, Mr Sandy D'Oliveira said.

Speaking at a meeting of representatives from the Ciskei Government departments of Agriculture, Health, Foreign Affairs and Education in Zwelitsha on Thursday, Mr D'Oliveira called for increased literacy training.

Many doctors could not locate serious diseases like tuberculosis, because many people could not read pamphlets which were distributed, he said.

He called for literacy classes to be held in the main TB centres, and that patients, on discharge, be supplied with pamphlets containing stories about various diseases.

"These people are so thrilled that they can read," Mr D'Oliveira said, "that they go and read the stories to everyone available to listen. In this way, many people are made aware of the symptoms of diseases.

"These newly-found literates are also supplied with the addresses of the closest clinics, so if a person has the symptoms, he knows where to go.

"In agriculture, illiteracy causes many irregularities, and if one could send a teacher to the people to bring them to a Standard four reading level, extension officers would be able to communicate with them on a higher level, and would be more easily understood," he said.

Doctor van Aswegen, Minister of Health for Transkei, suggested that representatives from each department get together to discuss the matter.

Mr D'Oliveira said the first teacher was used in 1968, and at present over 8 000 teachers had been trained.

"The Operation Upgrade system was started by my wife and I, 16 years ago. This is a labour of love of people, and we've never been happier.

"We are still writing books in which we are putting facts in story form, as we found that the reader identifies himself with the main

character, and so the moral of the story is transmitted. These people have great potential within them.

"We are presently teaching in nine languages, and we do that from the standpoint that an illiterate adult has a fairly comprehensive spoken vocabulary — he knows everything about a word except what it looks like."

He travels from America to South Africa for six months every year.

"It is better to light one candle than to curse the darkness," he said.—
DDR

Indian school survey

Mercury
18/10/22 Mercury Reporter

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~~258~~

THE Division of Indian Education is conducting a survey to determine the attitude of parents to the proposed introduction of Indian languages as teaching subjects in primary schools from next year.

Circulars have been issued to all Indian schools under the control of the Department of Internal Affairs. Initially it is proposed to start in Standards 2 to 5.

For the purpose of the survey, Arabic is included in the group of Indian languages. The other languages to be taught at schools include Gujerati, Hindi, Tamil, Telugu and Urdu.

Researcher's brainchild hits Soweto schools

By LEN MASEKO

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A BRITISH brain wizard has injected a new spirit in the lives of Soweto school children.

The new-found spirit is the result of last week's three-day seminar conducted by brain researcher Tony Buzan, whose self-designed revolutionary learning methods are causing quite a stir in the Soweto school fraternity and international circles.

The 2,000 Soweto pupils who attended the seminar went through exercises aimed at increasing their ability to understand and solving problems, improving their reading skills, memory training and

creativity release methods.

Mr Buzan bases his exercises on his 30-year research that human beings waste their thinking power because they only use half their brains.

What prompted Mr Buzan to spend so many years studying brain activity?

"I became interested in brain research when one day my teacher told a close friend in class that he was stupid. I was deeply hurt because I knew my friend was very smart. I was intrigued by this thing that some peo-

ple are termed clever and others stupid".

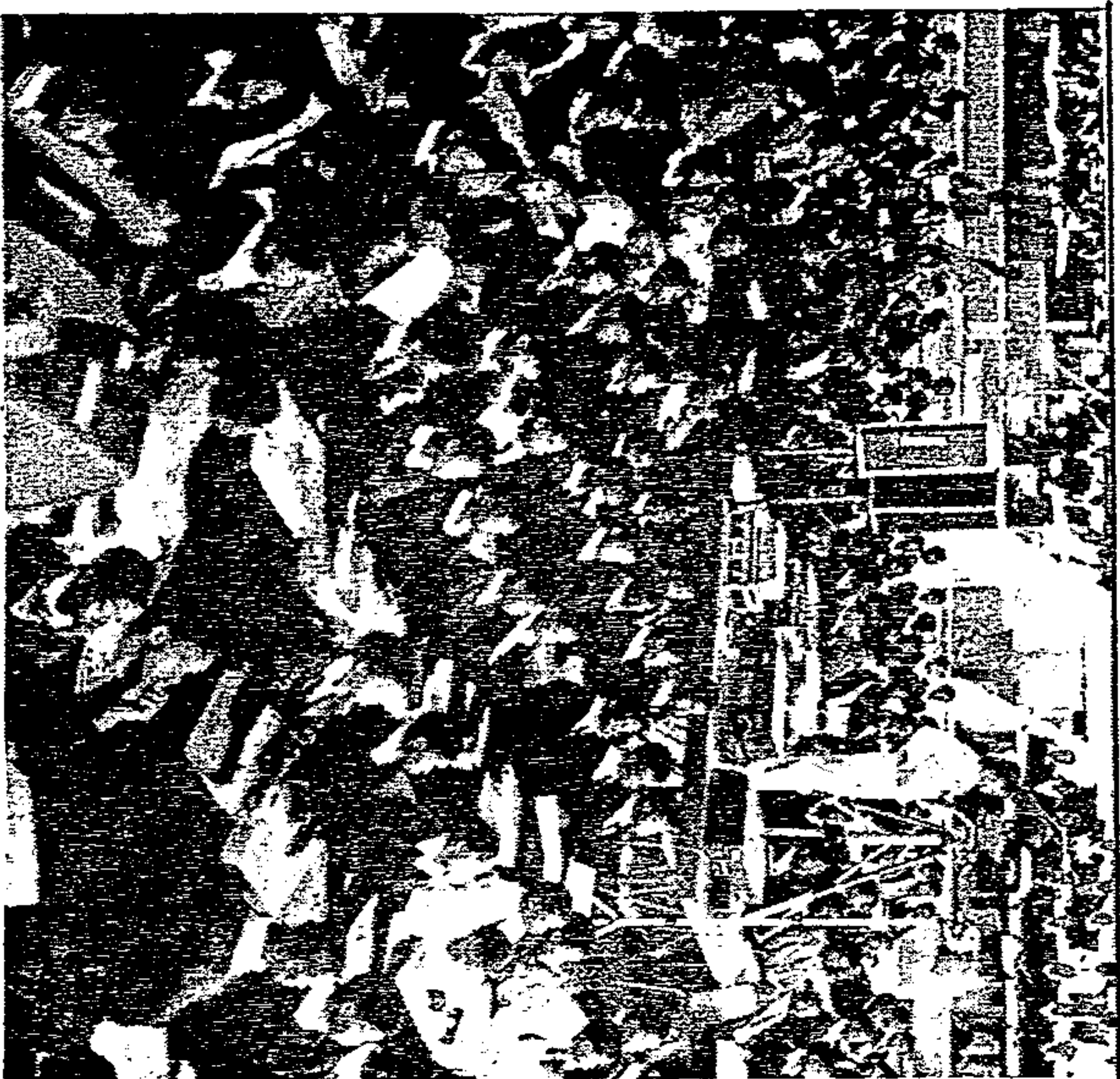
After that he studied literature on brain activity and consulted with brain experts, researching latest discoveries on the subject. He travels internationally, conducting seminars for business executives and company employees. He charges R10 000 per session for companies and nothing for the underprivileged people.

Mr Buzan is confident that his learning methods will spread to Soweto's 200 000 school population.

When the students emerged at the end of the seminar, a new-found spirit and confidence was written all over their faces as they swarmed their "Messiah" for autographs.

Perhaps the impact of the exercise is summarised by what the "transformed" pupils and educationists said after the seminar.

Said Reginald Mabase of St Matthews High: "Why didn't they introduce these methods in black education 10 years ago? I would have passed all my exams with distinctions".



A beginning of a new era for these students?

Mystery letter

12

slanders Masire

NUMEROUS Botswana students, teachers and businessmen received a mysterious letter which accused President Quett Masire of being pro-soviet and called for the expulsion of all South African refugees.

Signing themselves "Bamangwato democrats" (a reference to the majority tribe) the authors claimed to write "with great reluctance" because the matter was of "such grave consequence".

Though it is doubtful if many of the persons who received the letter took it seriously, it did provoke a response from the office of the President.

"Ignore the fake circular letter," said the

"Nothing gives more relief..."

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SA 163 1910/82

Jo'burg centre going up

A TEACHER training centre funded by the Urban Foundation and other interests is taking shape at Diepkloof outside Johannesburg.

The contract for the R2,7-million development was awarded to Stocks Rand.

The Diepkloof scheme comprises a training centre, educational centre, drama centre, canteen and multi purpose hall.

The various facilities will have a common architectural theme and will be linked by terraces and pathways.

Their floor area will be 5,300m² on a 75,000m² site, permitting room for later expansion.

The structures are mainly double storeyed with the exception of the teachers centre.

In your Sowetan tomorrow

Continuing — A Woman Scorned — A Love Story. Don't miss the next episode tomorrow.

Get Yourself to the Mainstay Cup Final — FREE. There will be 100 tickets to give away. Details coming up tomorrow.

Plus More. Lots More.

Teachers' in-service centre is opened

By LEN MASEKO

A TEACHERS in-service training centre — part of a R4-million informal education complex being built in Soweto — was officially opened yesterday.

The centre, near Baragwanath Hospital, will help improve science education among an estimated 700 teachers from Alexandra Township and Soweto schools. At

present 150 teachers have enrolled.

The centre forms part of a multi-purpose complex which is being built with the aim of improving the quality of teaching over a wide range of education, artistic and cultural subjects.

The director of the centre, Mr Klaus Bruck, said teachers under-

going training at the centre will come from 56 secondary schools in the Alexandra and Soweto areas.

"This place will act as resource centre for teachers who want to move ahead, and a useful instrument to serve the education community in the two areas. We will from time to

time adjust our courses to the growing needs of the teachers." Mr Bruck said.

Courses

He said the centre will in future liaise with the new university for urban blacks — Vista. Courses offered include mathematics, biology and physical science, which are taught over a year.

The whole project was pioneered by the Urban Foundation with the sponsorship of the South African-German Chamber of Trade and Industry.

R3000 GOLD CROSS CONTEST — Page 12



Ben Mabuza dead

ings murder

a 17-year-old Soweto girl was Nhlamhla and bring her

-Prof explains horrors of detention

Prof Ames said it was a well known fact that the maintenance of conscious awareness depended to a large extent on variation in the pattern of environmental stimuli.

In the absence of such stimuli, especially when coupled with relative physical immobility as happens with detention, subjects are rendered less vigilant.

She said this also leads to disruption of orderly thinking, loosening of emotional control and being visited periodically by anxiety but by having cell lights on all night past has been thought to play a significant part in the making of false confessions.

This difficulty in mobilising events of the past has been thought to be a result of the political and inevitable more open to suggestion.

She also said political detainees' sleep was disturbed not only by anxiety but by having cell lights on all night and being visited periodically by anxiety but by having cell lights on all night past has been thought to play a significant part in the making of false confessions.

Another speaker, Dr Ismail Mohammed, of the University of Witwatersrand, said it was difficult for many people to believe that there was reform in South Africa when people continued to disappear from their homes and while others died mysteriously in the hands of the police.

He said apartheid was a beast nobody would be prepared to live with because of the bitter memories of 1976, of Steve Biko, Moabi Dipeolu and others who died in detention.

Man found hanging from tree

BY STANMHLON

HORRIFIED: Sebo

residents woke up Monday morning to find a man hanging from a tree.

The man who left bed during the night was found dead the morning was Mr Jose Mabuza (33) 113821 Zone 11 Sebokeng.

His sister, Miss Christine Mabuza, told The SOWETAN that she found her brother's body dangling from an apricot tree at 5.45 am, when she was about to leave for work.

Miss Mabuza said her brother was a highly-emotional person

MARE 329

Wednesday, October 20, 1982

'Brain' held on R7-m cheques swindle

son's arrest on grand larceny, forgery and possession of forgery devices charges.

Officer John Clifford said the alleged fraud was carried out in all the city's major banks. "I can't think of one that wasn't hit," he said.

Johnson, who police said drove a Porsche and was well-dressed, told them he had "people inside various bank branches who co-operated." He also said he trained five women to cash the cheques, police said.

Police say the women, using the identities of legitimate bank clients, cashed phoney cheques made out in the customers' names.



Newspapers prove to be an exciting teaching tool for Forest Hill Primary School teachers Mrs J Davison (left) and Mrs M Lee (sitting). Mrs B erenico Mendelow-Nolk of JCE (centre) shows how it's done. Picture by Sarel van den Berg.

Teachers get into the news

By Moira Levy

It was back to school for more than 40 teachers from Johannesburg and the East Rand who crowded into the Forest Hill Primary School hall this week to learn about the value of the newspaper as a modern teaching tool.

They became pupils again for the afternoon as Mrs Mendelow-Nolk of the Johannesburg College of Education's newspapers-in-education department taught them how to use the newspaper in the classroom as a valuable teaching aid.

They scanned the pages to seek out selected words and articles and enacted the scenes portrayed in photographs.

Mrs Mendelow-Nolk explained the significance: "If you do this in the classroom the children will be having fun and at the same time will be developing the skills of reading, interpreting and evaluating."

The workshop is the second round in Mrs Mendelow-Nolk's programme and follows an introductory lecture last month.

Organised by the East Rand Teachers' Centre, the programme demonstrates the use of newspapers throughout the curriculum, and is being attended by English and Afrikaans teachers.

"The response has been terrific. The teachers participate, are keen and enthusiastic and share what they learn with colleagues."

DRAMA NEWS

Each year we are presented with the problem of diminishing numbers of English-speaking teachers being available for our schools.

This is a particularly serious problem in the high schools, where the shortage of graduate subject teachers is critical. We are operating at a most unsatisfactory and educationally unsound level. The future is indeed bleak.

England, Australia, Canada and the United States have surpluses of teachers and many have had to resort to finding jobs in other professions or commerce and industry; completely the reverse situation to that existing in our country.

In all other English-speaking countries, as well as European countries, there is a large percentage of men in the schools, and so we must try to analyse what our problem is, and not glibly toss it aside as a defect or quirk of English-speaking South Africans.

We are about to enter a period of reformation in education, with the implementation of the many aspects of the De Lange Report.

The question now is as to what degree of reform will be allowed, as the commission reported on every conceivable aspect of education: formal and non-formal; the relevance of education in line with economic and industrial changes; and the development of a variety of suitable curricula.

With the establishment of one central Education Ministry, how much decentralised administration is envisaged and where

570 25/10 182

English education crisis should be tackled now

does English-speaking education feature in the schemes for the future?

One can only hope that the trail-blazing ideas for improving education will incorporate changes in the control of English-speaking education.

Over many years authors and politicians have claimed that there are no South Africans as such. At one pole there are those who consider the Afrikaner nationalist as the representative South African. At the other extreme are those who feel that the blacks are the representatives of the people.

And in the centre are the more judicious ones who, on analysing the historical, economic and social structure, realise that we are a heterogeneous society, with each population group representing one facet of a very complex whole.

English-speaking South Africans have made a major contribution to the development of the country in every field of endeavour.

Their most apparent contribution has been in the fields of economics, commerce and industry, but they have made prominent contributions to engineering, medicine and law. Their influence has had a marked influence on the political, cultu-

ral, professional, sporting and social aspects of life in South Africa.

The chairman of the Council of the 1820 Foundation, Dr R S Cooke, has pointed out that the development of the country resulted from the merging of the best of the English heritage — mercantile, legal and engineering — with the agricultural inheritance of the Afrikaner and their passionate love of the land.

Their British heritage has had a marked influence on the scholars, many of whom became leaders in various fields in the country. And so has the influence of their English-speaking teachers. One is proud of the calibre of so many of our English-speaking teachers, men and women, who have remained in the Government-school situation and who hand on our precious legacy.

The private schools, with their measure of autonomy, continue to attract teachers with high qualifications. One

can only hope that the new proposal of taxation of fringe benefits, as admirable and fair as it is, will not ripple down and adversely affect the housing schemes, etc used to attract male teachers, and senior women teachers, into the profession.

At its recent annual conference, the Transvaal Teachers' Association recommended the appointment of an English-speaking Deputy Director of Education in the province. If we are going to have one National Minister of Education, with deputy ministers representing the various groups, is this not the golden opportunity to introduce a separate English-speaking Department of Education for the entire country?

Such a department could serve a number of purposes.

It could, within the framework of the law, cater for the attitudes and idiosyncrac-

ies of the English South Africans.

● A freer and broader interpretation of education could be possible and greater integration of education and sport with non-white groups could be introduced.

● It would attract ambitious young men, as a series of unrestricted promotion posts would be available to them, at all levels, from deputy principals of schools, principals, inspectors, and at the pinnacle the post of Director of English Education.

● English-speaking teachers could be imported from overseas, either as permanent teachers or on contract, much as is done in the engineering and nursing professions.

All of these measures would help us to recruit teachers and offer better education to our pupils, and so help the entire country to attain a bright future.

● Joyce Austoker is a Johannesburg educationist.

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RBM 25/10/82

Education

'inadequate'

IT WAS distressing that South Africa faced racial problems and economic frustration because of the inadequate training of blacks, the mayor of Sandton, Mr P Gardiner, said at the weekend.

Speaking at the handing over of new buildings for the Witkoppen black farm school, he said he hoped the school would play an important role in breaking race barriers in South Africa.

The school has 500 pupils and has been in operation since 1943.

1

2 +

WOMAN

Teaching the people to use the language

By SINNAH KUNENE

"THE woman from the flat next door took out sheets from the line by mistake. I could not explain this properly, so I was accused of stealing."

This and many more such pathetic encounters by illiterate adults has prompted the Institute of Race Relations to embark on a project to help the victims (most of them migrant workers) to use English language skills.

The project, named USWE (Using Spoken and Written English) was started a year ago, under the directorship of Ms Basia Ledochowski and her

assistant Ms Danisa Baloyi. Operating from a small office near Killarney Mall, the two are teamed by a part-time typist.

"It has been learnt that people who are unable to speak and write English appropriately tend to get into trouble with employers and lose their belongings by being robbed or cheated. They are unable to find out what their rights are. As a university lecturer once said if people do not use the language, the language will use the

people," said Ms Danisa Baloyi. The first goal of USWE is to help learners and teachers to become progressively aware of the tasks for which English is needed. Ms Baloyi adds that the language is a tool for survival.

"Employers on the other hand, should know that there are cultural differences. They may misinterpret things and regard the worker as unco-operative whereas he or she was trying to get a message across," says Ms

Baloyi giving an example of a domestic worker who used the word "must" instead of "may" when asking for permission to go home. The employer dismissed the man, claiming he was cheeky. According to the Human Science Research Council, there are about 3-million black adult illiterates in the country who are exposed to and governed by the English language.

At present, USWE spearheads 45 centres (known as Centres of Concern) throughout the country. These have a total membership of 2 000 and rely on about 200 voluntary teachers ranking from university professors to ordinary housewives.

Ms Baloyi says she would like to extend the project to Soweto and other townships, as this would be convenient for black voluntary teachers.

A BA degree graduate and qualified librarian, Ms Baloyi says there is a high drop-out rate from



CENTRES OF CONCERN: A place to learn the communication language.

She says USWE has so far produced five sets of English language teaching material which is of immediate and direct relevance to the communication needs of the adult. These take a specific communication problem from daily life (like looking for a job in the newspapers) and develop from there a series of lesson and exercises ranging from oral communication skills to practice in English syntax and usage.

For further information USWE can be contacted at Oxford Synagogue, 20 North Road, Riviera (646-5721).



What if it were your daughter?

DEAR SOWETAN WOMAN — When God created Adam, He said it was not good for him to stay alone. Hence He created Eve to be his companion. Every woman has a man she loves. Can she then, love that man for years and then decide to bewitch him? Everyone is bound to

LAST week SOWETAN WOMAN spoke to women who had had with their in-laws over the death of their spouses. Some said their in-laws took their property, claiming it belonged to them while one said she resisted to the point where the law intervened.

Our first letter — a response to the article, is published today. We are still expecting more letters from our readers. There is a R25 waiting for the writer of the best letter printed.

What can couples do to discourage parents-in-law from victimising their children?
Share your views with SOWETAN WOMAN. Address your letter to: Write In Challenge, PO Box 43003, Industria 2042.

die sometime, whether married or single. Death is something that is inevitable. Some parents go to the extent of taking their sons to "inyangas" when all they have is VD. The witchdoctors

will always tell them their child has been bewitched. I plead with our parents not to interfere with our lives because they only manage to destroy the trust that we have in our wives or girlfriends.

the courses which she believes can be curbed by having more black teachers.

"The learners join the course with the hope of coping better with specific tasks. They are very sensitive to embarrassing situations and tend to lose confidence when they fail to express themselves. As a result, white teachers, although they do their best, cannot keep a constant attendance." Ms Baloyi says.

MATERIAL

Deeply perturbed by the fact that there is no Government institution for the illiterate, Ms Baloyi regards them as a neglected sector of the society, as they play an important part in the economic development of this country.

Aged 25, she hopes to pursue her studies in teaching English as a second language.

WOMAN

SR 26/1/82

US pushes education along...

By Moira Levy

**TEACH/
READ**



**ADOPT-A-
SCHOOL**

At the end of last year 174 black schools had been adopted by American companies in South Africa within the requirements of the Sullivan Code.

Sullivan's sixth principle says signatory companies should involve themselves in "improving the quality of employees' lives outside the work environment in such areas as housing, transportation, schooling, recreation and health facilities."

Out of that the Sullivan Principles Education Committee's Adopt-a-School project was born in 1978.

The education committee chairman, Mr John L K Brett, said: "Our 12-man committee is multiracial and is a microcosm of our society."

"At our meetings we interview the people who come for help. Then we write to all our members and they give what resources, knowledge or influence they can."

A committee document says: "Among the reasons for the high drop-out rate (in black schools) are the physical facilities. Without electricity, heating or proper construction, the schools become an unpleasant setting.

"Beyond these physical factors is the absence of equipment like typewriters, mimeograph machines, books and visual teaching aids. Further, there is also the question of the curricula."

At the end of last year, the education committee reported more than R1.5-million had been spent on the project during two years.

One of its greatest achievements was Soweto's Pace College.

"We also raised almost R9 000 from American companies for St Anthony's College in Reiger Park, Boksburg," Mr Brett said.

25m 8/11/82

Tax cuts asked for literacy training

Labour Correspondent

THE Government has been asked to allow employers to deduct the cost of training their workers in literacy from their taxes.

The request comes from the business-funded Management and Manpower Foundation and, according to an MMF director, Dr John Burns, the Department of Manpower's National Training Board is looking at the issue.

Dr Burns released details of this move at a Press conference last week to brief the Press on the MMF's work.

Dr Burns acknowledged that functional illiteracy among workers was a major stumbling block to meeting the skills shortage.

Employers who trained workers could claim a tax

deduction of 100% cash grants from the Government and other incentives, he said. The MMF had therefore approached the Department of Manpower to ask it to extend these deductions to literacy work by employers.

Dr Burns said the department had told him it was unlikely its National Training Board — which must process applications for training incentives — would agree to this, unless the literacy work formed part of an industrial training programme.

Dr Burns said senior department officials had, however, suggested that employers who were conducting literacy training as part of a general industrial training programme approach the board and ask that the literacy programme be included in the costs of training.

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~~152~~
~~210~~
~~232~~

Ca's 'Other' government

Major mining groups
in a year on community
being the
Breier reports.

the best possible educa-

tion.
The fund has met
the building costs of
two agricultural high
schools for blacks in
Cliskel and Lebowa. It
has also financed new
science buildings at the
University of Swaziland
at a cost of R500 000,
as well as financing
research projects at
various other univer-
sities.
The Chairman's
Fund also helps fi-
nance the United
States-South Africa

Leadership Exchange
Programme (Ussalep)
which aims to promote
international dialogue
and understanding.

It also supports the
other end of the spec-
trum by aiding commu-
nity projects for
coloured people on the
Cape Flats.

Optima describes
these people as the
victims of the "legis-
lated destruction" of
District Six which was
wiped out by the
Group Areas Act.

The Act also bant-
shed coloured people
from Cape Town's
middle-class southern
suburbs to the wind-
swept flats.

The fund helps the
Western Cape Founda-
tion for Community

Work which the port
Adam Small helped
create.

It aids the Founda-
tion for Social Develop-
ment in the Cape Flats
township of Bishop
Lavis and the Build a
Better Society group, as
well as a variety of
South African charities.

The fund's chairman,
Mr Michael O'Dowd, be-
lieves in a flexible
handling of all these
projects.

"You don't always
get what you set out to
achieve in the form
initially proposed. But
if what you want is
sensible, and you are
flexible, you can almost
always come up with a
"worthwhile result," he
said.



The campus of the R7 million Manosuthu Technikon in KwaZulu, largely financed by the Chairman's Fund.

WAY TO THE ROAD TO THE STATE

South Africa's

Some people believe South Africa has two governments — one run from the Union Buildings in Pretoria and the other from 44 Main Street, Johannesburg, the headquarters of Anglo American and De Beers.

Both governments have education, research, cultural, social development and charity programmes.

The one in Main Street spends up to R15 million a year of company profits on its scheme, known as the Anglo American and De Beers Chairman's Fund.

And the government of Main Street believes it can exercise more flair and imagination in the way it spends money on community projects than can the bureaucratic and ideologically hidebound government in Pretoria.

In fact, if Main Street did not spend millions on its Chairman's Fund, much of this money would be siphoned to Pretoria bureaucrats by way of taxation.

The Chairman's Fund Committee believes that rather than pay more tax to the central government it should exercise its own resources of money and imagination, especially on education projects.

A supplement to the prestige Anglo publication Optima makes it quite clear that Main Street has less than a high regard for the Government with its multiplicity of education departments.

In a speech at an international management symposium in St Gallen, Switzerland, this year, Anglo American's chairman-designate, Mr Gavin Relly, said the importance of corporate giving stemmed from a recognition of the inevitable limitations on State activity.

The social services of the State carried the hallmarks and shortcomings of bureaucracy, rigidity, slowness, uniformity and insensitivity, he said.

"Above all, the state system is unlikely to inspire, let alone act upon, the imaginative

without profits it could not pay good wages and offer satisfying opportunities to its employees.

And unlike the Government, which tightens its belt during recession when community projects are most needed, the Chairman's Fund uses money left over from good years to tide the fund over the bad years.

The Optima supplement concludes there is a growing realisation that the health of South Africa's society is too dangerously delicate to be left entirely in the "indelicate, however well-intentioned, ministrations of its Government."

The fund traces its origins to the late 19th century when Cecil John Rhodes was carving his own empire.

Rhodes, the founder of De Beers, began contributions to causes that offered no direct benefit for the company but were seen as socially valuable.

Soon after its creation in 1917, Anglo



Relly... "The State does not inspire."

American founded its own fund for this purpose.

But these funds merely reacted to requests for money without playing an active role.

The two funds were merged in 1973 when Main Street realised the South African Government was gradually easing its former tight grip on the reins of social development.

The fund is financed by a levy related to the

tural and social development and charity.

The fund's committee considers that shortcomings in black education strains South Africa's social fabric more than any other factor: it retards economic growth, aggravates unemployment and makes fertile ground for social and political unrest.

Of the estimated 6.2 million illiterate adults in South Africa and its homelands, some 5.8 million are black.

The fund supports many literacy projects and provides buildings and teaching aids for all levels of education.

Major educational projects include:

- R13 million for the Isidingo Technical College due to open in Daveyton near Benoni next year.

- The Mangosuthu Technikon in Umlazi, kwaZulu, on the outskirts of Durban. The fund provided R6.7 million towards the R7 million complex which was opened last year.

- Building 16 new classrooms and three new workshops for the Jabulani Technical High School in Soweto. South Africa's first urban technical high school for blacks. These additions cost R500 000.

- The Soweto Teachers' Training College which cost R2.4 million and finally enabled black secondary school teachers to be trained on the Witwatersrand instead of in the homelands.

- A project in Bophuthatswana aimed at taking to matriculation standard those teachers who teach at secondary schools although only qualified to teach at primary school level.

- Bursaries for black, Indian and coloured graduate teachers to attend a one-year course at Rhodes University.

- The Schools English Language Research Project run by the Centre for Continuing

A fund set up by two major mining groups spends up to R15 million a year on community projects, black education being the main beneficiary. David Breier reports.

tion project.

One educational project which the fund sees as support for the ideal of a non-racial South Africa, is St Barnabas College, a private secondary school in Johannesburg.

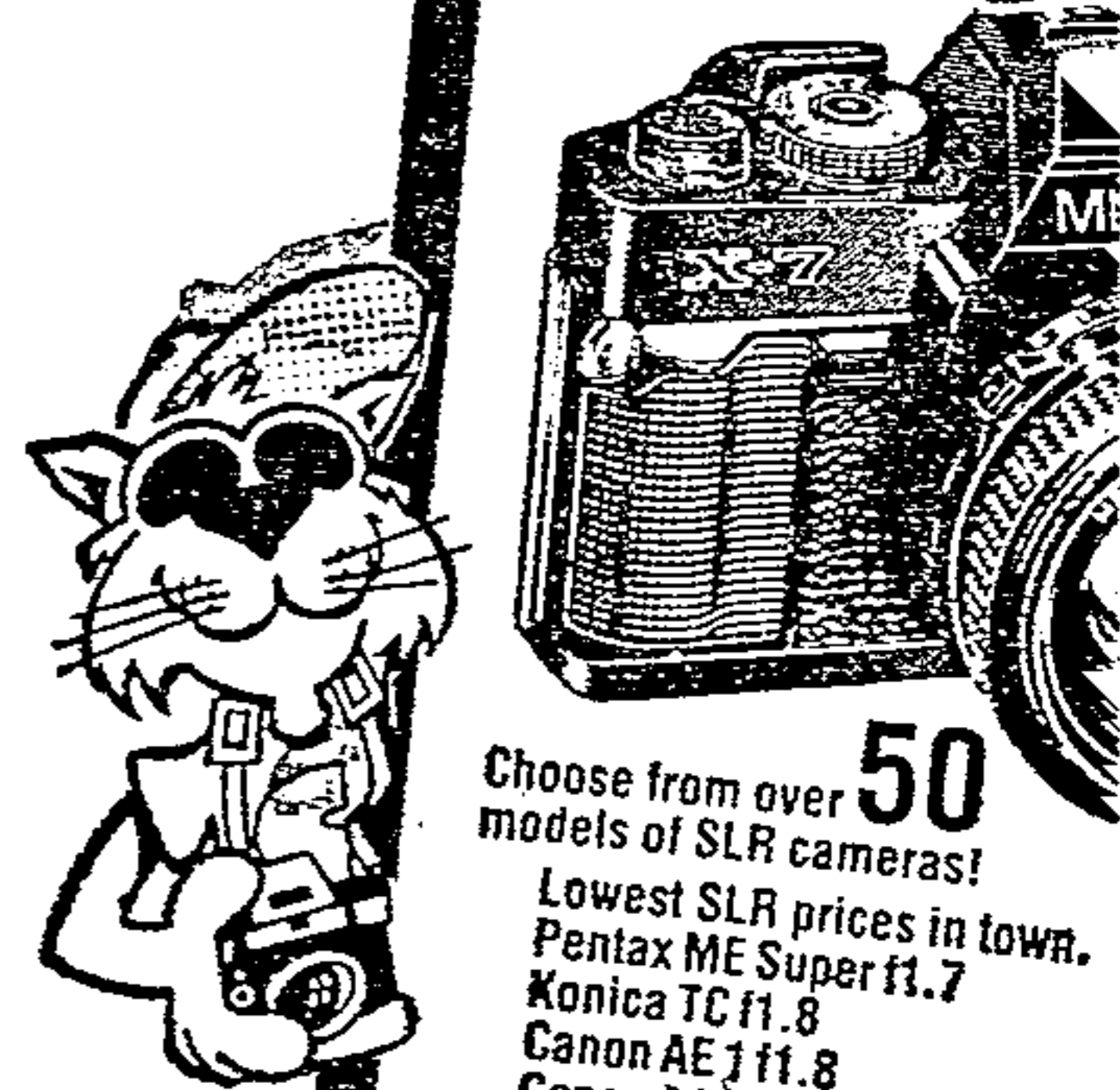
Completed last year at a cost of R3.5 million of which R1.6 million came from the Chairman's Fund, the school has coloured, white, black and Indian pupils and sets out to give pupils from less affluent backgrounds

the best possible education.

The fund has met the building costs of two agricultural high schools for blacks in Ciskei and Lebowa. It has also financed new science buildings at the University of Swaziland at a cost of R500 000, as well as financing research projects at various other universities.

The Chairman's Fund also helps finance the United States-South Africa

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designate, Mr Gavin Relly, said the importance of corporate giving stemmed from a recognition of the inevitable limitations on State activity.

The social services of the State carried the hallmarks and shortcomings of bureaucracy, rigidity, slowness, uniformity and insensitivity, he said.

"Above all, the state system is unlikely to inspire, let alone act upon, the imaginative, 'way-out' means of tackling a social problem that a private organisation could conceive of and carry through," he added.

But Mr Relly left no doubt that company profits came first, for

American founded its own fund for this purpose.

But these funds merely reacted to requests for money without playing an active role.

The two funds were merged in 1973 when Main Street realised the South African Government was gradually easing its former tight grip on the reins of social development.

The fund is financed by a levy related to the profits of both Main Street groups. Last year this amounted to R17 million for the fund, not all of which is spent in one year.

More money goes into education than into any other field, including research, cul-

tural and taking to matriculation standard those teachers who teach at secondary schools although only qualified to teach at primary school level.

● Bursaries for black, Indian and coloured graduate teachers to attend a one-year course at Rhodes University.

● The Schools English Language Research Project run by the Centre for Continuing Education at the University of the Witwatersrand. This aims to improve the ability of Soweto teachers to teach the school curriculum through the medium of English.

● A science educa-

Uncertain mood in Poland

WARSAW — The cartoon is savage. It shows a bushy-eyed Brezhnev leading a dog with the face of General Jaruzelski, the Polish leader. "Get them, get them," says the Soviet leader, as he lets loose his faithful hound on a crowd clutching Solidarity banners.

People of all ages gather to study the cartoon, placed by the side of a floral cross in front of a church in the centre of Warsaw.

A young couple suddenly appear and lay a long poster across the floral cross: "The war declared on the Polish nation by a group of soldiers has already lasted 10 months. From November 10 the passive resistance ends."

Some people in the crowd offer lit candles before portraits of Lech Walesa, the interned Solidarity leader.

What is distinctly odd is that all this is occurring in daylight, almost opposite a large police station.

If the authorities so wished, all these Solidarity sympathisers could be rounded up in one swoop. But Poland is not like that. It is truly extraordinary. The more you discover about Poland the more confused you become.

Of course, there are the usual facts which are trotted out to explain why Poland is a paradox.

The Catholic Church has immense influence in a nation where at least threequarters of the 36 million population are said to be believers.

Threequarters of

farming is in private hands although, because of lack of investment over many years, it is scarcely a showcase for private enterprise.

But the paradox of Poland is to be found in the personality of the Pole: individualistic, hardly ever afraid to speak his mind, and passionately seeking a freedom he would be hard put to define.

As winter sets in and the country moves towards the first anniversary of martial law, on December 13, the mood is uncertain.

Solidarity has been banned, and the underground leadership has called a strike for November 10, further stoppages in early December and a full-scale general strike early next year.

A visitor is utterly bewildered by what he finds in what is, after all, a communist country.

For example, it is difficult to move about the lobby of the top hotels in the evening without being accosted by young prostitutes.

But ask a Pole and he smiles indulgently: "Another example of private enterprise."

The taxi drivers are forever offering to take

you to night clubs or change your dollars at a favourable rate.

After 10 months of martial law, many of the restrictions have been removed.

The casual visitor, like myself, can be easily impressed with the superficial appearance of normality.

But a Third World diplomat just transferred from Moscow to Warsaw said: "It took me eight months to get my first anti-establishment joke out of a Soviet official. Here, in my first meeting with a foreign ministry official, he told me five good jokes against the government."

Humour, particularly the ability to laugh at oneself, has perhaps allowed the Poles to sublimate some of their recent suffering.


You sense that ordinary Poles long for something they cannot quite explain. You sense it in the mournful voices of men and women of all ages singing hymns by the floral cross not far from my hotel. They know they are trapped by both history and geography.

I shall always remember the words of the priest in Krakow: "We are alone."

The more you discover about this nation the more confused you become, says Amit Roy of the Daily Mail, London.

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Mercury 30/10/82

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Indian teachers and SAIC drifting apart

Mercury Reporter

THE Teachers Association of South Africa, mouthpiece of more than 6 000 Indian teachers, and the South African Indian Council, are drifting further apart.

The association has again rejected the council as a 'Government instrument to perpetuate separate development,' and says it also sees the SAIC as being at cross purposes with the struggle for true liberation in terms of democratic principles.

Says Mr Pat Samuels, the association's president: 'It is a great tragedy that the SAIC can make a clear distinction between a cage made of gold and a cage made of pig-iron and give a place of honour to being in a cage of gold.'

'What is more tragic is that it decided for itself its station in life.'

Mr Samuels says that in an assessment of the political progress of Indian South Africans, a distinction has to be made between appearance and reality.

'It would appear that the so-called Indian South Africans are being given ever-increasing opportunities to make decisions relating to amelioration of their political, social and economic circumstances in this country.'

'Such an appearance is intended to create an image of need for fulfilment in terms of aspirations of these peoples.'

'It would also appear that the SAIC is the vehicle for the achievement of aspirations of a community it supposedly represents.'

Trivial

The association, he says, sees the Indian Council 'as a system to propagate and strengthen the policy of divide-and-rule which has as its basic aim, the retention of political and economic power in the hands of a white minority.'

It is shameful, he says, that a group of politicians who can hardly lay claim to being representative of South Africans of Indian origin can take pride in making trivial decisions which could and would have been made by one or more State departments, even if the SAIC disappeared from the face of the earth.

'It has never been among the aspirations of Indians in this country to "echo his masters voice,"' he says.

Mr Samuels says there are many South Africans, including members of his association, who have opened their eyes to what he says is the meaningless role-play of the Indian Council.

Expert warns of 'danger of regression into illiteracy'

Focus on literacy

Lack of facilities to blame

NEARLY half of South Africa's black population in the 15-4-years and older age-group were illiterate in 1970, Mr G K Schuring, chief research officer of the Human Sciences Research Council (HSRC) said last week.

In this analysis of the composition of the African communities in South Africa which was aimed at determining the need for literature in the African languages, Mr Schuring said statistics revealed that there were probably twice as many Africans today as in 1970 "with a standard three or higher".

And according to projections made by the HSRC, there could be two million African secondary schools in South Africa by the year 2000, Mr Schuring said.

Mr Schuring was among a number of the South African Institute for Librarianship and Information Science aimed at promoting the publication and the use of literature in African languages which is being held in Pretoria.

Mr Schuring said there were approximately seven-million Africans at the moment

"who can be regarded as permanently literate". The number of people with higher qualifications people grew year after year and if they would read and promote reading in the African languages, the future of these literatures would be assured, he added.

Another speaker, Professor D B Ntuli, Associate Professor of Zulu at the University of South Africa, said literatur-ing in the African languages had many limitations such as the

By MONK NKOMO

emphasis on the school market, the restriction of subjects to avoid controversial topics like sex, politics and religion, reluctance to read, and the lack of light literature.

"Schools have to bear part of the blame for the lack of interest in literature, though other factors, — such as dull and unsuitable publications, were also contributory factors," Mr S P Phalatse, a local school inspector said.

Schools were also to blame for that lack of interest in African literature because of the

limited time allocated to reading, the lack of reading stamina, low examination scores and scanty knowledge of language usage, Mr Phalatse added.

Mr D Zondi, deputy librarian at the University of Zululand, said many books published in the African languages remained unknown because of the lack of libraries and effective publicity. He warned that if adequate facilities and opportunities were not made available, there was a "danger of regression to illiteracy".

Dr K P Prinsloo, director of the Institute for Languages and Literature, said: "It is proposed that a cultural centre be developed as part of the regional development programme in black townships. At such a centre there should be a library to cater for the reading needs for the community."

Artistic activities like writers' workshops, poetry reading meetings, theatre performers and art exhibitions could be accommodated at such a centre, Dr Prinsloo said.



READING: African literature is hampered by many severe limitations.

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notes, pieces of paper or other material brought into the examination room unless candidates are so instructed.

- Blue or black ink must be used for written answers. The use of a ball point pen is acceptable. Red or green ink may be used only for underlining, emphasis or for diagrams, for which pencil may also be used.
- Names must be printed on each separate sheet (e.g. graph paper) where sheets additional to examination book(s) are used.
- Do not write in the left hand margin.

- Candidates are not to communicate with other candidates or with any person except the invigilator.
- No part of an answer book is to be torn out.
- All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University

Star 2/11/82

Battle to keep Parktown school premises

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The Transvaal Society for Autistic Children has appealed to the Townships Board to reverse a decision of the Johannesburg City Council refusing it permission to operate from premises in Rhodes Avenue in Parktown.

The appeal last week was the latest round in the society's battle to keep a school for autistic children open at 7 Rhodes Avenue. In May several Parktown residents objected to

the school because they felt there would be a reduction in property value and an increase in traffic noise.

The city council's town planning committee subsequently turned down an application from the society to remain at the premises after hearing objections from about 50 residents.

The society then appealed to the Townships Board. Advocate Mr Sydney Kentridge appeared for the

society and told the board the children were "far from noisy."

"Autistic children are unable to communicate with those around them because of a mental condition," he said. "They are far from noisy."

Mr Kentridge also said the home of two objectors, Mr and Mrs K E Hildenbrand, of 5 Rhodes Avenue, was large and had extensive grounds.

He said the school was useful because of

its teaching function and because it served as a research centre.

Miss Judy Starling, the school principal, said some of the 13 children at the school had improved beyond expectations in the "calm, serene environment" of Parktown.

The chairman of the Townships Board, Mr Le Roux van Niekerk, asked the society to make written submissions within 30 days. The objectors would then be allowed to reply.

Mercury 31/1/82

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'Education experts' to advise on Indian appointments

Mercury Reporter

THE South African Indian Council's executive chairman, Mr Amichand Rajbansi, announced the appointment yesterday of what he called a 'panel of education experts' from outside the Department of Indian Education to advise him on promotions and appointments to top posts.

The panel consists of Prof S R Maharaj, of the University of Durban-Westville, chairman, Mr M H Keerath, retired inspector of schools, and Prof R G MacMillan, retired head of the University of Natal's faculty of education.

He said so far 11 applicants, including three whites, for vacant posts of rector and deputy rector of the Springfield College of Education and rector of the Transvaal College of Education had appeared before his executive committee for interviews.

These were Mr J J M Raubenheimer, Mr W C J Jordaan, Dr G K Nair, Mr D Bagwandeem, Mr L E Peters, Mr H du Bruyn Kemp, Mr R R Maharaj, Mr A S Harris, Mr L Ramsing, Mrs Kogiembal Singh and Dr C Soobiah.

He said they were now being interviewed further by Prof Maharaj's committee before the committee made appointments. He also said he had called for 'second opinion' from circuit inspectors on a number of applicants for 'junior' school positions.

At a Press conference attended by Mr J S M Zwiendelaar, acting director of Indian education, Mr Rajbansi said he was aware that some teachers had expressed concern that as a politician he was wrongly concerning himself with promotions and appointments.

There were 'many things' wrong with Indian education and he was determined to put them right. In the past, he said, lack of opportunities prompted many top Indian educationists, such as Dr S Cooppan and Prof B Somers, to leave South Africa in frustration and take teaching and research jobs in other countries.

Mr Rajbansi urged the Teachers' Association of South Africa to join hand with the SAIC.

The association's president, Mr Pat Samuels, has rejected the SAIC as 'an instrument created by the Government to perpetuate apartheid and separatist development'.

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(50) Star 4/11/82

Education crisis: call for emergency action

By Carolyn Dempster

By the year 2020 South Africa will need an additional 250 000 teachers.

Couple this conservative estimate with the present backlog of underqualified teachers who will require intensive in-service training to improve their qualifications, and the prognosis is far from optimistic.

These facts emerged at a two-day conference on "The provision of educators in South Africa: the university's role" at the University of the Witwatersrand this week.

The following problems were highlighted:

- There is a lack of involvement by university educators in schools and colleges.

- Separate teacher training institutions for white, black, coloured and Indian people accentuate the isolation of the tertiary institutions from the community.

- The critical shortage of technical teachers.

- Bureaucratic and administrative con-

straints preventing universities from becoming more involved at school level.

- The State restriction on "open" universities.

Professor Don White, head of the education department at Wits, concluded: "Even if the Government decides to implement the De Lange proposals immediately, professional educators will be unable to meet the demand.

"For the next 14 years we would continue to be unable to claim that all our children have equal opportunities for education — an aim accepted by the Government."

In his address, "Teachers for Africa," Professor White called for co-operation among all teachers, whether at administrative, inspector, university, college or school level.

Professor White suggested as a priority the formation of a Southern African Association of Teacher Educators and Trainers.

Underqualified

teachers in schools should receive guidance from teacher/trainers. This would necessitate far closer co-operation among universities, colleges and schools, said Professor White.

Finally, emergency measures should be introduced if equality in education were to become anything more than a dream.

"I believe none of us can afford to wait for an adequate supply of matriculants to complete a conventional three-year training course," he said.

He proposed that:

- People who have passed standard eight enrol for two-year courses to equip them to educate in the lower primary, pre-school, technical and informal fields.

- Suitably qualified school leavers and adults be invited to serve as teacher-aides for two or three years.

- Volunteers be given a three-month intensive training course for specific teaching tasks.

Rajbansi 'embarrassing teachers'

Mercury Reporter
5/11/82

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THE South African Indian Council's executive chairman's handling of Indian education was embarrassing teachers and even inspectors. Mr Pat Samuels, president of the Teachers Association of South Africa, said yesterday.

He said the SAIC, with powers delegated to it by the Minister of Internal Affairs, Mr F W de Klerk, should confine itself to policy matters.

It should leave professional aspects of education, including promotions and appointments, to professionals in the department of education such as inspectors and the director of education who were best suited to evaluate an applicant's worth and offer fair judgement.

If confidence in these professionals was lost, 'irreparable harm' could be done to Indian education, he said.

He said there were many misgivings about Mr Amichand Rajbansi's move to appoint his 'so-called' three-man panel of experts — Prof

S R Maharaj, Mr Mannie Keerath and Prof R G Macmillan — outside the education department to advise him on plum appointments.

'You can't judge a teacher's worth sitting at a table in Stanger Street,' he said, referring to current interviews the panel is conducting with applicants for posts of rectors of colleges of education in Durban and Johannesburg.

Mr Samuels confirmed yesterday that the teachers' association had asked its lawyers to comment on the SAIC's latest assumption of powers under the Indian Education Act.

MD calls for law on 'equal amenities'

CAPK Times 8/11/82

CAPK Times 8/11/82

Staff Reporter

FAR-REACHING changes in labour relations have been recommended to the Community Relations Committee of the President's Council by Mr P E Streicher, managing director of SA Manganese Amcor.

In a report released last week on submissions which he made to the committee on Monday, Mr Streicher, also a member of the Mineral Advice Committee of the Department of Mineral and Energy Affairs, said most South Africans favoured peaceful change.

"If the politicians carry out their promises we will



Mr P E Streicher

do our share in the industry," he said.

"We appreciate that the bureaucratic system is slow-moving, but state officials are not receiving clear guidelines which in the short term may not be politically convenient but in the long run will improve labour relations."

He called for workers on the same grade to be granted access to the same amenities, otherwise labour relations would be undermined. Laws on separate amenities should be replaced by laws on equal amenities, he said.

"It cannot be over-emphasized that the business leader must gain his workers' confidence by accepting their right to negotiate industrial differences, their right to legal strikes, promotion based on merit, equal pay for equal work, training and security benefits. This will put the manager in the position of a change agent."

He said that pass laws and influx control were "hard to justify" as they were seen as the infringement of the individual's freedom.

"But I believe that some sort of influx control should be negotiated with the black local authorities. I also believe that the worker has the right to belong to the trade union of his choice. If businesses maintain an honest and open relationship with the union it can only be beneficial to labour relations."

Shift in emphasis

Mr Streicher criticized the education system, saying it had to shift its emphasis from differences among people (andersheid) to their equality (eendersheid). Educational standards and facilities had to be equal for all races.

"While our educational establishments are producing academics we need technicians.

"Technical schools and technikons should get much more support and vocational education must be instituted as soon as possible. To achieve this there must be much closer liaison between educational institutions and industry."

He said it was a "miracle" that there were "so few" strikes in South Africa.

"Free enterprise is a foreign concept in our education system. Concepts such as labour costs, mechanization and long-term profits are foreign concepts to trade union officials and Greek to members."

Parents are warned of threat to their culture in education system

BY TONY SWIFT

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Frederic 14/11/82

THE FOUNDATION of Afrikaans parent power in education has been laid with the formation of a parents' body which plans to become a national organisation by next April.

Teacher leaders warn that one effect will be to sharpen the differences between English and Afrikaans communities on educational issues as the English parents will now have to form a similar body to protect their cultural interests in education.

The Transvaal Afrikaans Parents' Association for Christian Education and Training was formed at a meeting in Pretoria of over 700 parents from different parts of the province last weekend.

Its chairman, Professor Henry Stone of the Education Department of UNISA, said in an interview similar bodies would be formed in the other provinces by March 31 and a national executive committee would be established in April.

Professor Stone said the organisation was formed in view of the new parental involvement in education envisaged by the De Lange Commission.

The report of the working committee on the findings of the commission was handed to the Prime Minister this week and will form the basis of a new education dispensation likely to be introduced at the next session of Parliament in the new year.

It is expected to introduce new responsibilities and involvement in education at a local level as well as end free schooling for whites.

Professor Stone said the new Afrikaans parents' association would:

● Inform its members about problems and issues in education and guide them in their role under the new dispensation.

● Voice the wishes and needs of the Afrikaans parent community in discussions with education authorities at a provincial and national level and with teacher's bodies.

Professor Stone said that so far no policy had been agreed on except that parents would need a mechanism to take part in discussions as soon as the Government takes the wraps off the new education dispensation.

He said the organisation has the support of the Transvaal Administrator, Mr Willem Cruywagen, who felt that parents had to become "full partners" in education, as well as the executive of the Transvaal Onderwysersvereniging and the education authorities.

The approach of the organisation would be cooperative with the teaching profession and the authorities rather than confrontational.

Its next step will be to recruit members, form local branches and collect membership fees, which will be used to set up an office.

The three English-speaking teachers' organisations — Cape, Natal and the Transvaal — decided at a meeting at

East London recently that the lead given by the Afrikaans community would have to be followed by English-speaking parents — if their cultural values in education were to be protected adequately.

English speaking parents have been actively involved in education in the Transvaal for some time through the Association of Governing Bodies of secondary schools (AGB) and the Association of School Committees for primary schools.

Natal Teachers' Society president Mike Ellis said the three societies would be considering this system of representation at a meeting in February.

English-speaking teacher leaders believe that the involvement of parents will extend into the community divisions in education between English and Afrikaner teachers felt throughout the country but most strongly in the Transvaal.

A growing body of English-speaking teachers believes that while they would most of all prefer a single education department for all races — if the Government insists on culturally based education — the English should insist on their own separate department.

With Afrikaners dominating white education departments and replacing English teachers in English-language schools they feel there is an increasing need for the protection of English

educational values. Iddie Brown, president of the Transvaal Teachers' Association, said there was a growing Afrikaans ethos in Transvaal English-language schools. "We have certainly pressed for our own English-speaking Deputy Director of Education which is a first step to setting up an English-speaking education department in the Transvaal... until the community begins to agitate, the teachers can't force this issue on their own."

Mr Brown said it was time the English-speaking community took stock and decided whether English culture and values were worth preserving. Persuading children to take up teaching needed to become a community effort if the flow out of the profession was to be reversed.

Teachers were looking to English-speaking parents for an attitude similar to that of the Afrikaner in the Kitchener period. "They saw that if they did not do something they would be Anglicised completely and it became a folk effort."

Without such an attitude now "we will see English education go down the drain very shortly".

Referring to the increased local autonomy recommended by the De Lange Commission, Mr Brown said: "We would be able to exercise it more fully under an English-speaking education department. If some schools were interested in integrating, for instance, they would be able to do so more easily."

Indians outraged over scrapping of plaza plans

Mercury Reporter

THE South African Indian Council yesterday called on the Prime Minister, Mr P W Botha, to intervene following the Government's decision to scrap plans for Durban's proposed multi-million-rand Oriental Plaza.

Executive chairman Amichand Rajbansi said at the opening of the council's week-long session in Durban yesterday that the Government was morally and legally bound to honour its undertaking to build the plaza to house

traders who were displaced when the Indian Market was gutted by fire in 1973.

SAIC calls for talks on posts for Indians

Mercury Reporter
THE slow pace of promotion of Indians in the Division of Education came under heavy fire at a meeting of the South African Indian Council in Durban yesterday.

And in a move to pave the way for an upward climb, the Council directed its executive to hold urgent talks with the Minister of Internal Affairs, Mr F W de Klerk, or the Director-General of Internal Affairs, Mr S S van der Merwe, to immediately create posts for two additional co-deputy Directors of Indian Education and an additional Chief Inspector.

Little headway

Motivating a case for the creation of the additional posts, Mr Amichand Rajbansi, executive chairman, told the meeting that unlike coloureds, Indians had made very little headway in being appointed to the top positions.

'Although there are many suitably qualified Indians to fill key positions they have not advanced to the extent we would have wanted them to. If this is not rectified immediately Indian promotions in the department will remain stagnant for the next five or 10 years.'

'Mr van der Merwe is willing to assist in putting matters right and we should hold an immediate investigation starting from the lowest position to check every case.'

He emphasised, however, that merit alone would be the determining factor in the appointment of Indians to top posts.

He said the Government appointed a special body, the Van Eysen Committee, at the time to select a suitable site and be in charge of the planning of the project. 'To suddenly back out of its moral obligation is most distressing.'

He said the Indian Council would tell the Prime Minister that failure on the part of the Government to honour its obligation would make any future Government or ministerial undertaking to the Indian community meaningless.

'But by hook or by crook we are going to see that the Government carries out its promise to build the plaza,' he said.

Clashed

Calling for the opening of trading areas to all race groups, Mr J B Patel said he disagreed with some members that whites should be prevented from opening businesses in Indian areas until Indians were allowed to trade freely in white areas.

Earlier, Mr Rajbansi and Mr Thulkanna Palan, who is also chairman of the Southern Durban Indian Local Affairs Committee, clashed over current moves to allow whites to open supermarkets in Chatsworth.

Mr Palan denied that his LAC had supported the Durban City Council in its bid to get the Government to allow trading sites in Chatsworth to be sold to whites. He said his LAC wanted the two sites to be sold to members of any race group.

The meeting decided to approach the Government to amend the Group Areas Act during the next Parliamentary session to allow trading areas throughout the country to be opened to all race groups as recommended by the Rieker Commission.

Somalia is setting a shining example to black Africa.

Assault on illiteracy

The poorest African countries once also had the continent's highest illiteracy rates, but that is no longer so. On the contrary, some have become models of the way to eradicate illiteracy. One of the best examples is Somalia.

Ten years ago a written language was created for the country by experts from Unesco and other organisations. The literacy rate for adults then was a meagre five percent, among the worst in the world. Today the Somali Government claims that more than 60 percent of its four million people can read and write.

Few other African countries have been able to make such rapid progress — especially those with large populations. Oil-rich Nigeria, now with a population exceeding 85 million, had a literacy rate of 25 percent in 1970. Today's figures are "not available" — a euphemism for "we are too ashamed to say."

One nation which is very proud of its progress is Ethiopia, long one of Africa's most backward states, with abysmal living conditions for its predominantly peasant population of 40 million.

The marxist government of Mengistu Haile Mariam has millions of its citizens busily acquiring literacy skills in Amharic, the major language, with others learning to read and write in Oromo, Tigrayan, Somali and Wolaita.

An eight-year campaign starting in 1979 instantly achieved one spectacular result: an intake of 1 300 000 adults was expected but more than six million turned up for the first classes. Now that the literacy campaign is reaching out to remote areas far from towns, progress has slowed markedly.

In contrast to the drive and determination in Ethiopia, Kenya's literacy pro-

From Alastair

Matheson of

The Observer

gramme to the south has remained fairly low-key since the first flush of publicity at the start in 1978.

The planners have now had to amend their target of 100 percent literacy in Kenya by the year 2000 to a more realistic 80 percent. It is unlikely that even this target can be achieved but if it is, it will be a remarkable advance from the low figure of 30 percent literacy in 1975 (now reportedly up to 48 percent).

Tuition in Kenya is given in Swahili, with English as a second language.

Some concern is being expressed that by the time the next general election comes round in 1983, several Kenyan provinces will not have attained even a 50 percent literacy rate, making the conduct of the voting difficult because the Government has decided to abolish symbols for candidates.

In the past these have tended to influence voters' choices (a bull, for instance, proving a more potent symbol for a candidate than a snake).

A serious obstacle discovered at the start of Kenya's campaign was the refusal of most men, especially elders, to attend classes with women. They were too embarrassed to admit their ignorance in front of their wives and women friends. Orders then went out to arrange separate classes, using up scarce resources, although achieving a higher male attendance rate.

Ethiopia had the same problem, and got over it by arranging classes for women in the afternoons and men in the evenings.

Literacy rate in SA now 60.5 pc

5 Feb 10/11/82
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10/11/82

By Stuart Flitton

More than 87 percent of whites living in South Africa are literate, and the literacy rate for the whole country is 60,5 percent, according to a recently published report of the 1980 census.

It is the second of three preliminary reports based on the last census.

According to the report, which deals with social characteristics, 51 percent of blacks, 69,6 percent of coloureds and 77,8 percent of Asians are literate.

A higher percentage of whites are divorced than the combined total of the other three races. More than 2,3 percent of whites are divorced. The figure for coloured people is 0,8 percent, for Asians it is 0,5 percent, and for blacks 0,7 percent.

The percentage of couples "living together" as though they were married is highest among coloured people with a figure of 3,7 percent. More than 3,2 percent of blacks are "living together," while the figure for whites is one percent and for Asians 0,7 percent.

POPULATION

The population of the country is given as 24 885 960. There are 16 923 760 blacks, 4 528 100 whites, 2 612 780 coloured people and 821 320 Asians.

The biggest churches, with more than four million members, are black independent churches other than the Zion Christian Church. Next in line is the NGK with more than 3 million members, 31,7 percent of them black.

The Roman Catholic Church has the biggest Asian membership of any Christian church. Its total membership is 2 356 300.

Not far behind is the Methodist church with 2 112 800 members.

A problem arose with statistics for the Anglican Church because its members were not sure what to call themselves. More than 400 000 people said they belonged to the Church of the Province of South Africa and more than 95 000 people said they belonged to the Church of England in SA.

More than 845 000 just called themselves Anglicans, while 260 000 said they belonged to the Church of England.

There were 125 000 Jews.

Among the eastern religions, Hinduism was the biggest with more than 500 000 followers. There were more than 300 000 Muslims, and Confucius had 16 040 South African followers.

NO RELIGION

Some 500 000 blacks, or three percent of all blacks, said they had no religion, while this figure was less than one percent for all other races.

More than 3 million people did not specify their religious preferences.

According to the census only 22,3 percent of blacks are South African citizens; the others are citizens of various homelands and states.

According to the census there are 80 Sri Lankans resident in South Africa and citizens of East Germany, Bulgaria, Estonia, Hungary, Yugoslavia, Latvia, Lithuania, and Russia also live here.

A spokesman for Central Statistical Services in Pretoria said the figures in the report were not exact, but that the room for error was slight.

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GENERAL NEWS

White parents seek learning solutions

SO
11/11/82

By Carolyn Dempster
Education Reporter

The largest white parent representative body in the country took root in Pretoria this week with the formation of the Afrikaanse Ouervereniging vir Christelike Opyoeding.

Organised by some Transvaal Afrikaans-speaking parents, the inaugural meeting of the autonomous body was attended by about 700 delegates.

The newly elected chairman, Professor H J S Stone, a lecturer at Unisa, said it was hoped membership would include about 260 000 parents or 130 000 homes.

The new body plans to voice the wishes and the needs of Afrikaans parents at local, provincial and national levels.

"Up until now parents have had little say in the education of their children. Where

they did become involved it was in an advisory capacity," Professor Stone said.

"Since 1939 there has been a growing feeling that parents should be given more status, but nothing has really been done about it."

For many parents, matters reached a head in 1980 - 1981 with mounting teacher resignations and a deepening education crisis.

English-speaking Transvaal parents complained they were being ignored at provincial and national levels when they voiced their fears about their children's educational future.

When the crisis hit the Afrikaans-medium schools, there was no parent group to voice parents' fears.

Professor Stone said: "Parents had over the years become uninterested in education. It was something they

left to teachers and the Government."

The concept of an autonomous parent body was first mooted at the Afrikaner Volkskongres in Bloemfontein this year where educationists and churchmen gathered to discuss the De Lange Report proposals.

Now it is clear a new educational dispensation is on the way. Professor Stone sees the role of a truly representative parent body as being increasingly important.

"We will attempt to provide the continuity required between education at home and at school.

"We hope to make the education profession and education authorities our partners in education. What we want is a base for discussion. Our only power lies in being representative."

Teachers' head accused at meeting of the SAIC

~~282~~ (50) ~~311~~ Mercury Reporter *Mercury* 11/11/82
THE head of the 6 000-strong Teachers' Association of South Africa, Mr Pat Samuels, was yesterday 'rapped over the knuckles' for refusing to co-operate with the South African Indian Council on matters concerning Indian education.

Unleashing the SAIC onslaught, Mr Amichand Rajbansi, chairman of the council's executive committee, accused Mr Samuels of adopting 'double standards'.

He said he could not understand why Mr Samuels was still retaining his position as president of a racial body when he was so conscious of racialism.

'If Mr Pat Samuels and Tasa want to have no dealings with the Indian Council because we are working within the system why he is prepared to talk to Cabinet ministers who are also part of the system?

'We are still prepared to co-operate with Tasa and we will go down to them in noble condescension for the welfare of education,' he said.

Attack

Mr Rajbansi, however, sounded a veiled warning to Tasa that the Indian Council would not rule out the possibility of the Government withdrawing Tasa's stop-order facilities.

He said if this were done the organisation's more than 6 000 members would have to find some other way of paying their subscription fees.

The SAIC attack followed grave dissention in the teachers' body over the SAIC's executive committee taking over partial control of Indian education.

It was felt that the Indian Council, as a political body, was not competent to handle matters concerning education.

Mr Rajbansi said every effort was being made to have promotions finalised by Monday.

He said 1 827 teachers had applied for 242 vacant posts in the division.

Three ministers to meet Indians

Mercury Reporter
THE Government's constitutional proposals for Indians are expected to be spelled out by the Minister of Constitutional Development, Mr Chris Heunis, when he meets the South African Indian Council in Durban tomorrow.

Mr Heunis is one of three Cabinet ministers

expected to attend the meeting.

The others are Mr F W de Klerk, Minister of Internal Affairs, and Mr Pen Kotze, Minister of Community Development.

Mr Amichand Rajbansi, executive chairman, said it would be the first time that three Cabinet Ministers would attend the council's meeting.

Call for equal pensions

Mercury Reporter
THE South African Indian Council yesterday called on the Government for equality in pensions to all race groups.

Mr Baldeo Dookie, an executive member, told the meeting that the Government's proposals for constitutional reform would be meaningless unless racial discrimination were removed.

The gap between pensions paid to whites,

coloureds, Indians and blacks should be bridged.

Earlier, Mr Madanlall Mohanlall, who is also chairman of the Durban Indian Benevolent Society, said increased costs were having a serious effect on low wage earners and pensioners.

The meeting was told that white pensioners were paid R137 per month, while Indians and coloureds received R87 and blacks R49 a month.

Guns surrendered

Mercury Reporter

SECURITY officials at the headquarters of the South African Indian Council in Durban took possession of six firearms from five members and a journalist attending the Indian Council meeting yesterday.

Mr Jack Webb, the chief security officer at the Stanger Street Government Building, yesterday confirmed that guns were surrendered before the owners were allowed into the debating chamber.

However, all the guns were returned after the meeting.

The clampdown on firearms in the council chamber followed a ruling by the chairman, Mr Essa Mahommed, earlier this week.

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 'Stop
 sniping'
 Mercury
 12/11/82
 call to
 SAIC,
 teachers

Mercury Reporter

THE widening rift between the South African Indian Council, which now controls education, and the 6 000-strong Teachers' Association of South Africa was bringing Indian education into disrepute, Mr R S Naidoo, president of the South African Federation of Teachers' Associations, warned last night.

He said the Minister of Internal Affairs, Mr F W de Klerk, should call leaders of the SAIC and Tasa to a round table and 'hammer out a new structure through close consultation and investigation' to ensure that education was not undermined in any way.

Mr Naidoo, who retires next month as headmaster of Durban's Burnwood High School, after 40 years in teaching, said that in the meantime the status quo should be maintained.

Welcoming the call for a joint meeting, Mr Amichand Rajbansi, executive chairman of the SAIC, said last night he would support it wholeheartedly. 'By getting together I know we can work wonders for our education,' he said.

Promised

Mr Naidoo said there was a need for the Minister to reassure Indian teachers in the light of promises made, and assurances given since 1964 when the former Department of Indian Affairs was created.

He and Dr A D Lazarus, who represented teachers at top-level talks with the Government nearly 20 years ago when the takeover of Indian education from the Natal Provincial Administration was planned, were promised that an advisory council on education would be created to enable consultation to take place with parents and the community. But this had still not been done, he said.

'There is much that is still not good enough in Indian education, but there is also much that has been achieved.

'I make a special appeal to all concerned to stop sniping at one another. When this takes place, it means there is no effective communication.'

IT'S UNFAIR

While propping up the entire education system, women continue to be discriminated against

JOHANNESBURG. — Women form the backbone of South Africa's white schooling system — they now constitute over 70 percent of the teaching force — yet are still subject to blatant discrimination.

"Were it not for women, education at school level would undoubtedly deteriorate to the point of collapse."

This was the opinion of Mr Peter Mundell, president of the Transvaal Teachers' Association, at the end of 1980, when the country faced its worst education crisis in 25 years.

Since then the situation has, if anything, worsened. Over the last two years there has been an

Weekend Argus Correspondent

uninterrupted exodus of men from the teaching profession and women have filled out the vacancies to contribute to the imbalance.

The most recent figures released by the Transvaal Education Department reveal that of the province's 24 904 teachers, over 18 000 are

women — more than 72 percent.

A similar situation exists in the other provinces.

In total, the South African Teachers' Council has calculated that two thirds of the country's 67 067 white teachers are women.

But in spite of this, women continue to be discriminated against — financially and in their terms of service. Nothing much has changed over the past 25 years for the majority of these staffs of the education system.

On the salary front, parity is a relatively new

concept and thus far has only been applied to inspectors of education, principals and deputy principals of large schools.

For the past 50 years women teachers have been lagging a full notch behind their male counterparts in salary, and the majority still are.

According to Mr Jack Ballard, educationist and secretary for the TTA, the principle of parity was accepted in 1978 the problem since then has been finance.

"It's the treasury which slows the introduction of parity in salary — teachers should blame

Mr Horwood, not the Minister of National Education," he said.

But in the interim women teachers are paying and have paid a bitter price. A Human Sciences Research Council

quota system is designed to maintain the balance of men and women, permanent and temporary posts at every school.

One third of all permanent posts at a school is reserved for men, one third for women, and the remaining third is open to either sex.

As a direct result of the shortage of male teachers not all of the permanent posts are filled, and women teachers are placed in temporary capacities — subject to 24 hours' notice of dismissal. They also have to re-apply for their post at the end of every year.

Married women teachers are the hardest hit. In the Free State a female teacher who gets married has to resign immediately if she holds a permanent post. In the Cape a married woman is allowed to hold a permanent post only for five years.

In Natal, Director of Education Mr S Levinshohn explains: "We had to reduce the number of permanent posts. It was virtually impossible to apply the quota system otherwise."

And the ultimate insult: Women teachers who marry have to obtain signed permission from their husbands to continue their careers.

investigation showed that during 1981 married women teachers earned 25.9 percent less than their male colleagues, middle-aged women 30 percent less and unmarried women 20.4 percent less.

"It's iniquitous," a young unmarried women teacher explained bitterly "We work as hard as if not harder than, the men. How long do we have to wait before we are given equal recognition another 10 years? By then I will be in commerce."

Whereas in the past women might have been prepared to accept the unequal situation, because they were supported by a husband, this no longer applies.

Today's teachers are independent, militant and often have to support not only themselves, but a family as well. Another bugbear is the Government's overt recognition of teaching as a profession set apart from the public service, yet so far salary increases have been directly linked to civil servant pay rises.

Women also suffer at the hands of the dreaded quota system. Introduced by the Committee of Heads of Education in 1977, and implemented by the four provinces, the



Schooling the adults

FM 26/11/82

The next parliamentary session should see legislation to restructure the SA educational system. The interim working group on education under the chairmanship of Professor Jan de Lange has drafted its final recommendations, which have been handed to government.

The controversial De Lange report outlining a blueprint for SA education has already elicited an interim white paper accepting most of the report's principles — but not that of a unified Ministry of Education.

Responses to the original report were called for, and a wide range of interest groups gave reactions. These were processed into categories by a Human Sciences Research Council team, and De Lange's interim working group used the material to draft its final recommendations.

De Lange told the FM: "The working group was made up of the directors of white, black, Indian and coloured education departments and community representatives. We went through the various recom-



Urban Foundation's Lee ... detailing non-formal education

1033

mendations and comments to formulate our final advice to government

"I can't give specific information on the report's contents, but I believe it has retained its integrity, and has been refined to become more practical," he said.

De Lange gave the field of non-formal education as an example, saying that the recommendations in this field are further reaching in the new report because the working group had more information on the field. One of the recommendations of the original report was that "the private sector and the State shall have shared responsibility for the provision of non-formal education"

In SA, with its critical skills shortages, this field is a crucial and currently underdeveloped one. It covers many forms of skills education, including industrial and on-the-job training, basic education from language and literacy upwards, and all forms of community-level instruction. Naturally, adults form the bulk of learners.

Dr Robin Lee of the Urban Foundation is chairman of the De Lange Commission working committee for non-formal education, as well as a member of the main committee. He defines non-formal education as any planned and organised educational experiences that take place outside the institutions of the education system. He adds that it must be flexible and responsive to needs, linked to the formal system without becoming formalised.

Speaking at a seminar on industrial training, Lee pointed out that 1980 preliminary census figures indicate that 40% of SA's total population, and 48% of blacks, had no education at all. A further 34% — 38% of blacks — had left school at or before standard five, mostly before achieving functional literacy.

The Urban Foundation has recently completed a draft design study for the provision of non-formal education in SA, based on information from over 500 educational agencies and using information from the so far unpublished National Manpower Commission study on training, which surveyed some 2 000 companies and organisations employing up to 2m people.

The draft report describes the present non-formal education situation in SA against the background of relevant international trends. It outlines problems in the field, and aims at formulating principles and strategies appropriate to SA's needs.

Lee stresses the need for a systematic approach to the design of a new system providing non-formal education. "Any legislation on non-formal education must be enabling, not coercive, with controls enough to prevent exploitation in the field. There must be a regulatory body for the field with a statutory existence, representing government and private agencies practising in it. Such a body can work out the mechanisms for recognising the qualifications provided by the large number of courses and bodies in the field," he says.

Leader calls ⁽⁵⁰⁾ for one school system

A CALL for an all-embracing non-discriminatory system of education has been made by a leading Soweto community leader. *Soweto*

26/11/82
Speaking at the Atteridgeville/Saulsville Chamber of Commerce and Industries (Ascoci) dinner party in Pretoria at the weekend, Dr Nthato Motlana, chairman of the Soweto Committee of Ten, said this would prepare blacks for "full participation in the economy of our land."

"Blacks must fight for one system of education to prepare for this and we should join hands with the National Federated Chamber of Commerce (Nafcoc) and its affiliates in their campaign for full participation in the South African economy," said Dr Motlana.

He said it was absolutely essential that all blacks become full partners in the economic development of "their fatherland."

"I am convinced it is wrong to condemn black participation in the business world for fear that they may become partners of the capitalist exploiters. Black business people cannot be described as controllers of the means of production. They are by and large, middlemen who perform an essential service." *1982*

Dr Motlana said the participation of blacks in the business world had to be regarded in the same way as other professionals — the doctors, lawyers and bookkeepers who provide a service at a fee. — Own Correspondent

R10-m boost for coloured schools

ARGUS 19/4/82 (50) 57

Education Reporter

SCHOOLS under the Directorate of Coloured Education are to receive a 55 percent increase in monetary allocations from next year.

Mr A J Arendse, director of education under the Department of Internal Affairs, announced today that allocations to secondary and primary schools would be increased by R10-million to R28,4-million from 1983.

The money will be allocated to schools on a per capita basis for the purchase of stationery, textbooks and materials.

Increases in respect of stationery allocations include a 300 percent increase in allocations for Sub Standard A pupils. Schools will now receive R6,80 a pupil in Sub Standard A instead of R2,20.

MATERIALS

Standard 5 pupils will be allocated R15 each, which is an increase of R10,50, while schools will be allocated an additional R13,65 for each pupil in matric.

Additional allocations for text books and materials include an increase from 25 cents to R3,80 a pupil in junior primary classes and Standard 1.

Pupils in domestic science in standards 8 to 10 will receive R10,80 instead of R3,50 and woodwork pupils in standards 8 to 10 will receive R28 instead of R8.

'40pc of South Africans have no education'

50

star 19/11/82

Forty percent of South Africa's population had no education, Dr Robin Lee, Urban Foundation director of planning and development, told a seminar in Durban yesterday.

Speaking on industrial training in South Africa, Dr Lee said 48 percent of blacks were illiterate.

These figures from a preliminary 1980 census also showed 34 percent of the population had left school at Standard 5 — with 38 percent of blacks in this category, he said.

The literacy profile indicated that about 30 percent of the population over 15 years of age were illiterate, with a figure of 40 percent for blacks in the age group over 25.

This meant that in 1980 about four million people over 19 had had no formal education, and a further 3 800 000 had had seven or fewer years of schooling.

"This means that up to eight million adults had less than full literacy two years ago — which represents about 30 percent of the total population and 58 percent of people over the age of 19," Dr Lee said.

Dr Lee said a report indicated that the working population would increase from 10.5 million in 1980 to 17.7 million in 2000 with 5.8 million of the 7.1 million increase coming from the black population.

Of these, 7.1 million jobs, about 5.5 million would require basic education and further training.

Statistics indicated increasing demands for better educated and trained workers, Dr Lee said.

"In such a situation education — especially non-formal education — becomes the essential bridge between the prospect of employment and unemployment," he said.

Sowetan 22/11/82

'Funda' earns R200

(50)

is a form

This of

THE URBAN Foundation presented a R200 cheque to Mrs Rebecca Makhene (30) in Johannesburg last Friday for submitting the best suggestion in "Name the Non-Formal Education Centre Competition" held in The SOWETAN recently.

Mrs Makhene of Naledi, Soweto, a machinist at Concord Clothing Industries, submitted the name "Funda", which means "Learn", and said the centre would "fill the non-formal education gap that exists".

More than 400 entries were received from all over the Witwatersrand, but a panel of adjudicators selected her entry as the most apt suggestion.

A jubilant Mrs Makhene, a mother of two, told The SOWETAN after the presentation: "I lack words to express my joy for being fortunate among so many entrants. This is the first time I have won a prize and it has come at the right time with Christmas around the corner."

The R4-million non-formal education centre being built on a 7,3 ha site opposite the St John's Eye Hospital in

Diepkloof, Soweto, should be open for enrolment in early 1984.

The centre was pioneered by the Urban Foundation which provided the financial guarantee for the entire project with a strong support from the private enterprise in South Africa as well as from the SA German Chamber of Commerce of Trade and Industry.

The purpose of the centre is to improve the quality of teaching in a wide range of educational, artistic and cultural pursuits, and provide a service to teachers, educators, inspectors and trainers in those fields.

The complex will be owned by a private non-profit making company and will comprise six buildings;

- a teacher's in-service training centre to develop teachers' skills.
- a teacher's centre to minister to the needs of the teaching community;
- an adult education centre.
- a library and a multi-purpose hall that will serve all the other centres in the complex.

it is making a profit, but discrimination.

due he can continue to make a profit and remain open. In the diagram above the monopolist is making a loss of $ghdb$ but because of price discrimination he makes a profit. Area $edcf$ is common to both loss and consumer surplus so if triangle adc is greater than triangle cbf then monopolist can continue to produce and make a profit.

In this situation we assume that the monopolist is ^{by definition} the sole producer of this item and that there is no other producer. In this case he names his own price and the consumer has to pay the price set by him. Here the monopolist is a price taker and tries his utmost to get the consumer surplus. This is impossible in normal circumstances.

SAIC to probe promotions

Mail Correspondent

DURBAN. — The South African Indian Council is to appoint a committee of education experts to investigate methods used by the Department of Indian Education for promotions of teachers — a point of controversy in Indian education for many years.

This was disclosed yesterday by the council's executive chairman, Mr Amichand Rajbansi, who said his executive was discussing the issue with the Director-General of the Department of Internal Affairs, Mr S S van der Merwe.



**UNIVERSITY OF CAPE TOWN
EXAMINATION ANSWER BOOK**

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By Nagoor Bissetty
THE South African Indian Council is appointing a committee of experts on education to undertake a scientific investigation into methods used by the Department of Indian Education for promotions of teachers, a sore point in Indian education for many years.

This was disclosed yesterday by the council's executive chairman, Mr Amichand Rajbansi, who said his executive was at present discussing this with Mr S S van der Merwe, director-general of the Department of Internal Affairs.

'I trust the Teachers' Association of South Africa and the Indian teaching fraternity in general will play an important role in this effort,' he said.

The committee will consist of Indian and white educationists and scientists outside the Department of Indian Education.

Mr Rajbansi said: 'I wish to reassure the community that in all our decisions on education, including promotions, my executive has been guided by sound professional advice, a principle which we pledge to adhere to very strictly.'

'My executive has been vested with control of education in terms of the Indians Education Act and the administration of education is left in the hands of professionals. But levels of decision-making have to be adjusted.'

Challenge

'In the present period of transition, the present "shake-up" in our school promotions was necessary and justified, and I am pleased my executive has the courage to take bold decisions.'

'I will not hesitate to rock the proverbial boat again and again if it is go-

ing to be in the interests of Indian education,' he said.

Mr Rajbansi said teachers had challenged the SAIC to act on statements contained in the book, *Super Afrikaners*, to the effect that the Broederbond wanted Indian education to be in the hands of the organisation or by 'right-minded Indians' willing to toe the line.

'My executive has accepted the challenge and I trust our forthcoming investigation will help us to get to grips with the matter, more particularly in the light of our experience that some of our best brains have been bypassed for promotions in the past.'

'Some have even left South Africa in disgust and frustration.'

Mr Rajbansi said there was need to investigate ratings by inspectors of applicants for promotion posts, the manner in which 'promotion points' were allocated and the 'subjective element' when different inspectors assessed different candidates for the same post.

'We have found that a very big problem is the question of "suitability" as a yardstick for promotions used by the department,' he said.

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2. Candidates are not to communicate with other candidates or with any person except the invigilator.
3. No part of an answer book is to be torn out.
4. All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Leading the way in learning

24/11/82 STAN 50

By Tyone August

The St Anthony's Education and Training Centre in Reiger Park, which began as a small library and an adult education class of 15 students in 1966, recently opened a new library and sports complex costing R650 000.

It was another milestone for the centre, which began operating soon after Father Stan Brennan was appointed parish priest in the Boksburg township.

He soon found the most urgent need in the community. "With help from the library club at St Anthony's, the Est Rand Proprietary Mines and other businesses, a small library was opened," Father Brennan said.

"This set off a chain reaction. People who came were interested in studying for junior and senior school certificates. They saw education as a means to improve their lives.

"We arranged evening classes and soon realised the need for classrooms. Since then we have come a long way."

St Anthony's approached Misereor, a West German Catholic charity, and in 1972 the first building was opened. Local industries helped build a three-storey building to provide technical education.

Today the centre provides educational courses in three departments:

- The Easter Project (Education and Skills Training on the East Rand) provides training in industrial skills and supervision.
- The Adult Education Centre runs commercial, literacy, training and computer-based courses.
- The Advanced Studies Section provides courses in several languages and lectures on Unisa subjects.

The centre also offers keep-fit classes, boxing, karate and body-building.

The sports complex which was opened last week adds two squash courts, table tennis facilities, two tennis courts, two netball courts and a volleyball court.

The R8 million complex has more than 3 000 fulltime and evening students and about 150 staff.

"Students, come from as far as Soweto, Tembisa, Daveyton, Wattville, Vosloorus, Kwa-Thema and Natalsrui" the adult education centre's vice-principa, Sister Rosarie Murphy, said.

About half of the 3 000 students attend classes at the multiracial education centre.

The centre has been one of the pioneers of informal technical education — an approach lauded by the rector of RAU, Professor J P de Lange, guest speaker at last week's opening.

Professor de Lange said informal education had an important role to play in South African education.

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By Carolyn Dempster
Education Reporter

Education expert is gloomy

Education reform in South Africa seems set to take place within a segregated system, predicts Dr Ken Hartshorne, a member of the De Lange Commission.

Addressing the AGM of the SA Association of University Women this week, Dr Hartshorne painted a gloomy picture for the future of educational reform in South Africa. In just over two months' time the Government is due to present a White Paper to Parliament as a final response to the De Lange Report on Education.

For the past nine months the Government-appointed working party has been compiling public-private sector and professional comment on the report. However, it was not this positive comment which would ultimately be important but the interim memorandum of the Government seemed to indicate:

stage 1:
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competitive and giving it a chance to develop because of the tariff the international terms of trade line swings favourably towards manufacturing (line tt). Production is now at point p on the PPF and consumption (coincidentally) is also at that same point p, on a lower indifference curve (II). The country is now producing more manufacturing goods at the expense of agriculture. It is also on a lower indifference curve - consumers burden.

• That there has been a serious misjudgment of the "return to calm" during the period of the De Lange investigation.

• To interpret this period as an indication that the earlier dissatisfaction and protest are most dangerous assumption." Dr Hartshorne added.

In addition it was essential to note that a number of powerful interests representing black communities had not made any formal overt comment about the report, he said.

"This does not mean they do not have a standpoint. It is strong and unanimous and it says get rid of separate discriminatory systems of education. All South African children equal educational opportunities.

"For them the De Lange Report is far from being a radical

document it is merely stating the minimum platform for educational reform."

Dr Hartshorne believes the Government has failed to respond to these basic issues. Instead it has made it quite clear that separate departments of education are non-negotiable and it has relegated the concerns of the majority in South Africa to second place, he said.

He said as a result of the outcome of the De Lange Report was likely to be:

• The introduction of the officially sanctioned doctrine of "separate but equal."

• The introduction of a management concept of co-ordination of separate activities in a preserved structure designed to maintain the dominant white position.

• The formation of some kind of SA Council of Education not of the type envisaged in the De Lange Report but an umbrella body which would most likely exclude black interests.

• The continuation of a separate ministry and department for black education.

• The coloured transfer of education and Indian Education to the Department of National Affairs. It was still possible with this new structure to have three separate divisions within that department.

White education continuing under provincial control, with a possibility of limited metropolitan areas and regions within the province.

In the material sense considerable improvements could be expected in black education - increased budgets, improved facilities, sincere attempts to improve the quality of education.

As it was likely that Government initiatives towards fundamental reform in education would be limited, "Africa's responsibility will lie with South African teachers to maintain the education debate and hasten change," said Dr Hartshorne.

trade

ct

Row over 'rezoning' of Indian pupils

Star (S)
26/4/82

A decision by the Department of Indian Education to force almost 100 young primary school pupils from their school to accommodate Standard Five pupils has run into a barrage of angry protest.

Parents said at a meeting this week that it was dangerous for small children to walk long distances to attend schools in other extensions.

The affected children are from Progress Primary School in Extension Three, Lenasia.

The chief inspector of planning for Transvaal Indian schools, Mr E van der Bank, who was at the meeting, said no transport would be provided for the children.

At the meeting, which became heated at times, parents said the Standard Five pupils should be sent to other schools.

They criticised the Department of Indian Affairs for not building sufficient schools in a

particular extension and hit at the department for bungling the zoning policy and not consulting parents.

The chairman of the education committee, Mr Y Mia, said his committee had taken up the matter with the SA Indian Council.

An Azanian People's Organisation official, Mr Haroon Patel, blamed the department's apartheid policies. He left the meeting after Mr van der Bank protested against his presence on the grounds that he was "indulging in politics" and was not a parent with a child in the school in question.

Mr Patel said he spoke for oppressed parents in a discriminatory society. He warned parents not to trust the department and to "open their eyes."

Mr van der Bank said the department would be prepared to leave the children in their school if the education committee could reach an agreement with parents.

(50) S.A.S. 1/12/82

Literacy: why blacks fare ill

Own Correspondent

South Africa and Lesotho are the only countries on the African continent with a literacy figure of more than 50 percent for their adult population.

The Human Sciences Research Council gives this figure in a recent report entitled "The promotion of literacy in South Africa: numbers and distribution of literate black adults."

In the preface Dr K P Prinsloo, the director of the Institute for Research into Languages and the Arts, says: "When the level of literacy of the various population groups is considered it is clear blacks are the worst off in this respect."

"In a multiracial country such as South Africa it is essential for communication between the different groups to be as effective as possible. Illiteracy is a considerable obstacle to communication and should be eliminated as far as possible."

The report says the language group with the largest percentage of literates was the Tswana with the Venda at the other end of the scale.

There were many problems in determining the level of literacy of a population. The standard requirement of four school years was insufficient to indicate literacy among blacks in South Africa.

The report says that, in comparison with the white children in South Africa, black children tend to suffer from malnutrition, have a background which contributes relatively little to their formal education and have a limited supply of textbooks and stationery available to them.

For the purposes of the report an adult literate person is defined as a person of 15 years and older who can either read and write in any language or has successfully completed five consecutive years at school.

But the report warns that if a literate person does not use his skills he will eventually lose proficiency in them.

Indian protest looms

By Eugene Saldanha

The Transvaal Anti-South African Indian Council committee will meet this week to consider lending its support to the Teachers' Association of South Africa's national campaign to fight the takeover of Indian education by the South African Indian Council.

The looming confrontation between the 6 500-strong Tasa and the SAIC follows the takeover by the council of powers which were previously vested in The Director of Indian Education, Mr Gabriel Krog and his staff.

In Natal, an ad hoc "Committee of Concern" representing 14 community groups and Tasa, was formed last

New education moves arouse national anger

week to fight the takeover, which comes at a time when the SAIC is also gearing itself to take charge of Indian welfare services.

The nationwide campaign against the SAIC's takeover of education includes:

- Letters from community groups to the Minister of Internal Affairs, Mr F W de Klerk protesting at the takeover.

- Putting protest advertisement in newspapers.

- A protest petition

which will be handed to Mr de Klerk.

The SAIC's executive committee exercised its new powers for the first time two weeks ago when it appointed the rector and vice rector of the Springfield College of Education in Durban and the Transvaal College of Education in Pretoria.

The appointments came under severe criticism from leading Indian educationists, who said only trained and qualified professionals should be entrusted

with the administration of education.

This is the first time Tasa has publicly aligned itself to groups opposed to SAIC — a move which is seen as an indication of how seriously it views the recent developments in education.

Two weeks ago the chairman of the SAIC's executive committee, Mr Amichand Rajbansi, warned Tasa against "flirting with political pressure groups," and said such an alliance "would only do it a great deal of harm."

Mr Rajbansi has also said the SAIC had not misused its power and had made its decisions "without fear or favour."

Anger
over
method
of teacher
2/12/82
promotion

Mercury Reporter

THE Natal Indian Congress said in a letter to the Minister of Internal Affairs, Mr F W de Klerk, yesterday that recent developments in Indian education, particularly with regard to promotions of teachers handled by the South African Indian Council, had caused 'widespread concern' in the community and in the teaching fraternity.

It said: 'We wish to register to you as the responsible minister, the strongest possible protest at your Government's creation of a situation in which it has now become possible for the promotion of teachers to be handled by a group of politicians whose qualifications, ability and impartial assessment to exercise this function leaves much to be desired.'

'The reaction of the community and the teaching fraternity to the latest published list of promotions is one of shock, dismay and deep concern for the future of Indian education.'

The letter was signed by the NIC's acting chairman, Dr Farouk Meer.

Literacy: 'blacks are worst off in SA'

ARGUS
2/12/82

50

Argus Correspondent

PRETORIA. — South Africa and Lesotho are the only countries on the African continent with a literacy figure of more than 50 percent for their adult populations.

The Human Sciences Research Council (HSRC), gives this figure in a recent report called *The Promotion of Literacy in South Africa: Numbers and distribution of literate black adults*.

In the preface, Dr K P Prinsloo, the director of the Institute for Research into Languages and the Arts, says the population of this country consists of different groups at different levels of development and with different levels of literacy.

Obstacle

"When the level of literacy of the various population groups is considered, it is clear that the blacks are the worst off in this respect.

"In a multiracial country such as South Africa, it is essential for communication between the different groups to be as effective as possible.

"Illiteracy is a considerable obstacle to communication and should be eliminated as far as possible," he says.

The percentage of illiterates in the black population of South Africa, the reports says, is 49,9 percent.

End of the scale

However, in terms of word literacy figures, Africa, the Arab States, Asia and Latin America had the highest percentages for illiteracy in 1970.

The report says the language group with the largest percentage of literates was the Tswana, with the Venda at the other end of the scale.

The low percentage of literate people among the Venda could be ascribed to the low educational qualifications of the women.

The report says there are many problems in determining the level of literacy of a population.

The standard requirement of four school years is insufficient to indicate literacy among blacks in South Africa.

Money spent

Among the factors that make it unlikely they would be literate after only four years are the effectiveness of teaching which is influenced by the limited provision of staff and their poor qualifications. These in

turn, are determined by the amount of money spent on education.

The report says in comparison with white children in South Africa, black children tend to suffer from malnutrition, have a background which contributes relatively little to their formal education and have a limited supply of textbooks and stationery.

For the purposes of the report, an adult literate person is defined as a person of 15 years and older who can either read and write in any language or has successfully completed five consecutive years at school.

Lose proficiency

However, the report warns that if a literate person does not use his skills, he will eventually lose proficiency in them.

In both urban and rural areas, there was an increase in the percentage of literates.

In rural areas the percentage nearly doubled between 1946 and 1970 while the percentage increase in urban areas was 55 percent in that period.

In urban areas more women were literate than men, with the reverse situation in rural areas. Overall, however, the report says, more men are literate than women.

New TED plan to help pupils

By ARLENE GETZ

THE Transvaal Education Department is to establish 30 child guidance and learning centres to help children with classroom problems, TED director Professor J H Jooste said yesterday.

Speaking at the Johannesburg College of Education graduation ceremony, Professor Jooste told new teachers the service would consist of six child guidance clinics and 24 educational aid centres.

The clinics would be staffed by educationists and medical staff. Experienced teachers would be in charge of the centres.

Prof Jooste appealed to the English-speaking community to encourage their children to become teachers.

About 250 JCE students received their diplomas.

boyfriend's car on Friday.

Sergeant James Dalton, of the Jeppe police, spotted the man in Bezuidenhout Valley early yesterday and arrested him after a frantic car chase.

"He was parked opposite an open piece of veld in First Avenue, Bezuidenhout Valley.

"I recognised the car and he fitted the description given by women who had been assaulted," Sgt Walton said.

"As soon as he saw me he drove off, and I chased him right through Bezuidenhout Valley, Bertrams and then into Berea."

During the case Sgt Walton fired five shots, all of them missing the man, but hitting the car.

"I eventually managed to catch him in Lily Avenue, just near Ponte, when I rammed his car into another, forcing him to stop.

"He didn't bother to attempt to escape, but just sat there smiling at me."

The man is now in police custody and, according to a Hillbrow police spokesman, will appear in court tomorrow.

His arrest followed a massive police hunt through Hillbrow's flatland since last

Town wins a tough fight over tenders

By MIKE CADMAN

THE Vereeniging Town Council has won its dispute with the Department of Community Development over tenders for the development of the town's central business area.

The department has finally approved the building of a three-storey block costing between R35 and R40-million containing a cinema, restaurant, theatre complex and more than 60 shops in the city centre.

The dispute started after the council and the Department of Community Development, which owned two thirds of the land concerned, favoured different tenders.

It was compounded when a single contractor, who made the offer favoured by the department, received a one-month deadline extension (to the exclusion of other contractors) in which to provide financial guarantees for the deal.

The extension was given in an unauthorised Telex sent by a Department of Community Development official. His name has never been disclosed.

The first tender favoured by the department offered R5,6-million for the land and R35-million for the development.

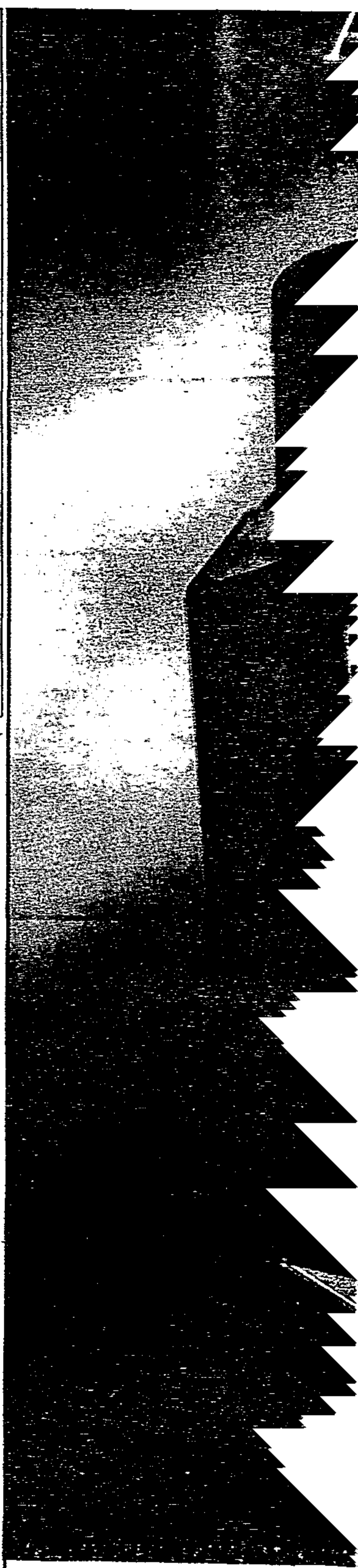
The tender initially favoured by the council offered R4,4-million for the land and R44-million for building development.

A special meeting to discuss the dispute was held between the council and department in September after the contractor who received the deadline extension still failed to produce the required financial guarantees.

The chairman of the Vereeniging management committee, Dr Mario Milani, said this week the whole project then had to be put out to tender again.

"This put the whole project back by several months. Now we have accepted another contractor's tender.

"The new contractor paid a total of R4,5-million for the land and is to use between R35 and R40-million for building development," he said.



It's a school of happiness children who have now

*'Baby Jesus
I am a poor boy too
I have no gift to bring
That's fit to give a
king
Shall I play for you
On my drum?'*

THE words of the 'Drummer Boy' carol emerged

cheerfully from 30 months, drifted through the air thick with heat and dust.

Past the large green and white tent and the small orange one, beyond the one outdoor toilet for boys and the one for girls, over the only tap, way above the heads of about 370 children rehearsing outside for the

Christmas play, before being lost among the foliage of the eucalyptus trees.

This was the scene last week at the Nalediyameso (Morning Star) Literacy Centre, situated on a property overlooking the Vaal River near Vanderbijlpark.

Here, between 400 and 500 black children, aged

from six to 16, attend classes in an effort to achieve basic literacy.

And it might sound very romantic to have classes in the open, until you think what it's like when it's raining and you don't have a raincoat or umbrella, or in the winter, when your clothes are full of holes and

your feet are bare.

There are six teachers at the school — Dominican nuns Sister Claire and Sister Thaddeus, and Calixtina Ratoma, Gladys Skotha, Anesia Mpota and Matuka Poee.

Often there are close to 100 children in a class, with children being graded ac-

ording to their level of literacy.

Due to a lack of desks, children sit outside on the ground or assemble loose bricks into all-in-one desks and chairs.

Or they sit inside the tents. The only furniture is a couple of old trestle tables and an old blackboard, plus a few of the homemade brick desks.

Text books are not used at all. Since the children are just learning reading, writing and basic arithmetic, Sister Claire simply buys the necessary stationery wholesale and sells it to the children at cost.

School fees are 50c a month but those who cannot afford to, don't pay.

Because many pupils have to travel so far, lessons are held from 8.30am to 11.30 am.

And one of the biggest expenses is transport.

For instance, five-year-old Ishmael Mokoari from Sasolburg, travels an hour by bus every day at 25c return.

David Makgobotloane, aged 13, only has a 15-minute walk, but Arlene Letlala, also 13, walks six hours daily to get to and from school.

In spite of the lack of facilities and the long distances, the children are extremely fortunate to be here at all. For them, the alternative would be no education.

And they wouldn't be here were it not for Jill Chase and Kurt Housinge who live on the property on which the school is housed and for Sister Marion, Regional Vicar of the Irish Congregation of the Dominican Sisters, who finances the school.

The story started one day

Story: LINDA
Pictures: PIERRE

in November 1980 when two teenage boys arrived at the Santa Maria Convent in Vanderbijlpark asking to be admitted to the school in the town.

"They'd never been to school — they'd tried every year to get into one or other of the six farm schools in the area, but had been sent away each time because the schools were full," says Sister Claire.

She offered to teach them the basics of reading and writing, beginning in January 1981.

At 6.30am one January morning, they arrived for their first lesson — given in one of the convent rooms.

"Next day there were six children. I immediately explained to them that I was NOT running a 'school' so they were NOT to tell anyone about our morning lessons.

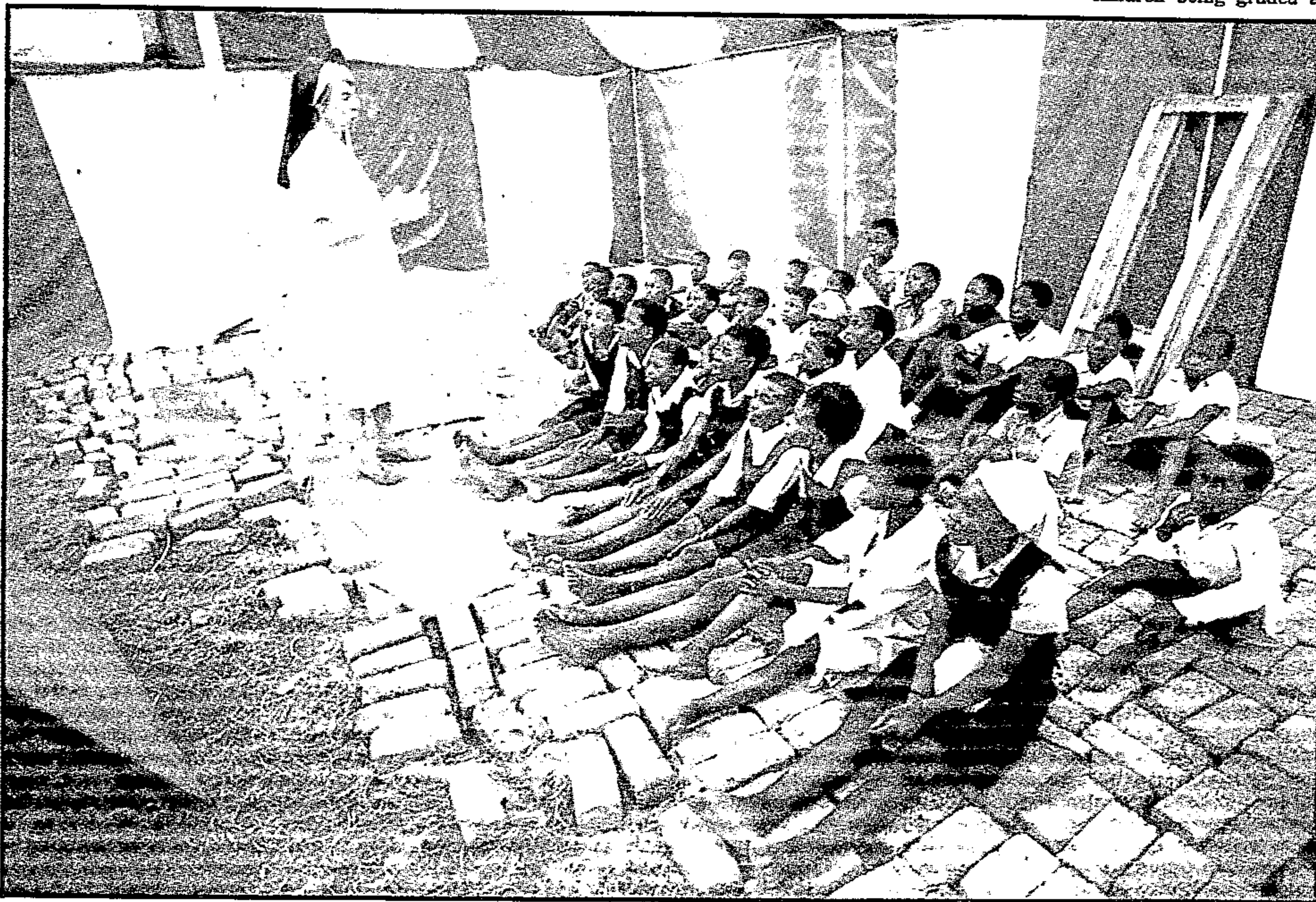
"They promised to tell no one else but by the end of the week I had over 30 pupils."

Numbers increased so much that they had to find larger premises. A young man, Andries Jacobs, allowed them to use the storeroom on his plot a few kilometres away from the convent.

They were there for nearly six months, by which time their numbers had grown to 70.

Then Andries found he needed the storeroom for visiting Johannesburg relatives.

"We had nowhere to go so the children and I decided to have our lessons out in the open, about 300m from



Sister Claire and the children rehearse 'The Drummer Boy' in the large green and white tent, their blackboard propped against the canvas walls.

PRINTS

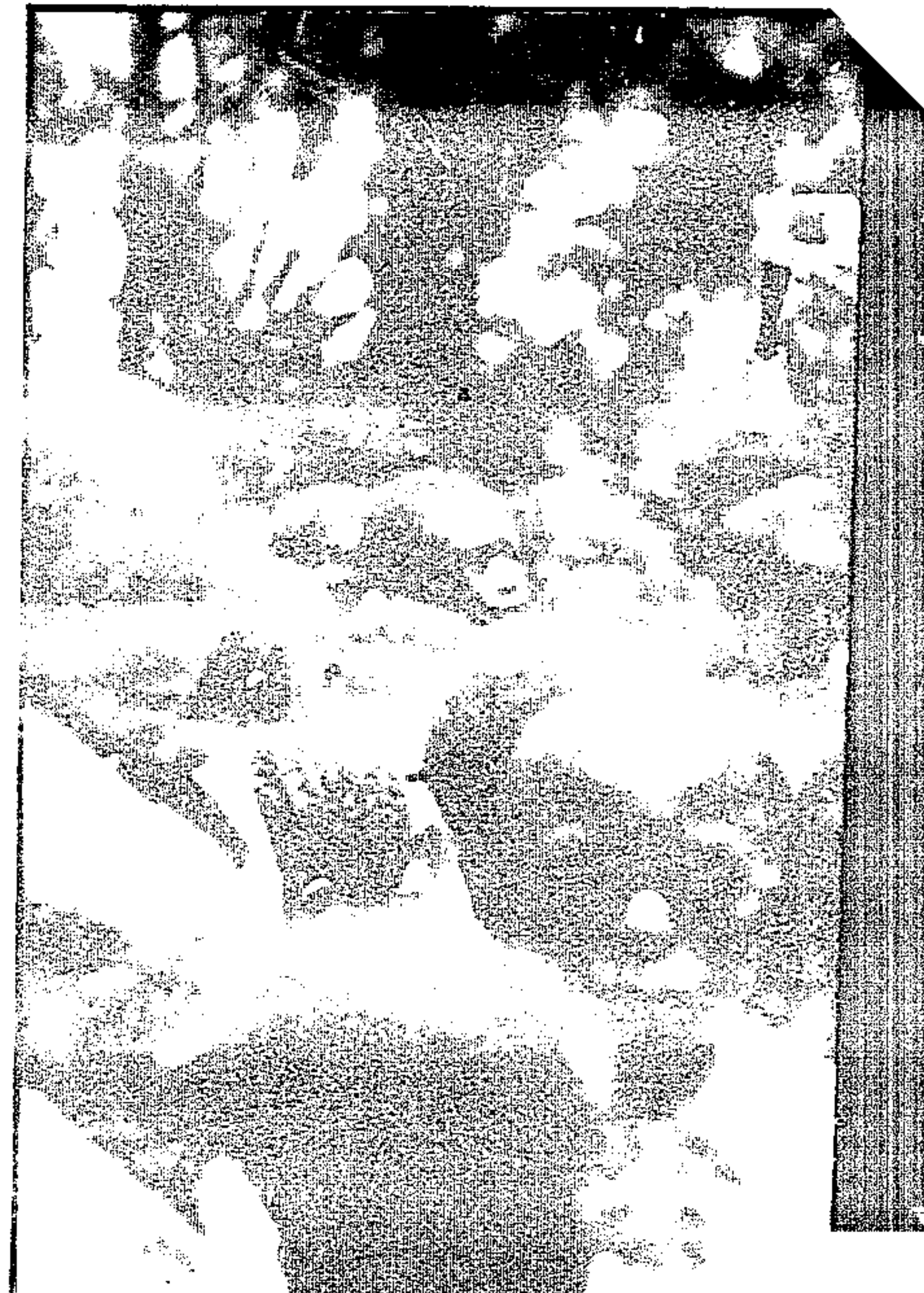
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Sister Claire ringing the bell for

Ass for here to go

POLONSKY OOSTHUYSEN

Andries' house," says Sister Claire. "We flattened the long grass and settled ourselves for another morning's work.

"But winter was approaching and very soon we were having to rub little hands and feet that had nearly frozen before the sun had warmed the morning air."

Then came a godsend. "Two rather wonderful people, Jill Chase and Kurt Housinge, heard of our plight and invited us to hold lessons on their plot beside the Vaal.

"They promised to put up a prefab for us, fully confident that many other plot owners in the area would be willing to help us financially, for we had discovered by then that the parents of most of our pupils worked on the plots in the area."

The prefab had been ordered when their next door neighbour, Mr Victor Borchards, pointed out that it was against the law to erect an educational building in an area zoned for agriculture.

Ever since then the Dominican sisters have been trying to convince the plot owners concerned that a school for their workers' children is badly needed.

But many plot owners are far from convinced.

When I asked Mr Borchards why he objected to a black school on the plot next door his home, he replied: "It's always a nuisance when you have blacks walking past your property. They have no respect for your fences and in winter

they set the grass alight."

Sister Claire says he has also accused the school children of breaking the windows of his house, stealing his berries and hooting at his cows. She denies the truth of these accusations.

A public meeting of white property owners in the area was held a few months ago to discuss the necessity and desirability of a school. It was decided that a black school in a white area was neither necessary nor desirable.

Although the Department of Education and Training was willing to build and subsidise a school in this area, the offer was firmly rejected at the meeting.

However Sister Claire says many people who attended the meeting did not even live in the area concerned, namely Lochvaal. They were simply brought along by residents, opposed to the school, to strengthen their case.

"The children of Nalediyameso were jokingly described as '... die kaffer-tjies van die skool onder die boom'," says Sister Claire "and we were very saddened by this attitude."

A few weeks ago the school under the trees was visited by the police.

"We had just arranged the tableau for our nativity play and the children were all in place, when a police van and two policemen arrived," says Sister Claire.

"You're taking us to jail?" she asked the white policeman. "No," he replied. "I just want to ask two things. Do you have more children this year than last year and how many teachers do you have?"

Mr Frikkie Vorster, regional Director of Education and Training, says he has recommended to the Director General of Education and Training that extra classrooms be built at two existing schools in nearby black areas, namely at Bophelong and Seeiso.

If prefabs were used the school could be ready by March or April of next year.

However even this is not ideal because most children live in the Northdene area and would have to travel 10 to 14km to school, a time-consuming and costly business.

As Mr Vorster adds: "We're looking for solutions but it's difficult if the plot owners are not agreeable to a school on their properties."

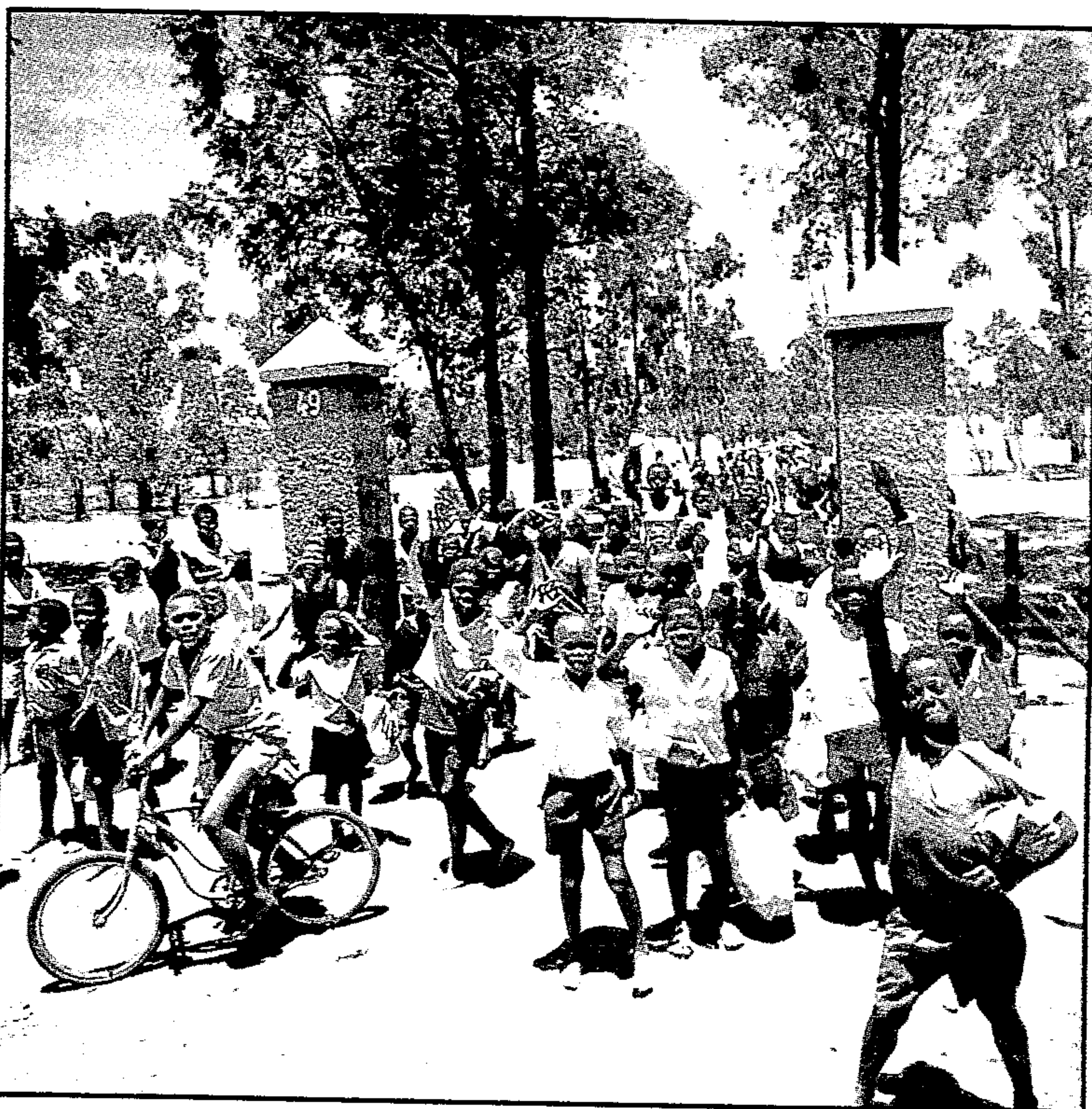
In spite of all the intimidation and hardships, the school continues.

It's a deeply moving experience to hear the children rehearsing songs for the nativity play.

To see them sitting under the trees in a small group being taught to read by the elder Sister Thaddeus, or relays at the end of the day and disappearing across the veld in every conceivable direction.

Nalediyameso is a tribute to the courage and perseverance of some people, both young and old, black and white. And it's also proof of the short-sightedness and insensitivity of other people to the rights and needs of others.

If you can help the Nalediyameso Literacy Centre in any way, write to Sister Claire at Our Lady Ya Meso, Box 2567, Vanderbijlpark.



At the end of a busy day, the children stream out of the gate and disappear into the veld.

ing the critics hailed her a master story teller. She cemented her reputation with 'The Cradle Must Fall' and her latest book, 'A Cry in the Night' (Collins), further enhances her status. Following a whirlwind romance Jenny, a beautiful divorcee and mother of two little girls, marries a talented and handsome American artist and moves to his isolated but luxurious country farm. Jenny soon becomes uneasy in the forbidding, cold and chilly landscape. She is also haunted by the portrait of Caroline, a beautiful woman who is strangely familiar.

Crimes creep into marriage of two beautiful people

By RAY WOODLEY

extra mileage on the speedometer.

Then there is Erich's habit of taking off for days to paint in his cabin. He wants to be undisturbed — something he regards as normal in a creative artist.

But he never allows Jenny even to glimpse his almost inaccessible working re-

vaguely reminiscent of Daphne du Maurier's masterpiece 'Rebecca'.

Ms Clark attempts to surround her characters with the same atmosphere and with similar villains. Instead of the ballroom dress there is the nightgown.

Erich claims Jenny is the first Krueger woman in four generations to create a



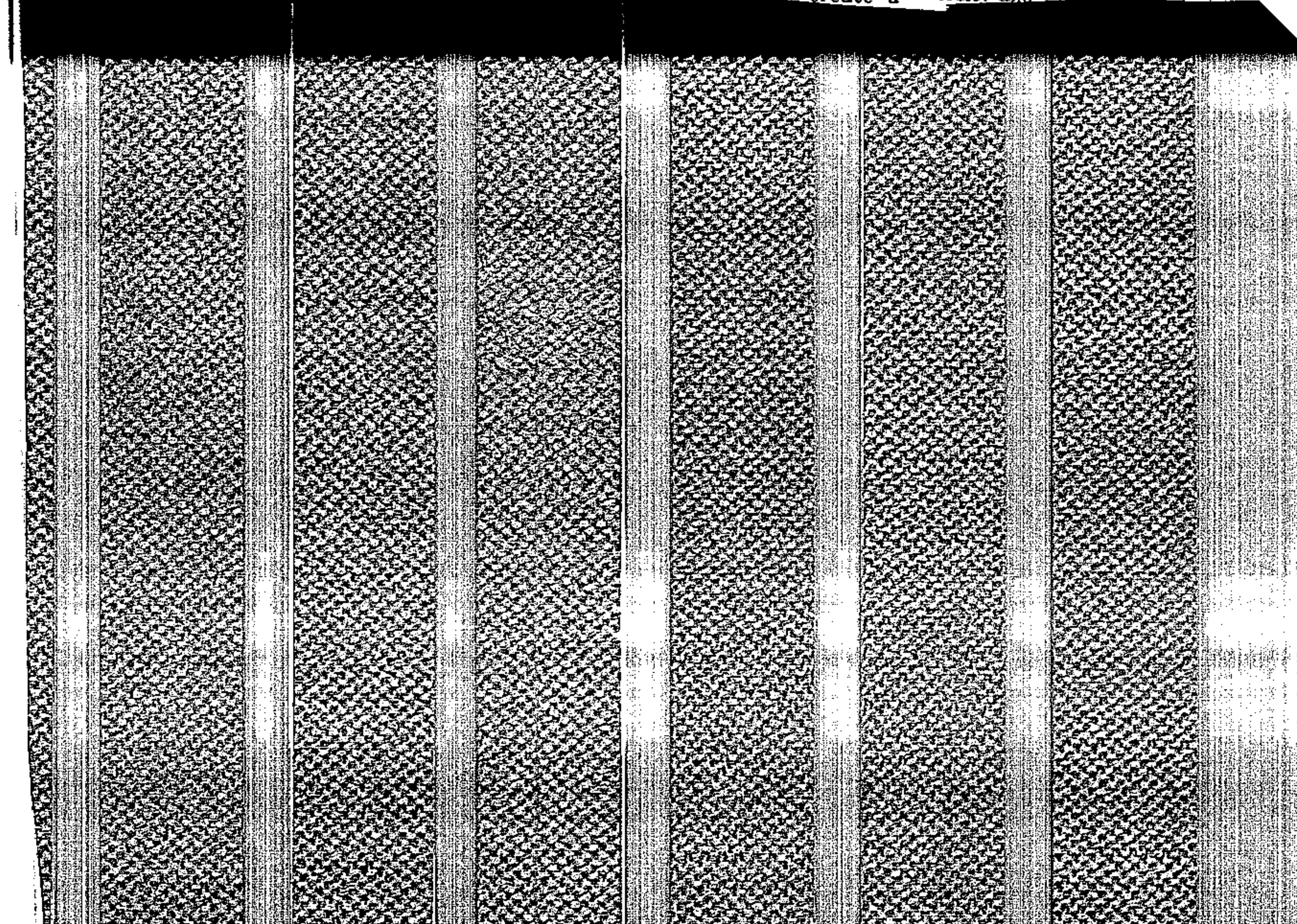
Mary Higgins Clark fulfilling ambitions

why I was astonished that you gave MacPartland money," he reminds her. "The same thing on our wedding day. It's come back to haunt us, hasn't it?"

Haunt is the word... Mary Higgins Clark graduated at Fordham University and wanted to be a



assembly and the start of another happy school morning.



COMMENT

WE BELIEVE the people should be told why the Department of Education and Training (DET) is phasing out certain standards in black education.

Standard 6 has already been scrapped and nothing much has been said about the success or otherwise of this significant move. With the news that the old Junior Certificate may also be on the way out, people are beginning to wonder what all this means.

There is unfortunately something of a veil of secrecy over what happens in our schools and the only way in which information is given is from the people who are at the head of the department.

These questions need answers, particularly in view of the somewhat pessimistic feeling educationists have about the potential of students entering the various universities.

There are reports of alarming drops in standards in white schools, so much so that a top South African university is considering the unprecedented step of forcing under-prepared students to take an extra year of study to get their degree.

A formal proposal urging this has been made to the University of Cape Town's planning bodies by Dr James Moulder, special assistant to the principal.

If this proposal is accepted — and there is hope it will come into effect by 1984 — then it will mean that eventually 500 white and black students would have to take an extra "foundation" year.

The number of black students is slowly outstripping the number of whites in schools. It has been observed that even the proportion of black students in universities is increasing steadily.

The position will become increasingly perplexing as more and more black students enter university.

The country's initial hassle, which is in fact farcical, is that black and white students receive differing educations in school, while they are often taught the same material at university.

We are not at all clear why the traditional land-posts, Standard 6 and now JC have to be phased out. It seems to be worrying us and others, particularly as the standards in schools do not seem to satisfy those who run the universities.

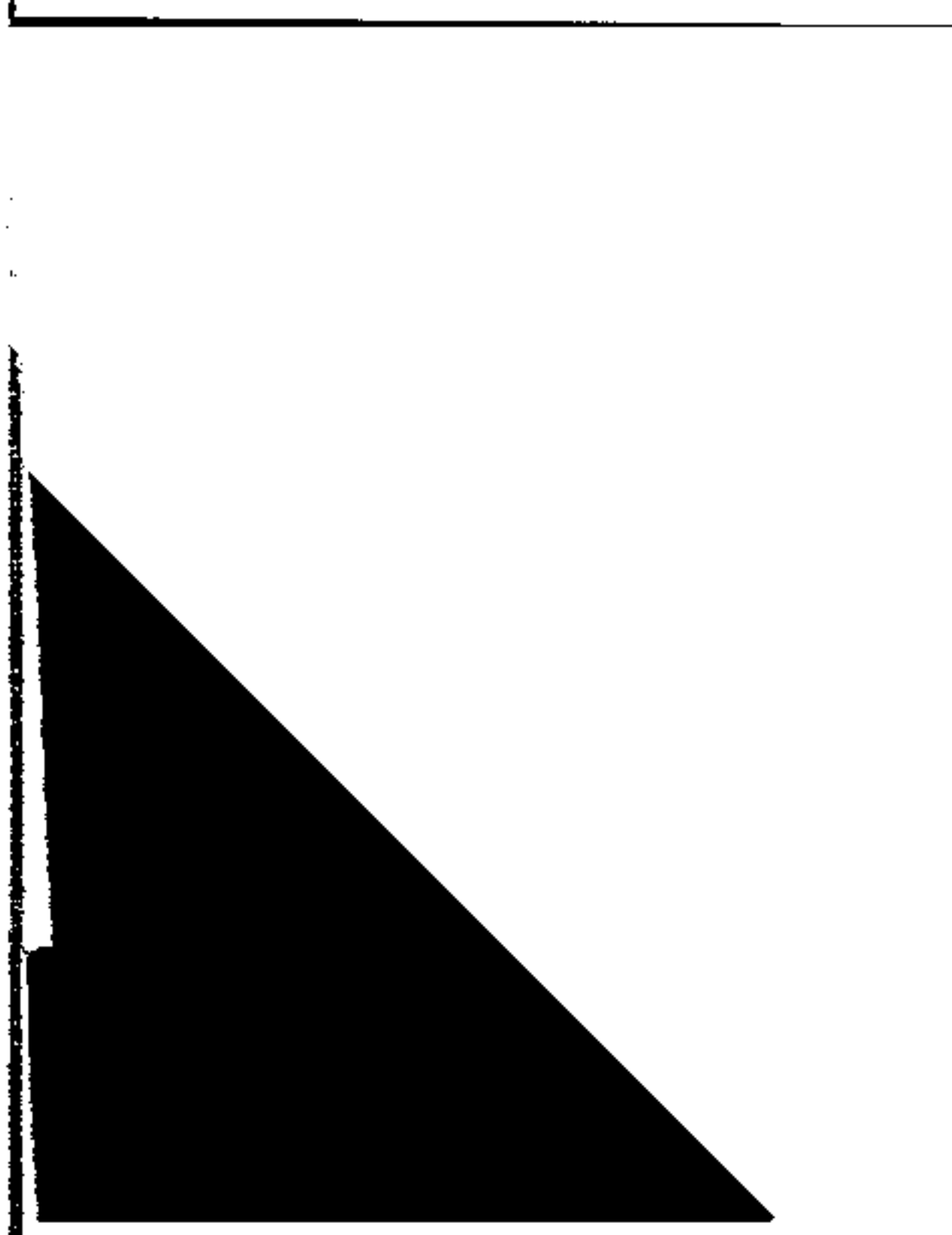
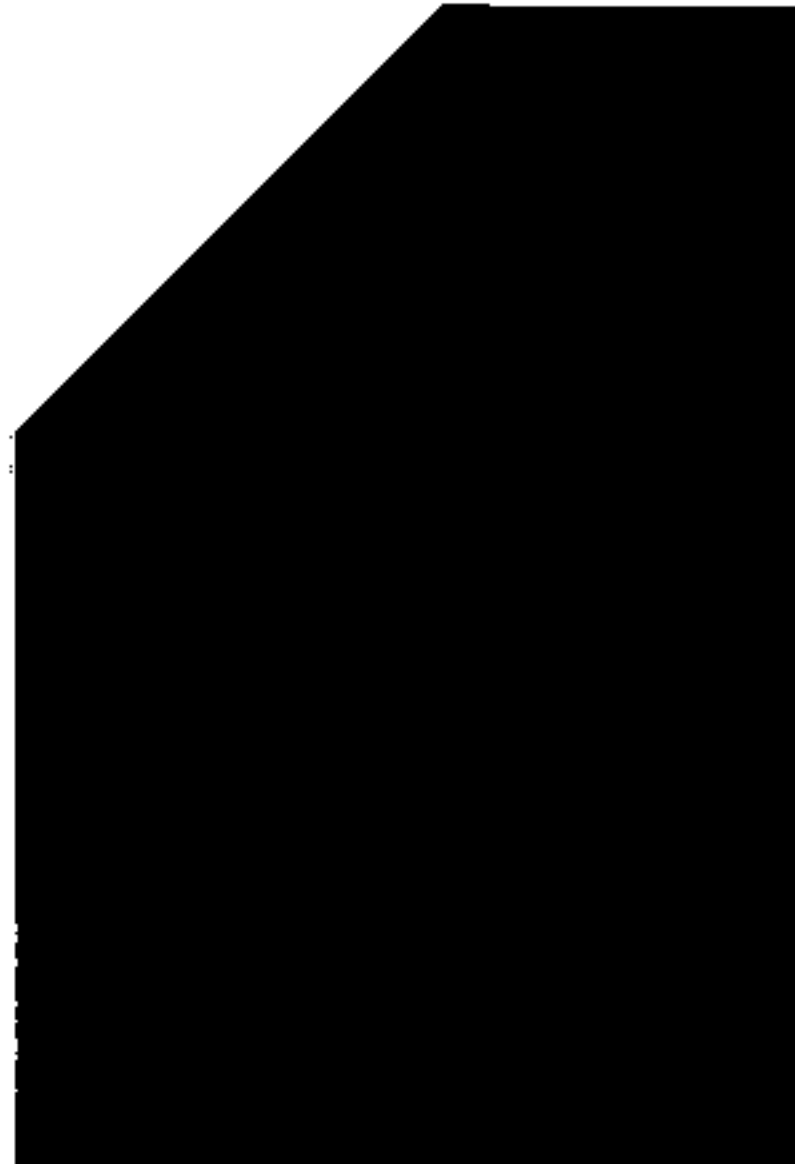
The overwhelming number of school buildings and other related facilities going up in places like Soweto is also perplexing. It seems a pity that so much money is put into the structures whereas very little seems to be done about the intrinsic education given to black children.

There are also people who are looking on with puzzlement at the number of white teachers in township schools. There would have been no problem about this if things were normal in this country. In fact if white teachers are presumably better qualified than blacks this would have been a satisfactory advance.

It is about time that the DET released full details about the rationale to phase out certain standards and while they are at it, to give parents a clear picture of the future of black education.

This will in turn, hopefully, give those who administer universities' programmes to work from in preparation for the increased number of blacks who will soon be flooding the universities.

6/12/82 (50) Sowetan



36 private schools lost to Cape

46645
6/12/82
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Education Reporter

AT LEAST 36 private schools in the Cape Province have closed in nine years due to economic conditions, a dwindling number of students and lack of religious staff.

Mr Willem Boucher, MEC in charge of education, said today 33 private schools had been forced to close since 1973.

"That does not include schools closing this year," he said.

ANOTHER THREE

Sister Flannegan, secretary of the South African Conference of Catholic Bishops, said today three Catholic private schools would close in the province this year.

They are Loreto Convent in Sea Point, the Assumption Convent in Grahamstown, and St Joseph's in Oudtshoorn.

She said 20 of 35 white Catholic private schools open 10 years ago and five Government-aided schools had closed.

AFRICANS

"One of the 17 Catholic private schools run for African children has also closed, while three of these schools are now Government-aided.

"Of the 36 Coloured private schools operating in 1973, 22 have had to accept aid from the Government to keep going.

"A further Government-aided coloured Catholic school and 20 Government-aided white Catholic schools are now operating," she said.

Sister Flannegan said most of the schools had closed due to a dwindling number of students, economic conditions and lack of religious personnel.

Rajbansi rejects 'open schools' call

Mercury Reporter 7/12/82

THE executive chairman of the South African Indian Council, Mr Amichand Rajbansi, yesterday rejected as 'an antic engineered by the anti-SAIC Natal Indian Congress' a pledge signed by 50 doctors, all Indians, to call on the

Government to strip the SAIC of its powers on education and open all schools to all races.

Describing the doctors' move — contained in a weekend statement issued by an ad hoc committee of the Doctors' Guild — as a 'flash in the pan', Mr Rajbansi said he would challenge the doctors to search their consciences.

He said: 'Where were the doctors when top posts in Indian education were taken by whites left, right and centre in the past with Indian educationists, although able and well qualified, always left in the cold.

'I see the silence displayed by the doctors in this regard as a sign that for them white was always right.'

The SAIC, he said, had had the courage to rock the proverbial Indian education boat and appoint, for the first time in the history of Indian education, two highly qualified Indian educationists as rectors of colleges of education in Durban and Johannesburg.

Concerned

'Our own consciences are clear for we had acted in the best interest of our education and our teachers — and we are prepared to have our choice of candidates for the posts which were previously held by whites tested by any competent education authority.

'For a long time many educationists and others in the community have been concerned that — unlike whites, coloureds and Africans — Indians were not being given opportunities to occupy senior positions, not only in the Department of Indian Education but also at university level.

'Many have even challenged us in the SAIC to show our mettle by taking remedial measures and I am pleased my executive has had the courage to take decisions which can only be described as "bold" on education promotions.

'Naturally the NIC and its doctor proteges could not stomach the SAIC's achievements for our teachers, in a matter of weeks what the NIC and other anti-SAIC elements were not able to achieve in generations,' he said.

Spokesmen for the Doctors' Guild were unavailable for comment yesterday.

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Letters to the Editor

Unjustified attack on education dept

Sowe fan 9/12/82

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Dir-gen answers Press allegations

SIR — I refer to your comment in The SO-WETAN of December 6, 1982 in which you have made a totally unjustified attack on the Department of Education and Training for "phasing out certain standards", notably Standards 6 and 8.

At no stage was any indication given that Standard 8 would be phased out. What is at stake is the phasing out of the Standard 8 examination as an *external* examination, as was the case with the Standard 5 examination in 1980.

In the past the Standard 5 and Standard 8 examinations were external examinations after which certificates were issued to pupils who wished to leave school at that stage.

Fortunately, we have progressed to a stage where the Standard 8 certificate is no longer an entrance qualification, for example, to teacher training.

This, coupled with the fact that fewer pupils leave school after Standard 8, has prompted an investiga-



STUDENTS: Investigation to phase out JC as external examination.

tion into the feasibility of phasing out the very expensive external examination and replacing it by a purely internal exam. It should also be noted that other education departments no longer have external examinations other than the Standard 10 examination.

With regard to Standard 6, which was phased out of the primary phase in 1976, I wish to point out that this was done at the explicit insistence of the black community and also in order to introduce the 12-year structure as it applies to all other education departments.

Are you now seriously advocating a

return to the 13-year structure?

From the above it is clear that your entire argument is based on a total misconception of what is actually being done. It is most regrettable that you based your editorial on poor reporting and misleading headings instead of verifying the facts, with the department.

Your statement that "black and white students receive differing educations in school, while they are often taught the same material at university," is malicious and shows a total disregard for the true facts known to you.

It has been stated ad

nausium (and published in your newspaper) that all children follow the same core syllabuses, that the syllabuses of this department are in many respects more detailed than those used by other departments, and that the same examination standards apply to all.

Your remarks about "a veil of secrecy" are regretted, especially since the department is involved in an all-out drive to stimulate and ensure greater community involvement in education.

Equally regrettable is your allusion to the "perplexing" new facilities being provided, stating that "very little seems to be done

about the intrinsic education given to black children."

Have you visited any of these schools or taken any other steps to ascertain exactly what is being done to improve the quality of education before making such sweeping statements? Or is this simply a case of "none so blind as those who do not wish to see"?

Why cast suspicion on the role and qualifications of white teachers in townships schools when it is common knowledge that, because of the phenomenal growth rate of black education, there just aren't enough suitably qualified black teachers to fill all these posts?

In conclusion, I wish to extend an open invitation to you to visit the department's head office and regional director to gain firsthand knowledge of what is happening in education. We shall be only too happy to arrange visits to any schools or colleges of your choice.

I trust that this reply will be published equally prominently within one week after receipt thereof.

**DIRECTOR-GENERAL
DEPARTMENT OF
EDUCATION AND
TRAINING**

CAPE TIMES 10/12/82



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Use education for change, says new Nusas president

Staff Reporter

MS Kate Philip, who was elected president of the National Union of South African Students last week, says it is coincidental that women filled most of the top posts for 1983.

"But in the long run, it reflects the emphasis that Nusas has placed on involving as many people as possible in campus organization," she said.

Ms Philip, who matriculated at Herschel in 1977 and is a BA graduate from the University of Cape Town, is only the third woman to become president in Nusas's 58 years.

In 1952 Patricia Arnett was president and in 1967 it was Margaret Marshall. For 1983 women will fill four out of five positions on the Nusas head-office staff.

The four other members of the head-office staff are Giulietta Fafak (media officer), Ian Macun (research officer), Janet Cherry (secretary general), and Ruth Becker (projects officer).

Ms Philip spent some time in the United States as an American Field Service exchange student. When she returned to UCT she served on the Arts Students' Council and worked on the campus newspaper Varsity.

She was elected to the UCT SRC as Projects Officer for 1980/81 and re-elected as a SRC vice-president for 1981/2.

"There has been a definite move 'back to campus' the last few years," she said when asked to comment on recent trends at Nusas-affiliated universities.



Ms Kate Philip

"On the one hand there has been focus on our education and the role of our university, whilst on the other, students have become more aware of the broader political issues facing us as South Africans."

She said this approach was reflected at the Nusas congress in Durban last week where emphasis was placed on drawing links between these two areas. "The Nusas theme 'Educating for Change' attempts to see our education in this broader social context," she said this week.

"Those of us privileged enough to receive a university education have a responsibility to use that education in the interests of change. Our education should be oriented to serving the needs of the South African community as a whole."

Ms Philip emphasized that this process of examining education had to start while people were still students. "We need to chal-

lenge our education and the content of our courses where they are inappropriate to South Africa or are not directed at South Africa's problems," she said.

The importance of student representation, for example, on faculty boards and councils, as well as in university structures generally, was emphasized at committee sessions at the Nusas congress and was very important in this regard, she said.

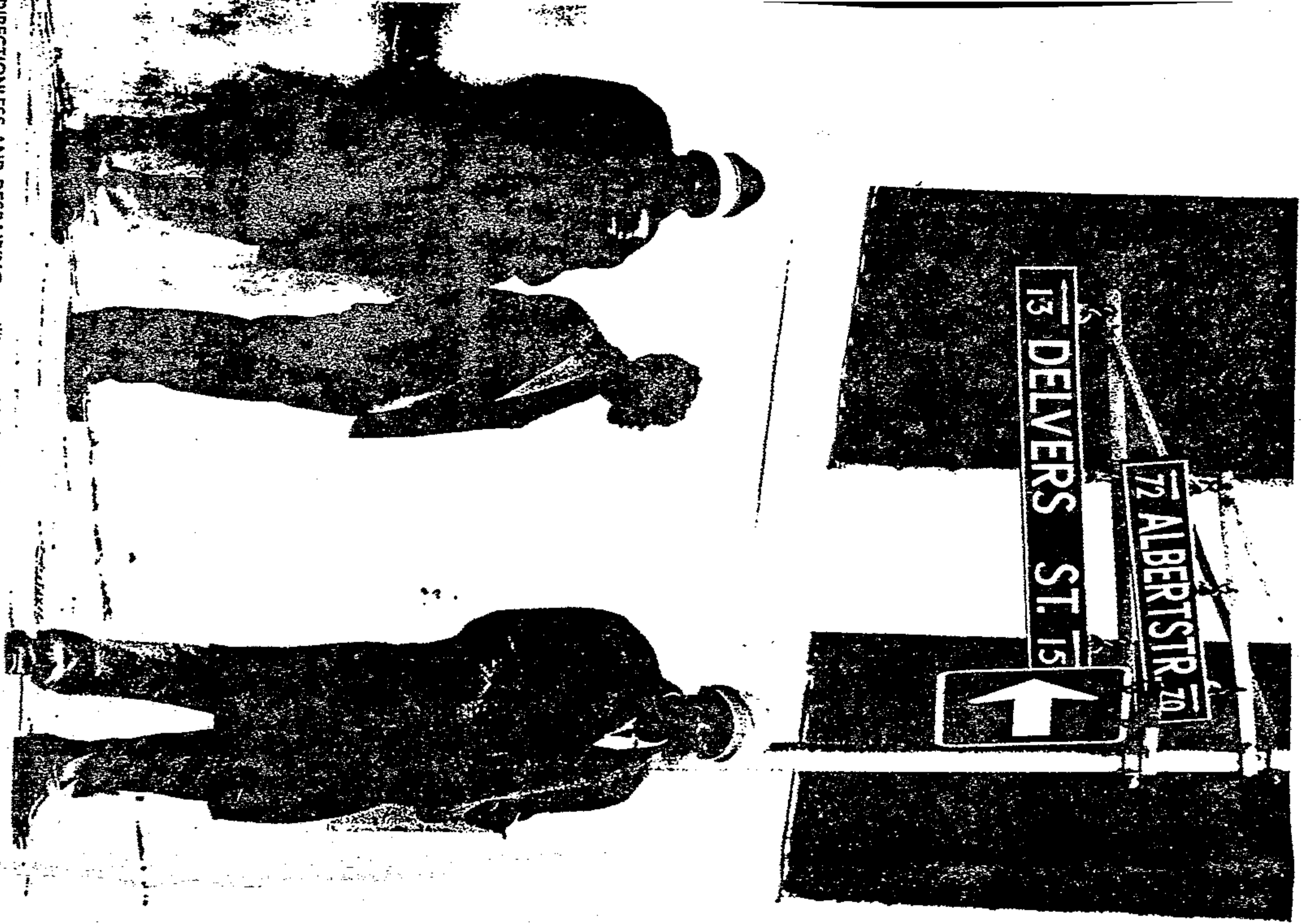
Asked about the role that students could play in processes of change beyond the university, Ms Philip said that it was vital that students educated themselves to "understand and respond to the key political issues of our time".

"We need to unravel some of the confusion about the government's 'reform' initiatives, and draw the links between these and the abhorrent Orderly Movement and Settlement of Black Persons Bill," she said.

"Also, we need to educate ourselves about the effect of the recession — how retrenchments and unemployment affect the lives of working people."

Resettlement, the President's Council, militarization, and the situation in SWA/Namibia were issues frequently considered at workshops and debates at the Nusas congress.

Asked what the overriding factor of last week's congress was, Ms Philip said that it was encouraging to see the increasingly broad base of English campus students with a "very real commitment to working for a democratic future".



ILLITERATE AND DESPAIRING — Illiterate black adults who come to work in the city live in perpetual fear and confusion because they cannot read or understand the signs and documents we take for granted.

Tragedy of ill

Black people, because they cannot communicate in spoken or written English, lose their jobs and their right to work. They cannot read road signs or telephone directories, writes BARRY RONGE

The ability to read and write is so common in our society that most people are scarcely aware that illiteracy is a problem, and they are totally ignorant of its tragic consequences.

That is why an organization like Use and Speak Written English (USWE), which aims to meet the communication needs of the illiterate urban adult, so desperately needs support as it confronts this massive problem.

It was estimated by the Human Sciences Research Council that in 1980 there were six million adult illiterates in South Africa, which is approximately one-third of the black population.

In a similar survey, managers in commerce and industry estimated that 47 percent of their work force were not adequately literate for the demands of work and everyday life.

The implication of those figures in our current depressed economic climate is staggering but the human cost involved is even greater, says Mrs Barbara Ledochowski, who has been involved with the problems of teaching illiterates for the past 12 years.

She founded the Learn and Teach Literacy organisation 10 years ago, which still functions, but she is now concentrating on the problem of teaching blacks reading skills which are relevant to their daily life.

"No-one can understand," says Mrs Ledochowski, "the despair and anxiety in which the illiterate lives. Many blacks who come to the city survive and cope, because they are courageous, resourceful people, but in the 12 years I have spent working with migrants, I have observed that illiteracy can afflict people as much as hunger does."

"Because they cannot communicate in spoken or written English," she continues, "migrant workers lose their jobs, lose their rights to work in town, lose their savings, and have been known to languish in prison under wrong names, given because they cannot spell, which means they cannot be traced by their employers or families."

A survey conducted by USWE has revealed a whole range of problems confronting the illiterate in an urban environment. They cannot read signs or properly understand directions, and they live in perpetual fear that they are doing the wrong thing or are in the wrong place.

There are even more serious potential consequences. Workers cut off by illiteracy from newspapers and books are easy prey to gossip, rumour or any explanation about baffling or difficult circumstances in which they find themselves.

"The problem is not that there is no literacy. The problem is that illiterate in an urban environment. They cannot read signs or properly understand directions, and they live in perpetual fear that they are doing the wrong thing or are in the wrong place.



BARBARA LEDOCHOWSKI — Director of USWE.

teaching in this country," says Mrs Ledochowski, "but that it is of the wrong kind. In 1980, for example, 100 000 adults were receiving some kind of literacy instruction, but it is being taught as a passive and not as a communicative activity."

They are taught from reading primers, and while they can become reasonably proficient with them, they cannot cope with the simple

literature in an urban environment. They cannot read signs or properly understand directions, and they live in perpetual fear that they are doing the wrong thing or are in the wrong place.

There are even more serious potential consequences. Workers cut off by illiteracy from newspapers and books are easy prey to gossip, rumour or any explanation about baffling or difficult circumstances in which they find themselves.

"The problem is not that there is no literacy. The problem is that illiterate in an urban environment. They cannot read signs or properly understand directions, and they live in perpetual fear that they are doing the wrong thing or are in the wrong place.

SANDTON

The Sandton Town Council is planning its hopes on the Government for approval to establish a township for its coloured community which for years has been flourishing in "illegal" accommodation.

The council has earmarked a tract of land to the north-east of the town and if the go-ahead is given it will end years of homelessness endured by coloured people.

Another project about to begin is a township for Indians, also currently housed illegally throughout the municipal area.

The PFP-controlled council believes the new Indian area, Marlboro Gardens, should be provided as part and parcel of Sandton and given direct representation.

"The Depa Development quest to said chairman

"Our commitment and I believe Sandtona reform."

"What vociferous change the several must be

"We ward and We believe direct representation

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Better tea for a better

By Moira Levy

Upgrading the standard and quality of black education can in time lead to improvements in the quality of township life.

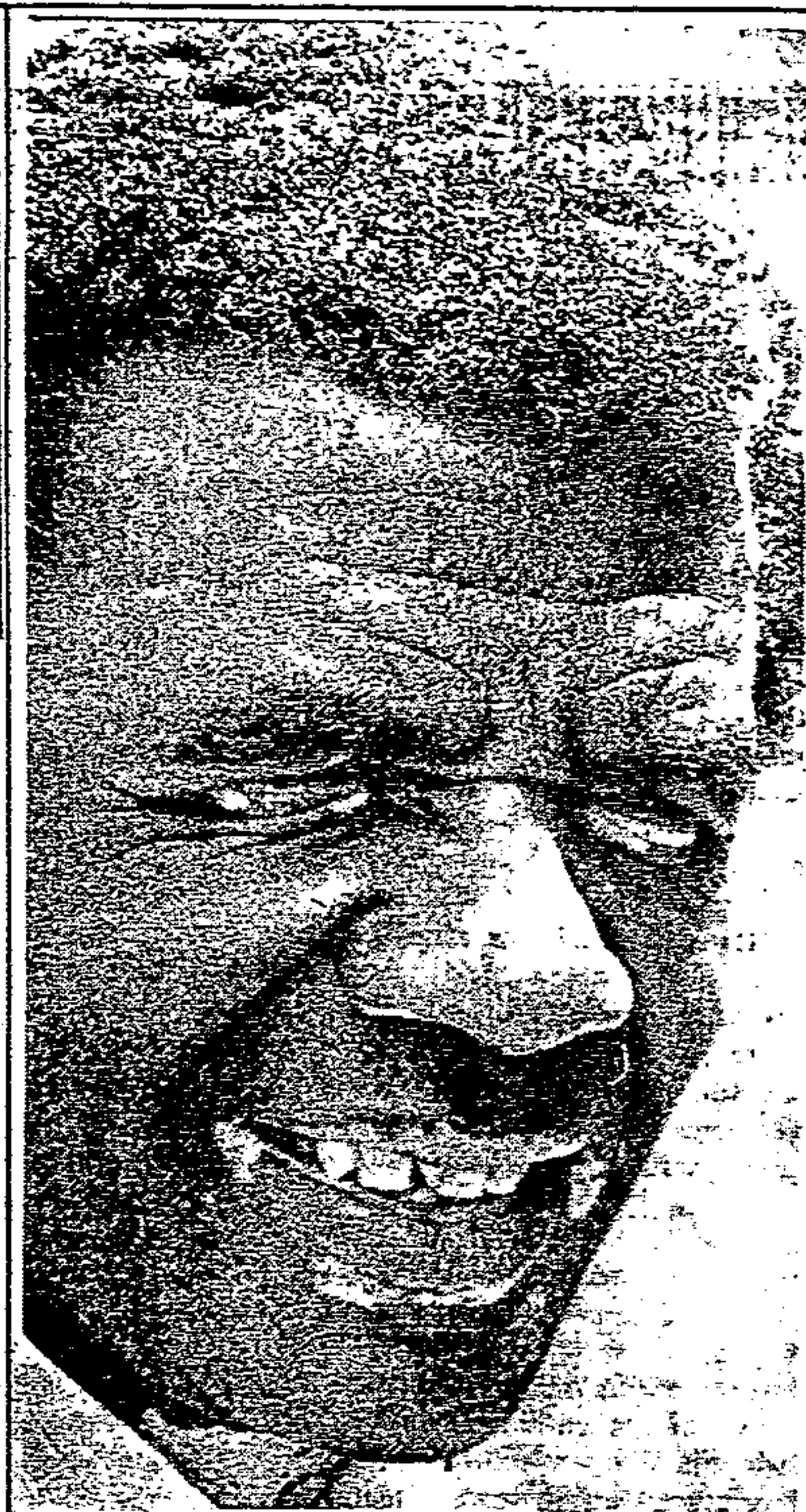
That is the aim of Nashua's Adopt-a-School project, according to personnel manager Mr Brett C Zulech.

"Adopting a school and improving the standard of its education is like dropping a stone into a pond. The positive effects must ripple and spread. You cannot make improvements in an isolated area without some at the gains rubbing

gulator. No part of an answer book is to be torn out. All answer books must be handed to the commissioner or to an invigilator before leaving the examination.

Any dishonesty will render the candidate liable to disqualification and to possible exclusion from the University





WITS UNIVERSITY LECTURER: Mr T W Kambule.

Kambule slams poverty of black education

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Sowetan
13/12/82

DEPARTMENT of Education and Training officials do not send their children to black schools so how do they know that black education is improving, educationist Mr Tamsanqa Kambule asked last week.

Mr Kambule was reacting to a DET statement published in The SOWETAN on Thursday.

"We parents know there is a blatant lack in our kids' education. DET also admitted in their statements that there was a shortage of teachers. How can they expect to produce quality?" he asked.

WELCOME

DET

The phasing out of standard 8 should have been done 30 years ago, he said. It was a welcome move but was just a drop in the bucket and it could not make black education any better.

The Government gives whites their brand of education and blacks theirs. Education can never be equal as long as it is separate," he said.

He added that when black students studied at white universities, "bridging courses especially for them are introduced."

"I teach black students every Saturday and I speak with authority that there is much they lack in their education. DET is trying to convince people that something is being done about blacks' education whereas we know that it is only the quantity that is being increased at the expense of quality."

Sewetan

Det gives advice to principals on how to handle school funds

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15/12/82

POOR control over school funds has often caused disputes between parents and teachers at black schools.

In an editorial in *Educamus*, the Department of Education and Training (DET) official magazine, the department says these matters are not handled correctly and create problems which give rise to disputes.

Educamus says the main purpose of school funds is to supplement

facilities teaching aids and books supplied by the department.

"The principal must be very careful not to offend or hurt people's feelings by the way in which he raises funds.

"Above all, he must consult the parents and allow them a say in whatever he may be doing."

The article says that principals must bear in

mind that the school committee represents the parents and is therefore responsible for the control of the funds.

The (principal) is the treasurer and must keep a clear and correct record of the state of the funds.

At each meeting he must submit a detailed report to his committee on funds raised and spent, and what the balance is.

Details of how the funds must be controlled and collected have been published by the department in Government Notice R830 of 30 April 1982. All principals should note this.

Referring to school uniforms, the article says most parents complain that uniforms are too expensive, and that their children are punished or even sent back home if they arrive at school without one.

Det does not prescribe school uniforms, but the principal should never take decision on his own.

He must consult the school committee or the governing body beforehand. They must decide.

The principal must be very careful about taking action against pupils who have no uniform. No child must be forbidden to attend school if he she does not have a school uniform.

The regulations state clearly that a child may be suspended because of misconduct, and failure to wear a school uniform is not misconduct.

The editorial emphasised that the school was the centre of the community. The whole community, and particularly the parents, had a direct interest in its management.

It was the duty of all parents to take part in their school. Co-operation between teachers and parents must be improved, the article said.

'Matrics'

score

95 pc

pass

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Mercury
25/12/82

Girls lead the boys home

By MARK LOUDON
Pietermaritzburg Bureau

MORE than 95 percent of the 6 695 white candidates who wrote the Natal senior certificate examination this year have passed — 3 224 of them with university-entrance qualifications and 3 175 with senior certificates.

Three candidates obtained a full house of six distinctions, while another 10 achieved five As in higher grade subjects.

Releasing the results yesterday, the Director of Education, Mr Solly Levinsohn, said a total of 89 papers had been written, ranging between 4 060 pupils who wrote English higher grade, and one pupil who did sculpture.

He said the 30 top pupils notched up no less than 134 distinctions between them, not counting any subjects they might have written for the Joint Matriculation Board, such as Portuguese or Italian.

According to Mr Levinsohn, a comparison of this year's results against those of last year showed that the failure rate had remained virtually identical at 4,45 percent against 4,42 percent for this year.

There was an increase of more than 200 in the total number of candidates over last year, and the number of pupils to achieve a matric exemption rose from 3 074 to 3 224.

Marks

He said complete schedules of results for each school would be taken to the schools on Monday, and individual result cards would be posted to the home or holiday addresses given by pupils.

However, Mr Levinsohn advised candidates to get in touch with their schools first for details of their marks for each subject.

He emphasised that the Education Department would not give results over the telephone, and neither should anxious candidates and their families call at Natalia headquarters in the hope of being 'put out of their misery'.

A feature of this year's matric is that a school assessment of each candidate's performance during the year was included in the results.

Computer

'The purpose of this was to help those who suffered from "exam nerves" or ill health on the day of writing, and to encourage consistent work instead of last-minute cramming,' said Mr Levinsohn.

Another point of interest was the introduction, for the first time, by the department of an examination for computer studies — although only at standard-grade level.

Mr Levinsohn said authorisation had recently been received to examine this subject at the higher grade next year, although it was possible that it could form part of a mathematics course in the future.

At Hilton, Lance Raftesath scored six As and a B, Richard Levitt five As and a C, and Douglas Banks three As, two Bs and a C.

Others

Other schools that produced either one or two pupils in the top 30 were: Durban High School (David Porteous and Peter Trevor); Westville Girls' High (Ann Warren and Anita Hellberg); Northlands Boys' High (David Meadows); Port Shepstone High (Richard Hodgson); Vryheid High (Ingrid Gaskin); Durban Girls' High (Shirley Brooks); Pinetown Boys' High (Mark Montgomery); Dundee High (Cathrin Levine); Glenwood High (Steven Grey); Durban Girls' College (Julia Knight); Hoërskool Dundee (Elmarie Muller); Hoërskool Port Natal (Bella Potgieter); Kloof High (Andre Theron); Howick High (Mervyn Tyrer); Pinetown Girls' (Helen Kelly); Beachwood Boys' High (John Whitfield); Maritzburg College (Manfred Dedekind); and Westville Boys' High (Wayne Goddard).

Mercury Reporter
PIETERMARITZBURG Girls' High came out 'top of the pops' this year by producing four of the 30 top matric pupils in Natal.

The girls with the brains were Liesel Meiring with five As and a B; Anne Field with five As and two Bs; Anemarie Stielau with five As, a B and a C, and Jennifer Talbot with four As, a B and a C.

There was a fairly even balance between the sexes in the top 30, with 16 girls and 14 boys.

Second

The two schools that produced the second-highest number of pupils within the top 30 were Kingsway High School and Hilton College.

At Kingsway, Rosemary Mey scored five As and a B, Carol Oates four As, a B and a C, and Elizabeth McInnes three As and three Bs.

SA 'is committed to education inequality'

The Star Bureau

WASHINGTON—A joint congressional mission has found that the South African Government is still committed to an education system which "perpetuates the social and political disenfranchisement" of blacks.

In a report released yesterday staff members of the House of Representatives' Committee on Foreign Affairs Subcommittee on Africa recommended United States assistance that would reflect the drive of most South Africans for an end to apartheid.

The mission visited South Africa in August and consulted a wide spectrum of people of all races ranging from the Minister of National Education, Dr Gerrit Viljoen, to university professors and banned trade union activists.

Their report rejects any direct aid to the segregated Government-backed education system.

However, it stresses that a "modest amount of politically sensitive US educational assistance" could help promote peaceful change.

Apart from anything else, the report said, the recommended aid projects would "send a message to the South African Government that it should pursue fundamental change in its own self-interest, while providing blacks with the educational resources to help advance such change."

The report made the following recommendations which, it said, were "widely approved by black and white foes of apartheid."

- The present R4 million programme in which 100 scholarships were provided every year for blacks to study at US universities should be continued.

- The establishment of an undergraduate programme for black students in South Africa to be administered by the "anti-apartheid South African Institute of Race Relations."

- Helping the teacher-upgrading and "bridging" programmes administered by the multi-racial, black-led South African Committee on Higher Education and "related agencies."

- Helping independent black trade unions with their labour-education programmes.

The report said black education remained "vastly inferior" to white education and that the Government had not yet committed itself to a plan or a timetable for education equality in South Africa.

Educationist speaks out

AMONG South African blacks education has remained a contentious issue ever since it was introduced nearly 30 years ago.

Many teachers resigned when Bantu Education was introduced and only those who felt sad and unhappy about leaving their students in the lurch stayed on with the hope that the system would change for the better.

It is now six years since students revolted against the increasing use of Afrikaans as a medium of instruction in black schools. Naturally, some "changes" have occurred in our education system.

First the Department of Bantu Education was renamed the Department of Education and Training followed by the complete take-over of schools from school boards to State schools. But the question remains . . . where to black education?

Is this education based on apartheid accepted by blacks? Is it educating them to be primary citizens in their land of birth? Are blacks happy about it, or is it just a matter that

University lecturer Tamsanga Kambule takes a look at past and current developments in the realm of education in South Africa and comes up with some scathing conclusions concerning the nature and standard of black education. Ali Mphaki reports . . .

because half a loaf of bread is better than none, they (blacks) cannot do otherwise?

Wis University lecturer, Mr Tamsanga Kambule, in an interview with The SOWETAN, said that not until the political element had been rooted out of our educational system and only when the Black Man was in power, would "education" be normal.

"Dr Verwoerd based black education on political grounds and until that political element is removed we will keep on marking time," he said.

Mr Kambule said the policy on which Bantu Education was based showed clear — that blacks were not educated to take part in the running of the country. Since 1953 black

people's misgivings had been justified because the department has not succeeded in upgrading black education to a level that the majority of blacks are satisfied with.

The average child has not reached a level where he can adequately express himself in English. For students to reach matric and remain unable to articulate themselves in English, only showed there was something wrong with the system, he said.

"Many black people who are with Det have sent their children to multiracial schools and others still come to me to ask advice as concerns the taking of their children to these schools. If there is nothing wrong with our education why then this uneasiness?"

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Somehow
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ceived with a fan fare but you will see when those of blacks are released . . . it will be like a deflated tyre. No fan fare would occur. Newspapers would not show that Tebogo Mogale of Springs achieved 9 distinctions. The fan fare never happens and that only shows there is something wrong just there," he said.

Mr Kambule added that even those who passed were still going to find it very difficult at university because they were undernourished educationally. Lack of nourishment coupled with no pressure from lecturers and with no vernacular spoken brings about some disastrous effects.

Black students at white universities are at a terrible disadvantage. It takes quite some time for them to learn to cope. What makes it worse is that most of them receive their results very late.



Coloured students hold aloft a poster in a demonstration against "coloured education." About 2000 students took part in the demonstration which was also in sympathy with the Cape stayaway.