

EDUCATION - GENERAL

1986

APRIL - JUNE

1/4/86: (2004)
 Committee calls
 for free tuition (50)
 BUSINESS DAY

THE National Education Crisis Committee conference, which ended in Durban on Sunday after an all-night session, has decided not to boycott the reopening of black schools on April 2.

But at the same time, the committee has made several demands on Education Minister Gerrit Viljoen.

The demands — adopted unanimously in resolutions — were:

- Free tuition and books for children of all races;
- The rebuilding of all schools;
- The unbanning of the Congress of South African Students (Cosas);
- Removal of troops from townships.

Vusi Khanyile, convener of the conference, said yesterday that the demands would be sent to Viljoen immediately and the committee would await his response before deciding on "further action".

He said conference delegates were unanimous that all the demands be met.

He said it had been decided that schools would not be boycotted at their reopening on April 2, but an urgent response to the committee's demands was expected from Viljoen. — Sapa.

Sat
F.C.

NECC urges pupils to go back

50 SOWETAN 11/4/8

← From Page 1

The two who died were allegedly Inkatha members who were at the Pioneer Hall where registrations were being handled. The conference noted that "Inkatha has attacked all the democratic forces struggling against the apartheid regime; attacked life, limb and property of the organisers and delegates of the conference; and therefore declares that Inkatha is an enemy of the people and wholly in league with the National Government; and resolves to expose, isolate and to fight against this fascist organisation; and further condemns Putco

for aiding and abetting the criminal activities of Inkatha against the people."

The incident took place on Saturday afternoon when two bus loads of alleged Inkatha members, armed with assegais, rocks, sticks and petrol bombs, arrived at the registration centre.

In a confrontation one man was shot dead while the other was attacked and set alight. The fight was stopped by the police who are now investigating a charge of murder.

A spokesman for police headquarters in Pretoria said that according to their information, the

Amabutho impi was backed by Inkatha.

Of the two people who died, one was shot dead, police and witnesses said.

A car hired by Mr Vusi Khanyile, an executive member of the NECC, was burnt out after a firebomb attack on the eve of the conference. Two delegates from East London escaped possible death when their minibus was set alight. Delegates had to be moved elsewhere, and the venue of the conference was kept a secret for security reasons.

Another important conference held in Durban by the National Fo-

rum (NF) focussed on the proposed National Convention.

The NF said such an idea should be responded to with a "big no" according to a paper read by Mr Losiba Ntloko.

The NF added that there is no halfway house to total liberation. "If, because of the struggle of our people, the rulers are forced to adapt their positions without giving up the substance of economic and political power and try to do so by adopting some of our slogans, it is our task to expose the deception and to clarify the difference between

their position and ours, their interest and ours," the NF resolved.

Mvemve is Catholic bishop of Johannesburg

VATICAN CITY — Pope John Paul at the weekend appointed a South African vicar as Johannesburg's first black Roman Catholic bishop.

Father Zithulele Patrick Mvemve (45) was nominated auxiliary Bishop of Johannesburg. Mr Mvemve was born in the Transvaal and speaks English, Zulu and other African languages

Time for fast action, says Tutu

THE HELM TOUCH

THE Bishop of Johannesburg, the Rt Rev Desmond Tutu, yesterday appealed to government to respond with haste to pupils' demands.

He said this in the wake of the decision taken at the National Education Crisis Committee (NECC) conference that pupils return to school tomorrow.

"Unless government responds quickly, we are in for a rough time," he said.

The conference resolved that pupils would go back to their classes when schools re-opened tomorrow for the second term, and that demands would be re-submitted to the Department of Education and Training (DET).

The demands were the unbanning of the Congress of South African Students (Cosas), the withdrawal of troops from the townships, free tuition and books and the rebuilding of schools.

Some pupils at the conference, it was reported, did not fully agree with the resolution to return, but said they would, nevertheless, go back.

Tutu welcomed the decision provided that government "acts expeditiously in responding to the demands".

He said the situation in black schools would remain unstable until the country was rid of apartheid.

DET chief liaison officer Job Schoeman yesterday welcomed the decision that pupils should go back to school, and said he expected the NECC to submit their demands in writing to the department.

He found it strange that the issue of free books had been raised again as the department had provided free textbooks since 1979, free stationery since this year and is to supply free prescribed books from next year.

BUSS DAY
11/4/80

BUSINE

DET praises back-to-school decision

The decision taken by 1500 parents, teachers and pupils in Durban at the weekend that black children should return to school tomorrow, has been welcomed by the Department of Education and Training.

The DET chief of public relations, Mr Job Schoeman, said the "back-to-school" resolution passed at the National Education Crisis Committee conference, was encouraging.

"So many years have been wasted already and we hope that the black schools will now run normally."

Matric results had deteriorated over

the past years and Mr Schoeman said he hoped pass rates would now improve.

The NECC conference also resolved to launch a national stayaway on June 16, 17 and 18 to mark the 1976 Soweto uprisings. Mr Schoeman said this would not affect the school calendar because these dates fell during school holidays.

Until he had carefully studied the conference data, he could not comment on other resolutions and decisions at the conference.

● See Page 11.

Call to return to school

RELIEF OVER NECC DECISION

50 SOWETAN
14/86

THE decision that black pupils must return to school tomorrow, which was taken at the weekend National Education Crisis Committee conference in Durban, was greeted with relief in Government and opposition circles.

The conference repeated a number of demands which the Minister of Development Aid and Education, Dr Gerrit Viljoen, maintains have already been met, but the weekend decision of the NECC was nevertheless welcomed in Government circles.

Officials of the black Education and Training Department admitted

By SOWETAN
Reporter

last week that the conference was being awaited with some apprehension.

The minister was not available for comment, but a spokesman for the department said that decisions taken at the conference would be studied in their entirety.

Urgent

The decision that there should be a return to school on Wednesday was welcomed as the department wanted children to make maximum use of the opportunities being offered to them.

The Government was committed to equal edu-

cation opportunities.

Mr Ken Andrew, the Progressive Federal Party's spokesman on black education, said the decision would be greeted with relief by many and presented all concerned with the opportunity to take urgent stock of the situation.

Continual disruption of schools was a serious problem which jeopardised future prospects of thousands of students.

At the same time it was totally unrealistic to expect schools to function normally when the societies around them were in turmoil.

The Government should grab this opportunity with both hands to address urgently not only the purely educational grievances but the other legitimate social, economic and political grievances as well.

The situation remained fraught with danger and full of potential for a further downward spiral into greater violence and disorder.

Mr Andrew called on the Government to take bold and imaginative steps to contact the genuine leaders of the black people and to try and set the country on a new course of peace and prosperity.

He said that an absolute pre-condition for this to happen was for the Nationalists to give an unequivocal undertaking to scrap every vestige of apartheid.

Demands partially met, delegates told

'WE WANT

50 SOWETAN 11/7/86

Popular decision at education conference

SCHOOL'

By SELLO RABOTHATA

THE second consultative conference of the National Education Crisis Committee held in Durban at the weekend resolved that all pupils should return to school at the beginning of the new term tomorrow.

About 1 500 delegates from all over the country attended the conference, which was held at the Rajput Hall in Chatsworth. According to the organisers, who held a Press conference on Sunday morning, the decision to return to school was a popular one and was strongly supported by the pupils.

The conference was a follow-up to a similar one held at the University of the Witwatersrand at the end of last year. The Wits conference gave the Government three months in which to address itself to a number of demands.

This conference was to assess what progress had been made by the Government and to decide the action to be taken.

Organise

The NECC noted that all the demands had not been met and that those that have been addressed had only been partially looked into. The situation had also been "exacerbated by the intransigence of the Government".

The decision to return to school was also taken because "it is easier to organise pupils when they are at school".

The conference also took a resolution on the Inkatha movement, headed by Chief Gatsha Buthelezi, Chief Minister of KwaZulu, following a clash between delegates and alleged members of the movement which left two people dead and more than 20 injured.

To Page 8 >



VUSI Khanyile ... car burnt.



BEYERS Naude ... one of the speakers.

PEOPLES EDUCATION FOR PEOPLES POWER



THE National Education Crisis Committee conference in session.

Stone throwing at music festivals - Page 8

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Back to school for many

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JOHANNESBURG — Black pupils in many parts of South Africa returned to school in large numbers today.

Early indications were that pupils were heeding the call of about 1 500 parents, pupils and teachers who attended the National Education Crisis Committee conference in Durban over the weekend.

The conference voted that children should resume classes.

Pupils throughout the Eastern Cape, including Port Elizabeth, appeared to be following the national trend.

The regional director of the Department of Education and Training, Mr Bill Staude, said today the indications were that pupils were returning to school and that the position would stabilise during the next few days.

Although Mr Staude was unable to give any figures at this stage he said the situation was encouraging and he was optimistic that the position would soon be back to normal.

Pupils in PE boycotted classes about two weeks ago after the authorities closed five black schools.

The second school term began today.

In Soweto (Johannes-

burg) thousands of pupils streamed back to school this morning and most were in uniform.

In Alexandra secondary school pupils were attending school but refusing tuition until all their detained colleagues had been released.

Although some schools did not have 100% attendance by 8am, pupils were still entering classes after that time.

Pupils in the Vosloorus township on the East Rand stayed away from school today because of tomorrow's funeral of a suspected African National Congress insurgent who died in an alleged shoot-out with police last week.

In other East Rand townships, however, many pupils returned.

The chairman of the Principals Council in Davyton, Mr Reuben Khumalo, said children in the township were flocking to school early today.

In Tembisa, normal school attendance was reported by principals of schools and residents said police and members of the Defence Force were

not seen in the township.

In Kaitleng residents reported that children were going to school in large numbers.

Thousands of pupils in Pretoria's black townships including Mamelodi and Soshanguve, where 13 secondary schools were suspended before the Easter holidays, returned to school this morning.

Back to school move gets underway

Black pupils throughout South Africa appeared to be returning to school today.

Early indications were that pupils were heeding the call of parents, pupils and teachers who attended the National Education Crisis Committee Durban conference to resume classes.

But sources in many townships said it was too early to establish whether children would remain at school, adding that lower and higher primary schools would probably have higher attendance rates than secondary classes.

SOWETO

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In other East Rand townships many pupils returned.

The chairman of the Principals' Council in Davyton, Mr Reuben Khumalo, said children in the township were flocking to school early today and there were no problems.

BUDDY 2/9/80

Bank sees big jump in schooling

Economics Reporter

THE population is expected to double during the next 20 years to about 64-million.

Blacks will markedly increase their share of the total, according to the latest Barclays *Business Briefing*. It says whites have achieved a First-World growth profile, with coloureds and Indians not far behind, while the black growth rate is expected to peak in the decade ahead.

There should be another quantum jump in the next decade in education because there are now 5-million children in primary schools but only 1-million in high schools.

This, says Barclays, indicates a huge increase in the high school population in the next few years.

Barclays is worried about the performance of blacks at high school level. In standards 9 and 10 the fall-out before matriculation is 25% and the failure rate at matriculation is 50% compared to 10% for white pupils.

Barclays expects a dramatic increase, however, in black matriculants before the year 2000 and in tertiary education after that date.

The modernisation of education has two implications: one is that it is far from obvious that the economy will grow fast enough to absorb newly-qualified young people. The other is that the equalisation of educational standards, assuming they will be raised to white levels, will be enormously expensive and require a continuously growing economy.

There is even further to go with the training of doctors and nurses — with 80% of doctors now white and only 2% black.

The problem of social security was described as daunting with the number of black pensioners increasing because of population growth; decay of the extended family; urbanisation; and high levels of unemployment and under-employment.

In 1984 total spending on black old-aged pensions outran that on whites for the first time.

The per capita disparity, however, remains enormous.

The *Business Briefing* says the feeble economic growth rate means that it will need a high tax burden to redress disparities in wealth.

It adds that foreign banks should appreciate the need for socio-economic modernisation and help rather than hinder SA's economic growth.

WE WILL LISTEN, SAYS

DE BEER

SD
14/2
SOWETAN

SOWETAN Reporter

THE Government was prepared to consider all reasonable proposals on black education, as the main concern was to have the best possible education for all, the deputy Minister of Development Aid, Mr Sam de Beer, said yesterday.

He was reacting to decisions taken at the weekend conference of the National Education Crisis Committee (NECC) in Durban.

The main decision at the conference was that black pupils should return to school at the start of the new term today but there were also other demands which have been described as more political such as one for the unbanning of

the Congress of South African Students, a call for a three-day stay-away in June and a plan to celebrate June 16 as National Youth Day.

Declining to react to these yesterday Mr De Beer said his department was in the business of education, not politics.

Equal

If terms such as "people's education" meant the striving for equal education for all, he did not have a problem with this concept, but if it meant using pupils for political purposes, that was another matter. Mr De Beer said that

the NECC's decision against a school boycott was proof of what could be achieved if people were prepared to talk and listen to each other.

In the past few months Mr De Beer has been involved in intensive negotiations with organisations and movements to do with black education.

He said the decision that children should return to school was what everyone wanted had the interests of black education at heart had strived for in the past few months.

Head

He hoped the children would heed this appeal and would return to school in order to prepare themselves for examinations.

As there were only 198 schooldays in a year the loss of even one day could not be afforded.

Mr De Beer said he would continue listening and talking. All recent requests which had to do only with education had been favourably considered by the Department.

A great deal could be achieved in South Africa if people were prepared to talk and listen to each other, he said.

Inkatha probes impl. allegation

3/4/85
PETER WALLINGTON

INKATHA is to investigate allegations that its members hired Putco buses to ferry armed impi to the National Education Crisis Committee meeting in Durban at the weekend.

Two Inkatha members died in an attack on conference delegates who were registering at the hall in Congella.

Putco yesterday said it stood by its statement that two buses used to ferry armed impi to the meeting were hired by Inkatha.

Inkatha leader Mangosuthu Buthelezi denied he ordered the meeting to be disrupted.

"The events which took place were not orchestrated by Inkatha. I most certainly did not order the action," he said.

□ A police spokesman denied that a weekend police report said the impi was backed by Inkatha.

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NEWS 3/4/88 50

NATIONAL/INTERNATIONAL

Poll: Urban whites would accept mixed schools

Education Reporter

THE majority of urban whites would either accept or welcome white schools being opened to all, according to a Gallup poll.

Details of the poll, carried out among 1 000 white adults in metropolitan areas, are carried in the latest issue of Education News, newsletter of the South African Teachers' Association (Sata).

Those surveyed were told of blacks' dissatisfaction with their education system — and the fact that building better schools and training teachers would take a long time.

Only 17 percent of those surveyed said they welcomed the idea, while 38 percent said that while they did not particularly like it, they would accept the move. The rest rejected it.

English-speaking whites were more favourably disposed to mixed schools (75 percent would welcome or accept mixed schools) than Afrikan-speakers, of whom 67 percent were strongly opposed.

Cape Town (68 percent) and Durban (62 percent) were the cities most willing to have desegregated schools, followed by the Pretoria-Witwatersrand-Vaal area. In other metropolitan areas (47 percent) it was a minority viewpoint.

Income was found to be a factor, with those earning relatively high salaries more willing to have open schools.

Whether those surveyed had children or not appeared to make little difference.

Few pupils return to Cape schools

By YAZEED FAKIER
Education Reporter

THE Western and Eastern Cape had the fewest pupils in class yesterday as the second school term started for black pupils after the major education conference in Durban at the weekend.

A mass report-back meeting of black pupils that was to take place yesterday at New Crossroads No 3 High School in Koornhof Street, Guguletu, was cancelled at the last minute.

There was a high-pro-

file security force presence in the black townships, including Crossroads, and at schools as soldiers in Buffel armoured personnel carriers and police in Casspirs patrolled.

Figures released by the deputy regional director for the Department of Education and Training in Cape Town, Mr Piet Scheepers, show a dramatic decline in attendance yesterday as opposed to attendance at the end of the first term.

He gave the following figures for yesterday's attendance (first-term figures in brackets):

New Crossroads No 3 High School 50 (459), St Francis Adult Education Centre 65 (112), I D Mkize High School 87 (487), Langa High School 165 (391), Sizamile High School 615 (706).

This shows the critical state of black education when compared to last year's average figure of 1 000 pupils registered at each of the high schools.

Optimistic

Mr Job Schoeman, liaison officer for the DET, said from Pretoria that although the "worst affected" areas were the Western Cape and the Eastern Cape, the "general picture" looked optimistic.

"If one looks at the general picture, of the 7 362 schools under the department, only 136 had a turnout of less than 80 percent," he said.

This, he said, meant that only 1,8 percent of schools had an attendance of less than 80 percent.

Mr Schoeman said that in Soweto attendance was "fair" although students at eight secondary schools were refusing to attend classes.

'Promotion'

One of the demands at these schools was that all students, including those who failed last year, be automatically promoted.

He said attendance at Mamelodi near Pretoria was "normal". However some students, at schools where classes had been suspended, were protesting at a DET order that their parents sign an undertaking of responsibility for their children's actions.

At several Johannesburg schools pupils are refusing to attend classes until their detained colleagues are released, Mr Schoeman said.

Pupils flock back to class

DISPATCH 34/8
Dispatch Reporter

EAST LONDON — Most black pupils around the country returned to school yesterday in response to a resolution taken at the National Education Crisis Conference in Durban at the weekend.

Pupils in Duncan Village turned up in large numbers when schools reopened after the Easter holidays.

Teachers said attendance was normal and there were no incidents.

This was confirmed by the chief public relations officer of the Department of Education and Training in Pretoria, Mr Job Schoeman.

He said more than 98 per cent of all schools in the country had more than 80 per cent attendance yesterday.

Of the 7 362 schools under the DET, only 36 schools had attendance below 80 per cent, Mr Schoeman said.

The schools that had such poor attendance were in the Eastern and Western Cape and in the East and West Rand in the Transvaal.

In the East Rand, there was a funeral of a pupil who had been shot in the township, and that had affected school attendance in the area, Mr Schoeman said.

The Dispatch's Transvaal correspondent reports that the publicity secretary of the NECC, Rev Molefe Tsele, said further rumblings of discontent have been reported in a number of areas and future educational problems are expected.

Soweto pupils yesterday voiced their discontent with the NECC resolution to end the boycott, saying that such a response was not hard enough, Mr Tsele said.

He said both pupils and community members had misinterpreted the resolution as a sign of giving in to the DET. However, he explained that future time-specified school boycotts would be called to coincide with work stay-aways.

During its conference in Durban over the weekend, the NECC resolved that pupils should remain at school and assist the teachers and parents.

The parents would devise an education sys-

tem that would replace the present black education system in the country, the conference resolved.

The NECC conference was a follow-up to another conference which was held three months ago in Soweto where it was resolved that pupils should go back to classes until March 31, pending the government response to the pupils' demands.

The Durban conference noted that the government had not satisfactorily addressed itself to the demands of the pupils, which included the unbanning of the Congress of South African Students, the provision of free textbooks and the withdrawal of troops from townships.

U S move to give bursaries to S A blacks

Simon Barber

WASHINGTON—The New York State Legislature is considering a Bill — believed to be the first of its kind at State level — providing an annual \$500 000 (R100 000) worth of scholarships for black South African students to study in the U.S.

Sponsoring the measure are the Republican chairman of the State Senate's Finance Committee, Senator John Marchi, and Assemblyman Arthur Eve, a black Democrat who has been pushing unsuccessfully for the sale of State pension funds invested in U.S. firms that do business in S.A.

The programme would provide 100 scholarships of \$5 000 (R10 000) a year for up to six years of undergraduate and graduate study to black South Africans wishing to enroll in public or private colleges in the State.

Proponents of the measure are hoping that the scholarships, which would only cover about a quarter of the students' expenses, will be matched by private contributions.

The State's Republican controlled Senate and Democratic controlled House are locked in a bitter fight over divestment legislation, but Senator Marchi's spokesman, Mr Jerry McLaughlin, has insisted that the new proposal was 'not intended as a token substitute for anything'.

'The divestment battle could drag on for years. This is an area in which Eve and Marchi think they can do something significant for black, young people rather quickly.'

An official with the State Department's S A Working Group, which has been trying to promote similar alternatives to divestment, welcomed the development.

Meanwhile, anti-apartheid protests continued to swell on campuses around the country.

In Washington, students at Georgetown University staged a campus-wide reenactment of life under apartheid, with black students playing white South African police and white students playing black South Africans.

Hazard

The latter had their 'pass books' checked, and 'white's only' signs were posted at university facilities.

Violence erupted at Berkeley in California on Tuesday when police moved in to remove a symbolic shantytown, one of dozens that have sprung up on campuses around the country, on the grounds that it constituted a fire hazard.

In South Carolina, students opposed to divestment built what they called a 'Berlin Wall' of cardboard and barbed wire around a Crossroads-style shantytown.

CAPE TOWN 3/1/86

Inkatha to probe bus claim

Own Correspondent

JOHANNESBURG. — Inkatha is to investigate allegations that its members hired Putco buses to ferry armed impis to the National Education Crisis Committee meeting in Durban last weekend.

Two Inkatha members died in an attack on conference delegates registering at the Congella hall.

Putco yesterday said it stood by its statement that two buses used to ferry armed impis to the meeting were hired by Inkatha, but Inkatha leader Chief Mangosuthu Buthelezi denied that he had ordered the disruption of the meeting.

"The events which took place were not orchestrated by Inkatha. I most certainly did not order the action," he said.

In another development, a police spokesman denied that a weekend police report had said the impi had been backed by Inkatha.

Chief Buthelezi has called on the Minister of Law and Order, Mr Louis le Grange, publicly to repudiate the statement.

Mr Le Grange could not be reached for comment yesterday, but Colonel Vic Haynes said weekend police reports did not say Inkatha had been involved, and that the newspaper which printed the story had been asked to print an apology.

Putco said earlier in a statement that buses had been hired by a prominent community leader for use by Inkatha on Saturday, the day of the clashes, but that Putco had not been aware of the intention of the passengers.

Putco was fully aware of the importance of the NECC conference, the statement added.

Education the key to real reform

3416
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The real test of white South Africa's commitment to reform is the way it tackles the task of raising black educational standards and provides the resources for blacks to uplift themselves.

This point is made in an article in the *Financial Times* supplement on South Africa.

President Botha's commitment to work towards equal educational opportunities for all racial groups reflects the awareness that South Africa will only achieve its potential if it uses fully the talents and skills of all its people, says the article.

It also underlines that the limited pool of talent and skill in the white minority is insufficient to supply the needs of a modern industrial society.

Despite the Government's commitment to equal opportunity as a long-term goal, says the article, this does not mean the end of racially separate education, a fact made clear by Mr FW de Klerk, the Minister for National Education.

This poses the question whether it is possible for multiracial South Africa to create a genuinely non-racial and egalitarian society while the white minority retains the principal levers of political power and each of the principal racial groups has its own educational department.

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Principals meet officials over private schools' subsidisation

By Susan Fleming,
Education Reporter

Private school principals and Government officials will meet in Pretoria today to discuss regulations concerning the new private school subsidisation policy. Principals from Catholic, Jewish and other private schools will be represented at the meeting with the director of the Transvaal Education Department, Mr J D V Terhaneche.

Central to the discussions will be the issue of the racial quota which the Government plans to impose on private schools applying for financial help.

The Government has been accused of using "racial quota" in trying to force private schools to apply a racial quota that will keep them predominantly white.

The Minister of Education and Culture in the House of Assembly, Mr Piet Claes, announced last month that private schools would be eligible for subsidisation from this month. Two forms of subsidy would be available. These amounted to 45 percent and 15 percent of

what it cost to educate a white child for a year. Before help was given, certain regulations would have to be met, including that the pupil composition of the school should be correct.

The Progressive Federal Party spokesman on education,

Mr Roger Burrows, said last week the Government would pay a 45 percent subsidy only if the school was 90 percent white. To receive a 15 percent subsidy, schools would have to be 80 percent white and to register for subsidies at all, they had to be 70 percent white.

A spokesman for Mr Claes's office said yesterday he could not comment on the subsidy regulations because he was still uncertain about the final regulations.

The leader of the PFP in the Transvaal, Mr Douglas Gibson, has urged the Minister of National Education, Mr F W de Klerk, to "step in and stop this nonsense."

"Mr Claes and his department are forcing private schools to tow the apartheid line. I cannot understand the Government's logic. What they are doing is crazy and the subsidies should be thrown right back in their face."

Mr Gibson said if private schools accepted the present racial formula, incalculable damage would result.

"At a time when South Africa is saying apartheid is outmoded, new refinements of apartheid are being introduced."

"If Mr de Klerk has one 'verligte' bone in his body, he should assert himself in the national interests of South Africa," he said.



Job Schoeman.

MAJORITY RETURN TO SCHOOL

MOST black pupils in various parts of the country, except Vosloorus and Cape Town, reported for school yesterday — the first day of the second term.

There was a total schools boycott in Vosloorus where many pupils were expected to attend the burial of an unrest victim today.

Soweto reported attendances ranging from 95 to 100 percent, although students at eight secondary schools refused to attend classes. One of the demands at these schools was that all students, including those who failed last year, be automatically promoted.

Thousands of pupils in Pretoria's black townships returned to classes yesterday. The suspension of classes was lifted at all secondary schools

TO SCHOOL

SOWETAN Reporter

in Mamelodi. Mr Job Schoeman, a spokesman for the Department of Education and Training (DET), said large numbers of pupils in Soshanguve, Atteridgeville and Mamelodi attended school. He said everything went well except at two Atteridgeville schools.

In Stifontein, he said, pupils turned up at school but later said they were afraid of going into classes, because of the police. Mr Schoeman said

only 136 out of the 7 360 schools administered by the DET recorded attendance figures below 80 percent.

"The picture generally is encouraging and we hope pupils will now get down to their studies," he said.

In Jouberton, Potchefstroom, pupils were alleged to have been prevented from going to school.

Principals and teachers at high schools in Cape Town's townships

reported low attendances.

This was confirmed by a circuit inspector of the Department of Education and Training (DET) who said the turnout — in the wake of the National Education Crisis Committee's weekend call for pupils to return to class — had failed to meet expectations.

He said there was an enormous drop in the number of pupils at township schools compared to last year.

High school teachers told Sapa that the report-back meeting on the NECC conference in Durban, where the return-to-school call was issued, had yet to be held.



Union takes action

BY LEN MASEKO

THE SA Black Municipal and Allied Workers' Union is today to submit an application in the Supreme Court to order the Soweto City Council

replaced the sacked 22.

The Metal Box management said it could not comment on the issue.

BLACK EDUCATION

Back — for the moment

Officially, the black schools boycott may be over. However, indications strongly suggest that South Africa may not have seen the last of these stayaways as a strategy to gain leverage in education and other socio-political fields.

At its Easter weekend meeting in Durban, the National Education Crisis Committee (NECC) decided to call on pupils to return to their desks on Wednesday (as the *FM* went to press), thus apparently ending class boycotts which have erupted nationwide since 1984.

Yet many of the delegates attending the conference felt the decision to return to school had not been sufficiently deliberated. Indeed, some observers feel that the committee may have taken a gamble because, should radical students decide to come out again soon, the NECC's authority (particularly that of the adults on it) may have been weakened.

The NECC passed a resolution reserving the right to continue with school boycotts if it was found that there was insufficient progress in addressing their principal grievances. In the main, these relate to the removal of troops from the townships, the provision of free textbooks and stationery, the release of political detainees, and the unbanning of the Congress of SA Students (Cosas).

The organisers also called for a national stayaway on June 16, 17 and 18 to mark the 10th anniversary of the Soweto 1976 uprisings. They declared June 16 "National Youth Day". A statement by imprisoned African National Congress (ANC) leader Nelson Mandela, which was to have been read at the conference, was not after all. However, it is generally known that the ANC has for some time been in favour of pupils returning to school.

Even more forthright on the boycott issue was the National Forum (NF) which also met in Durban at the weekend. The Forum, an alliance of black consciousness groups, called for a new campaign of boycotts between May 1 and May 4, intensifying during a 10-day boycott campaign planned to commence on June 16. The NF urged a withdrawal of support for the "status quo" in eight fields: labour, rent, education, sport, consumerism, disinvestment, the Johannesburg Centenary celebrations, and any proposed national convention.

The NECC conference was a report-back on a major earlier conference held by the Soweto Parents' Crisis Committee at Wits University in December. It had set a three-month deadline to review progress on a list of demands which, says Education and Development Aid Minister Gerrit Viljoen, have all



Soweto pupils in 1976 ... 10th anniversary to be marked

been met — except, of course, for those relating to non-educational issues such as the security force presence in the townships.

The NECC indaba was marred by violence from the start. Originally, the venue was to have been at Natal University. But because of high tension following the earlier firebombing of Lawrence Schlemmer's office on campus, the venue was switched.

Last Thursday night a car was petrol-bombed outside a hotel in Clairwood where some of the delegates were staying. Then, while the delegates were registering at the Pioneer Hall in Congella the next day, several bus loads of armed blacks arrived and clashed with delegates. Two blacks were killed and several others injured. The attackers were allegedly Inkatha supporters, political opponents of the NECC organisers who are affiliated to the United Democratic Front.

The conference eventually met at the Rajput Hall in the predominantly Indian area of Chatsworth.

PRIVATE SCHOOLS

Racial blackmail
Government's new race "quota system" for private schools has been roundly condemned by educationists. For what started out as an uncontroversial plan to aid these establishments — to which more and more blacks are turning, because of the turmoil in black schools — now contains a stratagem to retain

at least some separatism.

In Parliament last week, the Progressive Federal Party's education spokesman and MP for Pinetown, Roger Burrows, described the quota plan as "nothing but racial blackmail". Government was forcing private schools to limit their admission of black pupils — or lose State subsidies and, even, be disqualified from registration, he pointed out.

Burrows said the State's new private school subsidy plan was initially welcomed, but the conditions which have now become apparent have made it unacceptable. In order to receive a 45% subsidy, the school must be 90% white; to receive a 15% subsidy, it must be 80% white. To register, but receive no subsidy, the school must be 70% white.

Burrows described the move as "idiocy" and said education authorities in at least one province were already telephoning private schools "politely to request that they agree not to have a black, coloured or Indian pupil content exceeding 9%." In return, the schools have been assured of a 45% subsidy.

"Are the government completely mad? Can they not read? Can they not understand this? This is nothing but racial blackmail," Burrows said.

Already the SA Catholic Bishops' Conference had rejected the "quota system."

Although the authorities had agreed to be "flexible" on the percentages, the fact that they had to be agreed to between the education departments concerned and the schools meant the schools would have to "capitulate," Burrows said.

4/2/86
SCHOOLS REPORT
good attendance

50
THELMA TUCH

MOST schools under the Department of Education and Training had 80% attendances but about 80 000 pupils continued to stay away in the Western Transvaal and Eastern Cape.

Only 21% of pupils turned up at secondary schools in the Western Cape while attendance at primary schools was normal, according to a spokesman for the DET.

The DET suspended classes this week at two Pietermaritzburg secondary schools — Sobantu and Zibu Kezulu — but these will be re-opened today.

Yesterday about 32 000 pupils continued to stay away from schools in the Potchefstroom, Stilfontein and Orkney area, and Eastern Cape pupils boycotted 21 secondary and 33 primary schools in Port Elizabeth and Duncan Village, East London.

The situation was reported to be tense in Tembisa, near Kempton Park, where about 50 pupils were arrested at the weekend after an "illegal" meeting, the Rev Molefe Tsele, spokesman for the National Education Crisis Committee, said.

Black consciousness Forum aims for the centre stage

WEEKLY MAIL
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4/4/86

BEFORE last weekend's third National Forum gathering got under way at the Himalaya Hotel in Durban, there was sustained speculation that the meeting would give decisive impetus to a process of rapprochement between black consciousness adherents and non-racial groups like the UDF and Cosatu.

Now observers are left to ponder how their predictions could have gone so fundamentally awry.

For, if anything, the NF restated its exclusivist policies with renewed vehemence. Non-racial organisation was roundly condemned as a ploy to "smuggle whites into the black national liberation struggle", and far from making conciliatory noises in the direction of the UDF, the Forum set itself the task of "claiming sole rights to the liberation struggle".

This will be achieved, it was argued, through an aggressive programme of action coupled with a campaign to "internationalise its socialist position in Southern Africa, Africa and the rest of the world". Discussions are to be opened with the president of the OAU, an office will be set up in London, and "non-aligned Azanian exiles committed to a socialist revolution" will be approached to join the NF.

It was crystal clear to any observer that the Forum believes it is on the verge of vacating the political wings for the centre stage.

Why then had so many sensed

By SHAUN JOHNSON

and said — that "unity on the left" was imminent? Azapo and NF leader Saths Cooper's much publicised invitation to the UDF and Cosatu to attend the third Forum had much to do with it.

As early as December last year Cooper called for the UDF to "join hands and stop internecine violence", and on the eve of the Forum he told the press that several UDF affiliates were already working with the National Forum on specific programmes.

But the NF felt it necessary only days before the Durban gathering to publicly reiterate its opposition to political association with whites. This statement, and the indications from the UDF and Cosatu that they would not attend the Forum, constituted the writing on the wall. Cooper's invitation had made no practical political overtures to the non-racialists, no defined area of possible compromise on the NF's side. It would have been a considerable (and, judging by the mood of the Forum's gathering, ill-considered) leap of faith for the UDF and Cosatu to attend.

However, despite the apparently widening chasm between the two, there were significant similarities between the NF and the National Education Crisis Conference, where, not far away, the non-racial groupings were pondering the future of black education.

This is most strikingly illustrated by comparing the resolutions which emerged from each. Both called for stayaway action to mark International Workers' Day on the 10th anniversary of Soweto '76, albeit for differing durations. Both supported sanctions and castigated the United States. Both called for the implementation of people's education and an intensification of community action on grassroots issues. Willy-nilly, campaigns will overlap.

The differences, leaving the issue of white participation aside, were as often as not matters of pragmatism, tactics and style.

Lengthy theses attempting a theoretical rubbishing of the concept of a national convention bespoke the Forum's rejection of tactical negotiation under just about any circumstances. Here was a substantive difference from the carefully argued NECC case for a return to school.

On a more mundane level, style — from rhetoric to the way in which the conference was organised — separated the NF from the NECC. Delegates and observers crushed into the NF meeting in no obvious order, an appalling sound system rendered many delegates' "inputs" unintelligible, and the press was all but unrepresented.

The beleaguered NECC conference, unavoidable delays notwithstanding, was an exercise in precision and poise. Observers were politely requested to leave for the closed session and thereby not be privy to inevitable internal clashes, whereas at the Forum we could hear young turks' calls for the immediate arming of the working class — naturally absent from the formal, final resolutions.

There was another difference: hostility to the UDF and its fellow-travellers permeated the Forum floor. An Azasm delegate contemptuously referred to the SPCC as "the SPCA".

For the NECC the Forum appeared not to exist. At the conference's final session with the press, convenor Vusi Khanyile declined to comment on the NF's lengthy critique of the NECC, saying he had not seen it. He clearly did not wish to dilute the import of the conference's decisions by then entering into a slanging match with the Forum.

Immediate *toenadering* with the UDF has proved a chimera. There is tangible grassroots pressure for the NF to adopt a higher profile.

Does this mean outright conflict with the nonracialists? I think not. One slogan, received by NF delegates in lukewarm fashion but repeated often enough to stick, was the exhortation to "all revolutionaries to march separately, but strike together".

Back to school for spirit of defiance

The weekend's back-to-school decision has been widely greeted as a sign that peace will return to the classrooms. Not so, argues PATRICK LAURENCE. The revolt has simply shifted from school corners to schoolyards.

THE sigh of relief which greeted last weekend's decision by delegates to the National Education Crisis Committee (NECC) conference not to call for a nationwide schools boycott was almost audible.

But if the sigh was an outward sign of the belief that the turmoil in the schools was over, that "political agitation" in the classroom was now a problem of the past, it was almost certainly premature.

The resolution to return to school is more accurately described as a switch of strategy in the long quest for equal education and a South Africa free of apartheid in any of its guises, from compulsory membership of racial or ethnic groups to pseudo states based on ethnicity.

The decision to return to school had a corollary: schools should be used as marshalling yards to re-group and press forward for the withdrawal of troops from the townships, the release from detention of students and teachers and the lifting of the ban on the Congress of South African Students.

The combative spirit in which the decision to return to school was taken was manifest in several resolutions passed by the more than 1 000 delegates who had to fight off Inkatha-supporting vigilantes before they could deliberate fully.

The resolutions included one unilaterally unbanishing Cosas and calling on "all students to plan for national united actions" to give effect to that decision. Another was that any schools closed by the authorities should be forcefully occupied.

Then, too, there was a resolution calling for June 16 to be observed as National Youth Day and for a three-day national stayaway by all sections of the community on June 16, 17 and 18. "Democratic organisations" were



Sleeping quarters at the conference. Delegates slept in shifts. While some dozed off, others guarded against renewed attacks by vigilantes

further urged to consider mass action in the form of rent and consumer boycotts.

These decisions, taken at an all-night session at the Ralput Centre in Chatsworth, Durban, are evidence not of "moderation" and "reasonableness", as the Deputy Minister of Education and Training, Sam de Beer, apparently believed, but of a high honing of strategy.

The conference was clearly influenced by a finely reasoned and thought-provoking keynote address by Zwiakhe Sisulu, son of jailed ANC leader Walter Sisulu and IDJF president Albertina Sisulu. It was not the product of a temperate moderate so much as a disciplined radical.

Sisulu canvassed the idea of rent and consumer boycotts as techniques of resistance geared to deprive black local authorities of funds and for forging tight links for united community action. Similarly the general strike or stayaway was presented as a weapon which can only be used successfully if preceded by careful preparation and bridge-building between the black and white interest groups in black communities.

Sisulu was counselling methodical progress, consolidation of gains rather than hasty, ill-considered action. But his caution was not the caution of the timid.

Reading between the lines, he advised against a national boycott of schools because of its potential to divide the black community. "We will not defeat apartheid while the youth alone carry on the struggle against Bantu Education or other aspects of racist rule," he said. "We will not win while our ranks are split by teachers who have not yet thrown in their lot with the democratic movement. We will not win while parents remain alienated from the demands of their children."

"Our task is to look for strategies which continually strengthen and enlarge the ranks of the people and constantly weaken, divide and isolate the ranks of the enemy."

"To cast aside our unity at this time is to weaken our shield and blunt our spear."

Sisulu did not say so specifically in his written address, but the implication seems clear: a premature call for a general boycott of schools might divide rather than unite.

Whatever the potential disagreements over strategy — and they appear to have been kept in check — the delegates were united in their opposition to Chief Mangosuthu Buthe's Inkatha movement.

There was no questioning the hostility of delegates towards Inkatha, which was formally condemned as an "enemy of the people" and a "fascist organisation in league with the government."

The hostility was, in part, a product of four separate attacks on conference delegates by vigilantes believed to be Inkatha loyalists. Two men were killed in the fighting, which caused the organisers to switch venues at the last minute from the YCW hall near the University of Natal to Ralput in Chatsworth.

Conference organisers identified the attackers as Inkatha supporters. So, too, did police spokesmen. Suspicions deepened when Pat Rogers of Pucco told the Natal Mercury that three Inkatha members had been seen in the vicinity of the attacks.

But if there were differences with Inkatha, there was partial convergence on strategy with the National Forum. It, too, held a conference in Durban at the weekend.

The NF conference called for a 10-day stayaway from June 16 to 26 to commemorate the 10th anniversary of the June 16 Soweto uprising. To the extent that there is an overlap with the NECC call for a three-day general strike, the calls will be mutually supportive. To the extent that they diverge, it will be a test of the support

CAPE TOWN 4/1/86

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Attendance at Cape schools plummeting

By YAZEED FAKIER
Education Reporter

ATTENDANCE at black schools in the Western Cape continued to plummet yesterday with schooling coming to a virtual standstill as pupils await official reports from last weekend's education conference.

Only two days into the second term, attendance at the black high schools in the townships of Langa, Guguletu and Nyanga dropped from 31 percent on Wednesday to under 21 percent yesterday.

At one school alone — New Crossroads No 3 in Guguletu — only 45 pupils turned up.

Poor turnout

Some principals resigned themselves to an essentially wasted academic week, but pinned their hopes on a return — at least to school if not necessarily to class — on Monday.

Sources said that typed reports of the conference were still being awaited for discussion — they are expected today — and forwarded this as one of the reasons for the poor turnout of pupils at school.

According to Department of Education and Training figures released in Cape Town, the following attendances were reported (Wednesday's and first-term figures in brackets):

New Crossroads No 3 high school: 45 (50, 459); Lagunya, St Francis Adult Education Centre: 60 (65, 112); I D Mkize: 109 (87, 487); Langa: 265 (165, 391) and Sizamile: 300 (615, 706).

Attendance at Fezeka high school was 221 yesterday, with 42 at Simon Hebe in Paarl and 30 at Vusisizwe in Worcester.

At other high schools and lower and higher primary schools up to Std 7, attendance stood at 80 percent, a spokesperson said.

Mr Job Schoeman, the department's liaison officer in Pretoria, said that attendance countrywide was "much the same" as Wednesday with the Western and Eastern Cape areas still recording the lowest attendance.

Meanwhile, a spokesman for the United Democratic Front said that the back-to-school resolution taken in Dur-

ban was still subject to the ban on meetings at schools.

Thelma Tuch reports from Johannesburg that more than 80 percent of pupils turned up yesterday at most of the DET's schools, but about 80 000 pupils continued to stay away from schools in the Western Transvaal and Eastern Cape.

The DET suspended classes this week at two Maritzburg secondary schools — Sobantu and Zibu Kezulu — but the schools will be reopened today.

Tense

Yesterday about 32 000 pupils continued to stay away from schools in the Potchefstroom, Stilfontein and Orkney area, and Eastern Cape pupils boycotted 21 secondary and 33 primary schools in Port Elizabeth and Duncan Village.

Soweto pupils have expressed dissatisfaction with the resolution taken at last weekend's National Education Crisis Committee conference that pupils return to school, according to the NECC spokesman, the Rev Molefe Tsele.

He said pupils had misinterpreted the resolution as a sign of their giving in to the DET but that was not the case. Instead, future school boycotts would be called to coincide with work stayaways and a time period would be specified, he said.

Pupils burn free books

94/86
DISPATCH
Dispatch Correspondent
CAPE TOWN — Pupils at the Beaufort West Primary School have burnt free exercise books given to them under a multi-million rand "new deal" by the government.

This is the third school where pupils have stacked up their free books and burnt them amid claims that the books are of inferior quality and inadequate.

The same has happened at I. D. Mkize High School in Guguletu and at Sizamele High School in Nyanga.

Sources in Beaufort West said yesterday that last Thursday the pupils, saying the books were "too thin" and for subjects such as maths would be filled in a week, piled them up next to the school's courtyard and set them alight.

The schools' approximately 800 pupils were given up to 20 exercise books each, all of which were burnt in the fire as the pupils sang freedom songs.

"We are not prepared to accept these books, they will never last the whole year," said one pupil, who added that despite the book-burning incident, classes were still being held.

The Department of Education and Training's liaison officer, Mr Job Schoeman, said: "The burning of books is something that cannot be tolerated.

"As to whether we will resupply them, this is a decision that will still have to be taken. If pupils allow themselves to be talked into this kind of thing they must be prepared to suffer the consequences."

DET explains suspensions

SD
4/4/86
DISPATCH

Dispatch Reporter

EAST LONDON — The Department of Education and Training (DET) had no choice but to suspend classes at schools where there was disruption and disorder, the Det's Director-General, Dr A. B. Fourie, said yesterday.

In a statement issued by the Det's public relations office in Pretoria, Dr Fourie said the suspension of classes was not a punitive measure but was instituted to enable parents and teachers to restore order by devising a joint programme of action.

He said classes were resumed immediately after normality had returned to schools affected by disruptions.

Dr Fourie said the Det had an obligation to all parents to ensure that their children were educated.

The responsibility for achieving this was shared by parents and

the teachers.

Parents could not stand aloof concerning their children's behaviour, he said.

"A teacher is not a permanent substitute for a parent. Parental support and discipline remain cornerstones of sound education and the parent's responsibility and accountability therefore also extended to the school," Dr Fourie said.

He said it had become a cause of concern to the Det that effective instruction had been seriously impeded at certain secondary schools as a result of unruly behaviour by pupils and outside interference.

Some pupils paid little attention to school rules and others refused to be taught, he said.

Every pupil should realise that "punctuality with respect to attendance and study at school was a prerequisite for

progress in education."

He emphasised that the Det's work programme was based on the core syllabus used by other education departments in the country.

The pupils were already far behind schedule for this year's academic programme since schools were opened on January 28 instead of the earlier scheduled date.

The school year of 198 days constituted the minimum period necessary to complete every syllabus, Dr Fourie said.

He criticised some newspaper reports, saying they created the impression that the schools had been closed down while, in fact, such schools had their classes suspended to restore order.

The media should distinguish between the temporary suspension of classes and the closing down of schools, Dr Fourie said.

80 000 still boycotting

DISPATCH

Dispatch Correspondent

JOHANNESBURG — More than 80 per cent of pupils turned up yesterday at most of the Department of Education and Training's schools but about 80 000 pupils continued to stay away from schools in the Western Transvaal and Eastern Cape.

Also, only 21 per cent of pupils turned up at secondary schools in the Western Cape while attendance at primary schools was normal, a spokesman for the DET said.

The DET suspended classes this week at two

Pietermaritzburg secondary schools — Sobantu and Zibu Kezulu — but the schools will be reopened today.

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The situation was reported to be tense in Tembisa, near Kempton Park, where about 50 pupils were arrested at the weekend following an "illegal" meeting.

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Cape Times 4/4/86

Oil giant boosts SA education

By GORDON KLING
Financial Editor

WITHIN 24 hours of Bishop Desmond Tutu's call for sanctions, the biggest US investor in South Africa has emphasized its determination to stay by injecting R40-million into a black development foundation.

The American oil company Mobil yesterday said the foundation would have two subsidiary trusts — one for education and the other for small business and rural development.

Directors

The boards of directors of each of these have yet to be disclosed but Mobil sources yesterday said they would be manned by business people, community leaders and educationists.

A company statement said: "The announcement comes after 12 months of intensive planning and development with community leaders, and represents an important new emphasis to Mobil's commitment to social improvement."

However sources close to the company disclosed to the Cape Times that the initiative was unveiled earlier than planned as a direct response to Bishop Tutu's call.

Mobil has firmly committed itself to the corporate camp aggressively campaigning for change from within, as

opposed to those who had opted to assume an increasingly lower profile prior to a fade-out.

Some 20 US firms left last year and the Washington Post reported earlier this week that another five are busy quitting.

US firms emphasizing their intention to stay to promote political and social change from within include Coca Cola, IBM, and General Motors.

Mobil Oil Southern Africa chairman, Mr Georges Racine, said the establishment of the foundation indicated the company intended to stay in South Africa despite disinvestment pressure from overseas.

Tension

The foundation had been established at a time when the lack of adequate education for black people had become a cause of tension and violence.

Mr Racine said: "We believe that there is only one way to answer the justifiable anger among blacks at the shortcomings in the education of their children — that is to improve teaching and

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To Page 17

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BUSINESS BRIEF

Gold (close) — \$333,50
Rand \$0,4640/50
FT index (close) 1425,90
BD 100 1258,80
Dow Jones 1766,40

Cape Times 4/4/86

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From page 1
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200
Mobil

the quality of education in one system."

A press conference to spell out details is to be called shortly.

Mobil sources say the company is the biggest American investor in South Africa, but no figures are given. It is also probably the oldest, with links going back to the late 1890s when the then Vacuum Oil Company (which eventually became Mobil) opened an office in Cape Town.

The company has played a major role in self-help and education programmes including TOPS (teacher opportunity programmes) — a coalition of the Urban Foundation, the private sector and black teacher bodies.

It offers an in-service training programme to improve teacher qualifications and competence in the classroom. Mobil was one of the first of 186 signatories to the Sullivan Code governing the conduct of US firms in South Africa.

Conference calls on youth and parents to take up grassroots struggle for a 'people's education' — student spokesman

By Susan Fleming

People in the townships did not consider Cosas (the Congress of South African Students) to be a banned organisation, Witwatersrand University Black Students Society (BSA) secretary, Ms Thandi Gqabule, said yesterday. Ms Gqabule was addressing a report-back meeting on campus on the National Education Crisis Committee (NECC) conference held in Durban over the Easter weekend.

Resolutions taken at the conference, including the return to school call and the unbanning of Cosas, were binding, she said. She urged students to organise at grassroots level, adding that Wile was not immune from taking the struggle seriously. She said: "Our organisations are a shield and a spear — they protect, but they also allow us to advance on the enemy."

The struggle for a "people's education" no longer belonged to the children only. It was the responsibility of the whole community.

She said: "Other people are now taking the initiative and becoming organised. The link between youth and the community needs to be strengthened. We must go forward with the protection of our parents."

The NECC conference in Durban was held to review progress made on the demands placed on the Government at a similar conference held in Johannesburg last year. The Government was given three months to meet these demands.

Ms Gqabule said most of the demands had not been met. Many people were still in detention, Cosas was still not unbanned and the dismissal and harassment of progressive teachers had not stopped.



Black Students' Society secretary Ms Thandi Gqabule (right) and a Wile Student Representative Council member, Mr Etienne Morrell, singing the African "national anthem" at Wile yesterday. Picture by Rebecca Hearfield.

Buthelezi under fire from NECC for attack on delegates

By Susan Fleming

kwaZulu Chief Minister and Inkatha leader Chief Mangosutho Buthelezi, has been attacked by the National Education Crisis Committee (NECC) for denying he ordered its Durban meeting at the weekend to be disrupted.

NECC delegates, registering at the Pioneer Hall in Congella, were attacked by armed Impi who arrived in two buses at the hall. Two Inkatha members died after the attack and scores of delegates were injured.

Chief Buthelezi this week denied his involvement in the attack on delegates.

In Johannesburg yesterday, NECC spokesman the Rev Molefe Tsole said it was "self-evident" the chief had been involved in the attack. The Puto Bus company had confirmed the Inkatha

movement had hired the buses to take the Impi to the hall.

"We carried no weapons and had no intention of fighting anyone. The aggressors were Inkatha who attacked us from the first day of registration," he said.

The NECC said it was considering laying charges to claim compensation for injuries and properties damaged.

Mr Tsole expressed the NECC's "sincere condolences" to the families of Inkatha members who had died following the attack.

The chief was strongly criticised for saying the NECC conference had not been concerned with education.

"We wish to reiterate the purpose of the conference was to resolve the education crisis," Mr Tsole said.

Black education crisis did not end in pupils' return to school, says NECC

4/4/86 STAR 50
By Susan Fleming,
Education Reporter

Black pupils streamed back to schools throughout South Africa this week — but the possibility of future boycotts has not been ruled out.

The black education crisis is not over, said a spokesman for the National Education Crisis Committee (NECC), the Rev Molefe Tsele.

About 1 500 pupils, parents and teachers at the NECC conference held in Durban last weekend voted pupils should return to school for the second term.

ON-GOING TENSIONS

Most pupils heeded this call and the Department of Education and Training (DET) said attendance rates at most schools were more than 80 percent when classes resumed for the second term on Wednesday.

Problem areas still exist, however, and in the Eastern and Western Cape attendance figures were low.

Educationists and the department hope the high attendance rates will break the pattern of boycotts.

The NECC is not so optimistic. To keep the children at school will be a huge task, said Mr Tsele.

Apart from problems such as the huge lack of qualified teachers and large classes, many other pupil grievances still had to be solved.

Although Mr Tsele was "fairly happy" with pupil attendance, he urged the DET to

use the time while pupils were in school to "get its house in order".

He warned their return should not be taken for granted. "The situation in the schools could change at any time. There are on-going tensions and grievances which have to be sorted out."

In Pretoria most pupils resumed classes this week, but some protested at a DET order that parents should sign an undertaking of responsibility for their children's actions.

The effect of community events on school attendance rates was illustrated at Vosloorus on the East Rand, where pupils stayed away from school because of the funeral yesterday of a suspected African National Congress member who was killed in a shoot-out with police.

In a Tembisa school yesterday pupils walked out of class in protest against the detention of student leaders in the township this week. The detained leaders are Bridgeman Khumalo and Khulu Radebe, both from the Tembisa High School.

Some of the problems experienced in schools this week revolved around the promotion of pupils to higher classes. In Soweto, for example, large numbers of pupils returned to school, but did not attend class.

Many refused to attend class because they demanded that all pupils, including those who failed last year, should automatically be promoted.

The NECC has played a crucial role in filling the DET's classrooms. Mr Tsele stressed that their immediate function

would be to conduct report-back meetings on the Durban conference to explain the resolutions passed.

One of the resolutions was to launch a national stayaway on June 16, 17 and 18 to mark the 10th anniversary of the Soweto uprisings.

The chief of public relations at the DET, Mr Job Schoeman, pointed out that this stayaway would not affect pupils because those dates fell during the holiday period.

But the resolution calling for a national stayaway to commemorate the 100th anniversary of May Day would affect pupils. Mr Schoeman would not comment on this proposed national boycott.

One of the conditions of children returning to school was that a "people's education system" would be introduced. This would not be based on the white education system, which was aimed at training for dominance, they said.

PEOPLE'S EDUCATION COMMITTEE

A People's Education Committee was appointed to examine the needs in black education.

This committee would report back to the NECC within three months.

Mr Tsele said the issue of a people's education system was important to pupils.

Mr Schoeman said he could not comment on the "people's education system" until he had received more information. But the department would "obviously only meet reasonable demands placed on it by the pupils," he stressed.

Soweto pupils in demand

for automatic promotion

5/4/86. Mercury

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JOHANNESBURG—Some Soweto pupils yesterday refused to attend lessons and called for automatic promotion to higher levels for all pupils.

Though pupils at some secondary schools in Soweto were at the school

premises, they refused to attend classes and were demanding automatic promotion irrespective of previous results, Mr G Merbold, area spokesman for the Department of Education and Training, said.

He declined to say how many pupils had refused tuition, or to name the schools.

Attendance at primary schools in Soweto and Alexandra township was normal, he said.

The department had rejected the pupils' call to 'pass one, pass all' and

would explain the reasons to pupils today, he said.

'Discussions are being held with the pupils concerning this demand but the department has taken a firm stand not to concede,' Mr Merbold stated.

The Rev Molefe Tsele of the National Parents' Crisis Committee said that, according to his information, most pupils had attended classes throughout the country yesterday.

He said those who stayed away were not defying the

decision by the National Education Crisis Committee conference last weekend to end the school boycotts.

Other factors had intervened, he said.

Meanwhile, pupils in Vosloosrus on the East Rand continued a boycott of schools sparked by the death of two people at the funeral yesterday of an alleged African National Congress insurgent.

Police said the two deaths were not related to unrest. — (Sapa)

Finger pointed at Inkatha bus

By SHAUN HARRIS AND
DENYSE ARMOUR

NEW facts emerged this week linking members of the Inkatha movement to last weekend's attack on the black education conference in Durban.

But KwaZulu's Chief Minister, Mangosuthu Buthelezi, denies emphatically that the movement was behind the violence which left two men dead.

This week a witness claimed he saw men in a white mini-bus directing a

group of armed men at the scene of the attack on delegates to the National Education Crisis Committee.

The truck has been identified as belonging to the KwaZulu Department of Works in Ulundi.

This follows confirmation by the Putco Bus Company that the three buses used in the attack were hired by a senior Inkatha official.

An eyewitness to the attack claimed he saw a white mini-bus stop near a group of men armed with spears and shields and a man inside

pointed out directions for the group to move.

The witness noted the registration number. City officials confirmed this week that the vehicle was registered to the KwaZulu Department of Works.

The Minister of Works, Mr S H Gumede, was not available for comment this week, but a spokesman for his office said they did not know of the vehicle being used.

The Secretary for the Department of Works refused to speak to the Press.

SO (circled) Part Four
CITIPRESS

Helping to better the standard of teaching

6/4/86

WHAT part should the private sector play to help achieve the formidable targets identified in the last article, when it comes to basic education?

The view of the Chairmans' Fund committee is that, rather than supplement Anglo American's and De Beers' taxation payments with more funds paid into the central government, it should exercise those resources of money and imagination it possesses by selecting and financing educational projects that can have a developmental impact far greater than the outlay might suggest.

It is this reasoning that lies behind support for training and academic improvement schemes for teachers, for example.

The biggest project undertaken in this field so far was the construction of the R2,4 million Soweto Teachers Training College.

The college was the first institution where students could be trained on the Witwatersrand - rather than in their "homelands" as teachers for secondary schools.

In recognition of this improvement the status of the college was raised in 1982 from "teacher training college" to "college of education", enabling higher salaries to be offered and better qualified staff to be attracted.

By 1982 600 full-time students were undergoing a three-year course to become either primary or secondary school teachers.

One-third of those graduating in 1981 obtained high school teaching diplomas implying an annual production of about 150 secondary school diploma-holders.

It cannot take students through to graduate level; instead, they are given two years of tuition at university standard in the hope that once they begin teaching, they will continue part-time study through the correspondence based University of SA.

As well as aiming to increase the quality and number of trained black teachers in general, the college is attempting to boost the number of those competent to teach certain subjects now badly provided for in black schools.

The Soweto college began offering commercial subjects to university level in 1982.

Efforts to intensify its mathematics tuition, however, have been bedevilled

BASIC EDUCATION

by a shortage of qualified complete the matriculation tutors. course.

There are 36 lecturers at the college, half of them black, but some do not hold a degree and will have to be transferred to schools in Soweto when enough graduates can be recruited.

Another teacher improvement program, in Bophuthatswana, is financed by the Chairman's Fund.

Launched in 1975 by the SA Council for Higher Education and run by the government of Bophuthatswana since 1980, it is aimed at taking to matriculation standard those teachers who, though qualified to teach only at primary school level, are performing teaching in secondary schools.

Since the program began, at which point some 2 000 (60%) of secondary school teachers in Bophuthatswana lacked the right qualification, 500 have matriculated.

Tuition, lasting several hours a day for each teacher-student, goes on over six days of the week at six centres throughout the territory.

Each has six tutors, who spend only two days a week there and otherwise continue with their normal school teaching.

In view of the heavy demand on their energies, the teacher-students usually take three or four years to

In 1982 the Fund began providing bursaries of R2 500 to enable black, Indian or coloured graduate teachers to obtain further, or raise their existing, teaching qualifications by attending a one-year residential course at Rhodes University in Grahamstown for a teaching diploma at junior primary to secondary school level.

The Fund is offering up to ten bursaries a year for the first five years of the scheme.

Finally, the Fund is wholly financing the Schools English Language Research Project, one of the activities of the Centre for Continuing Education at the University of the Witwatersrand, undertaken in collaboration with the regional office of the Department of Education and Training.

It is mainly concerned, not with research, but with improving Soweto teachers' knowledge of English and their ability to teach subjects covering the whole school curriculum in English.

There are 12 tutors and weekly workshops have been held in 20 schools in Soweto for 350 higher primary and 100 junior secondary teachers. Tutors also follow up with advisory visits to teachers in their own schools.

What NECC says about Inkatha

What Inkatha says about NECC

City Press
6/14/86

THE invasion of the second National Education Committee Conference in Durban by alleged armed Inkatha impis - leaving two dead - has left thousands of South Africans asking: "Why? Why did Inkatha attack innocent delegates?" many asked.

And angry delegates to the conference have responded by describing Inkatha as an enemy of the people which supports the Nationalist Government.

Delegates, angered by the unprovoked attacks on their persons and property by the impis, resolved to "expose, isolate and fight against the fascist organisation". They also condemned Putco "for aiding the criminal activities of Inkatha".

Even foreign diplomats attending the conference were reported to have said the incident served as an "eye-opener" to their governments, who have been giving Inkatha leader Gatsha Buthelezi red-carpet treatment.

After widespread publicity given to the attacks on delegates, Buthelezi said the violence at the conference was "the expression of angry men and women in the street".

He said: "It is an expression from the black youth".

Putco PRO Pat Rogers said a prominent Inkatha leader - who he refused to identify - hired the buses. But he said, Putco was not aware of the intention of the passengers.

He said Putco drivers refused to pick up Inkatha reinforcements and to return to the scene of the fighting when requested. Putco management in Durban has begun an inquiry into the matter.

Only hours before the violence began, the offices of the African Food and Canning Workers' Union - a Cosatu affiliate - were burnt by what the union said was "a gang of thugs".

A Cosatu spokesman said the union would not be silenced by cowardly acts against the people.

KWAZULU Chief Minister and Inkatha leader Chief MG Buthelezi has criticised the motives of the National Education Crisis Committee and denied he ordered the disruption of its Durban meeting.

"The NECC did not assemble in Durban to concern itself with matters of education," he said.

"It suits political organisations aiming to make South Africa ungovernable to have pupils back at school where they can be better mobilised than if they were in small groups scattered throughout our black townships."

He said the meeting in Durban was meant to divide black people.

"The NECC arranged to meet in Durban to strengthen their claim that they are an authentic black South African organisation.

"They chose Durban because they wanted to mobilise black pupils to do their political work for them."

"The conference was aimed at giving evidence that it was possible to attack me from bases very near to my home," he said.

He also denied that the disruption at the meeting was caused by Inkatha.

"The events which took place were not orchestrated by Inkatha."

"I did not order the action which took place. No central committee member organised it either," he said.

"If Inkatha youths with Inkatha uniforms were involved in the eruption of anger, why must I be blamed for their behaviour?"

"The NECC itself came here to court that anger."

He also said he was "appalled" by reports that the cops attributed the disruption of the meeting to Inkatha.

"I call on the Minister of Police to publicly repudiate this statement."

"I am the president and I know what Inkatha is instructed to do," he said.

Buthelezi said he would welcome an inquiry into the truth of the statement that his organisation was behind the violence. - Sapa.

Bursaries for kids

TOYOTA SA founder Dr Albert Wessels believes education and training can help solve society's problems.

He constantly encourages the over 300 Toyota dealers in SA to train all their staff in skills for worthwhile careers.

All the companies in his Wesco Group have training schemes. But Wessels takes a special interest in one particular scheme - the Albert Wessels Trust Fund, which he established to help his employee's children.

Special grants help black employees with the cost of books that their children need to advance their school work.

Those who have talented children obtaining good pass marks in Standard 7 and upwards can apply for bursaries worth thousands of rands.

In the past year, 17 school pupils and 19 youths entering their higher education have benefited from grants from the Albert Wessels Trust Fund.

The Albert Wessels Trust was established 12 years ago to provide bursaries for the dependents of Wesco Group employees, irrespective of population group, to complete their schooling or to attend technikons or universities.

The only requirement is that they should have worked for Wesco group companies for at least three years.

"Our bursary committee considers all applications purely on merit," says Wesco Group director Elizabeth Bradley.

PROSPECTS

CityPress

NEW VIDEOS WILL

GIVE TIPS ON JOBS

CITY PRESS
6/14/86
SO

NOW the Prospects concept goes video.

Goodyear SA has launched a Prospects-type education project to help black people seek rewarding careers.

Goodyear has sponsored the Video Education Project for R1.2-million to be spent over three years. The project will be run through the business-sponsored Urban Foundation.

It aims to give practical career guidance to students via video, and to improve teaching standards. The project will operate in conjunction with the Department of Education and Training.

Goodyear, which has spent over R14-million on social responsibility programs in recent years, believes the project could help merge SA's racially divided education system into a unitary system.

The program - based on two years of research - originated in the Eastern Cape, where Goodyear is based, and will be introduced countrywide next year.

An Urban Foundation spokesman said a growing number of school-leavers can't find work because they lack market-related skills and education - partly because of a perception that technical education is inferior to academic qualifications. This has resulted in unemployment increasing - while there is a growing demand for technical skills.

Prospects Reporter

The program involves the production in the next three years of 120 master video tapes illustrating about 60 careers.

The videos, which will be copied for minimum distribution, run for 15 minutes - with a preliminary 10 minutes designed specifically to aid teachers.

The Urban Foundation spokesman said research had shown that though mathematics is a pre-requisite for more and more careers, there was a shortage of qualified maths teachers throughout SA.

The program aims to:

- Give students practical information about career-related school subjects, training and opportunities.
- Emphasize the personal qualities required for various careers.
- Improve academic qualifications in mathematics.
- Improve the ability to communicate in English.

Goodyear chairman and managing director Wally Life said the aim was to offer high school students a range of careers to help them in their choice of school subjects.

He said the program's non-radical character had strongly influenced Goodyear to sponsor it.

"Most important," he said, "is the need to help young children of all races to prepare themselves for the job opportunities that are available in the South African economy."

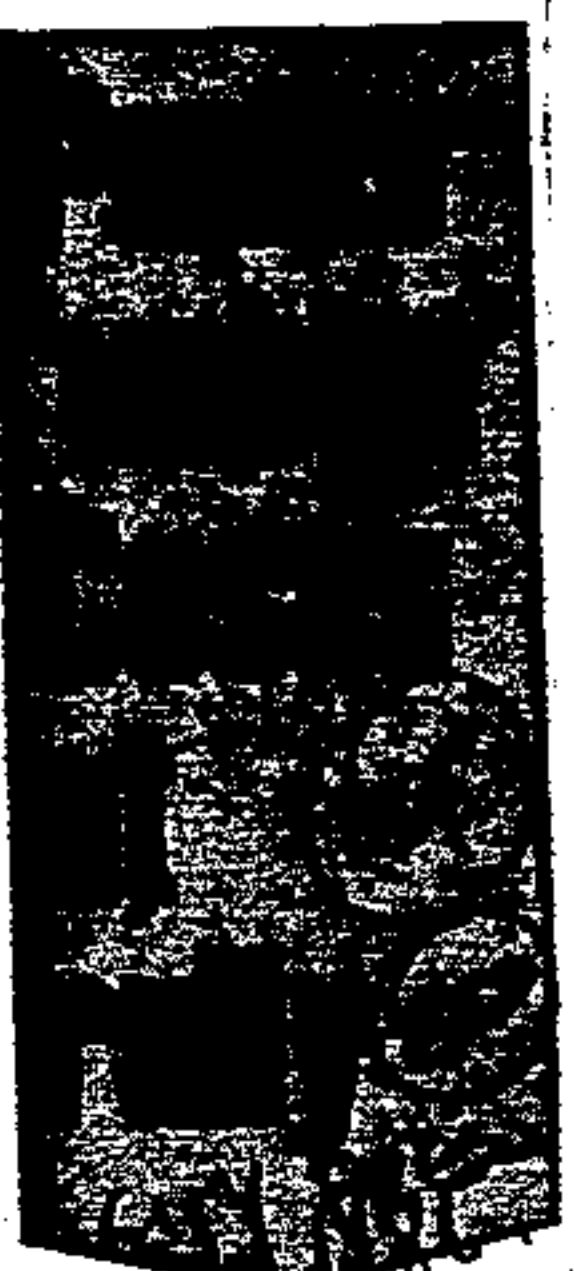
"Unfortunately, at a time when the country is short of skilled labour many students leave school or university prepared for careers where there are no opportunities - at least not in the short term."



Toyota prides itself on the relationship between its workers. Here a group of welders work together to provide the best product possible.

* PROSPECTS is designed to bring people and the business community closer together and to improve communication between them. It is a channel to inform our community about the opportunities which businesses provide and it is also a valuable medium for people to say what they think of business conduct. Among the major functions performed by Prospects is the identification of opportunities for our people - opportunities for learning and skills training, opportunities for jobs, opportunities for business, and if you are in business, opportunities for overcoming your problems. There are also advice columns in which experts deal with business problems and the problems the man in the street experiences with companies. Keep opportunity in sight with Prospects in City Press.

50



By MONA MABELA
and HERMAN LETSIE

NEARLY 60 000 uniformed pupils converged at Port Elizabeth's Dan Queqe Stadium to endorse the National Education Crisis Committee's "back-to-school" call at the weekend.

The mass rally was organised by the region's NECC committee.

But the students resolved to stick to their demands for "Peoples' Education".

They will start their own Students' Representative Councils and associations.

- The PE students resolved that they had - on their own - "unbanned" the Congress of SA Students.

They would urge Law and Order Minister Louis le Grange to officially unban Cosas on a "national day", they said.

The meeting endorsed all resolutions taken at the Durban conference - including the call for a national stayaway on June 16, 17 and 18.

- The Department of Education and Training said 80-100% of pupils countrywide had returned to school - except in Vosloorus and Cape Town.

Soweto reported attendances of 50-100%.

DET spokesman Job Schoeman said only 136 of DET's 7360 schools had attendances below 80%.

NECC member HH Dlamlenze said he believed pupils who did not return to school this week did so because the Durban conference's decision had not yet reached them.

- Cops' presence outside Badirile High School in Khutsong near Carletonville disturbed what could have been a normal second term opening, reports Herman Letsie.

Students at the Western Transvaal school - closed by DET last term - returned on Wednesday.

But they left soon because "several police vehicles were seen patrolling outside the yard and this infuriated students", said a student.

A police spokesman only commented that police vehicles had been stoned at Khutsong.

- Bekkersdal's Kgotalang Secondary School students, dissatisfied with the books they got from DET, held a one-day class boycott.

NF gives Government a 'last chance' to resign - and NECC throws down the gauntlet

By SIBUSISO MNGADI

DURING the Easter weekend, representatives of the people of SA gathered at two venues in Durban - and threw down the gauntlet to the Government.

In a giant step to force the Government to relinquish power and resign, the third National Forum conference in Durban called for a total shutdown of SA's industrial, educational and social structures.

The call was made in a resolution by 1 200 delegates representing the NF claims, 457 affiliated organisations.

- A labour boycott.
- A rent boycott.
- An education boycott.
- A consumer boycott.
- An intensification of the disinvestment campaign.

The six-point plan called for an "active engagement" programme from May 1 to 4, when the NF committee will announce to the Government the intention to proceed with the plan - and then start:

- A labour boycott.
- A rent boycott.
- An education boycott.
- A consumer boycott.
- A moratorium on all sports and social activities.

NF convener Suth Cooper - also Azanian People's Organisation president - said about 600 000 members of affiliated organisations would be affected.

"The intention is to give the Government the opportunity to resign and relinquish power," Cooper said.

The boycott would start on June 16 and would continue for 10 days, he said.

At Chatsworth's Rasput Education Crisis Committee delegates urged students to return to school and called for "People's Power".

The conference also threw down the gauntlet to the Government in a 12-point program.

WE WILL CLOSE SA



Delegates Henry Fozzie, Vusi Khanyile and Reverend Molefe Tsele.

- Resolutions called for:
- All students to return to classes. Closed schools must be reopened and students must demand the right to People's Education.
- A national stayaway on June 16, 17, 18, and 19, and June 16 to be declared a

- national youth day and a holiday
- The unbanning of Cosas.
- An end to harassment of "progressive" teachers.
- May 1 to be declared a public holiday.
- Inkatha to be declared an enemy of the people in

- league with the Government.
- The formation of a national action committee.
- All political prisoners to be freed, exiles to return home and "patriated" organisations such as the ANC to be unbanned.

- Full support for the disinvestment campaign.
- The US to be declared an accomplice to the crimes of apartheid.
- All communities and organisations to launch rent, consumer and other boycotts.

Promotion - Det man explains

MR GUNTHER Merbold, regional Director for Education and Training in Johannesburg, has pointed out that demands by students that they should get automatic promotion to the next class cannot be accepted.

He said this last week after demands by pupils that if one is passed, then all should be passed to the next class.

There have been confrontation between principals and pupils of several schools.

In a statement released at the weekend he said the following criteria had to be observed before pupils could be promoted:

- A prescribed syllabus must be covered;
- Examination papers

SOWETAN Reporter

are set in accordance with syllabi;

- Memoranda are compiled, clearly indicating how marks should be awarded;
- Subsequently the papers are marked accordingly, in order that a definite standard may be maintained;
- The marked papers are then moderated by

the inspectorate;

- The final decision on the promotion of pupils is made by the inspectorate;

- The decision is based on the pupils' performance in all subjects, and on uniform standards and principles for promotion which apply in all education departments;

- Thereafter the examination results are an-

SOWETAN 7/4/86
nounced, indicating which candidates have been promoted.

"This line of action has been complied with. It stands to reason that candidates, as well as their parents, will be disappointed if promotion has not been achieved.

"However, this unfortunate reality must be accepted. The department cannot make concessions in this regard. It would surely defeat all

technical norms and universally accepted educational principles to promote scholars who have failed to comply with the requirements set out above. In the long run they will not be able to cope with the demands of a higher standard, thereby becoming victims of frustration and unnecessary pressure.

"Scholars are therefore encouraged to make the most of the remaining year. They should have no illusions about this fact, and will have all their hard work cut out in the months that lie ahead. There is, unfortunately, no short cut to success, and only a positive academic attitude coupled with self-discipline and hard work will be rewarded."

MHLABA IN JAIL WEDDING

RIVONIA treason trialist Raymond Mhlaba (66) married Miss Dedika Heliso (61), mother of his three children, in a quiet ceremony at Pollsmoor Prison at the weekend.

ANC leaders Nelson Mandela and Walter Sisulu, jailed for life with

Mhlaba in 1964, were his chief witnesses.

The ceremony — closed to the Press — was conducted by Bishop Siggibo Dwane of the Order of Ethiopian Church. He was assisted by Rev Malusi Mpumlana.

Ministers of the various education groups. Each application is considered on merit. That is the reason why services are rendered to people of colour at universities, technicals and private schools.

Mr K M ANDREW: Mr Speaker, further arising out of the hon the Minister's reply, may I ask him whether his department has had discussions with the other Ministers involved in education about the possibility of opening White teacher training colleges to teachers of other races?

The MINISTER: The answer is "no."

Maj R SIVE: Mr Speaker, further arising out of the hon the Minister's reply, would he consider it in a favourable light if the other Ministers approached him?

†The MINISTER: Mr Speaker, I already replied that it is possible in terms of the specific section in the Constitution to render a service if discussion takes place. I think the reply I gave is sufficient for hon members to leave the matter to us. If such an application is made, we shall consider it on merit. [Interjections.]

Transvaal farmers

*3. Mr R W HARDINGHAM asked the Minister of Agriculture and Water Supply:

- (1) Whether a body has been appointed to investigate the plight of farmers in the (a) Western and (b) North-Western Transvaal; if so, what are the particulars of this body;
- (2) whether this body has submitted a report; if not, (a) why not and (b) when is it anticipated that it will submit a report; if so, (i) when and (ii) what were the findings;
- (3) whether he will make a statement on the matter?

The MINISTER OF JUSTICE (for the Minister of Agriculture and Water Supply):

- (1) (a) No.

HOA

†The MINISTER OF EDUCATION AND CULTURE:

- (1) Yes, because there were different controlling bodies viz the Provincial Councils.
- (2) No. The divising of a common formula based on the formula of the Department of National Education, is at present receiving attention.

(3) No. The formula is based on more factors than the number of pupils only.

(4) Yes. The required planning is currently proceeding. Subsequently the control needed to ensure implementation will be effected.

(5) No. Voluntary contributions at schools is a matter which is handled by the controlling bodies of the schools and the information is not available.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, has he taken into consideration the fact that the provincial departments were previously able to use virement to transfer money to education, and that they will no longer be able to do so?

†The MINISTER: Mr Speaker, I am aware of that.

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

- (1) Whether there are any vacancies for students at any of the teacher training colleges in the provinces; if so, (a) what total number of vacancies were there, and (b) which colleges had vacancies, as at the latest specified date for which information is available;
- (2) whether any non-White students are studying at any of the teacher training colleges falling under his control;

if so, (a) how many students and (b) at which colleges;

- (3) whether a common national policy for the admission of non-White students to teacher training colleges in the provinces has been devised; if not, why not; if so, what is this policy;
- (4) whether he will make a statement on the matter?

The MINISTER OF EDUCATION AND CULTURE:

(1) Yes. Information as at 28 February 1986.

(a) 2 683.

(b) Bloemfonteinse Onderwyskollege; Natal Training College; Durbanse Onderwyskollege; Edgewood College of Education; Barkly House; Cape Town; Oudshoorn; Paarl; Port Elizabeth; Wellington; Onderwyskollege Pretoria; Onderwyskollege Potchefstroom; Johannesburg College of Education; Pretoria College of Education.

(2) No.

(a) Falls away.

(b) Falls away.

(3) No, because of the reasons already given under question 2.

(4) No.

[See supplementary reply to Question No 5 on Friday, 11 April 1986.]

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply to paragraph (2) of the question, is it not true that certain students of colour are in fact studying at a college for further education in Natal?

†The MINISTER: Mr Speaker, I am not aware of it.

HOA

HANDEWED 8/4/86
Per capita expenditure/management/income
2/14/86
*4. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether there are reasons for the differences in respect of the per capita expenditures of the provinces on education; if so, what are these reasons in each case;
- (2) whether his Department has a common per capita financing formula; if so, what is that formula; if not, why not;
- (3) whether it is his Department's intention to apply a common per capita financing formula; if not, why not; if so, when;
- (4) whether his Department has taken or intends to take action in respect of provinces which have not complied with a common financing formula; if not, why not; if so, what action;
- (5) whether the per capita income voluntarily raised by schools has been included in these figures; if not, what was the per capita income raised by schools?

(1) (a) No.

HOA

- professionally managed business undertaking.
- (4) No. The Electricity Act 1958 (No 40 of 1958) adequately provides for the auditing of Escom's accounts.
- (5) As a result of decisions made by Escom's Management in September Escom's internal audit department is being restructured. The Staff of 45 includes 3 chartered accountants and 1 BCom Hons graduate who is at present studying for his CA qualification.
- (6) No.

Land and Agricultural Bank

*29. Mr D J N MALCOMESS asked the Minister of Finance:

- (1) Whether the Land and Agricultural Bank deals exclusively or predominantly with one company for mortgage insurance; if so, with what company;
- (2) whether he will furnish the names of the (a) shareholders and (b) directors of this company; if not, why not; if so, what are their names in each case;
- (3) whether the financial results of this company are published; if so, in what publications;
- (4) whether this company pays commission to agents; if so,
- (5) whether any such agents may be employees of this bank; if so, (a) why, (b) in terms of what statutory provision and (c) how many of these agents are in the employ of this bank?

†The MINISTER OF FINANCE:

- (1) Yes. The South African Mortgage Insurance Company Limited.
- (2) Yes.
- (a) Land Bank as main shareholder

and members of the Land Bank Board as nominees.

- (b) Mr J A Smit, Mr J S Hugo, Mr J H Fouche, Mr P B B Hugo and Mr J A Jooste.

- (3) No.
- (4) No.
- (5) Falls away.

Central registration body

*30. Mr R M BURROUGHS asked the Minister of National Education:

- (1) Whether, with reference to his reply to Question No 26 on 26 February 1985, the working party appointed to investigate the formulation of legislation for the establishment, constitution and functions of a central registration body for all categories of teaching staff up to secondary level, has completed its task; if not, why not; if so, (a) when did it submit its report and (b) who were the members of the working party;
- (2) whether this report is a public document; if not, why not;
- (3) whether he intends to introduce legislation on a single registering authority for teachers; if not, why not; if so, when;
- (4) whether all teacher organisations have taken a final viewpoint on the proposed structure of the registering authority; if so, what were the views of each such organisation?

The MINISTER OF EDUCATION AND DEVELOPMENT AID (for the Minister of National Education):

- (1) No. The working group could not yet succeed in formulating a final view on a registration body, including structures to be established.
- (a) Falls away.

(b) The members of the working party are

Dr J B Z Louw
Mr E Osman
Mr P C Samuels
Prof N T van Loggerenberg
Mr J F Steyn
Mr J L Lemmer
Mr J D V Terblanche
Mr W A J van Niekerk
Mr C D Beukes
Mr R L Peten
Mr L M Taunyane

- (2) Falls away.
- (3) Consideration will be given hereto after receipt of the report.
- (4) Falls away.

Individuals/organisations prohibited from being members

*31. Mr L M THEUNISSEN asked the Minister of Law and Order:

- (1) Whether (a) certain individuals and (b) members of certain organisations are prohibited from being (i) members of the South African Police Force and (ii) South African Police reservists; if so,
- (2) (a) which (i) organisations and (ii) categories of individuals and (b) why in each case?

†The MINISTER OF LAW AND ORDER:

- (1) (a) (i) and (ii) Yes.
- (b) (i) and (ii) Yes.
- (2) (a) and (b) (i) All organisations which have the use of violence and/or illegal actions as objectives.
- (ii) Those who do not comply with the by Regulation prescribed requirements.

*32. Mr R R HULLEY asked the Minister of Mineral and Energy Affairs:

- (1) Whether he has been informed of the contents of a report compiled by a certain firm of external auditors, the name of which has been furnished to the Minister's Department for the purpose of his reply; if not, what steps will he take to obtain this report; if so, what is the (a) purpose of the report and (b) name of the firm in question;

- (2) whether this report will be (a) published and/or (b) tabled in Parliament; if not, why not; if so, when;
- (3) whether he will make a statement on the matter?

The MINISTER OF MINERAL AND ENERGY AFFAIRS: Mr Speaker, this is a fairly lengthy reply, and with your permission I should like to lay it upon the Table. I should however like to invite the hon member, if there is any additional information he might require, to let me know because I shall gladly let him have it.

Mr B R BAMFORD: Mr Speaker, on a point of order. Would it not be more correct of the hon the Minister to ask the permission of the House to lay the reply to question upon the Table?

Mr SPEAKER: Yes, that is the correct procedure, and I am quite certain that the hon the Minister will adhere to that in future. [Interjections.]

[Reply laid upon the Table with leave of the House.]

- (1) (a) and (b) Deloitte, Haskins & Sells Management Consultants (Pty) Ltd were commissioned by Escom during July 1985 to compile a report for submission to senior management on the functioning of the internal audit department.
- The gist of the report which was completed in September and sub-

CLASSES ARE SUSPENDED

CLASSES at Vulamasingo High School in Bloemfontein have been suspended until April 20 because there was no effective teaching and attendance over a period of time.

The announcement was made by Mr N Botha, Director for Education and Training in the Free State and Northern Cape. He said they wanted to normalise the

situation at the school by consulting with the school committee, parents and teachers.

According to Mr Botha, trouble at the school started during the last week of March when pupils decided not to attend classes. They did not give reasons.

A spokesman for the Manguang Parents Crisis Committee, Mr Z Mzuzwana, yesterday said the action by DET

was provocative. "It is aimed at victimising the pupils and also defying the resolution adopted at the NECC conference held in Durban. This conference stressed that pupils should go back to classes," he said.

Meanwhile a teacher at the school said there had not been normal classes as pupils were pledging solidarity with detained pupils.

He stated that offi-

cial of the Students Representative Council (SRC) approached the acting principal and reported to him that they would not attend classes until detained pupils were released.

Another teacher expressed dissatisfaction at the suspension of classes and said: "I am surprised why DET picks on our school while there are similar problems at other schools."

Pupils burn free books

Education Reporter

PUPILS at the Beaufort West Primary School have burnt free exercise books given to them under a multi-million-rand "new deal" by the government.

This is the third school where pupils have stacked up their free books and burnt them amidst claims that the books are of inferior quality and inadequate.

The same has happened at I D Mkize High School in Guguletu and at Sizamele High School in Nyanga.

Sources in Beaufort West said yesterday that last Thursday the pupils, objecting that the books were "too thin" and for subjects such as maths would be filled in a week, piled them up next to the school's courtyard and set them alight.

Each of the school's approximately 800 pupils was given up to 20 exercise books each, all of which perished in the fire as the pupils sang freedom songs.

'Won't last'

"We are not prepared to accept these books, they will never last the whole year," said one pupil, who added that despite the book-burning incident, classes were still being held.

The Department of Education and Training's liaison officer, Mr Job Schoeman, said from Pretoria yesterday: "The burning of books is something that cannot be tolerated.

"As to whether we will resupply them, this is a decision that will still have to be taken. If pupils allow themselves to be talked into this kind of thing they must be prepared to suffer the consequences."

Mr Schoeman said it was not fair to pupils in other parts of the country to "keep pumping money into those areas where books and property are destroyed".



Natal

Natal indaba hits first snags

By BRUCE CAMERON
Political Staff

THE Kwazulu/Natal indaba has hit its first snags and the next meeting has been put off for a week for delegates to prepare position papers.

There have been differences of opinion over the modus operandi, the scope of the indaba and decision-making powers of the delegates.

However delegates say the difficulties were not unexpected although some expressed surprise they had cropped up so soon.

And Chief Mangosuthu Buthelezi yesterday distanced himself from the indaba, but delegates interpreted this today as a move in case the indaba went sour.

The first division occurred after Mr Ray Swart, Natal leader of the Progressive Federal Party, moved that the indaba petition the Government to declare a moratorium on the the proposed scrapping of the Natal Provincial Council and the Regional Services Council.

Delegates agreed that President P W Botha should be asked for the moratorium on the provincial councils but agreement was not reached on the RSCs.

The issue was debated at some length and this included an explanation of the RSCs by National Party observer Mr V A Volker.

The indaba chairman, Professor Desmond Clarence, declined to confirm this in an interview but said the RSCs were third tier government and the indaba was dealing with the second tier.

He also objected to the Press being given information about was being debated behind closed doors.

The issue of Press coverage has also been raised with some delegates, particularly the New Republic Party delegation insisting on almost vir-

tually complete secrecy about debates.

It is understood delegates agreed that only the chairman should make statements.

CAP 7/1/86

April 1986

(50)

Inkatha hired buses

Own Correspondent

DURBAN. — Inkatha hired three Putco buses to transport impis who attacked delegates to the weekend National Education Crisis Conference in Congella, Durban.

This was disclosed yesterday by Putco's public relations officer, Mr Pat Rogers, who added that the company had been unaware of the passengers' intention.

He said that after the clashes — in which two people died and many were injured — drivers were asked to pick up Inkatha reinforcements and to return to the scene of the clashes. The drivers had refused.

Mr Rogers said Putco was fully aware of the importance of the National Education Crisis Conference and had sent a delegate.

The company had chosen to serve the black community as a whole.

At the conference, Putco was condemned of "aiding the criminal activities of Inkatha against our people".

Mr Rogers said Putco's Durban management was making a full inquiry into the matter.

A spokesman for Chief Mangosutho Buthelezi, president of Inkatha, said the chief would comment after clarifying the matter with Putco.

Govt bent on providing equal education for all

THE Minister of Education and Development Aid, Dr Gerrit Viljoen, said this week it had again become necessary to emphasise the Government's commitment to provide equal education opportunities.

In a statement released in Pretoria, Dr Viljoen said it was common knowledge "that some organisations and persons are intent on disrupting education and abusing school children for political purposes.

"In this process widespread use is made of unfounded negative criticism and slogan-mon-

ging (e.g. 'gutter education'). There is also a total and deliberate disregard for any progress and positive development in education for blacks.

"Against this background I deem it necessary once again to emphasise the Government's commitment to provide equal education opportunities, and the bona fide commitment of the Department of Education and Training to offer the best possible education to enable

every child to develop to its maximum potential," Dr Viljoen said.

He listed the following as some of the latest developments in education for blacks:

- The DET budget increased from R143 million in 1978/79 to R1 148 million in 1986/87 — an increase of over 700 per cent. This was tangible and "incontrovertible" proof of the Government's commitment.

- Since 1982 no fewer than 89 new primary and 45 new secondary schools had been completed. In the same period more than 9 000 classrooms were added to existing schools. Current building projects at 19 primary and 35 secondary schools would add a further 1 016 classrooms, while 33 new primary and 45 new secondary schools were being planned for the immediate future.

- A bridging period for pre-school children was

ful progress in the formal school."

- A system of career orientated education had been introduced this year. The purpose of this new development was to ensure greater diversification, "more meaningful subject and career choices and better orientation to equip pupils for meeting the challenges of a highly competitive technological future."

- Salary parity had been introduced for all teachers with at least three years post-matric training. Vast improvements had also been brought about in salary scales of teachers with lesser qualifications.

- Free text books in all subjects had been supplied since 1979, free stationary from 1986 and free prescribed books would be supplied from 1987.

- The Department was geared to meet the chal-

- Courses aimed at improving the managerial skills of about 13 600 staff members in senior posts at schools were developed in conjunction with the private sector and introduced in 1985. This three-year project was the largest management development programme ever attempted in South Africa.

- More than 1 400 in-service training courses for teachers were offered during 1985. More than 50 percent of the Department's 46 000 teachers were involved annually in some form of in-service training.

- A specific programme (Project Alpha) had been developed to improve subject knowledge and teaching ability, "particularly of secondary school teachers. In this programme free use was made of educational technology, including inter-active video.

Fastest

"This is the first time that inter-active video is used on such a scale by an education department anywhere in the



DR Gerrit Viljoen... criticism unfounded.

"It is essential that the motivation and self-confidence of pupils to make optimum use of the opportunities available should be reinforced in order to promote successful education.

"On the other hand, boycott actions, unfounded negative criticism, and the abuse of education for political purposes will only retard progress and lead to stagnation," Dr Viljoen said. — Sapa.

10/4/86
SOWETAN
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'Little being learnt at schools'

The Argus Correspondent
JOHANNESBURG. — Attendants at most black schools have topped 80 percent since classes resumed last week but little is being learnt.

Before "serious learning" can start many pupils countrywide have demanded that grievances be met, says a spokesman for the National Education Crisis Committee.

Unless these grievances are met before the end of this month and pupils resume academic programmes properly, the year will be wasted, according to the committee.

The committee said its investigations had shown that unless pupils started studying by the end of April it would be "impossible" for them to cover syllabuses for end-of-year exams.

Demands include the supply of free, "good quality" stationery and the provision of free books. The Department of Education and Training has announced books would be provided free next year.

There have been widespread reports this week of pupils burning stationery supplied by the department because they claim it is not as good as the materials their parents had to buy before the DET offered free stationery this year.

In Soweto, pupils were also being asked to pay a small "cartage fee" when they received stationery, the crisis committee said.

Postpone

Another grievance is the department's decision to start on May 1 matric exams which were not written last year. The crisis committee is calling a stayaway on this day to commemorate May Day.

A spokesman said: "We have asked the DET to postpone the first day of exams to May 2. The first English paper is written on May 1 and this is a requirement for passing the exams. If the DET does not allow

a postponement it will be worthless for the pupils to continue with the exams."

In some areas, such as in Maritzburg, pupils are refusing to attend classes until "people's education" is introduced. At Imbali Secondary School in Maritzburg pupils told their headmaster this week they would not learn until a "people's history" had been introduced.

Attendance in the Eastern Cape has been low and many pupils were angered by the

DET's decision to transfer teachers to other areas. In the Border area the system of "platooning" classes was also a problem.

Some schools' pupils were attending class in shifts because the DET had not finished rebuilding.

A committee spokesman said: "Some of the pupils attend classes in the morning while others go in the afternoon. By the end of the year, pupils will have lost an entire term of schooling."

Call to postpone matric exams

The Argus Correspondent
JOHANNESBURG. — The National Education Crisis Committee has asked the education authorities to postpone matric examinations due to start on May 1 because a national stayaway has been called on that day.

In a telex sent week to the Deputy Education and T

Aid, Mr Sam de Beer, the committee asked that the examinations start on May 2.

A conference organised by the committee last month called for a national stayaway to celebrate May Day.

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Pupils miss school

Education Reporter

HUNDREDS of pupils stayed away from three schools in Cape Town's black townships today.

Crossroads No 3 Junior Secondary, Ntshinga Higher Primary in Guguletu and Andile Primary School in New Crossroads were empty, a spokesman for the Department of Education and Training said.

The reasons for the stayaways were not clear but Crossroads No 3 pupils had indicated to their principal they planned to attend a hearing at the Wynberg Magistrate's Court, the spokesman said.

Today's attendances for high schools — most of which had about 1 000 pupils each last year — were: Fezeka High School, Guguletu, 687; Langa High, 110; Sizamile High, Nyanga, 300 and I D Mkize, Guguletu, 301.

The Simon Hebe High School in Paarl had 135 pupils and Vusisiwe High in Worcester 230.

The Lagunya matric school at the St Francis Adult Education Centre had only 70 pupils today, compared with 150 earlier in the week.

Duvcor project called off

DISPATCH

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11/4/88

Dispatch Reporter
EAST LONDON — The Duncan Village Corporation (Duvcor) is to halt its R2 million project to provide 168 classrooms for over 5 000 pupils.

The announcement was made at a press conference yesterday by one of the co-chairmen of Duvcor, Mr Alistair Lightbody.

He said that, because of threats to the lives of workers on the project, the Duvcor board had had no alternative but to terminate it.

Mr Lightbody said Duvcor would meet the government to explain its decision. It would not be able to shut down the project immediately since it had contracts to

honour and would negotiate the best way to withdraw. But the decision had been taken to withdraw.

He could not say what would happen to the 50 classrooms already built or the future of the project.

"That will be up to the government to decide."

The workers will be informed this morning of the decision to terminate the project which was designed in such a way that the classrooms would be converted to homes when the schools burnt down in the riots were rebuilt.

Mr Lightbody said in a statement the decision had been taken with extreme regret.

"The board expresses its sympathy with the project workers who will now be out of work and with the people of Duncan Village who will be deprived of good temporary schooling and permanent residential accommodation.

"A great deal of money and effort was expended in an attempt to provide emergency accommodation for schooling which could be readily restructured for residential use when the schools become available.

"The project was initiated and managed by the business community in terms of an agreement with the Duncan Village Residents' Association (DVRA). The DVRA inter alia agreed to serve on the board of Duvcor and to obtain student representation.

Work commenced with vigour. A number of classrooms were built and a substantial number of Duncan Village

residents offered employment. Neither the DVRA nor any student representatives of Duncan Village, however, came forward to serve on the board."

Dealing with intimidation of the work force, the statement said:

"Due to intimidation and the work force being threatened with violence, a number of work stoppages occurred culminating in the project becoming economically and physically impossible.

"During the past week, threats of violence became real, workers were attacked, beaten and assaulted to an extent which forced them to stop working for fear of losing their lives.

"In these circumstances, the board feels that personal safety of workers is paramount and has therefore no alternative but to terminate the project.

"We take this opportunity of thanking the large work force who built the classrooms and remained loyal to the project notwithstanding threats of bodily violence.

"We trust that the residents of Duncan Village will be able to overcome the problems that have forced this termination and so make it possible for Duvcor once again to assist them in their community needs."

In an interview at the site yesterday, Mr Lightbody said Duvcor would continue as a private non-profit making company and would undertake other projects in

East London. "We also have 250 people at our training school and we have to get them completely trained," he said.

Mr Lightbody could not say what recommendations Duvcor would make to the government about the project.

"It will be entirely a government decision of what is to be done with the classrooms.

"Our job was made physically impossible both by erratic stoppages and threats to the work force. It was not economically viable."

[Handwritten marks: a scribble, '50', and other illegible marks]

Man shot dead in petrol bomb raid

Own Correspondent

JOHANNESBURG. — A man was shot dead by police early yesterday morning as he fled with five others after a petrol bomb attack at a technical high school in Randfontein.

This was the second incident in less than 24 hours of petrol bombing on the West Rand.

Surprised

On Wednesday night at 7.45pm, a petrol bomb was hurled at a disused building at the Golden Old Age Village, in Sivewright Street, Krugersdorp.

No-one was injured but the building was slightly damaged.

A police spokesman said the man was killed yesterday morning after he and his accomplices were surprised at the Jan Viljoen Technical High School, in Main Road, Randfontein.

"The men had thrown a petrol bomb at the high school's tuckshop when police arrived on the scene. The bomb exploded and caused slight damage to the building.

"When the men spotted the police, they fled. Police fired shots at the fleeing men and one man fell to the ground."

The spokesman said the men had thrown away at least eight petrol bombs as they ran away.

Police are investigating both incidents, but no arrests have been made.

● Pupils at two Randfontein schools burned text books they described as "inferior" and defied pleas by their school principals, Sapa's correspondent reports.

Eyewitnesses said pupils from Phahama and Abby Phokompe high schools burned the

books after they were issued by teachers.

● Two Northern Transvaal activists were yesterday admitted to the Pietersburg hospital with shrapnel wounds after petrol bomb and hand-grenade attacks on their homes, reports Thelma Tuch.

A hand grenade was thrown into the Manqung township home of Joyce Mabudafasi, secretary of the UDF branch in the Northern Transvaal and a member of the National Education Crisis Committee.

She had wounds on her face, neck, arms and chest, and is under observation in the intensive care unit of the hospital, according to a doctor at the hospital.

In another incident in the same township, a hand grenade was hurled into the home of Mr Peter Mokaba, who was released three weeks ago from detention under Section 28 of the Internal Security Act.

Mr Mokaba was not at home, but his younger brother was slightly injured.

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STAT 11/4/86

Back at school but grievances mount

By Susan Fleming,
Education Reporter

Attendance rates at most black schools have topped 80 percent since classes resumed last week, but little constructive learning is taking place in the majority of schools.

Before "serious learning" can start many pupils countrywide have demanded that several grievances be met, says a spokesman for the National Education Crisis Committee.

Unless these grievances are met before the end of this month and pupils resume academic programmes properly, the year will be wasted, according to the NECC.

Major grievances include the supply of free, "good quality"

stationery and the provision of free set works.

There have been widespread reports this week of pupils burning stationery supplied by the department because they claim it is not equal to what their parents had to buy before DET offered free stationery this year.

In Soweto pupils were also apparently being asked to pay a small "cartage fee" when they received stationery, the NECC said.

A national grievance is the department's decision to start matric exams not written last year, on May 1.

The NECC resolved last month that pupils should stay away from school on this day to commemorate May Day.

"We have asked the DET to

postpone the first day of exams to May 2. The first English paper is written on May 1.

"If the DET does not allow a postponement it will be worthless for the pupils to continue with the exams."

Attendance in the Eastern Cape has been very low.

Because the DET had not finished rebuilding some schools pupils were attending class in shifts.

In the Northern Transvaal the detention of some NECC leaders caused anger.

"Unless this kind of action stops the problems in the Northern Transvaal will set the whole Transvaal up in flames," said the NECC spokesman.

POLITICAL

In the Eastern Transvaal there were also problems since the shootings at Kabokweni.

And in the East Rand township of Vosloorus classes are still empty following the funeral last week of an alleged member of the African National Congress.

The NECC spokesman said many demands made by students were still political.

For example, at the Mdjadji Training College in the Northern Transvaal students were boycotting and demanding that the ANC be unbanned.

"Only when apartheid has been abolished will the crisis really be solved," said the NECC spokesman.

'Postpone matric' appeal

By Maud Motanyane

The National Education Crisis Committee (NECC) has requested the education authorities to postpone the matric examinations due to start on May 1 because a stayaway has been called that day.

In a telex sent to the Deputy Minister of Education and Development Aid, Mr Sam de Beer early this week, the NECC asked that the starting date of the examination be moved to May 2.

The Minister has also been asked to extend the deadline for registration from today to a later date.

At its National Education Conference last month the NECC resolved to call for a national stayaway to celebrate May Day.

A spokesman for the NECC, the Reverend Molefe Tsele, said thousands of black matric students would miss their first day of exams if the date was not changed. Insisting that the students write the examination on May 1 would also cause confusion, Mr Tsele said. The office of the Deputy Minister has acknowledged receipt of the NECC's telex but has not responded.

School boycott's on — despite the vote

THOUSANDS of pupils are still boycotting classes, almost two weeks after the National Education Crisis Committee voted that pupils should return to school.

In Vosloorus, on the East Rand, students have been staying away from classes since the funeral of alleged ANC insurgent Samuel Mosotho Segale last week. Pupils are believed to be protesting against the shooting of five youths during the funeral.

In Ratanda, Heidelberg, students boycotted classes after a 22-year-old man was allegedly shot during a scuffle with a community councillor on Sunday night.

A police report said the councillor fired a shot after a group of youths tried to set him on fire. However residents said the councillor had questioned the young man about a UDF T-shirt he was wearing. A fight ensued during which a shot was fired.

By SEFAKO NYAKA

The man was injured in the upper lip and is recovering in hospital.

In Soweto, although pupils have returned to school, there is no serious teaching going on, according to Reverend Molefe Tsele of the National Education Crisis Committee (NECC).

"The main problem in Soweto schools is the demand by students that

they should be promoted to the next class — the popular slogan of 'pass one, pass all'."

Tsele said the issue is presently being handled by the SRCs and the Soweto Principals' Council.

In Katlehong on the East Rand and Kimberly in the Northern Cape, pupils have set next Monday as the date of the introduction of "people's education".

Pupils in Potchefstroom are also

reportedly out of school because, although high school pupils agree with the Durban decision, pupils at the higher primary schools disagree with the decision.

In the Northern Transvaal, a member of the Modjadji College of Education SRC, Reggie Kapa, has died after being allegedly assaulted by Lebowa police, and most pupils have fled Modjadji village in the face of what they call "Operation Extermination" by the banustan police.

At the nearby Hwiti High School, students have boycotted classes since authorities refused to rename the school after Shadrack Mafokoane, the school's first victim of last year's student-police clashes.

In Natal's Lamontville township, all schools were suspended when students walked out because the KwaZulu education department had not sent them the necessary stationery.

Tsele said the central government has definitely granted the KwaZulu Education Department money towards the free supply of stationery but the authorities there "seem reluctant to speed up matters, as they think this might be interpreted as bowing down to the wishes of an organisation they don't agree with".

In Claremont, pupils are boycotting because they saw the return-to-school call as a sign of giving in.

But discussions are going on between members of the Natal Education Crisis Committee to clear up issues.

In KwaMashu, there is no schooling as students fear a reprisal attack from Inkatha members bent on avenging the death of two men killed during the clash at the Education Crisis meeting two weeks ago.

In the Eastern and Western Cape, attendances are reportedly at their lowest, with schools in the East London township of Duncan Village virtually empty.

Pupils at the Beaufort West primary school have burned free exercise books (called "see-through") given to them under a multi-million rand "new deal" by the government, charging the books were of inferior quality.

Pupils at the ID Mkhize High School in Gugulethu and at Sizamele in Nyanga burnt their books after complaining the books were too thin.

A spokesman of the DET public relations division, Peter Mundell, said the claim that the books were of an inferior quality could not be substantiated.

US attitude to black education

Heartening — Saunders

UNIVERSITY of Cape Town vice-chancellor Dr Stuart Saunders, presently on a two-month trip abroad, said he was heartened with the overseas response to the needs of South African black education.

Dr Stuart Saunders, vice-chancellor of the University of Cape Town, who is meeting groups overseas in relation to black education in South Africa.



Report by HENRY LUDSKI

Among other things, Dr Saunders is in America at present to renew discussions with leading institutions on the problems facing education in South Africa and to raise funds for black education.

His mission this week took him to the university town of Princeton, New Jersey. He said he was not overjoyed specifically on a fund-raising drive, but was hopeful, however, that he would be able to obtain additional funds for black education.

Encouraged

His two-month trip will also take him to Israel and Britain and he is due home at the end of May. Dr Saunders said he was "encouraged" in his many discussions with groups which had indicated they were willing to help.

Among others, he will meet members of the most members of the Carnegie Foundation and the Carnegie Endowment for Peace, downward for Africa State Department Africa specialists Dr Chester Crocker and Mr Frank Wisner, the World Affairs Council, the New England Board for Higher Education and the Council on Foreign Relations, as well as leading university presidents.

His visit follows an earlier one, last October, during which the president of 16 leading universities and foundations pledged to help

solve educational problems in South Africa.

They also committed themselves to long-term partnerships with universities and organisations here that shared a dedication to a non-racial, democratic society in this country.

On that visit, Dr Saunders and UWC re-designate Professor Jakob Gertzel were asked to formulate proposals for a comprehensive American aid programme for non-racial education in South Africa.

The first of these have now been submitted and Dr Saunders said this that he still had to meet these institutions to discuss their pledges.

Projects

As the first step in a long-term, comprehensive aid plan, South African education institutions were asked to identify high-priority projects relating to the black education crisis and which could be supported by American funds.

These projects relating to black students include bursaries, residential accommodation, admission procedures and the Academic Support Programme.

At UCT, this related to black staff, and included provision for research assistants, administrative cadets, support staff, academic and administrative posts, and fellowships.

client bursary funds, rather than Government policy or legislation, is the biggest single threat to UCT's goal of admitting students on a non-racial basis.

To reach this goal in 1986, UCT would need an additional 300 full-cost bursaries for black students at R7 500 a year each. These bursaries would need to extend over four years and an additional 300 would be needed each year to give an eventual total of 1 200 a year.

And this figure would need to be revised as black enrolments at UCT increase.

An important proposal is the establishment of a research project to de-

velop alternative selection procedures to scrap matric exemption as the only standard of acceptance for tertiary education.

This proposal suggests that while relatively good matriculation results (C aggregate and above) are good predictors of university performance, weaker results (D and E aggregates) are not.

And, it points out that inequalities are mirrored in the fact that the vast majority of black (African) matriculants achieve D and E results. Thus, the proposal admits "the very real risk" of excluding students who have the potential to succeed.

Bursary lack

It also included provisions concerning the black educational system, and proposals for making the resources of the Centre for African Studies available to the black education community in both formal and non-formal contexts.

It has been pointed out to potential American donors that, for the next decade, the lack of staff,

Matter of fact

THE Cape African Teachers' Union has said that a *City Press* report last month about the Duncan Village education crisis is "untrue and inaccurate".

The report said Duncan Village students refused to attend classes in newly built units provided for them.

As an alternative, parents and the East London Progressive Teachers' Union promised accommodation for students in local church halls, tents and buildings.

ELPTU teachers claimed they were continuing with normal classes at the Ebenezer Majombozi Senior Secondary School, the report said.

"But this is denied by teachers belonging to Catu, who claim that students from different standards were gathered in the same classrooms and political meetings are being held instead," the report said.

This week Catu Border organising secretary TM Njoloza denied that Catu had made this statement.

Njoloza also denied that Catu claimed that "ELPTU members only sign the attendance register and then go home or shopping" and that Catu is "more willing to take over the new units and start the academic year".

Mtshali, 9, Sindisile Mtshali, 7, Lindelilwa Zwane, 9, Lynette Mtshali, 10, Freda Mkhize, 12, and Artwell Phothwane, 9.

A Pretoria police spokesman said there had been "police action" in Lamontville, but he was unable to confirm the 13-year-old's death. He said that according to his report, a pupil had been slightly wounded and taken into custody.

Lamontville Education Crisis Committee co-ordinator Florence Mkhize said pupils had expressed legitimate grievances to principal Langa about non-delivery of stationery.

"They were not boycotting classes," she said.

Meanwhile, pupils at other Lamontville schools have been staying away after allegedly being warned by cops that action would be taken against them if they entered the school premises.

A Durban police spokesman said schools had been closed until April 15, but this could not be confirmed by the DET.

● Lamontville High School students last week alleged they were turned away from school at gunpoint by cops, who told them the DET had suspended classes until April 11. DET deputy director Steve Buys confirmed this week classes at the school had been suspended until April 11.

Court stops death threats

By SIBUSISO MNGADI

A DURBAN judge this week granted a National Education Crisis Committee member's father an urgent interdict against two senior Inkatha members.

Judge Nienaber granted applicants James Tombela and Moses Mthembu of KwaMashu an interdict restraining KwaMashu Councillor BW Jwara and former KwaZulu MP Gobisizwe Bhengu from assaulting and threatening them and their families.

Jwara and Bhengu are prominent Inkatha leaders. They were also restrained from damaging the applicants' homes.

In his affidavit, Ntombela - father of Durban NECC member Simon Ntombela - said last week Bhengu, Jwara and two others known to him as Mbutho and Bhengu - both C Section block chairmen - came to his house.

"He said he had heard that my other son, Bongani, 22, intended to burn down KwaZulu government buildings and Bhengu's home in KwaMashu," read the affidavit.

Jwara threatened if any building or vehicle was burnt in KwaMashu, he would hold the Ntombela family responsible.

He would surround their house, bomb it and shoot whoever tried to escape.

Bhengu said they had guns and ammunition.

They then went to Ntombela's neighbour, a Mr Mthembu, accompanied by 10 armed men. Jwara accused Mthembu's 12-year-old son Martin of attacking homes. They repeated the threat made to Ntombela.

The local police said they could do nothing, said Ntombela.

Button up with



DARWOOD
THE TROUSER WITH
THE NAME
ON THE BUTTON

been completed; if not, (a) why not and (b) when is it anticipated that they will be completed; if so, what was the (a) quantity and (b) value of each category of stores involved in these offences;

(5) whether any steps have been taken to prevent a recurrence; if so, what steps?

(4) whether any persons have been prosecuted in this regard; if so, (a) how

The MINISTER OF DEFENCE:
Yes. Details in subsection (1) to (4) are as follows:

Subsection	Fuel	Tyres	Other stores Welding machine	Engines
(1) (a) and (b)	Theft suspected in December 1985	November 1985	Between January 1984 and January 1986	1981 and 1982

(2) Yes Yes Yes Yes

(a) December 1985 November 1985 December 1985 December 1985

(b) In all cases by the Military Police in co-operation with the SWA Police.

(3) No Yes No No

(a) Evidence is still being gathered 10 Evidence is still being gathered Evidence is still being gathered

(b) Undeterminable R635,50 Undeterminable Undeterminable

(4) None Yes None None

(a) 4 Found guilty in Magistrate's Court. Fines of between R250-R300 instituted.

(b) 9 December 1985

(c)

(5) Yes.

- Control staff of the stores concerned is rotated.
- The security fence around the stores area strengthened.
- Guards are posted after normal working hours.
- The officer commanding conducts monthly stock taking.
- Fuel tanks of vehicles sealed with a lead seal.

HOA

740. Mr. D. J. N. MALCOMES asked the Minister of Defence:

Handwritten: Citizen Force 1234
McINTOSH asked the

(1) Whether any persons liable to perform service of up to 120 days in cycles of two years in terms of sections 21 and 22(3)(b) or section 89A of the Defence Act, No 44 of 1957, did not perform any service in 1984 and 1985, respectively; if so, what percentage of the total number of members of the Citizen Force did not perform such service in each of these years;

(2) what percentage of the total number of members of the Citizen Force performed service for periods of (a) up to 30 days, (b) from 31 to 90 days and (c) from 91 to 120 days in each of the above years?

The MINISTER OF DEFENCE:

(1) and (2) Service records of Citizen Force members who are liable to perform service in terms of sections 21 and 22(3)(b) or section 89A of the Defence Act, 1957 are held on a decentralised basis at units and consequently these figures are not readily available. In view of the extent of the task it would require a great effort, taking up considerable time, to obtain the information.

Q 252 1061 Aircraft fuel
742. Mr. D. J. N. MALCOMES asked the Minister of Transport Affairs:

What is the estimated saving for the South African Airways on aircraft fuel in the 1986-87 financial year as a result of (a) the rand/dollar exchange rate at present as compared with the exchange rate used for budget purposes and (b) the international and local decline in crude oil prices?

The MINISTER OF TRANSPORT AFFAIRS:

- (a) R41 million.
- (b) R14 million.

HOA

Own Affairs: Q 252 1062
Teacher/pupil ratio
59. Mr. R. M. BURROWS asked the Minister of Education and Culture:

What teacher/pupil ratio was applicable in (a) primary and (b) secondary schools in (i) each of the provincial education departments, and (ii) his Department, as at the latest specified date for which figures are available?

The MINISTER OF EDUCATION AND CULTURE:

- Natal
(a) 1 to 21,2;
(b) 1 to 16,32;
(as on 31 December 1985).
- Cape
(a) 1 to 18;
(b) 1 to 16;
(as on 31 December 1985).
- Orange Free State
(a) 1 to 22,2;
(b) 1 to 16,1;
(information in respect of 1985).
- Transvaal
(a) 1 to 24,2;
(b) 1 to 16,8;
(information as on 10th school day 1986).

The Department of Education and Culture
The Department of Education and Culture manages schools for Special Education, schools falling under the Children's Act and training centres for Mentally Retarded Children.
In the schools for Special Education, pre-primary, primary and secondary pupils receive tuition in the same building.
At present the following teacher/pupil



ratio is applicable in the classroom situation:

(1) Schools for the Hearing Impaired: (Deaf and Hard of Hearing)

(i) Pre-primary sections: 8 pupils per teacher;

(ii) Primary sections: 10 pupils per teacher;

(iii) Secondary sections: 10 pupils per teacher.

(2) Schools for the Visually Impaired: (Blind and Partially Sighted)

(i) Pre-primary sections: 9 pupils per teacher;

(ii) Primary sections: 10 pupils per teacher;

(iii) Secondary sections: 10 pupils per teacher;

(iv) Sections for the deaf-blind: 3 pupils per teacher.

(3) Schools for the Neurally Handicapped: (Cerebral palsied, epileptic, physically handicapped, specific learning disabled)

(i) Pre-primary sections: 10 pupils per teacher;

(ii) Primary sections: 10 pupils per teacher;

(iii) Secondary sections: 10 pupils per teacher.

(4) Schools for pupils with Early Childhood Autism
All sections: 3 pupils per teacher.

(5) Child Care and Reform Schools
Information is not available as pupil numbers change daily. Pupils are referred by the Courts and discharges occur regularly.

(i) Practical and/or Secondary courses—

(a) Academic: 17 to 30 pupils per teacher;

(b) Trade, home economics and other vocational fields: 25 pupils per teacher.

(ii) Practical and/or Special courses—

(a) Academic: 25 pupils per teacher;

(b) Trade, home economics and other vocational fields: 25 pupils per teacher.

(6) Training Centres for Mentally Retarded Children
10 pupils per teacher.

Provincial education authorities
MR R M BURROWS asked the Minister of Education and Culture:

(1) Whether his Department is concerned with the co-ordination of financial requests from the provincial education authorities; if not, why not; if so, (a) what is the formula currently applied for, and (b) what factors are taken into consideration in the calculation of, the financing of provincial education;

(2) whether provincial education authorities are permitted to apply the principle of *virement* to their expenditure on education; if not, why not?

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes, the Department of Education and Culture is concerned with this matter from 1 April 1986;

(a) the Department has not yet applied a formula as it was not a function of this Department in the past;

(b) the estimates for 1986/87 were still drafted by the provincial education authorities:

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(2) yes; the conditions must however still be determined. The policy of the Department will be determined in accordance with the general policy laid down by the Minister of National Education in terms of the National Policy for General Education Affairs Act, 1984 (Act No. 76 of 1984).

(a) It is a state-aided youth movement.

(b) no officer is exclusively involved in it, but a number pay priority attention to it.

(c) cultural officers and an assistant director.

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

Land Service movement

(1) Whether his Department has any connection with the Land Service movement; if so, (a) what is the nature of the connection, (b) how many officials in his Department are charged with the affairs of this movement, (c) what posts do these officials occupy and (d) how many officials are there in each post;

(2) No.

(3) No.

(a) Falls away.

(b) Falls away.

(4) No.

(5) No.

(6) Yes.

(a) R205 685.

(b) Subsidising camps and courses.

(7) Yes. R216 000.

TUESDAY, 15 APRIL 1986

†Indicates translated version.

For oral reply:

General Affairs:

State President:

Shares in newly listed companies

*1. Mr K M ANDREW asked the State President:

^{STAR}
15/4/86
RC schools
30
face closure

About 65 private Catholic schools could face closure following a decision not to re-register with the Government in protest at a racial clause in the new registration regulations.

The decision not to re-register means that these schools — which accommodate about 22 000 pupils of all races — will be illegal.

● See Page 7.

STAR 15/4/86.

Catholic (50) schools could face closure over quota

By Susan Fleming, Education Reporter

About 65 private Catholic schools could face closure following a decision at the weekend not to re-register their schools with the Government until a racial clause in the new registration regulations has been removed.

The decision not to re-register means that these schools — which accommodate 22 000 pupils of all race groups — will be illegal.

The heads of religious orders in charge of Catholic schools met in Johannesburg this weekend to discuss draft regulations for the registration and subsidisation of private schools. The heads unanimously rejected any clauses which imposed a racial quota on private schools.

PRIVATE SCHOOLS TO RE-REGISTER

"The meeting agreed that unless these clauses were withdrawn the schools could not, in conscience, apply even for registration," said a statement from the South African Catholic Bishop's Conference.

When the Government recently announced that a subsidisation deal would be offered to private schools it also said that schools would have to re-register under the new regulations.

These regulations include that the admission of pupils who are not white must be done in accordance with the Constitution, that the appointment of teachers must be approved by the white "own affairs" education authorities and that the school principal will be subject to the directives and instructions of the director of education.

After the registration regulations have been met the school may apply for a 15 percent of a 45 percent subsidy. Schools accepting the 45 percent subsidy will be subject to more State control.

The Catholic schools also voiced "strong objection" to the increased limitation of the freedom of private schools in the draft regulations.

GOVT ACCUSED OF 'BLACKMAIL'

They appealed to the authorities to "recognise the right of church schools to serve their communities according to their religious principles and to provide that subsidisation to which all parents believe they have a right".

Representatives from the Jewish and Anglican schools have also slammed the racial regulation, but no decision on action has yet been taken.

The Government has been accused by the Progressive Federal Party of using "blackmail" in trying to force private schools to apply a racial quota that will keep them predominantly white.

The PFP spokesman on education, Mr Roger Burrows, said recently that the Government would pay a 45 percent subsidy only if the school was 90 percent white. To receive a 15 percent subsidy, schools would have to be 80 percent white. To register for any subsidies, they had to be 70 percent white.

Details of the new system will be released next month.

Parliament and Politics

Du Plessis attacks CP over schools

Political Staff
and Sapa

HOUSE OF ASSEMBLY. — The direct tax paid by most Afrikaners was not sufficient to cover the cost of their children's education, the Minister of Finance, Mr Barend du Plessis, said yesterday.

Replying to second-reading debate on the Budget, he rejected Conservative Party complaints that whites paid for the education of blacks.

Redistribution of income to pay for the schooling of developing communities in South Africa was an "absolute prerequisite" and a "Christian reality".

Mr Du Plessis said a white family with two children had to earn a total of R27 500 a year before they paid enough tax to cover their education.

Rough figures showed that 68 percent of two-child families did not reach this income-level.

Altogether, 89 percent of whites with one child at school and one at university, and 94 percent of those with two children at school and one at university, did not earn enough to pay for their education.

Quoting a study by University of Stellenbosch economic statistician Prof J L Sadie, Mr Du Plessis said that "even today" it was fair to say that English-speaking whites paid 60 percent of all income tax.

'Were on their knees'

A company could not be classified as purely English or Afrikaans, but according to Professor Sadie, only 22 percent of companies in this country were under Afrikaans control.

According to him, English speakers paid 75 percent of total company tax.

"I say categorically that it is acceptable to members of the CP that in the days when Afrikaans-speakers were on their knees, they were subsidized by English speakers.

"But now there is this illusion that the Afrikaner has developed to such an extent in the economy that he can stand on his own feet, this issue of redistribution of incomes is being thrown at our heads."

Facts showed that the claim that the Afrikaner was economically self-sufficient was "not true", Mr Du Plessis said. The "unarguable truth" was that even now the majority of Afrikaner families did not pay enough tax to cover the cost of their children's education.

He had never, since 1948, heard an English-speaker say he was against paying for an Afrikaner's education. This was because they realized all South Africans were bound by destiny into the same economic community.

Relief for motor industry

Rightist radicals tried to politicize this matter. "But we as Afrikaners have no moral right to do this. The facts of the history of this country say otherwise."

It was a "shock" to hear the level of CP debate. South Africa was at an hour of crisis, and members had to rise above their own self-interest.

● Much-needed relief, possibly in the form of reductions in customs duty or some other tax concession, may be on the cards for the beleaguered Eastern Cape motor industry.

This was hinted at yesterday by Mr Du Plessis.

He stressed that while he did not want to raise hopes unnecessarily, consideration was being given to tax concessions and suggested a reduction in customs duties was one possibility.

Mr Du Plessis said any decision would have to await the report of the Margo Commission — expected within the next few months.

Changed GST structure

He said the commission was also to give consideration to a changed structure for general sales tax.

Until this had been done he believed no attempt should be made either to reduce GST or tamper with it structurally.

The minister contested claims that a reduction in GST would alleviate the plight of the poor, noting that most basic foodstuffs were exempt from the tax.

Mr Du Plessis rejected out of hand assertions that the Budget failed to give any attention to the country's inflationary problems.

Several elements addressed this problem, he claimed. These included:

- Setting money supply targets.
- Keeping increases in government expenditure below the inflation rate.
- The deficit before borrowing was reasonable by most limits — and the intention was to finance it in a non-inflationary manner.

Catholics reject race quotas

appeals
15/4/86
50

Staff Reporter

ROMAN Catholic private schools have rejected draft regulations for a government subsidy scheme which imposes a racial quota on schools.

At a meeting on Friday, heads of religious orders in charge of Catholic schools agreed that unless these clauses were withdrawn, "the schools could not, in conscience, apply even for registration".

A press statement issued by the Department of Schools of the South African Catholic Bishops' Conference said the meeting also "voiced strong objection to the increased limitation on the freedom of private schools implied in the draft regulations".

The 70 schools of the Association of Private Schools (APS) are to discuss the draft regulations at a special general meeting in Johannesburg on Monday, April 21, and are not commenting on the Catholic stand until then, the chairman of the Western Cape branch of the APS, Mr Pierce Newton-King, said yesterday.

Sister Marian, Regional Superior of the Dominican Sisters, said yesterday that at meetings held with the Directors of Education in the Cape, Transvaal and Natal (the Free State director was on holiday), church representatives had been given a list of criteria for the registration and subsidization of private schools.

"From these it would appear that existing schools will have to re-register and that a racial quota will be imposed. What that quota is has not been made clear to us," she said yesterday.

The draft regulations were given to school re-

presentatives at a meeting in Johannesburg after the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, announced on March 10 that government subsidies to private schools, previously paid only for white pupils, would be paid for all pupils irrespective of race.

The subsidies of 45 percent or 15 percent would be R467 or R156 for pupils up to Std 7 and R701 or R234 for pupils in Std 8 to 10.

Mr Clase said applications from private schools would be considered in the light of several criteria including the "composition of the pupil community".

About two weeks later Mr Roger Burrows (PFP Pinetown) said this meant that:

- In order to gain a 45 percent subsidy, private schools would have to be 90 percent white;

- To gain a 15 percent subsidy some 80 percent of pupils would have to be white;

- To simply register as a school under the Department of Education and Culture without receiving a cent from the State, a school would have to be 70 percent white.

Mr Clase responded to Mr Burrows's questions on this by referring him back to his statement of March 10. "When the actions envisaged therein have been completed, further information will be made available," Mr Clase said.

Meanwhile, Catholic church schools are awaiting a response to their appeal to the government to "recognize the right of church schools to serve their communities according to their religious principles".

PARLIAMENT

2% cut in Budget estimates feasible

A CUT in the 1986/87 Budget expenditure estimates was feasible, Minister of Finance Barend du Plessis said in the House of Assembly yesterday.

Du Plessis said the 2% across-the-board cut was feasible in view of recent improvements in "variables" such as the rand's exchange rate, the drop in oil prices and interest rates, and agreement on foreign debt repayment.



● Du Plessis

Replying to the Second Reading debate on the Appropriation Bill he said these and other variables had had to be "fixed" to calculate expenditure estimates and that if it was possible, the whole budget cycle would have been reconsidered in view of their improvement to see where further savings could be made.

This could however not be done and it had therefore been decided to implement the 2% cut in all government departments and this was feasible. Du Plessis dismissed criticism earlier in the debate by PFP finance spokesman

Harry Schwarz (Yeoville) that government had lost its credibility over its expenditure figures, and that it could not curtail its spending.

The Additional Budget showed there were no real grounds to accuse government of not having adhered to its goals. They had needed only 0.4% over last year's Budget.

Responding to interjections from Schwarz on the feasibility of the 2% cut as applied to the police, the minister said it was true that the force was "80% personnel intensive" where cuts were not possible, but that savings were definitely possible in the other 20%.

The same applied to the various education departments where one-twelfth of the annual remuneration bill could be saved by delaying appointments for a month.

The Department of Foreign Affairs, under Pk Botha, was one that was "absolutely exposed" to variations in the rand's exchange rate.

Its budgetary allocation had been calculated at an exchange rate of under \$0.40, but this figure was now close to \$0.50, so there was obviously ample room for savings. — Sapa.

BUDGET
GST: call for change of format

FINANCE Minister Barend du Plessis yesterday said in the Assembly he believed the Margo Commission should recommend a completely changed structure for general sales tax.

However, he said in his reply to the Second Reading debate on the Budget, now was not the right time to tamper with the percentage or structure of GST.

Du Plessis had referred in the past to what he believed were some of the shortcomings in the structure of the tax and for these reasons believed the Margo Commission investigating the country's tax structure should recommend a change.

He said he did not agree with Opposition MPs that a reduction in the percentage of GST would benefit the poor.

They spent most of their income on food, which was tax-free, and government had in fact already assisted them by not re-introducing sales tax on food.

Responding to arguments that the Budget was of no benefit to the man in the street, Du Plessis said government had raised the threshold of income tax last year at the same time as it had "inadequately treated" those at the top end of the tax scale. — Sapa.

BUDGET DAY
Afrikaners 'cannot pay'

DIRECT tax paid by most Afrikaners was not sufficient to cover the cost of their children's education, Finance Minister Barend du Plessis said in the Assembly yesterday.

Replying to Second Reading debate on the Appropriation Bill, he said he rejected Conservative Party complaints that whites paid for the education of blacks. Redistribution of income to pay for the schooling of developing communities was an "absolute prerequisite".

Du Plessis said a white family with two children had to earn a total of R27 500 a year before they paid enough tax to pay for the education of those children. Rough figures showed that 68% of those white, two-child families in SA did not earn enough to pay for their children's schooling.

Altogether, 89% of whites with one child at school and one at university, and 94% of those with two children at school and one at university, did not earn enough to pay for their education.

Quoting a study by University of Stellenbosch statistician Professor J.L. Saldie, Du Plessis said "even today" it was fair to say that English-speaking whites paid 60% of all income tax.

According to Saldie, only 22% of companies in this country were under Afrikaans control and English-speakers paid 75% of total company tax, Du Plessis said. — Sapa.

number of persons make use of the Johannesburg station daily and (b) in respect of what date is this information furnished;

- (2) whether entrances and exits at this station are still marked "White" and "non-White"; if so, why;
- (3) whether work on the improvements to the facilities at the station has been completed; if not, why not; if so, (a) what specified improvements were undertaken and (b) at what estimated total cost?

*The MINISTER OF TRANSPORT AFFAIRS:

- (1) (a) The estimated figure of 219 000 quoted in the reply to question No 90 on 21 February 1985 was based upon a limited census undertaken a few years ago. A census is at present being planned to determine an accurate figure. It is expected that the census will be completed during June 1986 and I will furnish the result to the hon member as soon as it is to hand.

(b) Falls away.

(2) No.

(3) Yes.

(a) Improvements to the reservation office.

(b) R169 421.

Incident on suburban train

*5. Mr D J N MALCOMMESS asked the Minister of Transport Affairs:

- (1) Whether any official of the South African Transport Services took any action against a Black person on a suburban train travelling from Johannesburg to Randfontein on or

about 14 March 1986; if so, (a) what action and (b) why;

- (2) whether this official requested the police to intervene; if so, (a) why and (b) with what result;
- (3) whether any other persons intervened in this incident; if so, (a) who, (b) why and (c) what was the (i) nature and (ii) result of their intervention;
- (4) whether any official of the South African Transport Services took any action as a result of the intervention of these persons; if so, (a) what action and (b) with what result?

The MINISTER OF TRANSPORT AFFAIRS:

- (1), (2), (3) and (4) I have no knowledge of such an incident. If the hon member will furnish me with more particulars of the alleged incident, the matter will be investigated.

Q 202 1080 -
KANYAMAZANE
HANSARD 15/4/86
*6. Mr P G SOAL asked the Minister of Law and Order:

- (1) Whether the South African Police took any action in Kanyamazane on or about 22 March 1986; if so, (a) what action and (b) why;

(2) whether any shots were fired on this occasion; if so, what were the circumstances surrounding the incidents during which shots were fired;

(3) whether any persons were (a) killed and (b) injured as a result; if so, how many in each case;

(4) whether inquests have been held into the deaths of these persons; if not, why not; if so, (a) when and (b) what was the cause of death in each case;

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

*The MINISTER OF LAW AND ORDER:

(1) Yes.

(a) and (b) During 4 incidents police vehicle-patrols were surrounded by black crowds, armed with pipes, sticks and stones. While members of the South African Police were busy removing obstacles from a public road, rocks were rolled onto them and their vehicles from the slopes next to the road. Stones and petrolbombs were also hurled at the members' vehicles, as a result of which the members' lives were put in danger and they had to use their fire-arms to protect their lives and restore order.

(2) Yes, as explained in paragraph (1).

(3) (a) 1 Black male was killed.

(b) No case of injured persons has come to the notice of the police.

(4) No, the investigation of the inquest docket has not been completed yet.

(a) and (b) Fall away.

(5) No.

Mr P G SOAL: Mr Chairman, arising out of the reply of the hon the Minister, in view of the fact that there are certain people who will say that the circumstances differed from those he described in answer to paragraph (1) of the question, will he appoint an independent person to investigate the incident? [Interjections.]

*The MINISTER: Mr Chairman, I can honestly not partake in a fictitious debate.

With reference to his reply to Question No 334 on 12 March 1986, what was the extent of the subsidy granted to bus operators in respect of commuter traffic in the Port Elizabeth metropolitan area in the 1984-85 financial year?

The MINISTER OF TRANSPORT AFFAIRS:

R4 767 473,20.

Q 202 1082.
School pupils: per capita expenditure -
HANSARD 15/4/86
*8. Mr H E J VAN RENSBURG asked the Minister of Education and Development Aid:

What was the per capita expenditure, (a) including and (b) excluding expenditure of a capital nature, on Black school pupils in the 1984-85 financial year?

*The MINISTER OF EDUCATION AND DEVELOPMENT AID:

The per capita expenditure for Secondary and Primary pupils was:

(a) R291,87.

(b) R223,84.

Q 202 1082
Books/accommodation/equipment -
HANSARD 15/4/86
*9. Mr R M BURROWS asked the Minister of Education and Development Aid:

What amounts were spent by the Department of Education and Training on (a) school text books, (b) library books, (c) hostel accommodation subsidies, (d) pupil transport subsidies, (e) school audiovisual equipment, (f) school buildings, (g) stationery and (h) school furniture in each of the latest specified three years for which figures are available?

The MINISTER OF EDUCATION AND DEVELOPMENT AID (Reply laid upon the Table with leave of House):

Bus operators: subsidy -
HANSARD 15/4/86
*7. Mr A SAVAGE asked the Minister of Transport Affairs: Q 202 1081.

Item	1982/83	1983/84	1984/85
(a) School Textbooks	6 087 683	7 326 040	9 939 165
(b) Library Books	501 621	2 853 527	3 790 860
(c) Hostel Accommodation	978 229	1 157 564	1 153 460
(d) Pupil Transport	273 754	377 475	414 988
(e) School Audio-visual equipment	99 399	43 385	360 878
(f) School Buildings	66 656 910	100 020 323	108 433 316
(g) Stationery	404 403	422 631	131 281
(h) School Furniture	6 966 429	5 944 842	3 443 203

Note:

- (1) These figures are in respect of primary and secondary schools only.
- (2) The expenditure in respect of Pupil Transport is for the transport between schools and technical centres.
- (3) Stationery was only supplied in respect of compulsory education.

(a) How many (i) males and (ii) females in each race group were detained in terms of security legislation (aa) in 1985 and (bb) from 1 January 1986 to the latest specified date for which figures are available and (b) how many persons in each of the above categories were under the age of 20 years?

Q can 1083 Detainees
HANSEN 15/4/86
 *10. Mrs H SUZMAN asked the Minister of Law and Order:

The MINISTER OF LAW AND ORDER
 (Reply laid upon the Table with leave of House):

(a)	(aa) 1985.	(bb) 1986-01-01 until 1986-04-03.
(i) Males (396)	331	108
(ii) Females (67)	53	108

	Black	Coloured	Asian	White
(i) Males (75)	72	—	2	1
(ii) Females (16)	10	2	2	2
(b) Under 20 years (30)	30	—	—	—

Note: These figures refer only to detainees in terms of section 29(1) of the Internal Security Act, 1982 (Act 74 of 1982).

HANSEN 15/4/86
 *11. Mr R M BURROWS asked the Minister of Education and Development Aid:

- (1) How many (a) White and (b) Black (i) Regional Directors, (ii) Inspectors:

(2) whether there are any vacancies in respect of the above categories; if so, how many in respect of each category as at the latest specified date for which information is available?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

- (1) (a) (i) Regional Directors 7
- (ii) Deputy Directors 14
- (iii) Assistant Directors (Area offices) 49
- (iv) Circuit Inspectors None
- (v) 1 628.
- (b) (i) Regional Directors None
- (ii) Deputy Directors 7
- (iii) Assistant Directors (Area offices) None
- (iv) Circuit Inspectors 171

(2) On 31 January 1986 the following posts were vacant:

(a) 9 in respect of Assistant Directors (Area offices).

(b) 6 in respect of Circuit Inspectors.

(c) 1 083 in respect of teachers as on the 31 December 1985.

Note:
 The structure in respect of the different posts in the Department changed in 1985. New posts of Deputy Director were created at regional offices and the other posts were revised as follows:

- Pre-revised
- (i) Inspector: Education (Circuit) Assistant Director (Area offices)
- (ii) Inspector: Education Falls away.
- (iii) School Inspector Circuit Inspectors.

Q can 1085 Salaries
HANSEN 15/4/86
 *12. Mr R M BURROWS asked the Minister of Education and Development Aid:

(a) What are the salary scales currently applicable to teachers serving in his Department with qualifications below M + 3

The MINISTER OF EDUCATION AND DEVELOPMENT AID (Reply laid upon the Table with leave of House):

Post Level	Category	Salary Scale	(a)	Number Male	Female	Total
1	a3	Male : R2 910 Female: R2 184	1 149	4 989	6 138	
	a2m	Male : R3 246 × 336 - 3 918 Female: R2 574 × 336 - 3 246	724	1 046	1 770	
	a2	Male : R3 246 × 336 - 3 918 × 540 - 4 998 × 600 - 6 198 × 690 - 6 888 × 740 - 7 974 × 840 - 8 918 × 940 - 9 918 × 1 040 - 10 918 × 1 140 - 11 918 × 1 240 - 12 918 × 1 340 - 13 918 × 1 440 - 14 918 × 1 540 - 15 918 × 1 640 - 16 918 × 1 740 - 17 918 × 1 840 - 18 918 × 1 940 - 19 918 × 2 040 - 20 918 × 2 140 - 21 918 × 2 240 - 22 918 × 2 340 - 23 918 × 2 440 - 24 918 × 2 540 - 25 918 × 2 640 - 26 918 × 2 740 - 27 918 × 2 840 - 28 918 × 2 940 - 29 918 × 3 040	391	2 680	3 071	

Handwritten mark resembling a '7' or similar symbol.

Item	1982/83	1983/84	1984/85
(a) School Textbooks	6 087 683	7 326 040	9 939 165
(b) Library Books	501 621	2 853 527	3 790 860
(c) Hostel Accommodation	978 229	1 157 564	1 153 460
(d) Pupil Transport	273 754	377 475	414 988
(e) School Audio-visual equipment	99 399	43 385	360 878
(f) School Buildings	66 656 910	100 020 323	108 433 316
(g) Stationery	404 403	422 631	131 281
(h) School Furniture	6 966 429	5 944 842	3 443 203

Note:

- (1) These figures are in respect of primary and secondary schools only.
- (2) The expenditure in respect of Pupil Transport is for the transport between schools and technical centres.
- (3) Stationery was only supplied in respect of compulsory education.

(a) How many (i) males and (ii) females in each race group were detained in terms of security legislation (aa) in 1985 and (bb) from 1 January 1986 to the latest specified date for which figures are available and (b) how many persons in each of the above categories were under the age of 20 years?

Q on 1083 Detainees

HANSEN 15/4/86
*10. Mrs H SUZMAN asked the Minister of Law and Order:

The MINISTER OF LAW AND ORDER (Reply laid upon the Table with leave of House):

(a) (aa) 1985.	Black	Coloured	Asian	White
(i) Males (396)	331	40	17	8
(ii) Females (67)	53	8	1	5
(b) Under 20 years (114)	108	6	—	—
(bb) 1986-01-01 until 1986-04-03.				
(i) Males (75)	Black 72	Coloured —	Asian 2	White 1
(ii) Females (16)	10	2	2	2
(b) Under 20 years (30)	30	—	—	—

Note: These figures refer only to detainees in terms of section 29(1) of the Internal Security Act, 1982 (Act 74 of 1982).

HANSEN 15/4/86
*11. Mr R M BURROWS asked the Minister of Education and Development Aid:

- (1) How many (a) White and (b) Black (i) Regional Directors, (ii) Inspectors:

(2) whether there are any vacancies in respect of the above categories; if so, how many in respect of each category as at the latest specified date for which information is available;

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

(v) 45 059.

- (1) (a) (i) Regional Directors 7

Statistics as on 31 January 1986.

- (ii) Deputy Directors 14

(2) On 31 January 1986 the following posts were vacant:

- (iii) Assistant Directors (Area offices) 49

(a) 9 in respect of Assistant Directors (Area offices).

- (iv) Circuit Inspectors None
- (v) 1 628.

(b) 6 in respect of Circuit Inspectors.

- (b) (i) Regional Directors None

(c) 1 083 in respect of teachers as on the 31 December 1985.

- (ii) Deputy Directors 7

Note:

The structure in respect of the different posts in the Department changed in 1985. New posts of Deputy Director were created at regional offices and the other posts were revised as follows:

- (iii) Assistant Directors (Area offices) None
- (iv) Circuit Inspectors 171

Pre-revised

- (i) Inspector: Education (Circuit)

Revised Assistant Director (Area offices)

- (ii) Inspector: Education

Falls away.

- (iii) School Inspector

Circuit Inspectors.

Q on 1085 Salaries

HANSEN 15/4/86
*12. Mr R M BURROWS asked the Minister of Education and Development Aid:

- (a) What are the salary scales currently applicable to teachers serving in his Department with qualifications below M + 3

The MINISTER OF EDUCATION AND DEVELOPMENT AID (Reply laid upon the Table with leave of House):

and (b) how many teachers were there on each salary scale as at the latest specified date for which figures are available?

Black Teachers

Post Level	Category	Salary Scale	(a)	(b)	Total
1	a3	Male : R2 910	391	Male 1 149	6 138
		Female: R2 184			
	a2m	Male : R3 246 × 336 = 3 918	724	Female 4 989	
		Female: R2 574 × 336 = 3 246			
	a2	Male : R3 246 × 336 = 3 918 ×	1 046	Female 1 770	
		540 - 4 998 × 600 =			
		6 198 × 690 = 6 888	391	Male 2 680	
		Female: R2 574 × 336 = 3 918 ×			
		540 - 4 998 × 600 =		Female 3 071	

15/4/86
HANSARD
 13. Mr S S VAN DER MERWE asked
 the Minister of Law and Order:

it in anybody's interest to make
 know his identity.
 (d) Constable R Spannenberg.

- (1) Whether a certain constable, whose name has been furnished to the South African Police for the purpose of the Minister's reply, was killed on or about 25 March 1986; if so, (a) in what manner, (b) where, (c) by whom and (d) what was his name;
- (2) whether this constable was on duty at the time;
- (3) whether this constable had been suspended from duty at the time; if so, why;
- (4) whether any financial benefits will accrue to the next of kin of this constable from the South African Police as a result of his death; if so, what specified benefits; if not, why not;
- (5) whether his suspension affects any benefits that might have accrued to his family; if so, (a) what benefits, (b) in what manner and (c) why;
- (6) whether any persons have been arrested in connection with his death; if so, how many;
- (7) whether an investigation is being conducted into the offence or offences which led to his suspension; if so,
- (8) whether this investigation will continue; if not, why not?

The MINISTER OF LAW AND ORDER:

- (1) Yes.
- (a) Shot dead.
- (b) Old Cross Roads, Nyanga.
- (c) One person has already been arrested. I, however do not deem

- (2) No.
- (3) Yes, for an alleged criminal offence which was investigated against him.
- (4) Yes, a leave gratuity and a gratuity in terms of the Government Service Pension Act, 1973 (Act 57 of 1973). His widow and dependant children remain members of the South African Police's medical scheme and a monthly allowance from the South African Police Widow and Orphans Fund for her and her children is under consideration.
- (5) No.
- (a) tot (c) Fall away.
- (6) Yes, 1 person.
- (7) Yes.
- (8) No, not in respect of the deceased member.

Constable killed

*14. Mr S S VAN DER MERWE asked the Minister of Law and Order:

- (1) Whether a certain constable, whose name has been furnished to the South African Police for the purpose of the Minister's reply, was killed on or about 25 March 1986; if so, (a) where, (b) in what manner and (c) what was his name;
- (2) whether this constable was on duty at the time; if not, what were the circumstances surrounding his death;
- (3) whether any arrests have been made in connection with his death; if so, how many;
- (4) whether any financial benefits will accrue to the next of kin of this con-

stable from the South African Police as a result of his death; if not, why not; if so, (a) what amount and (b) what is the nature of these benefits;

(5) whether such benefits accrue to families of members of the Police Force who die while not on duty; if not, under what circumstances are such benefits paid out?

tion will be tabled; if not, why not; if so, when;

(3) when was this commission originally established?

The MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

(1) Yes;

(a) 20 March 1986;

(b) (i) and (ii) the report consists of nine volumes and the findings and recommendations are so comprehensive that it can not be furnished within the limits of a reply;

(2) Yes; the report is at present being prepared for publication and it is expected that it will be available within six weeks for Tabling;

(3) 2 April 1980.

- (1) Yes.
- (a) Lansdowne, Nyanga.
- (b) Shot dead.
- (c) Constable P Legone.
- (2) Yes.
- (3) No.
- (4) Yes.

(a) and (b) In terms of the provisions of the Government Service Pension Act, 1973 (Act 57 of 1973) a gratuity, as well as a leave gratuity, will be paid into the member's estate. He was unmarried. I do not deem it appropriate to make known the amounts concerned.

(5) Yes.

Commission of Inquiry into Health Matters

*15. Dr M S BARNARD asked the Minister of National Health and Population Development:

- (1) Whether the Commission of Inquiry into Health Matters has completed its investigation; if not, when is it anticipated that it will complete its investigation; if so, (a) when and (b) what were the (i) findings and (ii) recommendations;
- (2) whether the report of this commis-

sion will be tabled; if not, why not; if so, when;

The MINISTER OF EDUCATION AND DEVELOPMENT AID: The Minister of National Education is at present in co-operation with the Ministers of Education and Culture of the three Houses and the Minister of Education and Development Aid formulating a programme and a formula aimed at achieving parity in Educational opportunities for all population groups in the RSA.

- (1) Whether his Department has calculated the total estimated cost of achieving parity between Black and White school education by 1990 and 1995, respectively; if so, what are the costs in each case; if not, why not;
- (2) whether it is the intention of his Department to calculate these costs; if not, why not; if so, when?

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

Party in school education
HANSARD
 15/4/86

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Mr K M ANDREW: Mr Chairman, arising from the hon the Minister's reply, may I ask him how his Deputy Minister could have made a public statement that it was intended to achieve parity within ten years?

The MINISTER: Mr Chairman, the exact terms of this programme will be announced by the hon the Minister of National Education, who has the overall responsibility for the standards and norms of financing with regard to education in respect of all departments, and in that announcement not only a formula but also the details of a programme—a time schedule, in other words—will be announced.

Mr K M ANDREW: Mr Chairman, further arising out of the hon the Minister's reply to the previous supplementary question, I should like to point out that he was asked whether such a calculation had been made, and he failed to answer directly. Could he therefore tell the House whether such a calculation has in fact been made?

The MINISTER: Mr Chairman, many calculations have been made with regard to trying to determine, first of all, the parameters within which to calculate the backlog in educational facilities, the levels at which parity in educational facilities should be achieved, and also the parameters in relation to the financial means of the State in this regard. Since these are factors which interact mutually it was thought best to bring them all together in a formula and to work out a programme or time schedule within which that formula could be introduced and ultimately fully implemented.

*17. Mr K M ANDREW—Finance. [Reply standing over.]

Q & A 1095
HANSARD 15/4/86
BHC poison
*18. Mr R R HULLEY asked the Minister of Agricultural Economics:

- (1) Whether the poison known as BHC has been used to combat locusts in the Eastern Cape in recent weeks; if so,
- (2) whether (a), he, (b) his Department

and/or (c) any other body authorised the use thereof; if so, (i) by whom was it authorised, (ii) what quantity of the poison was used and (iii) where were supplies of the poison obtained;

- (3) whether the use of this poison was monitored; if so, by whom;
- (4) whether all the persons applying this poison were issued with the recommended protection equipment; if so, with what specified equipment;
- (5) whether those applying the poison, suffered any ill-effects attributable to contact with BHC; if so, what is the nature of these ill-effects;
- (6) whether this poison is still being used;
- (7) whether any substitutes for BHC are available; if so, why were these substitutes not used?

The MINISTER OF AGRICULTURAL ECONOMICS:

- (1) Yes.
- (2) (a), (b) and (c) Yes.
- (i) The Registrar of Fertilizers, Farm Feeds, Agricultural Remedies and Stock Remedies.
- (ii) 4 000 ton.
- (iii) A strategic supply purchased by the Department of Agricultural Economics and Marketing during 1974 was kept in stock. During 1981 a prohibition was placed on the manufacture of BHC.

- (3) Yes, by officials of the Department of Agricultural Economics and Marketing.
- (4) No special protective equipment is prescribed in respect of the use of

BHC. Labourers were issued with masks and dust goggles.

- (5) No, not as far as is known.
- (6) Yes, on a limited scale only. Stocks are almost exhausted.
- (7) Yes, substitutes for BHC have now become available and are being phased in.

BHC poison

*19. Mr R R HULLEY asked the Minister of Defence:

- (1) Whether any members of the South African Defence Force are and/or were recently engaged in applying the poison BHC to combat locusts; if so, (a) how many as at the latest specified date for which information is available, (b) which Defence Force units are and/or were involved and (c) on what dates in each case;
- (2) whether the activities of these units were monitored; if so, by whom;
- (3) whether all members applying this poison were issued with the recommended protection equipment; if so, with what specified equipment;
- (4) whether any ill-effects attributable to contact with this poison have been suffered by any members involved in locust combating activities; if so, what is the nature of these ill-effects;
- (5) whether he will make a statement on the matter?

(b) North Western Command is in control of the members (who come from different units) and equipment of the SA Defence Force.

- (2) Yes. By officials of the Department of Agricultural Economics and Marketing for the execution of the task and by a senior Defence Force officer for disciplinary purposes.
- (3) As military personnel are not involved in the application of the poison no special protective equipment is issued to them. Only protective overalls have been issued to them.
- (4) Three members showed symptoms of stomach cramps, coughing and headache, similar to flu, which may possibly have been caused by the poison. They received medication at a local hospital and are at present in good health.
- (5) No.

Own Affairs: Q & A 1098
HANSARD 15/4/86
Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether a date has been set or suggested for the coming into operation of the provincial education councils; if not, why not; if so, what is this date;
- (2) whether any organisations were consulted prior to the setting of this date; if not, why not; if so, what organisations;
- (3) whether, prior to this date, the functions of these provincial education councils are being performed by another body; if so, by what body?

Mr K M ANDREW: Mr Chairman, arising from the hon the Minister's reply, may I ask him how his Deputy Minister could have made a public statement that it was intended to achieve parity within ten years?

The MINISTER: Mr Chairman, the exact terms of this programme will be announced by the hon the Minister of National Education, who has the overall responsibility for the standards and norms of financing with regard to education in respect of all departments, and in that announcement not only a formula but also the details of a programme—a time schedule, in other words—will be announced.

Mr K M ANDREW: Mr Chairman, further arising out of the hon the Minister's reply to the previous supplementary question, I should like to point out that he was asked whether such a calculation had been made, and he failed to answer directly. Could he therefore tell the House whether such a calculation has in fact been made?

The MINISTER: Mr Chairman, many calculations have been made with regard to trying to determine, first of all, the parameters within which to calculate the backlog in educational facilities, the levels at which parity in educational facilities should be achieved, and also the parameters in relation to the financial means of the State in this regard. Since these are factors which interact mutually it was thought best to bring them all together in a formula and to work out a programme or time schedule within which that formula could be introduced and ultimately fully implemented.

*17. Mr K M ANDREW—Finance. [Reply standing over.]

2-6-1985
15/4/86
BHC poison
HANNAMD 15/4/86
*18. Mr R R HULLEY asked the Minister of Agricultural Economics:

- (1) Whether the poison known as BHC has been used to combat locusts in the Eastern Cape in recent weeks; if so,
- (2) whether (a), he, (b) his Department

and/or (c) any other body authorised the use thereof; if so, (i) by whom was it authorised, (ii) what quantity of the poison was used and (iii) where were supplies of the poison obtained;

- (3) whether the use of this poison was monitored; if so, by whom;
- (4) whether all the persons applying this poison were issued with the recommended protection equipment; if so, with what specified equipment;
- (5) whether those applying the poison, suffered any ill-effects attributable to contact with BHC; if so, what is the nature of these ill-effects;
- (6) whether this poison is still being used;
- (7) whether any substitutes for BHC are available; if so, why were these substitutes not used?

The MINISTER OF AGRICULTURAL ECONOMICS:

- (1) Yes.
- (2) (a), (b) and (c) Yes.

(i) The Registrar of Fertilizers, Farm Feeds, Agricultural Remedies and Stock Remedies.

(ii) 4 000 ton.

(iii) A strategic supply purchased by the Department of Agricultural Economics and Marketing during 1974 was kept in stock. During 1981 a prohibition was placed on the manufacture of BHC.

- (3) Yes, by officials of the Department of Agricultural Economics and Marketing.
- (4) No special protective equipment is prescribed in respect of the use of

BHC. Labourers were issued with masks and dust goggles.

(5) No, not as far as is known.

(6) Yes, on a limited scale only. Stocks are almost exhausted.

(7) Yes, substitutes for BHC have now become available and are being phased in.

BHC poison

*19. Mr R R HULLEY asked the Minister of Defence:

(1) Whether any members of the South African Defence Force are and/or were recently engaged in applying the poison BHC to combat locusts; if so, (a) how many as at the latest specified date for which information is available, (b) which Defence Force units are and/or were involved and (c) on what dates in each case;

(2) whether the activities of these units were monitored; if so, by whom;

(3) whether all members applying this poison were issued with the recommended protection equipment; if so, with what specified equipment;

(4) whether any ill-effects attributable to contact with this poison have been suffered by any members involved in locust combating activities; if so, what is the nature of these ill-effects;

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

The DEPUTY MINISTER OF DEFENCE:

(1) Yes.

(a) As on 7 April 1986: 50 drivers were made available to the Department of Agricultural Economics and Marketing at their requests.

(b) North Western Command is in control of the members (who come from different units) and equipment of the SA Defence Force.

(c) The assistance commenced on 24 February 1986 and is extended for periods of three weeks as required. The most recent extension ends on 25 April 1986.

(2) Yes. By officials of the Department of Agricultural Economics and Marketing for the execution of the task and by a senior Defence Force officer for disciplinary purposes.

(3) As military personnel are not involved in the application of the poison no special protective equipment is issued to them. Only protective overalls have been issued to them.

(4) Three members showed symptoms of stomach cramps, coughing and headache, similar to flu, which may possibly have been caused by the poison. They received medication at a local hospital and are at present in good health.

(5) No.

Own Affairs: Q 22 1098
15/4/86
Provincial education councils'
HANNAMD 15/4/86
*20. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether a date has been set or suggested for the coming into operation of the provincial education councils; if not, why not; if so, what is this date;

(2) whether any organisations were consulted prior to the setting of this date; if not, why not; if so, what organisations;

(3) whether, prior to this date, the functions of these provincial education councils are being performed by another body; if so, by what body?

The MINISTER OF HEALTH SERVICES AND WELFARE (for the Minister of Education and Culture):

- (1) No; the House of Assembly has not yet considered the amendment bill instituting provincial education councils;
- (2) falls away;
- (3) no. Functions which were carried out by the provincial authorities in the past have been transferred to the Department. The proclamations affecting the transfer were promulgated in *Government Gazette* No 10171 of 27 March 1986.

Provincial education departments

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

- (1) Whether his Department has taken over the capital programmes of the provincial education departments from each provincial administration; if not, (a) why not and (b) which Government Departments will undertake these capital programmes; if so,

(2) whether the costs of these programmes for the 1986-87 financial year have been incorporated in the estimates of his Department; if not, why not;

(3) whether financial arrangements have been made to cover the building programmes of the provincial education departments; if not, why not; if so, what arrangements?

The MINISTER OF HEALTH SERVICES AND WELFARE (for the Minister of Education and Culture):

- (1) Yes, but the provincial administrations are still rendering assistance during the transition period in accordance with an agreement reached;

(2) no; as a temporary measure and pending investigations into the administrative structure of the Administration: House of Assembly they have been incorporated in Programme 5 of the estimates of the Department of Local Government, Housing and Works (page 4-19 of the Budget, Administration: House of Assembly)

- (3) yes; see items (1) and (2) above.

Provincial education departments

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

- (1) What posts in the provincial education departments are to be transferred to the head office of his Department;

(2) whether any posts in the provincial education departments are to be eliminated; if so, what posts?

The MINISTER OF HEALTH SERVICES AND WELFARE (for the Minister of Education and Culture):

- (1) The rationalisation of functions to be dealt with by the head office and the provincial education departments will take place gradually and it is not possible to determine yet which posts are to be transferred to or from head office. Staff can be assured, however, that such transfers will take place with the minimum disruption and after consultation with the personnel who might be affected. A few persons have already been seconded for shorter or longer periods of time to assist with the additional functions but no posts have thus far been transferred;

(2) no decisions have yet been taken in this regard.

For written reply:

General Affairs:

Q 22 1101 Prisons

HANSARD 15/4/86

103. Mr D J DALENG asked the Minister of Justice:

- (1) (a) How many prisoners can be accommodated in South African prisons at present, (b) what is the current daily average prison population and (c) in respect of what date is this information furnished;

(2) whether any prisons were overpopulated in 1985; if so, (a) which prisons and (b) what was the average rate of overpopulation in each case?

The MINISTER OF JUSTICE:

- (1) (a) According to the norm mentioned below, 81 783.

(b) 113 792,8 (see Annexure A and B for analysis of sentences and crimes).

(c) December 1985.

(2) Yes, in the sense that the norm was exceeded.

However, as mentioned in my reply to Question No 12 of 6 March 1984, overcrowded prisons is a relative concept. The accommodation figure for South African prisons is determined against a broad norm and

the highest standards of hygiene and health are maintained. Everything possible is done to keep prisoners productively occupied and this gives rise to the fact that a large number of prisoners mainly work outside the prison during the day. Prisoners also have access to spacious courtyards and ample opportunity is given for outdoor recreation. In view thereof, overcrowding as such is not an unmanageable phenomenon. However, attention is given to overcrowding in South African prisons on a continual basis. During 1985 a total of 3 256 units were provided as additional accommodation. Approximately 7 000 additional units is expected to be occupied during 1986. The situation at prisons with an above average influx of admissions due to temporary circumstances is alleviated by the transfer of prisoners to prisons with a lower occupancy level. The application of the deconcentration policy has resulted in a more even distribution of the prison population and therefore considerable relief has been effected with regard to occupancy levels in general. A further method for utilising available accommodation more efficiently, is by implementing stacked beds to such an extent that hygiene and health standards are still complied with.

(a) and (b) The prisons mentioned below were overcrowded on 31 December 1985 to the degree as indicated next to each prison.

Prison	Percentage over-population
<i>Western Cape, Boland and Southern Cape</i>	
Allandale (The construction of a new prison is being planned)	78,9
Beaufort West (The construction of a new prison is included in the priority list for inclusion in the major works services programme)	63,2
Bien Donne	44,6
Buffelsgruiver	48,0
Brandvlei Medium	54,6
Brandvlei Maximum (The construction of a new prison at Brandvlei is included in the major works services programme)	51,4
Caledon	95,3

De Klerk faces a double attack

By David Braun

CAPE TOWN — The annual parliamentary debate for the approval of Budgets for individual State departments got under way this week — and one of the first to be dealt with was the highly controversial one for National Education.

The politician who directs this department is himself somewhat controversial: Mr F W de Klerk, MP for Vereeniging and Transvaal leader of the National Party.

Mr de Klerk — he turned 50 last month — also wears the hats of Chairman of the Ministers' Council in the House of Assembly (the white "own affairs" administration) and Minister of the Budget (in the same administration).

A member of the Cabinet for eight years, Mr de Klerk has held the portfolios of Posts and Telecommunications, Social Welfare and Pensions, Sport and Recreation, Mineral and Energy Affairs, Home Affairs, and, since September 1984, National Education.

He is the natural leader of the National Party's conservative wing and is widely regarded as one of four obvious candidates for the presidency.

In today's Assembly debate on National Education (a "general affairs" portfolio responsible for co-ordinating education standards and norms for all population groups), Mr de Klerk may expect fierce attacks from both Left and Right.

INTEGRATION

The Conservative Party will claim that the Government is integrating education at all levels and that Mr de Klerk is failing to comply with the provisions of "own education" by allowing blacks into private white schools, universities and colleges.

Mr Horace van Rensburg, the Progressive Federal Party's chief spokesman on national education, plans a different attack.

"The Government claims that the creation of a Department of National Education meets its commitment based on the De Lange Committee proposals to provide a single system for the planning and financing of education," he says.

"At the same time, it is perpetuating apartheid in education by insisting on 'own affairs' departments of education for the different race groups.

"We will point out the dangers inherent in this contradiction, and charge the Government with exacerbating rather than relieving race tensions in education."

One issue which is to be highlighted particularly is the policy of subsidisation of private schools based on the percentage of black pupils. (The lower the percentage the higher the subsidy.)

Govt 'working on schools formula'

Parliamentary Correspondent

THE Government was drawing up a formula to achieve parity for population groups in South African schools, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday.

The formula assessed priorities, standards on which parity would be achieved, and the parameters of the State's ability to achieve parity, he said.

Replying to questions tabled in the House of Assembly by Mr Ken Andrew (PFP, Gardens) Dr Viljoen

said the Minister of National Education, Mr F W de Klerk, was formulating a programme and formula 'aimed at achieving parity in educational opportunities for all population groups in South Africa'.

This programme was being formulated in consultation with the education ministers in all three Houses of Parliament and the Minister of Education and Development Aid.

Dr Viljoen said many calculations had been done, but the formula and the time scale had to take many parameters into account.

Private schools face closure

50
16/4/86
SOWETAN

FOCUS

ABOUT 65 Roman Catholic private schools could face closure following a decision at the weekend not to re-register their schools with the Government until a racial clause in the new registration regulations has been removed.

The decision not to re-register means that these schools — which accommodate 22 000 pupils of all race groups — will be illegal.

The heads of religious orders in charge of Roman Catholic schools met in Johannesburg this weekend to discuss draft regulations for the registration and subsidisation of private schools.

The heads unanimously rejected any clauses which imposed a racial quota on private schools.

Deal

The meeting agreed that unless these clauses were withdrawn the schools could not, in

SOWETAN Correspondent

conscience, apply even for registration," said a statement from the South African Catholic Bishops' Conference.

When the Government recently announced that a subsidisation deal would be offered to private schools it also said that schools would have to re-register under the new regulations.

These regulations include that the admission of pupils who are not white must be done in accordance with the Constitution, that the appointment of teachers must be approved by the white "own affairs" education authorities and that the school principal will be subject to the directives and instructions of the Director of Education.

After the registration regulations have been met the school may apply for a 15 percent or a 45 percent subsidy. Schools accepting the 45 percent subsidy will be subject to more State control than the 15 percent deal will impose.

The Catholic schools also voiced "strong objection" to the increase limitations of the freedom of private schools in the draft regulations.

'Blackmail'

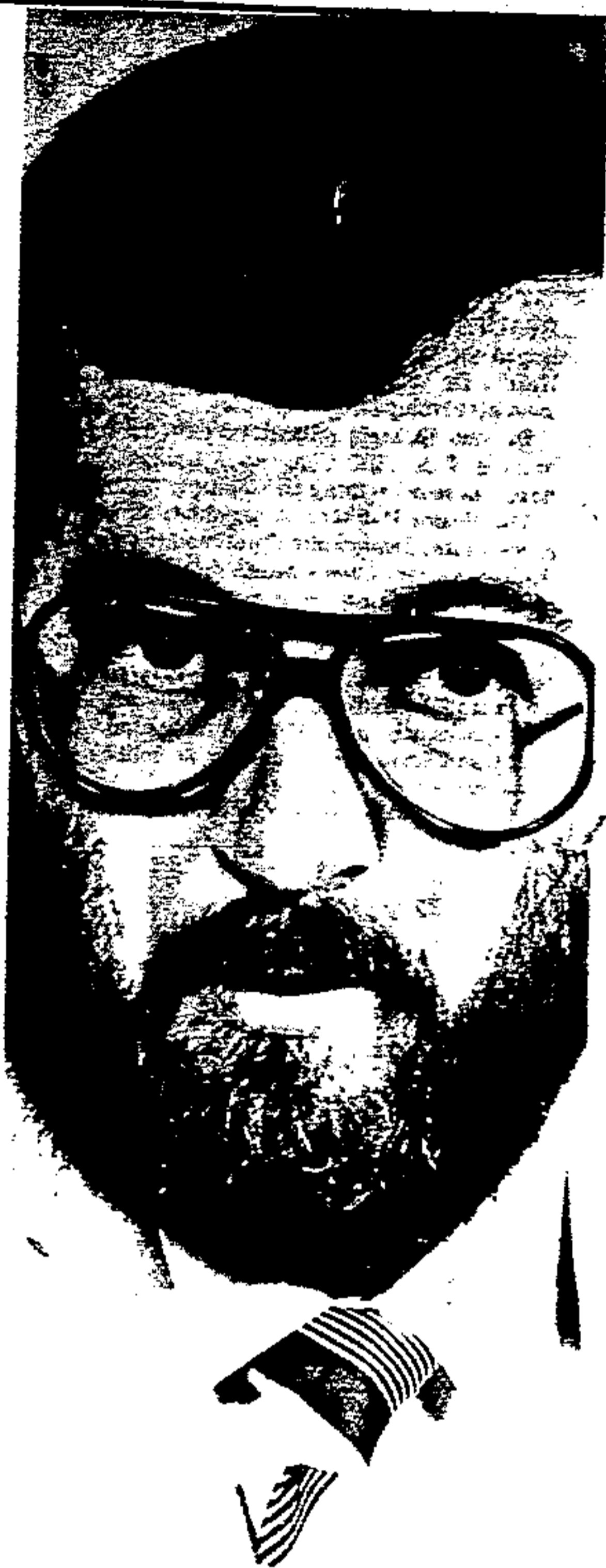
They appealed to the authorities to "recognise the right of church schools to serve their communities according to their religious principles and to provide that subsidisation to which all parents believe they have a right".

Representatives from the Jewish and Anglican schools have also slashed the racial regulation, but no decision has yet been taken or action to be taken.

The Government has been accused by the Progressive Federal Party of using "blackmail" in trying to force private schools to apply a racial quota that will keep them predominantly white.

The PFP spokesman on education, Mr Roger Burrows, said recently that the Government would pay a 45 percent subsidy only if the school was 90 percent white. To receive a 15 percent subsidy, schools would have to be 80 percent white. To register for any subsidies, they had to be 70 percent white.

The Minister of Education and Culture in



Mr ROGER Burrows ... PFP.

the House of Assembly, Mr Piet Clase, has not released details of racial quotas. A spokesman for his department said full details would be released next month.

Reject

The chaplain of St Mary's school, Canon Peter Lee, said the new subsidy system was a "smokescreen for another serious attempt by the Government to take control of the private schools".

The terms of registration and subsidisation were "highly autocratic" and Canon Lee said he hoped all private schools would reject them.

Canon Lee said it was very unlikely that any private schools would "evict" black pupils.

"These regulations are completely unacceptable to the Anglican Church and any schools who accepted them would be proving that they wanted to protect exclusively white education."

The Anglican Church would take a "very dim view" of any schools who accepted racial quotas, said Canon Lee.

"The Government's initiative is so immoral that it will be entirely just to resist it. Schools must take a moral stand," he said.



The Media Council

THE South African Media Council is an independent body established to deal with various matters affecting media reporting and comment.

One of the council's functions is to receive and act upon complaints from members of the public who have not been able to get satisfaction by approaching a newspaper or other news media directly. Com-

8 schools suspended for 'poor learning'

By Maud Motanya

Two weeks after the re-opening of black schools for the second term, eight schools have been suspended by the Department of Education and Training (DET) because "there is no effective learning in the schools".

Classes were suspended on April 10 for periods ranging from 10 days to three weeks "in areas where pupils have shown no interest in normal learning", a spokesman for the Department said.

In Sebokeng, near Vereeniging, the Mokotudi Primary School, Tlole Primary School and Fundulwazi Secondary School will re-open on May 2.

Four primary schools — Mambatho, Bochabatsatsi, Sindekile and Selogilwe — in Parys in the Orange Free State have been suspended for the same period. The Katlehong High School, in Germiston, will re-open on March 21.

Student leaders have described the suspensions as "lock-outs" aimed at suppressing the People's Education programme.

A spokesman for the Transvaal Student's Congress (Trasco), Mr Jabu Kumalo, accused the DET of picking on those schools where People's Education was already being implemented.

He said some schools had set aside two afternoons a week when People's Education — which included the history of black liberation movements, trade union movement, culture and religion — would be taught.

Trasco also slammed the DET for "working together with the SADF because troops were stationed in the premises of some of the suspended schools".

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WINE OFF THE ON THE

Govt's 10-year education plan



● DE KLERK

NATIONAL Education Minister F W de Klerk yesterday announced a 10-year plan to upgrade the provision of education in South Africa and speed up progress toward bringing about equal education opportunities.

Speaking during debate on his budget vote in the House of Assembly, he said the plan would provide for increased expenditure on education of at least 4.1% over the next 10 years, with most money going to departments with the greatest backlog.

By 1996, De Klerk said, money budgeted for education would have increased from the present R6 800m a year to at least R10 000m a year in 1986 terms.

He believed "substantial and even spectacular" progress could be made in the relatively short 10-year period, although he believed the objective of providing equal education opportunities "will at that stage not have been fully achieved".

The growth rate in money provided for education under the plan would be

linked to the expected growth in the economy.

De Klerk said government was determined to achieve equal educational opportunities within the shortest possible time.

Horace van Rensburg (PFP Bryanston) yesterday said government should create one more education department in addition to the 18 it already had — a Department of Open Education, to control non-racial education in SA.

He said each educational institution in the country should then be allowed to decide for itself whether it wanted to be under this department or under one of the "apartheid" departments.

This would be a practical application of the principle of devolution of decision-making, would defuse racial tension and would be in accordance with the wishes of other population groups.

It would also mean that the government would no longer be the target of the hate that was associated with apartheid education. — Sapa.

Curfew arrests up

POLICE investigated about 30 infringements of curfew laws each day last year, although government years ago said the curfew laws would be scrapped.

Law and Order Minister Louis le Grange said in Parliament yesterday that the police had investigated 11 829 infringements of the curfew regulations in 1985.

Last year's figures reflected a slight increase on the previous two years: police arrested 10 757 black people for offences under curfew regulations in 1983 and 11 688 in 1984.

Over the past 10 years, more than 250 000 black people have been arrested under the curfew regulations.

In 1979 the Riekert Commission recommended that the curfew regulations be abolished. This was formally accepted in a government White Paper.

The commission found that mainly non-criminals were arrested under the legislation.

Le Grange also revealed yesterday that 87 555 people — 12 681 in Johannesburg, on the East Rand and West Rand — were arrested for trespassing last year.

He added that the police last year investigated 94 171 infringements related to registering and producing documents and 63 710 offences related to the Black Urban Areas Amendment Act.

Fewer seek bonds

INTERDICTS, attachments and liquidations, totalling 79 118, rose by 78.83% last year, while the slump caused a decrease in deed and mortgage bond registrations.

This was revealed in the annual report of the Department of Public Works and Land Affairs tabled in Parliament yesterday.

Deeds of transfer dropped by 18.31% to 175 861 and bond registrations fell by 5.88%. Since March 1985 there has been no backlog in the registration of deeds because 31 216 hours of overtime were worked. — Sapa.

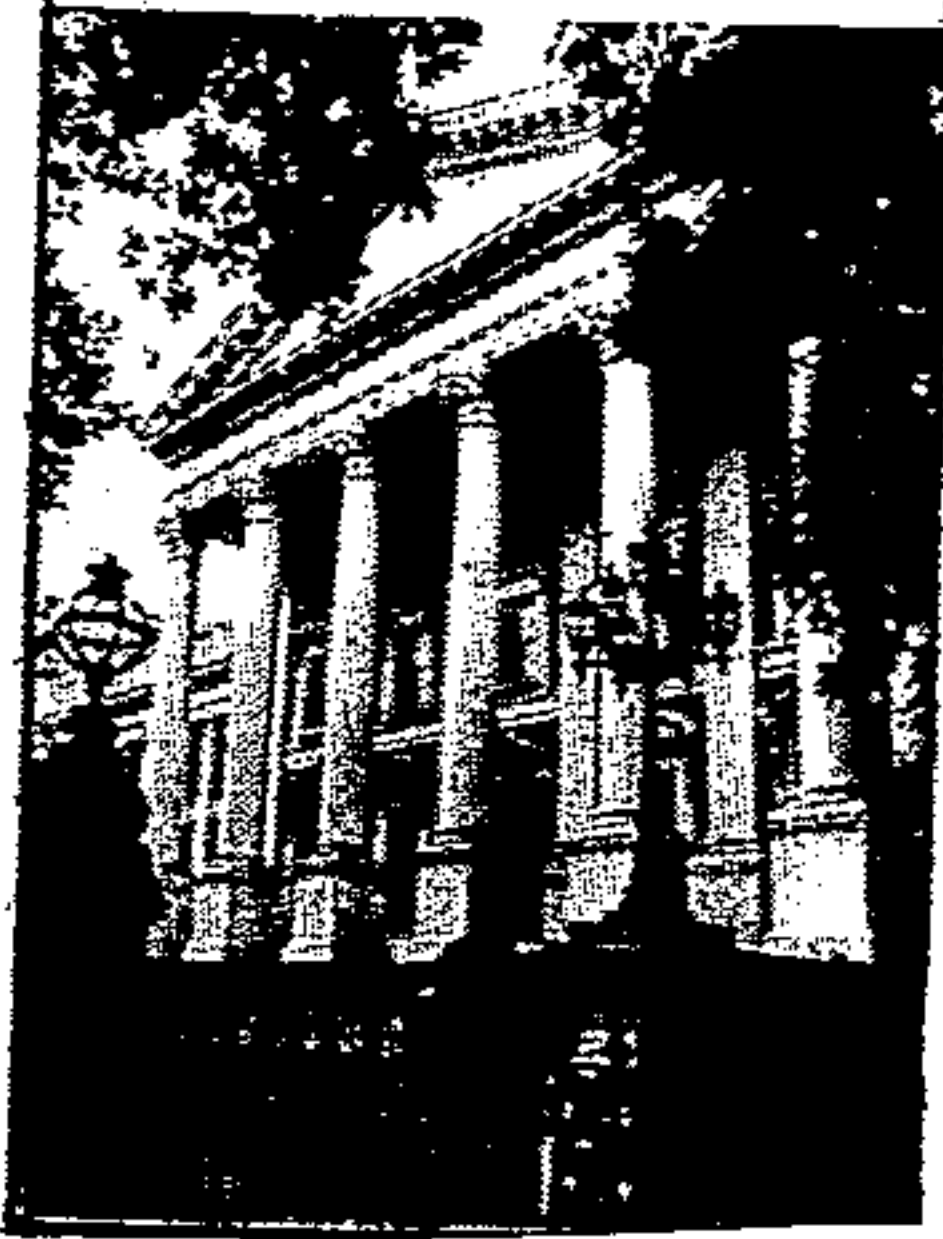
Airport delay?

THE possibility of delaying the development of La Mercy as Natal's main airport would be investigated, Transport Minister Hendrik Schoeman said yesterday. — Sapa.



17/4/86. STAN

PARLIAMENT '86



Call for a Department of Open Education

Political Staff

PARLIAMENT — A plea has been made in Parliament for schools and other educational institutions to be given the right to open their doors to pupils of all races.

The idea was rejected by the Minister of National Education, Mr F W de Klerk, during yesterday's House of Assembly debate

on his budget vote.

The plea was made by Mr Horace van Rensburg (PFP Bryanston), who suggested that a new "Department of Open Education" be established by the Government.

He said the Government already had 18 departments of education and such a new department would be the 19th.

He said the controlling bodies of all schools, colleges, technicals and universities should be given the right to decide whether or not they wished to come under the control of the "apartheid departments".

SUBSIDIES

Those who chose to move away from educational apartheid could then fall under the Department of Open Education.

In this way the Government would relieve tensions and make a meaningful concession to the wishes of other population groups and parent communities.

Open institutions should be paid the same subsidies as other institutions, regardless of the racial composition of the institutions.

Mr van Rensburg also made a strong plea for the abolition of

all educational apartheid.

He said education was closely related to the current violence in South Africa.

Black discontent was a result of humiliations the black people had been subjected to under an inferior education system.

APARTHEID

The Government should accept the reality that less than 10 percent of the South African population supported the policy of apartheid in education.

In spite of this situation, the Government had enforced its policy against the wishes of 90 percent of all South Africans.

Virtually the entire black, coloured and Indian population and more than 50 percent of the whites were against educational apartheid.

Those supporting the Minister's policy were mainly right-wing parties and organisations.

Mr Pat Rogers (NRP King William's Town) said there was merit in Mr Van Rensburg's call for a Department of Open Education.

He said the Government should allow local educational institutions to decide on the admission of people of colour.

Cape Times 17/4/86

Observance of NECC resolutions called for

Education Reporter

THE SRC of the Peninsula Technikon in Bellville has called on all SRCs at Cape Town's colleges and high schools to observe the resolutions taken at the National Education Crisis Conference in Durban.

The call is one of several resolutions passed at a workshop held at the Rotary Camp at Strandfontein at the weekend and attended by 20 SRC members and students from the technikon, said SRC president Mr Bennet Bailey.

They further resolved that:

- ANC leader Mr Nelson Mandela should be released "so that he can take over his rightful place as head of state"

- The ANC should be unbanned so that they could give guidelines as to how to solve the problems of the country.

- The government should relinquish power "so that the people can govern the country democratically because the government has no respect for democracy, bans democratic organizations and invades countries like Angola where there is democratic rule".

Govt blamed for Vaal unrest

CAT TIME
18/4/86

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By BARRY STREEK

PATHETIC levels of communication, incomprehensible lack of sensitivity and facilities which bordered on the "shocking" contributed to the unrest which erupted in the Vaal Triangle in September 1984, the Van der Walt inquiry has reported.

The report, which was tabled in Parliament yesterday, effectively blames the government and the local authorities for the conflict in South Africa which has now claimed about 1 500 lives.

Several people were killed in clashes with police in violence sparked by proposed rent increases in the Lekoa and Evaton areas in September 1984.

"September 3, 1984, is a black day, not only in the history of the Vaal Triangle, but in the history of South Africa.

"It should never have happened. Unless the necessary measures are

taken in good time, the same thing could occur at various other places in the country," the report warned.

"Agitation and intimidation did undoubtedly play an important part.

"It would be shortsighted and unrealistic, however, to attach too much weight to this factor.

"On the other hand, what is shocking is the large extent to which people have played into the very hands of the agitators, thus making their work so much easier," it said.

The inquiry, headed by the rector of Potchefstroom University, Pro-

fessor Tjaart van der Walt, was appointed in November 1984 to conduct a preliminary investigation into the unrest in the Vaal Triangle as far as it affected education.

His terms of reference were to establish the circumstances that had led to the unrest and how the education situation could be normalized again.

Since the September 1984 conflict in the Vaal Triangle, violence has continued to plague South Africa in different parts of the country.

Insensitive

Professor Van der Walt said: "Humanly speaking the entire crisis situation could have been prevented had there not been such an incomprehensible lack of sensitivity and communication.

"Alarm signals were disregarded; legitimate grievances fell upon deaf ears; mistrust and suspicion mounted visibly, and sooner or later the situation simply had to explode.

"Since the other channels were either blocked or non-existent, the schools were, next to the labour force, the obvious means by which to try to register a radical protest through strikes, boycotts and stay-aways."

Shortcomings

Although the black school problem in the Vaal Triangle was "marked by not a few conspicuous shortcomings, the root of the problem does not lie here.

"Therefore action that concentrates purely and simply upon the schools cannot produce even a medium-term solution. Yet the schools do form a strategic starting point," the report said.

Professor Van der Walt also said:

"Because schools were seized for 'extraneous purposes' and provided local residents

include force." C.T. 18/4/86

From page 1 with a means of voicing grievances "it would not be sufficient, especially not in the long run, to introduce measures in schools alone".

The government would have to take measures with sensitivity but with vigour to educate the white community "to create greater understanding of the problems of the urban blacks".

The Lekoa Town Council should consider resigning en bloc and standing for re-election if the situation remained utterly untenable and the council was unable to communicate normally with voters.

In a statement released yesterday, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said various steps recommended by Professor Van der Walt had been undertaken, including a strategy for the collection of rent and service fees, including arrears, and this strategy was being implemented.

The aim was to make residents aware of the reasons for, and necessity of, meeting their commitments in this respect. Instructions had been given that properly specified municipal accounts should be provided to residents.

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NO ONE ... BUT NO ONE
WILL EVER BEAT OUR PRICES
OF BRANDED MENSWEAR!
WE WILL GLADLY REFUND THE
DIFFERENCE IF YOU CAN DO
BETTER ANYWHERE ELSE

**MEN'S
LEATHERS & SUEDES
LESS**



2/3

*** LOCAL & IMPORTED**

EG:

* MEN'S PIGSKIN BUNNY JACKETS WERE R299.95	NOW LESS 2/3 ONLY	R99.95
* MEN'S LEATHER BUNNY JACKETS WERE R450	NOW LESS 2/3 ONLY	R150.00
* MEN'S LEATHER BLAZERS & SHIRTSTYLE JACKETS WERE R799.95	NOW LESS 2/3	R266.65

MENS IMPORTED MILITARY COATS

Govt rethinks quota

STAR 18/4/86

Political Staff

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PARLIAMENT — White own affairs Minister of Education and Culture, Mr Piet Clase, has confirmed the Government is having a new look at race quotas for private schools.

Mr Clase said yesterday: "The regulations pertaining to the criteria are at present under consideration and no decision has yet been taken by the Minister's Council."

He gave no indication as to when a decision would be made.

The quota controversy has been brought to a head by

threats by some private schools to close their doors, particularly as the Government was insisting on a 70 percent white domination at private schools.

Unrest recom

Political Staff

279

PARLIAMENT — Certain matters raised by Professor Tjaart van der Walt in his report on the Vaal triangle unrest of 1984 had already been attended to, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said here yesterday.



Hard-hitting report on Vaal Triangle violence is tabled

Tri-cameral rule 'cause of unrest'

Political Staff

PARLIAMENT — A hard-hitting report, kept secret for more than a year, has blamed the 1984 Vaal Triangle unrest on a lack of sensitivity to the aspirations and problems of blacks.

The unrest which started on September 3 1984 triggered the massive unrest which has engulfed the country. The report, drawn up by Professor Tjaart

van der Walt, rector of Potchefstroom University, was tabled in Parliament yesterday.

In the report, which he handed to the Government on December 21 1984, Professor van der Walt warned that the country faced the danger of revolution.

He repeatedly appealed to the Government to take "pro-active steps" and not to be "reactive". Reaction to unrest and violence would be

seen as a sign of weakness, he said.

He recommended a number of reforms, including the scrapping of influx control. The Government has started implementing most of these.

Police strategy came under fire in the report, particularly the use of Casspirs and "bush uniforms" which were seen as a declaration of war.

He recommended that complaints against the police be investigated fully, and the results publicised to improve the image of the force.

Local conditions and local government were probably the area where the real problem of unrest was to be found, he said.

The Government has responded to the report by saying that many of the matters raised by the report have already been attended to or are in the process of being dealt with.

Findings of the report

building up five months before September 3 1984, but had "come up against a wall of prejudice and incomprehension".

The Van der Walt Commission investigating the Vaal Triangle unrest heard this reported many times.

The basic grievance of pupils was the feeling that their education system was inferior to that of whites, the commission.

"Not only does this disparity make them feel that an injustice is being done, but it also

offends their dignity.

"Comparisons with education elsewhere in Africa are futile." — Political Staff.

Children were intensely involved in the unrest because they saw rent increases as a threat to their highly-valued education and their future, the commission found.

It said: "Whenever a child needed money for school funds, school clothes or an educational tour, the answer would always be: 'The rent takes all our money'."

The success achieved by the school youth in the 1976 unrest had also encouraged the children.

Another reason was the disappointment many pupils felt at finding only a poor job or none at all, after getting a hard-earned matriculation.

The sense of disadvantage compared with white pupils often led the pupils to the fear that they would fall anyway.

The commission said this was why school unrest often occurred "towards the middle or second half of the

year". — Political Staff.

On rational grounds, the rent increases could not be regarded as the primary cause of the riots, Professor van der Walt said.

What was at issue were not purely rational factors, but a climate charged with emotion.

"I cannot escape the impression that the matter... was handled over-hastily... and insensitively."

In the areas of local conditions and local government.

The tariff increase which sparked the violence was the last straw.

The role of the media in reporting events leading to unrest, and of unrest generally, was criticised by Professor van der Walt.

But he said the "rather weak diversionary tactic" of branding the media as the culprits when things went wrong was not unfamiliar in South Africa. — Political Staff.

Police

Blacks saw the use of Casspirs and "bush uniforms" as a declaration of war.

Professor van der Walt praised the police, but was critical of the tactics employed.

Blacks criticised the police for failing to take early action against unlawful elements but later causing irritation by their presence.

Prejudice

Teachers had warned high-ranking education authorities about the "explosive situation"

Pupils

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It said: "Whenever a child needed money for school funds, school clothes or an educational tour, the answer would always be: 'The rent takes all our money'."

The commission said this was why school unrest often occurred "towards the middle or second half of the

Media

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But he said the "rather weak diversionary tactic" of branding the media as the culprits when things went wrong was not unfamiliar in South Africa. — Political Staff.

The real problem of the 1984 Vaal Triangle unrest was to be found

in the areas of local conditions and local government.

The tariff increase which sparked the violence was the last straw.

By Olga Horowitz

By helping to banish adult illiteracy in Southern Africa, Operation Upgrade, based in Durban, is an organization that uplifts the lives of all people.

Operation Upgrade is now intent on setting up a nationwide scheme to spread literacy among the mass of black unemployed to help them get jobs and increase their potential productivity.

In an interview with *The Star*, Mr C "Sandy" D'Oliveira, chairman of Operation Upgrade, said: "We want to open the gifts of reading and writing to all these people in order to develop the innate potential that has been strangled by their illiteracy."

"We want to enhance not only their ability to live and work at ease, without fear and privation, but also their self-respect. And there is absolutely no doubt that a better educated work force would be able to learn about and use efficient production practices. Through literacy there will come an improvement in

Literacy scheme to help the unemployed

the standard of living of all South Africans.

"Industry in South Africa is greatly dependent on African labour. With modern methods of mechanisation this large labour pool is becoming increasingly ineffective because, at a conservative estimate, six in 10 are functionally illiterate.

"Some years ago Brigadier Rocco de Villiers, a former Commissioner of Police, challenged my conviction that I could bring a Std 4 reading level in three weeks to a number of illiterate paraplegic patients in Baragwanath Hospital. Classes were held each day from 9 to 11.30 am and from 2 to 4 pm. After only 13 days these men tackled an exam set by a senior inspector in the former Department of Bantu Education.

"All passed the exam with marks ranging between 85 and 92 percent. The clinical psychologist at the hospital told me that never before had he witnessed so sudden and dramatic a change for the better among people who had been locked in a state of deep depression, each withdrawn into his own private hell of hopelessness and despair."

Mr D'Oliveira believes that in view of the success of the Baragwanath experiment, South Africa should look on the current economic recession as an opportunity to initiate literacy programmes for illiterate workers made redundant by the recession.

"Through publicising this scheme it is possible that many people could be motivated to turn what appears to be a catastrophe into a superb opportunity to upgrade our vast black labour force."

Funds will be needed to pay teachers and perhaps for the rent of halls. All people interested are asked to write to Operation Upgrade, Box 314, Durban 4000. The telephone number is (031) 329591.

The Star Friday April 18 1986

Children 'targets of violence' — report

By BARRY STREEK
Political Staff

CHILDREN had often been singled out as special targets of government-sanctioned violence in South Africa, a US-based civil-rights group claimed yesterday.

It said a generation of children in South Africa was growing up "knowing nothing but the daily violence of the white minority regime", the Lawyers Committee for Human Rights said in its report.

Released in New York yesterday, the report

said children had witnessed the deaths of relatives and friends.

"Many have themselves come under brutal attack or have been arrested and detained.

"Their education has been seriously disrupted and their lives turned upside-down.

"These children feel nothing but hatred, bitterness and fear toward the security forces," the report said.

It was compiled by Ms Helena Cooke.

In an introduction Bishop Desmond Tutu,

the Archbishop-elect of Cape Town, said the report was not intended to discredit the South African Police and other security forces.

"It is a clinical account, well-documented and researched, of what has been happening to children who have been victims of the violence that has been unleashed in our beautiful but oh so sad land by the vicious policy of apartheid."

Bishop Tutu said he hoped that people would not allow their anger at

the report to be dissipated in some gesture of helplessness but would be "galvanized into action that will topple apartheid".

Ms Cooke said: "A substantial portion of the violence against children has been a response to a series of demonstrations in the townships.

"The security forces responded with an intensified campaign to break the boycotts, crush student organizations and force children back to school.

"The harsh methods of

the police and the army are often provocative and confrontational, turning schools into battlegrounds and exacerbating an already tense and volatile situation."

She claimed security forces had in their sweeps through the townships singled out school-age children for arrest, pursuing them with metal-tipped whips and shooting indiscriminately at any children who ran away.

"More than 200 have been killed in the past year and hundreds more

have been injured in police operations in the townships in which tear gas, birdshot, rubber bullets, sjamboks and even live ammunition are used indiscriminately and excessively."

She also said thousands of children, some as young as seven, had been arrested and detained.

● Sapa-AP reports that Colonel Vic Haynes, a spokesman for police headquarters, said a response to the report was being drafted.

Among cases alleged in the report were:

● Joseph, 14, was held by soldiers for nine days after his arrest while playing soccer. He said the soldiers forced him and others to hold each other's heads under filthy water.

● Siphwe, 17, was allegedly rounded up by soldiers, assaulted and released. He said one "started beating me with his fists and my mouth and nose were bleeding. A number of soldiers were kicking me".

Those who refused to go

W Mail 18/4/86



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By SHAUN JOHNSON

ON the eve of the National Education Crisis Conference in Durban, the National Forum decided it "could not allow itself to participate fully in the discussions of the NECC". A lengthy clarifying statement was prepared, to be read to the education gathering on the NF's behalf.

NF representatives were sent to the Rajput Hall, where the NECC was meeting; but according to NECC convenor Vusi Khanyile, the statement was not read at the conference, and he had still not seen it a full five days after it was prepared.

Lusiba Ntloko, an NF executive member, told the Weekly Mail he hadn't heard from his emissaries as to why the document did not get through. "But I am going to make sure that an NF official presents it personally to the NECC," he said. "We want them to consider it."

The document itself is at once rancorous and conciliatory. Its substantive claim is that the NECC was constituted by an "extremely sectarian, undemocratic and manipulative process". The NF states that the education conference "had the potential to become one of the most important national initiatives undertaken by the oppressed and exploited people of Azania", but the allocation of delegate status "made a mockery of the seriousness with which we view the education crisis".

The NF's "forced absence", according to the statement, does not mean that the Forum is not deeply concerned with the issue of education.

"The Third National Forum has considered the whole question of the future content and control of the education of the children of Azania in detail. We have formulated a clear strategy on the basis of reports and

discussions

But despite the attack on the NECC convenors, the statement opens the way for NF support for those decisions "which are in line with our strategy ... We will make sure that wherever and whenever possible we encourage our students, teachers and parents and their organisations to strike together even if they march separately for the present".

Further, the Forum states that "should some of the *fait accompli* decisions conflict with our strategy, we shall do everything in our power to ensure that such conflict does not play into the hands of the enemy". In spite of the "divisive birth" of the conference, the NF expresses "the hope that it will bring us closer to the realisation of our goal ... a free Azania".

Khanyile declined to make any detailed comments on the NF statement until he had studied it, but strongly denied charges of manipulating the composition of the conference.

"We made a blanket appeal to all grassroots groups which were involved in the education crisis," he said, "and we also invited national organisations to send delegates — the UDF, Azapo, the NF, Cosatu, Cusa. We didn't turn down one organisation that asked to come.

"Of course we had to restrict numbers from some areas — like Soweto — in order to have representatives from all over the country. But we didn't ask about people's political affiliations; we didn't care, as long as they were recognised and credible in their own community."

Private schools discuss new ^{STATE} subsidisation regulations

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By Susan Fleming,
Education Reporter

Private school heads country-wide will meet in Johannesburg on April 21 to discuss the controversial registration and subsidisation regulations for private schools which were announced recently.

At this meeting the Association of Private Schools will decide what action should be taken on these new regulations.

Earlier this week 65 Catholic private schools announced that they would not re-register their schools until a racial clause in the new registration regulations was removed.

This decision not to re-register means that these schools — which accommodate about 22 000 pupils of all race groups — will be illegal.

The Anglican and Jewish schools have also rejected the proposed racial quota, but no decision on action has yet been taken.

When the Government recently announced that a subsidisation deal would be offered to private schools it also said that schools would have to re-register under the new regulations.

These regulations include that the admission of pupils who are not white must be done in accordance to the Constitution, that the appointment of teachers must be approved by the white "own affairs" education authorities and that the school principal will be subject to the directives and instructions of the director of education.

After the registration regulations have been met the school may apply for a 15 percent of a 45 percent subsidy. Schools accepting the 45 percent subsidy will be subject to more State control than the 15 percent deal will impose.

Most of the draft regulations have been met with pessimism by many private school principals. The majority of private schools fear if they accept the new subsidy scheme they will lose their independence and be subject to strict control.

The PFP spokesman on education, Mr Roger Burrows, said recently that the Government would pay a 45 percent subsidy only if the school was 90 percent white. To receive a 15 percent subsidy, schools would have to be 80 percent white. To register for any subsidies, they had to be 70 percent white.

News 18/4/86

Plea for Indian schools holiday to mark June 16

Education Reporter

THE 7 000-strong Teachers' Association of South Africa (Tasa) has called on Indian education authorities to make the 10th anniversary of the Soweto schools uprising on June 16 a school holiday.

Black schools close for the winter holiday on June 6 and coloured schools on June 13, but Indian schools break up on June 27.

Mr Pat Samuels, the president of Tasa, said the association — the officially recognised body representing Indian teachers — had put its request to the executive director of the Department of Education and Culture in the House of Delegates on the following grounds:

- June 16 had become a significant day commemorating "the movement towards the realisation of the greater community's aspirations in education"

- Senior secondary pupils in black, coloured and Indian schools, as well as students at tertiary institutions, had "consistently indicated a need to show solidarity with one another and the greater community" in a move towards achieving a better education system.

- Because of this it was necessary to allow senior secondary pupils to demonstrate "by peaceful means" their collective needs within the context of the aspirations of the greater community.

Mr Samuels said he asked the executive director to "take note of the magnitude of the commemoration" anticipated for June 16 this year.

CHE Times 18/4/86

Evidence by Cosas was 'illuminating'

Political Staff

HOUSE OF ASSEMBLY. — Members of the now-banned Congress of South African Students (Cosas) spent four hours giving evidence to the Van der Walt inquiry into the educational conflict in the Vaal Triangle in September 1984.

The head of the inquiry, Professor Tjaart van der Walt, rector of Potchefstroom University, said in the report, which was tabled in Parliament yesterday, that the Cosas evidence was "one of the most illuminating events of my whole investigation".

Cosas, a high school pupil organization, was affiliated to the United Democratic Front (UDF) until it was banned last year.

The account of the Cosas evidence by Professor Van der Walt, who was appointed by the government to conduct the inquiry, is remarkable, particularly because of UDF's usual stance of boycott towards government institutions.

Professor Van der Walt said the way he persuaded them to come forward and his approach was unconventional — "and a story in itself" but "I am of the opinion that this strategy paid handsome dividends".



Tjaart van der Walt

He said: "I was very outspoken in both my appreciation and my criticism — but most important was the fact that I listened to them first and continued to do so."

"As regards my appreciation: I told them frankly that they were in my opinion more mature than the average white

pupil of their age generally speaking, that I respected their commitment and idealism, as well as their responsibility in respect of community affairs, specifically the plight of their parents."

He had allowed the Cosas students to "talk and talk and talk" until they "began to express trivialities about which they differed among themselves".

"Eventually they conceded that they had had sufficient opportunity to put their side of the matter and that they wanted to hear what I thought."

"I then gave them feedback point by point, telling where in my opinion they had made a valid point and telling them also what steps had already been taken (for example, concerning the matter of students' councils, the age limit and corporal punishment) but I also told them quite frankly where I differed from them."

He told the students that the authorities were willing to listen to reason although this did not mean all their objections were valid.

"I also told them I had learnt more about their grievances by talking to them personally than from newspaper reports and from hearsay."

"In this way I tried to stress the value of direct communication, of dialogue rather than confrontation, discussions rather than boycotts."

He said he was convinced that Cosas's three main grievances, regarding students' councils, the age limit and corporal punishment, had been adequately dealt with.

VUSI KHANYILE

The crisis is not over

The past six months have seen dramatic changes in the nature of black educational opposition. For the first time, parents and teachers joined students in formulating demands and last month, the National Education Crisis Committee (NECC), an umbrella body for the multifarious local education organisations, was formed. Vusi Khanyile is its convenor.

"Essentially, I act as chairman," he says. "Our executive is loosely structured, with a representative from each region, as well as a secretary and media person." The organisation operates in consultation with regional and local grassroots bodies; and he stresses that it has no ambitions to evolve into a national political movement.

The big surprise of NECC's Easter meeting was the unanimous decision that pupils should return to school, though the demands formulated at the December conference had not all been met.

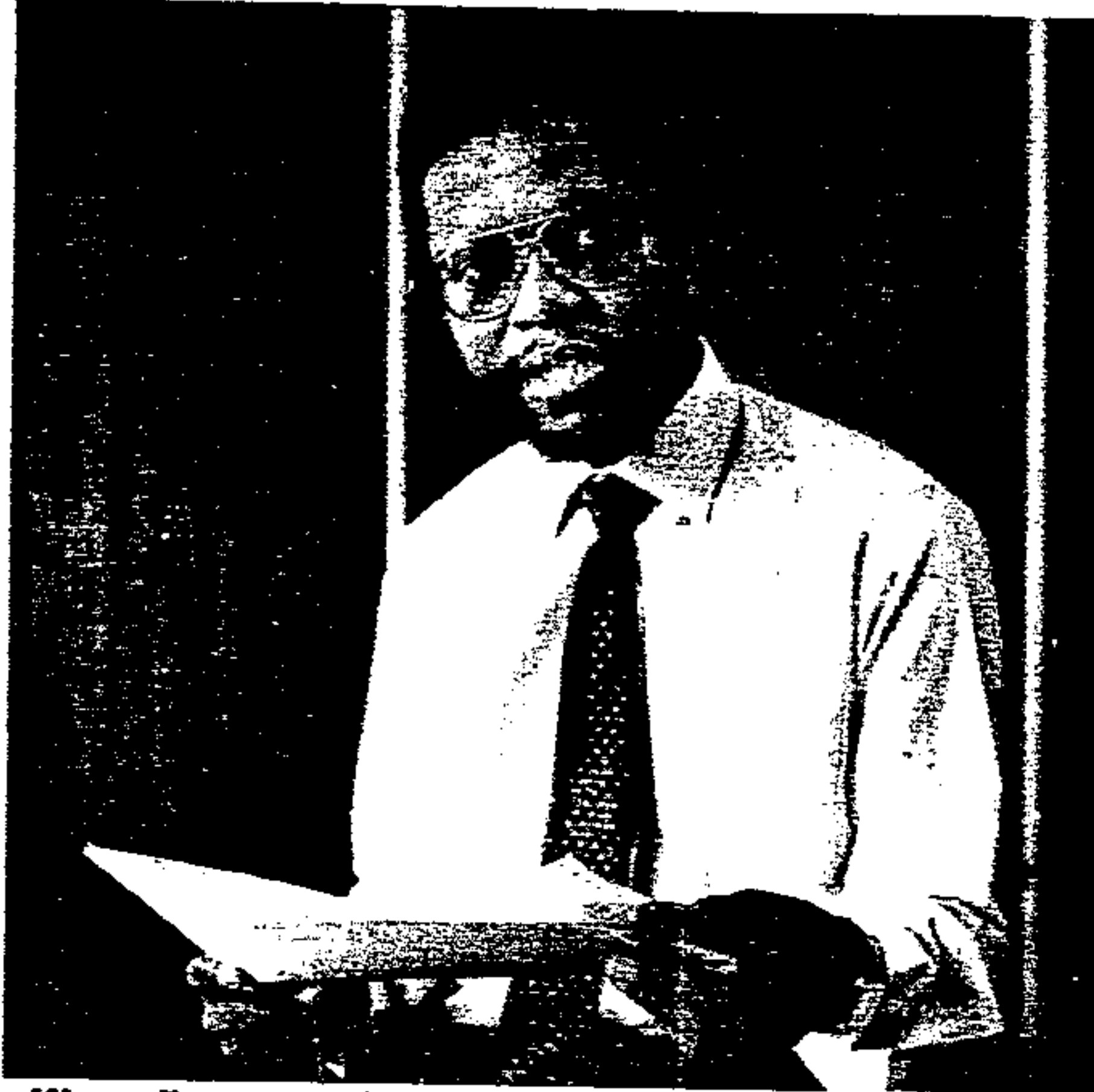
"Teachers are still harassed, detained or punitively transferred. We do not yet have free education for blacks," says Khanyile. The crisis is by no means over, he warns. The burning issue now is the demand that the Department of Education and Training (DET) supplies free stationery and textbooks.

The DET has agreed to the former, but says free setworks will be supplied only next year. Khanyile says that many students, while back at school, are holding back from attending regular classes until both demands are met.

"We sought educationists' opinions as to the latest date on which pupils must start studying to be ready to write exams by November. The consensus seems to be that if students are not seriously studying by the end of April, the year will be lost. We're gravely concerned that if the DET doesn't speed up distribution of stationery and agree to supply textbooks, this will happen," Khanyile says.

If enough students don't start regular classes in time, would NECC negotiate for postponement of exams, or would the prospect of a national schools boycott resurface? Khanyile responds that his executive will not prescribe a strategy, but would canvass regional organisations to formulate a response.

What trends are likely? He points to students' determination to return to school, demonstrated at the NECC conference. "We have never taken the line of 'no education



Khanyile... students demand free stationery and textbooks from the DET

before liberation,' nor have any student or parent organisations. Our slogan is rather 'people's education in people's schools for people's power.'"

What does this entail? "A People's Education Committee is to launch a programme in the schools by the end of June. An earlier NECC commission on alternative education concluded that it is impossible to replace the Bantu Education system overnight — pupils need certificates recognised by potential employers and tertiary education institutions."

So, Khanyile says, people's education will probably begin extra-murally, with input from local community resources. "It will most likely focus on alternatives to official history and the humanities. But the committee's regional secretariats are hearing evidence to determine what to include and will evaluate the resources of different regions," he says.

What of accusations, notably from Black Consciousness (BC) bodies, that the decision to return to school was a sell-out? Khanyile, himself once a BC activist, replies with restraint: "People are free to express opinions. We get our authority and mandate not from BC intellectual organisations, but from grass-roots bodies. The majority of community organisations support us and most have written to encourage us."

Articulate and systematic in exposition, Khanyile is a member of the Soweto Civic Association executive and a founder-member of the Soweto Parents Crisis Committee

(SPCC). He grew up in Natal and was at Turfloop studying for a B Com degree in 1976 — a watershed year. As vice-president of the 1977 Students' Representative Council, he was expelled along with his president. He was at that time committed to BC, "but some of us have moved to a more pragmatic approach."

He moved to Johannesburg and after some years working as a bookkeeper was sent to Birmingham University in England on a corporate scholarship to complete his B Comm Hons degree.

He returned in mid-1982. While working as an accountant, he joined the Soweto Civic Association. Last October, when it convened the public meeting on the education crisis from which the SPCC emerged, Khanyile became an office-bearer. He was instrumental in organising the Wits education conference in December, an essential step in the emergence of

NECC.

He stresses, though, that the process was one of day-to-day crisis management, rather than the product of a preconceived strategy. The black education situation is so fluid that Khanyile and his colleagues are likely to gain a lot more experience in steering the precarious course between ultra-militants on the one hand and the DET on the other. ■

OWEN DINSDALE

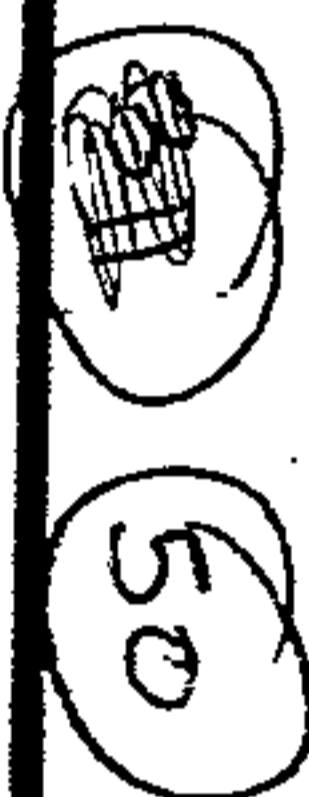
Starting a thaw

Imperial Cold Storage (ICS) has been in the doldrums. Getting things moving will be the job of its youthful new MD, Owen Dinsdale (39), who takes over at the beginning of next month.

"My primary long-term objective is to revalue the share. It's trading well below net worth and is undervalued if you compare its performance to the food sector generally," Dinsdale says.

He won't describe himself as a troubleshooter, though. "I'm coming in to bring new blood and ultimately, a new management style. The succession needed to be looked after, with room for somebody to learn the ropes from chairman Bill Neate over the next few years."

What are Dinsdale's management intentions? It's early days to pronounce on specifics, he replies, adding that he's in the throes



EVERY Wednesday and Friday afternoon pupils in a number of South African schools switch from the "indoctrinating Bantu Education" to People's Education.

"We are striving for an education system that is free, dynamic and democratic; hence our demand that the doors of learning and culture be open to all," said Jabu Khumalo, an official of the Transvaal Student Congress (Trasco), this week.

"People's Education is seen as an alternative to the present system of education which doesn't serve the interests of the people.

"Bantu education doesn't say anything about the people's history. The history taught in schools doesn't say why the African National Congress and other political organisations were banned, why some people are in exile or why Nelson Mandela and the others are detained.

"It is a kind of history that serves the interests of the ruling class in this country and to get rid of this type of

The afternoon classroom flip

thing we are presently striving for the introduction of People's Education," he said.

In formulating an alternative system of education, the people would have a say.

People knew very well what they did not want, he said — oppression, exploitation, humiliation. But what they wanted and how to get it would be born and corrected by practice.

"Education must be seen as a tool for building a new order and developing a new culture," Khumalo said.

Political studies, what Khumalo called "the science of the living", history, religion and the development of societies featured high on the syllabus of People's Education.

Most importantly, pupils learned about democracy. They were taught to work together to solve problems in a

Twice a week in 'Bantu Education' classrooms around the country, schooling does something of a backflip: Out go the official textbooks, in comes a very different set of ideas, called People's Education. SEFAKO NYAKA reports

democratic way.

"People will be taught their own history and that of the rest of Africa. They are also taught about the people's struggles to win freedom from colonialism."

This did not mean that subjects such as mathematics, physics, accountancy and geography would be neglected.

"There is a need for these subjects, but we must emphasise that we will not be teaching colonial geography."

There would also be time for woodwork and cooking.

Many classrooms in Soweto are decorated with posters of Oliver Tambo and other political leaders.

The most popular poster seems to be the End Conscription Campaign (ECC) "No apartheid war. Troops out of the townships".

Khumalo admitted that the implementation of the People's Education programme was not going to be easy.

There was the reluctance of teachers to allow two hours of alternative education.

And there was the problem of suitable or willing teachers amongst the school's staff.

Khumalo denied there was a conflict between the students' decision to return to class and the rejection of Bantu education.

"The SRCs, working in conjunction with some teachers, are presently engaged in implementing People's Education and this cannot be done outside the classroom."

People's Education hoped to make students more aware of the supportive role they could play in the workers' struggle, he said.

"There are still students who believe that students as a class are the vanguard of the struggle."

As a first step in preparing students for their rightful role in society, Trasco has declared the period April 28 to May 2 as Education Week.

Pupils will spend half the day being lectured on workers' history. For the rest of the day pupils go out to stations, taxi ranks and other places to talk to people about the Congress of South African Trade Unions (Cosatu).

"We hope that by doing this we will be sharpening the students' understanding that workers are the vanguard of the struggle," Khumalo said.

Tasa wants 'Soweto Day'

CP Correspondent

STRONG support for the call that June 16 be a school holiday came from the Teachers' Association of SA this week.

Tasa - representing about 80% of the Indian teachers in SA - has asked Department of Education and Culture executive director AK Singh to declare "Soweto Day" a school holiday.

Tasa told him that senior pupils in black, coloured and Indian schools and students at other institutions have always shown solidar-

ity with each other and with the whole community.

The teachers said June 16 had become "a significant day for the commemoration of the movement towards the realisation of the community's aspirations in education - hence it is necessary to allow senior secondary pupils to demonstrate, by peaceful means, their

education needs". They said this year's celebration - the tenth anniversary - would be on a large scale.

Tasa asked Singh "not to give cause for any confrontation between pupils on the one hand and school principals and teachers on the other by obliging pupils to be at school on June 16".

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CITY P. ~~50~~ 20/4/86
education needs

New library at Vaal Technikon

THE Gold Fields Foundation – social responsibility arm of the Gold Fields mining group – has donated R750 000 towards a new library complex at the Vaal Triangle Technikon at Vanderbijlpark.

The complex on the fifth floor of the R6-million project, has been named the Gold Fields Library.

The courtyard on the ground floor is surrounded by the Information Centre and Exhibition areas and gives access to frequently-used facilities such as audio-visual rooms and lecture theatres.

Sales Tax

(a) There was considerable doubt as to whether the company was liable for sales tax on certain transactions and while the negotiations in regard to the matter were in progress the payment of the tax was delayed. By the time the company accepted liability and paid the tax, penalties amounting to R935 320,42 had become due in terms of section 25(1) of the Sales Tax Act. Although the total remission of the penalty, in terms of section 25(4) of the Act, was already under consideration a claim for the amount in question was lodged in order to safeguard the revenue. It was subsequently decided that a full remission of the penalties was justified and the claim was therefore relinquished.

(b) As mentioned above, the penalty was remitted in terms of section 25(4) of the Sales Tax Act.

(4) (a) No;

(b) No, the Commissioner for Inland Revenue is by law responsible for the administration of the Income Tax Act and the issue of the estimated assessments and the subsequent discharge thereof took place under his direction. He is also responsible for the administration of the Sales Tax Act and the remission of the penalties took place under his direction.

Mr A SAVVAGE: Mr Speaker, arising out of the hon the Deputy Minister's reply, am I not correct in saying that in its first year of operation the company in question showed a considerable profit and should accordingly have been taxed on that profit?

The DEPUTY MINISTER OF FINANCE: Mr Speaker, the hon member's question does not, strictly speaking, arise out of my

HoA

reply. If the hon member has further questions he can put them on the Question Paper.

Mr H H SCHWARZ: Mr Speaker, further arising out of the hon the Deputy Minister's reply, is he in fact saying that, except in respect of questions pertaining to income tax and tabled in Parliament, the secrecy provisions of the Income Tax Act no longer apply?

The MINISTER OF CONSTITUTION, DEVELOPMENT AND PLANNING: I do not see how that follows.

Mr H H SCHWARZ: I am asking the hon the Deputy Minister. He is replying, after all. I think his answers contravene the secrecy provisions of the Income Tax Act insofar as income tax is concerned.

The DEPUTY MINISTER OF FINANCE: Mr Speaker, as far as I am concerned and I am aware, the figures that I have given are a matter of public record but I have heard the hon member's question in this regard and I will reply to him later.

Mr H H SCHWARZ: Mr Speaker, further arising out of the hon the Deputy Minister's reply, as a matter of principle, can we now ask questions relating to the tax position of individuals which in terms of the Income Tax Act is said to be secret?

The DEPUTY MINISTER: Mr Speaker, as far as I am aware that principle remains and as far as I am aware the figures that I have given in reply to the question today are a matter of public record.

Mr H H SCHWARZ: Mr Speaker, further arising out of the hon the Deputy Minister's reply, where are they a matter of public record? [Interjections.] I would like him to answer where they are a matter of public record.

The DEPUTY MINISTER: Mr Speaker, I ask the hon member to table the question but as far as I am aware the matter is in the court records.

*28. Mr A SAVVAGE—Foreign Affairs. [Reply standing over.]

Pupil/classroom ratios

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

Whether estimates have been made of the financial cost of bringing about parity in respect of fees in pupil/classroom ratios; if not, (a) why not and (b) when it is envisaged that such estimates will be made; if so, what amount per year is required to bring about parity by (i) 1990 and (ii) 1995?

THE MINISTER OF EDUCATION AND DEVELOPMENT AID:

The hon member is referred to the announcement in respect of policy for norms and standards for the financing of education by the Minister of National Education on Wednesday, 16 April 1986 where he indicated that the government had decided to put into operation a ten-year plan to upgrade the provision of education in the RSA with a view to attaining parity and that more details will be announced in the near future. The Department of Education and Training has contributed several estimates and calculations with regard to pupil/classroom ratios in this regard.

Mr K M ANDREW: Mr Speaker, arising out of the hon the Minister's reply, is he aware that these figures were in fact supplied by his department to the Standing Committee on Finance during their Budget deliberations?

The MINISTER: Mr Speaker, I was not aware of that.

Mr K M ANDREW: Mr Speaker, further arising out of the hon the Minister's reply, is he aware of the figures themselves—besides the fact that they were in fact disclosed, they do exist?

The MINISTER: Mr Speaker, yes, a number of calculations have been made and figures arrived at but in order to give a responsible answer to this House one has to keep in mind a number of variables which will be determined by the programme which

HoA

my colleague the hon the Minister of National Education intends announcing. These variables include, among other things, firstly, how one defines parity because there could be different definitions of parity; secondly, what the economic growth of the country is in the light of a certain programme; thirdly, what the time schedule is within which one wants to bring about these movements towards parity; and fourthly, what the relative weights to be attached to the different components within the educational services are with a view to attaining parity in that regard. In other words, it is a fairly complicated matter of interrelated factors which will have to be determined within this intended programme, after which we can make a more meaningful statement to the House.

Mr K M ANDREW: Mr Speaker, further arising out of the hon the Minister's reply, may I ask him whether the question before him does not similarly ask what it would cost in respect of pupil/classroom ratios if parity was to be brought about? If that is so, it is not a question of policy. Has the hon the Minister not got the figures to give us?

The MINISTER: Mr Speaker, in order to give pupil/classroom ratios in a meaningful way one has to determine what the likely, acceptable and achievable goal is that one wants to set as the measure for parity for all the different departments. This in turn depends on the financial means of the country. As I have said, this is also affected by the other factors such as timing and the relative importance of the different factors that we have set up.

Mr K M ANDREW: Mr Speaker, further arising from the hon the Minister's reply, may I ask him then whether no credence should be attached to the answers given by his department to the Standing Committee on Finance?

Mr K M ANDREW: Mr Speaker, yes, a number of calculations have been made and figures arrived at but in order to give a responsible answer to this House one has to keep in mind a number of variables which will be determined by the programme which

Whether estimates have been made of the financial cost of bringing about parity

THAN SAND & EST 1286.
22/4/86 Pupil/teacher ratios 50 20/1

*30. Mr K M Andrew asked the Minister of Education and Development Aid:

Whether estimates have been made of the financial cost of bringing about parity

in respect of races in pupil/teacher ratios; if not, (a) why not and (b) when it is envisaged that such estimates will be made; if so, what amount per year is required to bring about parity by (i) 1990 and (ii) 1995?

†The MINISTER OF EDUCATION AND DEVELOPMENT AID:

The hon member is referred to the answer on Question 29, which is also applicable to this question on pupil/teacher ratios.

22/4/86
HANS SORRIS & CUL 1287
*31. Mr R W HARDINGHAM asked the Minister of Agricultural Economics:

How many cases of rabies were reported in (a) Natal and (b) KwaZulu during the latest specified period of 12 months for which figures are available?

The MINISTER OF AGRICULTURAL ECONOMICS:

(a) Natal: 68.

(b) KwaZulu: 15.

For the period 1 March 1985 to 28 February 1986.

Johannesburg station: release of gas

*32 Mr W V RAW asked the Minister of Transport Affairs:

(1) Whether an investigation was held into the release of gas in the Johannesburg station; if not, why not; if so, (a) what type of gas was released, (b)(i) by whom, (ii) why and (iii) when was it released and (c) what areas and/or public facilities were affected;

(2) whether any (a) adults and (b) children were evacuated from the affected areas; if so, what total number of persons were evacuated;

(3) whether any foodstuffs and/or meals

H6A

were contaminated by the gas so released; if so, what was the total amount of the losses sustained in this regard;

(4) whether any action has been taken against those responsible for releasing the gas; if so, what action?

†The MINISTER OF TRANSPORT AFFAIRS:

(1) Yes.

(a), (b), (i) (ii), (iii), (c) and (2) to (4) As the matter is *sub judice* no information can be divulged at this juncture.

Own Affairs:
HANS WRA
Provincial health/hospital services
22/4/86 & CUL 1287
*1. Dr M S BARNARD asked the Minister of Health Services and Welfare:

(1) Whether a date has been set for the transfer of the provincial health and hospital services to his Department; if not, (a) why not and (b) when is it anticipated that a decision will be taken in this regard; if so, what is that date;

(2) whether any changes will be made to the (a) structure and (b) functioning of these provincial services when they are transferred to his Department; if so, (i) what changes and (ii) what is the reason for each of these changes?

The MINISTER OF HEALTH SERVICES AND WELFARE:

(1) No.

(a) and (b) I refer the hon member to my reply on a question of the hon member for Pietersburg on 10 February 1986. The investigation by the project team of the Commission for Administration has been completed. The report is being studied at present and a decision will be taken shortly.

(2) The changes will be determined by the nature and extent of the functions which are to be transferred to Own Affairs Administrations.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, can he indicate which health services it has been agreed will be shared between the Natal Provincial Administration and the KwaZulu authority in terms of the Joint Executive Authority approved by the Government?

The MINISTER: Mr Speaker, the hon member should direct that question to the hon the Minister of Constitutional Development and Planning. [Interjections.]

Mr G B D McINTOSH: Mr Speaker, further arising out of the hon the Minister's reply, would he tell the House whether the report of the Commission for Administration is an own affairs report or a general affairs report and whether it will be made available to hon members of Parliament?

The MINISTER: Mr Speaker, I do not think the report has been classified . . .

Mrs H SUZMAN: Race classification!

The MINISTER: . . . in the terms used by the hon member, but it is being dealt with by a general affairs department, namely the Department of Constitutional Development and Planning.

Mr G B D McINTOSH: Mr Speaker, further arising out of the hon the Minister's reply, can he tell the House if the hon the Minister of National Health and Population Development is involved in dealing with this problem?

The MINISTER: Mr Speaker, the hon the Minister of National Health and Population Development is obviously involved in this matter.

22/4/86 & CUL 1289
Teacher training colleges
*2. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether any Administrator, Provin-

cial Executive Committee or Member of the Executive Committee was formally approached at any time during the latest specified period of five years for which information is available, to open to all races any teacher training college then falling under provincial control; if so, (a) by what persons or groups, (b) what are the names of the persons so approached, (c) on what dates did this occur and (d) what was the reaction in each case;

(2) whether during the above period any university acting in accordance with the provisions of the National Education Policy Act, No 39 of 1967, made a request, in conjunction with a teacher training college, that such college admit non-White students of the university; if so, (a) which (i) universities and (ii) colleges, (b) on what dates and (c) with what result in each case;

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

†The MINISTER OF EDUCATION AND CULTURE:

(1) No request in this regard was made to the Department. The Department also has no record of requests made to the Administrators, Executive Committees and members of Executive Committees in the past;

(a), (b), (c) and (d) fall away;

(2) No such request was made to the Department and the Department has no knowledge of requests made to Administrators, Executive Committees or members of Executive Committees;

(a)(i)(ii), (b) and (c) fall away;

(3) No.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, did I understand him correctly to say that his de-

H6A

TUESDAY, 22 APRIL 1986

partment does not bear knowledge of any of the departments that he took over on 1 April, and that he is not going to answer questions bearing on those departments?

†The MINISTER: Mr Speaker, the question quite clearly relates to the past five years, before these institutions were transferred to the Central Government. The question is whether any requests were directed to the institutions concerned during this period, for example to the Administrator or to members of the Executive Committee and so forth. Naturally it is not now possible for me to tell the hon member across the floor of the House what requests were directed over the past five years and what the replies thereto were.

Mr G B D McINTOSH: Mr Speaker, further arising out of the hon the Minister's reply, is he suggesting that there will be no comparable statistics available to this Parliament for any period prior to the time that his department took over education?

†The MINISTER: Mr Speaker, that is not what I meant at all and the question also does not deal with that. The question is whether there were specific applications in respect of the admission of members of other race groups to specific colleges, and it does not concern the numbers or the statistics at all. The statistics are naturally available and have in fact been given to the hon members across the floor of the House.

Q. C. W. 1291
Books/stationery
22/4/86
3. Mr R M BURROWS asked the Minister of Education and Culture:

Whether any policy has been determined for the supply of (a) text books, (b) set books, (c) stationery and (d) library books to schools falling under the control of his Department, including provincial schools; if not, why not; if so, what is that policy in each case?

The MINISTER OF EDUCATION AND CULTURE:

- (a) to (d) A common policy does not yet exist. The Department of Education

TUESDAY, 22 APRIL 1986

and Culture and the provincial education departments each has a policy based on a per capita allocation for the purchasing of the items in question.

Departmental catalogues and/or lists are compiled from which items can be purchased out of funds allocated whilst certain items are supplied departmentally.

Q. C. W. 1292
Private schools: teachers
22/4/86
4. Mr R M BURROWS asked the Minister of Education and Culture:

- (1) Whether teachers at private schools are required to be registered with the South African Teachers' Council for Whites (SATCW) as a prerequisite for such private schools to be registered with and/or receive subsidisation from his Department; if so, why;

- (2) whether all teachers at each such school will be required to be registered with SATCW; if not, what percentage of the staff will have to be so registered;

- (3) whether non-White teachers at such schools will be required to register with any teacher organisation; if not, why not; if so, with what organisation;

- (4) whether this requirement was discussed with (a) the SATCW and/or (b) any other representative body prior to its being made a requirement; if not, why not; if so, (i) what bodies were consulted, (ii) on what dates were they consulted and (iii) what was their response in each case;

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

†The MINISTER OF EDUCATION AND CULTURE:

- (1) No.
(2) The hon member is referred to my statement in the Press of 10 March 1986 and reply to oral Question No 6 which was replied to on 8 April 1986.

TUESDAY, 22 APRIL 1986

On receipt of a report on the discussions it will be considered and then it will be possible for me to supply answers to the specific facets.

- (3) Falls away.
(4) Falls away.
(5) A statement on the requirements for registration will be made in due course.

Mr R M BURROWS: Mr Speaker, arising out of the hon the Minister's reply, is the hon the Minister aware that there is a variation between the criteria he provided as being demanded from each school for registration and those which were given verbally to the private school organisations at the meeting held in Johannesburg recently?

†The MINISTER: Mr Speaker, with regard to this whole question, I would once again like to refer the hon member to the statement as well as the oral replies to questions that I furnished over the floor of this House. It boils down to the fact—I hope this will be clear to the hon member—that negotiations have taken place, also about the draft regulations which eventually will have to be applied by these private schools. Those draft regulations were discussed by the various Directors of Education with delegations of the private schools. I want to put it categorically that there is no official guideline whatsoever according to which members of other population groups will, rigidly according to a set percentage, be allowed to a private school. The whole question is under discussion, interviews are conducted with various people who have an interest therein and eventually the Ministers' Council will take certain decisions to finalise these regulations. The whole question of the regulations will be handled with the utmost caution and responsibility. It will be flexible, but it will also represent the spirit of the Constitution.

Mr G B D McINTOSH: Mr Speaker, further arising from the hon the Minister's reply, I should like to thank him for that statement. However, I should also like to ask him whether he really believes that it was necessary

ary to cause this crisis in private school education when he and the Government had already dealt with the problem of opening private schools some years ago?

†The MINISTER: Mr Speaker, it seems to me this hon member is living in a dream world. Fact of the matter is that there was a certain policy regarding private schools. In terms of the new constitutional dispensation, and also the decision of the Government in terms of which it now regards the private schools as an integral part of the educational system, and with great recognition and appreciation for the great work that is being done in private schools, it is, of course, necessary that the whole question regarding private schools, as well as the norms which will apply to the subsidisation of private schools, be made known and that negotiations thereon take place with the parties concerned.

For written reply:

General Affairs:

Eastern Cape Development Board
HAN'S M/D 22/4/86
343. Mr A SAVAGE asked the Minister of Constitutional Development and Planning:

- (1) (a) What amount was voted by the Government for use by the Eastern Cape Development Board for (i) housing and (ii) infrastructural development for such housing, and (b) how much of this amount was voted in the form of (i) grants and (ii) loans, in respect of the 1985-86 financial year;
(2) what was the interest rate in respect of each of these loans?

The MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

- (1) (a) (i) R39 252 933.
(ii) R1 998 676.
(b) (i) Housing None
(ii) Infrastructure R1 080 994.

CAN education be "equal but separate?" In a celebrated case, the American Supreme Court ruled that education which is separate cannot, by its very definition, be equal. Special Writer HUGH ROBERTON examines the finding in the light of the Government's 10 year plan to provide "equal but separate" education for all race groups in South Africa.

ARGUS 22/4/86 50
Educational fallacy . . .

THE Government's 10-year-plan to provide "equal but separate" education for all race groups in South Africa is based on an inherent fallacy. Education which is separate cannot, by its very definition, be equal. That, at least, was the judgment of the United States Supreme Court when it was asked to rule on the same issue more than 30 years ago.



Earl Warren

tion itself on public education.

It was a celebrated case, still quoted as a watershed precedent, and it was a precursor to much of the turmoil of the American civil rights movement of the late 1950s and 1960s, especially the "busing" of black children to white schools. Known as "Brown versus Board of Education", its proceedings closely parallel the argument now raging in South Africa over the issue of "equal but separate" education.

"Segregation of white and coloured children in public schools has a detrimental effect on the coloured children. The impact is greater when it has the sanction of the law, for the policy of separating the races is normally interpreted as denoting the inferiority of the Negro group," the court found.

In 1952 a young black girl, Linda Brown, was denied admission to the white public school system in Topeka, Kansas, on the grounds that "equal but separate" education facilities existed in the city for blacks.

NOTING that education was "the foundation of good citizenship" and "the primary tool in impressing cultural values and facilitating social adjustment", the court ruled that "a sense of inferiority affects the child's motivation to learn. Segregation with the sanction of the law, therefore, has a tendency to retard the education and mental development of Negro children and to deprive them of the same benefits they would receive in a racially integrated school system."

There had been similar cases in other parts of the US, but the National Association for the Advancement of Coloured People chose to fight the Brown case because it had all the chief characteristics of the others and, more important, it tackled the "equal but separate" issue head on.

The court held that segregation in public schools violated the US Constitution irrespective of the equality of physical facilities and it concluded that "separate education facilities are inherently unequal."

UNTIL then, lower courts had upheld segregated schools on the basis that if "equal" facilities did exist for blacks there was no reason to claim that they were being discriminated against by having to attend "separate" schools.

In the political and social ferment which preceded the judgment, by US Chief Justice Earl Warren, civil rights leaders had argued that "equal citizens cannot go to separate schools" and had posed the challenging question: "If the schools are equal, why should they be separate?"

But when it finally gave judgment in 1954, the US Supreme Court overturned these findings and ruled in favour of the plaintiffs, whose argument had been that segregated public schools are not equal and cannot be made equal.

The judgment led to a revolution in US public education and subsequent sociological data supported the wisdom of the court's decision. Surveys of black children who have attended almost exclusively black schools have revealed that most do not do as well academically, socially, or in their chosen adult profession as do black children who have attended "substantially mixed" schools.

The court determined that an analysis which focused merely on tangible aspects of the school system — buildings, facilities, teachers, equipment, and examination standards and results — was insufficient in that it did not address the effect of segrega-

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REPUBLICAN OF SOUTH AFRICA

10-year plan — many issues need urgent action

ARC 45 22/4/86 50
Education Reporter

MANY urgent education issues were not financial and could not be left to the implementation of a 10-year plan, the president of the South African Teachers' Association (Sata), Mr John Ince, said.

Responding to the Government's proposed 10-year plan to upgrade education, Mr Ince said Sata welcomed the planned increase in total education expenditure and the recognition of the needs of departments experiencing huge financial backlogs.

For too long, education had been "at the mercy of apparently ad hoc, short-term decision-making, largely dependent on situations of crisis and confrontation", he said.

HEAVY PRICE

"These ad hoc decisions have seldom compensated for the long-term price paid in terms of trust and human relations in this country."

But he said Sata — the official body representing English-

speaking teachers in the Cape — questioned "any suggestion" of limiting the planned expenditure if the economy failed to grow at the expected rate.

Education spending remained an investment which in the long term would generate development and economic expansion.

Many "urgent issues in education" were not tied only to financial considerations and could not wait for a plan which would take as long as 10 years to implement, he said.

The "urgent need for credibility" would not be met as long as education remained racially based.

Opening white teachers' colleges could result in nearly 3 000 more teachers a year, while the removal of racial criteria for the subsidisation of private schools would further demonstrate the Government's commitment to equal education and the devolution of decision-making, he said.

Minister: white colleges open to other races

Dispatch Correspondent

CAPE TOWN — It was possible for students of other races to study at largely vacant whites-only teachers' training colleges such as Edgewood Teachers Training College in Durban, the Minister of National Education, Mr F. W. de Kerk said yesterday.

The minister responded to bitter complaints from Indian MPs in the House of Delegates who said that Edgewood had some 600 vacancies to train teachers but would not allow students of other races to fill them because of segregated education.

Mr De Kerk said the constitution did allow for one department to serve the needs of another department if it was possible to accommodate them.

This followed after Mr A. K. Pillay, (Sol Merebank), Mr Ranji Nowbath, (NPP nominated) and Mr Mahmoud Rajab, (Sol Springfield) stressed their dismay at the fact that an under-utilised white teachers' training college was half-vacant while there was a pressing need to train black teachers.

Mr Pillay said Edgewood should be made



MR F. W. DE KERK

multi-racial ⁽⁵⁰⁾ due to the educational needs of the province and that the planned teachers' training college should be speedily completed on a multiracial basis with the aim of serving the educational requirements of South Africa.

Mr Rajab pointed out that "the skies would not have fallen out" if 126 black applicants at Edgewood were accommodated this year.

Mr Nowbath said that while Edgewood was a "white racist school" it was more damning to note that its certificate issuing authority was the

"liberal Natal University".

Mr Pat Poovalingam said it was a waste to have three universities in Natal — Natal University, the University of Durban-Westville and the University of Zululand.

All universities should be open and not be governed by the ethnic own affairs ministries, Mr Poovalingam said.

Mr De Kerk emphasised however, that school education was multi-cultural in nature and therefore the requirements of curricula formulated on that basis had to be catered for.

He said that teachers trained under one ethnic department may not be qualified to teach in another ethnic department because of the difference in requirements in terms of current educational structure. 22/4/86

Equality in education, to which his government was committed, meant the application of the same norms, standards, curriculum standards in all the respective education departments, he said. DISPATCH

He strongly opposed calls for integration, arguing that "if we open all institutions tomorrow we will not solve the problems."

GMT Times 22/4/86

Racial education 'only vehicle'

50

Political Reporter
HOUSE OF DELEGATES. — Apartheid in education should temporarily be accepted as the only means to advance in education, the Minister of National Education, Mr F W De Klerk, said here yesterday.

Speaking during the education vote, Mr De Klerk pleaded that "education on the basis of group differences must be accepted as the only vehicle to achieve success within an acceptable framework of time".

He was responding to criticism from MPs of both the ruling National People's Party (NPP) and the opposition Solidarity Party who urged the government to scrap separate education in a bid to stop unrest at schools.

The minister told Indian MPs their dissatisfaction with the current education system should be discussed during the constitutional development vote.

He strongly defended the own-affairs concept in education. The training of teachers over a period of 10 years was the only way to narrow the backlog in black education, he claimed.

He added that "reasonable people" would accept his government's attempt to improve education. But the programme to attain equality in education would not be acceptable to the ANC and those who fostered violence in the country, he said.

Mr Amichand Rajbansi, chairman of the Ministers' Council of the Reservoir Hills (Solitary educational institutions. Mr Rajbansi said ethnic universities should be taken away from the control of own-affairs ministries.

Mr De Klerk said these universities were autonomous and were their budgets and only for an improvement in black education and identified inferior education as the major cause of unrest in black townships.

Mr P C Nadasen, (NPP Allandale) described apartheid as the "generator of violence" while white schools and colleges stood half-empty.

Threats keep pupils away

22/4/86.
E-Post

SO

SO

NO African pupils attended Port Elizabeth's Trinity High School yesterday following threats to them last week.

Confirming this the principal of Trinity High School, Sister Dorothy, said she was saddened at the loss of the black pupils.

The threats, made last Friday, followed a call by the Port Elizabeth Students' Congress for all PE African pupils at schools outside the townships to enrol at township schools.

Sister Dorothy said: "All of us could understand the call for black people to stand together and we accept it.

"We can appreciate the need for solidarity among black people against a system which we and they know to be unjust," she said.

"What does sadden us though, is that we are seen to have become associated with that system, when in fact over the years we campaigned for non-racial education and only last week we indicated we would not be able to accept State subsidies based on race."

Sister Dorothy said she would seek opportunities to open negotiations with the leaders of the black community on the matter.

Indian schools to stay open June 16

Education Reporter

THE Indian Minister's Council has rejected a request from the 10 000-strong Teachers' Association of South Africa that June 16 — the 10th anniversary of "Soweto Day 1976" — be declared a school holiday for pupils at Indian schools throughout the country.

The request was formulated and unanimously supported at a meeting of Tasa's general purposes committee on April 12 and sent to the executive director of the Indian Department of Education and Culture, Mr A K Singh.

The association said that June 16 had become a "significant day" for the commemoration of the movement "towards the realization of the greater community's aspirations in the field of education".

Yesterday, Mr Singh said that the five-member Ministers' Council, headed by Mr Amichand Rajbansi, had met on the

issue last week.

"The decision is that Indian schools will remain open on that day," he said. He would not elaborate.

Reacting to the outcome, Tasa's acting president, Mr Poobie Naicker, said from Durban that the decision was regretted.

"We now find our pupils in the peculiar situation that our white and Indian schools will be in session while the black and coloured schools will be in recess on June 16," he said.

Tasa said in its letter that black, coloured and Indian high school pupils and students at tertiary institutions had consistently indicated a need to show solidarity with each other and with the community.

"They want to achieve among the deprived peoples of the Republic an education programme that liberates individuals spiritually and materially."

ARG 15 22/4/86

10-year plan — many issues need urgent action

80
Education Reporter

MANY urgent education issues were not financial and could not be left to the implementation of a 10-year plan, the president of the South African Teachers' Association (Sata), Mr John Ince, said.

Responding to the Government's proposed 10-year plan to upgrade education, Mr Ince said Sata welcomed the planned increase in total education expenditure and the recognition of the needs of departments experiencing large financial backlogs.

For too long, education had been "at the mercy of apparently ad hoc, short-term decision-making, largely dependent on situations of crisis and confrontation", he said.

HEAVY PRICE

"These ad hoc decisions have seldom compensated for the long-term price paid in terms of trust and human relations in this country."

But he said Sata — the official body representing English-

speaking teachers in the Cape — questioned "any suggestion" of limiting the planned expenditure if the economy failed to grow at the expected rate.

Education spending remained an investment which in the long term would generate development and economic expansion.

Many "urgent issues in education" were not tied only to financial considerations and could not wait for a plan which would take as long as 10 years to implement, he said.

The "urgent need for credibility" would not be met as long as education remained racially based.

Opening white teachers' colleges could result in nearly 3 000 more teachers a year, while the removal of racial criteria for the subsidisation of private schools would further demonstrate the Government's commitment to equal education and the devolution of decision-making, he said.

Tasa June 16 request rejected

50 233 DISPATCH 22/4/86.

CAPE TOWN — The Indian Minister's Council has rejected a request from the 10 000-strong Teachers Association of South Africa that June 16 be declared a school holiday for pupils at Indian schools throughout the country.

The request was formulated and unanimously supported at a meeting of Tasa's general purposes committee on April 12 and sent to the executive director of the Indian Department of Education and Culture, Mr A. K. Singh.

Tasa said that June 16 had become a "significant day" for the com-

memoration of the movement "towards the realisation of the greater community's aspirations in the field of education".

"Hence it is necessary to allow, among others, senior secondary school pupils to demonstrate by peaceful means their collective needs within the context of the aspirations of the greater community."

Yesterday, Mr Singh said that the five-member Ministers Council, headed by Mr Amichand Rajbansi, had met on the issue last week.

"The decision is that Indian schools will remain open on that day," he said. He would not elaborate.

Reacting to the outcome, Tasa's acting president, Mr Poobie Naicker, said from Durban that the decision was regretted.

"We now find our pupils in the peculiar situation that our white and Indian schools will be in session while the black and coloured schools will be in recess on June 16," he said.

Tasa said in its letter that black, coloured and Indian high school pupils and students at

tertiary institutions had consistently indicated a need to show solidarity with each other and with the community.

"They want to achieve among the deprived peoples of the Republic an education programme that liberates individuals spiritually and materially, enhances self-esteem and dignity, and enhances the chance for equality of opportunity."

Tasa urged Mr Singh to note the magnitude of the commemoration anticipated for June 16, 1986, as it was the 10th anniversary of "Soweto Day 1976".

Teacher training vital, G'town conference told

Dispatch Reporter
GRAHAMSTOWN — In-service education and training for teachers (Inset) should first be directed at Inset personnel, Dr Ken Hartshorne, a former director of planning of the Department of Bantu Education and now consultant at the centre for continuing education at the University of the Witwatersrand, said here yesterday.

He was a key speaker at the 1820 Foundation

education projects' exhibition and three-day conference.

Posing the question: Inset for whom? he listed as priorities primary school teachers, unqualified or underqualified adult educationists, secondary school teachers, pre-school teachers and finally teachers sufficiently qualified to cope.

Dr Hartshorne said: "It is these people who need the management skills, who need to learn

how to handle conflict."

Educationists should be looking at school-focused Inset.

"It may not be possible to have this physically based in the present circumstances."

He warned against the "paper chase syndrome". "We are forcing black teachers to do senior certificates which are often irrelevant to their needs."

He said there must be agreement about recognition of what teachers were doing. The best kind of Inset was curricula-related.

"We must look at the critical position of language, particularly English. The present crisis (in education) will force us to rethink our strategies."

He said Inset might have to look at distance-teaching, and appealed to his audience not to neglect research.

DISPATCH 23/4/86
50

The Gov't's recently announced 10-year education plan is based on an inherent fallacy

THE Government's 10-year plan to provide "equal but separate" education for all race groups in South Africa is based on an inherent fallacy.

Education which is separate cannot, by its very definition, be equal. That, at least, was the judgment of the United States Supreme Court when it was asked to rule on the same issue more than 30 years ago.

It was a celebrated case, still quoted as a watershed precedent, and it was a precursor to much of the turmoil of the American civil rights movement of the late 1950s and 1960s, especially the "busing" of black children to white schools.

Known as "Brown versus Board of Education" its proceedings closely parallel the argument now raging in South Africa over the issue of "equal but separate" education.

In 1952 a young black girl, Linda Brown, was denied admission to the white public school system in Topeka, Kansas, on the grounds that "equal but separate" education facilities existed in the city for blacks.

There had been similar cases in other parts of the US, but the National Association for the Advancement of Coloured People chose to fight the Brown case because it had all the chief characteristics of the others and, more important, it tackles the "separate but equal" is-

SOWETAN
Correspondent

claim that they were being discriminated against by having to attend "separate" schools.

But when it finally gave judgment in 1954, the US Supreme Court overturned these findings and ruled in favour of the plaintiffs, whose argument had been that segregated public schools are not equal and cannot be made equal.

The court determined that an analysis which focused merely on tan-

gible aspects of the school system — buildings, facilities, teachers, equipment, and examination standards and results — was insufficient in that it did not address the effect of segregation itself on public education.

"Segregation of white and coloured children in public schools had a detrimental effect on the coloured children. The impact is greater when it has the sanction of the law, for the policy of separating the races is normally interpreted as denoting the inferiority of the Negro group," the court found.

Noting that education was "the foundation of good citizenship" and "the primary tool in improving cultural values and facilitating social adjustment", the court ruled that "a sense of inferiority affects the child's motivation to learn. Segregation with the sanction of the law, therefore, has a tendency to retard the education and mental development of Negro

children and to deprive them of the same benefits they would receive in a socially integrated school system".

The court held that segregation in public schools violated the US constitution irrespective of the equality of physical facilities and it concluded that "separate education facilities are inherently unequal".

If the schools are equal, why should they be separate?

In the political and social ferment which preceded the judgment, by US Chief Justice Earl Warren, civil rights leaders had argued that "equal citizens cannot go to separate schools" and had posed the challenging question: "If the schools are equal, why should they be separate?"

The judgment led to a revolution in US public education, and subsequent sociological data supported the wisdom of the court's decision.

Surveys of black children who have attended almost exclusively black schools have revealed that most do not do as well academically, socially, or in their chosen adult professions as do black children who have attended "substantially mixed" schools.

Until then, lower courts had upheld segregated schools on the basis that if "equal" facilities did exist for blacks there was no reason to sue head on.

SOWETAN



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DET GIVES WARNING ON MATRIC EXAMS

By **ALI MPHAKI**

SOWETAN 25/4/86

THE Department of Education and Training has warned that candidates who have not paid examination fees by today will not be allowed to sit for matric examinations in November.

This follows reports that a number of candidates for the matric examinations in November are being urged not to pay their examination fees.

In other cases, candidates who have already paid are being told to demand their money back.

A spokesman for the department said this has come to their attention, and warned that any candidate who

fails to comply with the prescribed registration procedures by today will not be allowed to sit for the examination.

He said this did not apply to those candidates who paid for the November/March 1985 examination, adding that these fees were being transferred.

The examination fees are intended to cover the cost of marking and administration and are the same for all education departments.

"The amount paid by candidates is not sufficient to cover costs and the department subsidises the shortfall," he said.

Count your blessings

They call it reform. *FIN NAW*

Government's latest commitment to achieving parity in education within 10 years has been largely over-shadowed by a major row over an attempt to force racial quotas onto private schools.

The 10-year plan, announced some time ago by Deputy Minister of Education and Development Aid, Sam de Beer, and repeated in parliament last week by National Education Minister, F W de Klerk, commits government to an increase in education spending from R6,8 billion this year to R10 billion by 1996.

Priority is to be given to those education departments experiencing the biggest backlogs, he said.

But while De Klerk was making his (fairly significant) announcement, the major churches and private schools were bracing themselves for a showdown over new apartheid rules for their institutions.

Ironically, the new subsidy scheme increases the amount available for the subsidisation of private schools from R10m last year to R25m in 1986. For the first time private schools will be able to claim subsidies for all their pupils — and not just those with white skins.

But the new rules have a vicious apartheid sting. They effectively mean that unless private schools stick to government-designated racial quotas, they will lose their State subsidies — and possibly even be barred from registering.

Roman Catholic Church schools have already rejected the restrictions and others are expected to follow suit.

The quotas mean that if a school wants a 45% subsidy (R467 to R701 a pupil a year), it must restrict black enrolment to 10% or less. For a subsidy of 15% (R156 to R234) there may only be 20%, or fewer, black pupils.

So if between 20% and 30% of pupils are black, the school receives no subsidy, but qualifies for registration. A black enrolment of more than 30% disqualifies the school from registration.

There are 169 private schools in the country with a total enrolment of 53 221 pupils of whom 5 142 are black.

It is not yet clear if schools with less than 70% white enrolment will be deregistered, or whether government will merely refuse to register new schools where more than 30% of the pupils are black. ■

NECC in Medunsa 'peace talk'

W. Mail

25/4/86

THE Medical University of Southern Africa was deserted yesterday while the National Education Crisis Committee met with university authorities in Johannesburg.

Medunsa's rector, Prof LT Taljaard, said yesterday although the university was open, no students were attending classes. This is despite a university offer to protect students who wish to return.

Reliable sources at the university said that Taljaard was late yesterday meeting with the NECC over the ongoing conflict on the campus.

Earlier this week, Vusi Khanyile, an NECC representative, said he had contacted the university council and was awaiting their reply for a date for formal talks.

However, Medunsa's Professor LT Taljaard, denied that the NECC had contacted the council.

Medunsa was tense this week after the council ordered students who were still boycotting lectures to leave the university, which had backed down from its earlier threats that those who did not attend lectures when it reopened would be expelled.

Although the students were not resisting orders to leave the campus, a large number of policemen with rifles put them into buses, handling some of the students roughly.

"We decided to continue our boycott against the new repressive measures and because our demands have not been met," said a representative for the students, who have resolved not to be "manipulated by the university through media propaganda" to return before their demands are met.

The students are demanding the deregistration of white student Peter Kruger and the dismissal of security officer William Steyn, who has been accused of harassing and assaulting students on the campus.

The repressive measures, including

Medunsa remained tense this week, after boycotting students were expelled from campus. ANDREW LEFOKA reports

a declaration binding students to the university regulations, were imposed on Monday when the university reopened after being closed last week due to violence which culminated in damage to the administration building and Steyn's car.

Meanwhile Kruger this week claimed Taljaard told him the ANC and the UDF were pressuring students to demand his deregistration. Taljaard denied the claim and threatened to take legal action against Kruger.

Murphy Morobe, publicity secretary for the UDF, denied it was behind students attempts to remove Kruger

Medunsa, which has been described as a "relatively quiet" university, has been hit by ongoing boycotts since the registration of Kruger and his former colleague Darryl Wilke. The university's decision to cancel their registration after student boycotts was overturned by a Supreme Court order reinstating them.

Wilke, who deregistered due to pressure, and Kruger were amongst seven white students who arrived at Medunsa for studies early this year. The five others left earlier.

On the boycott against Kruger and Wilke, a student representative said: "There was no prior consultation with students before the admission of the two, we were only informed later. We are not against whites at Medunsa because we even have whites in progressive organisations."

The representative said there were rightwing elements in and outside the university who were behind the admission of the two to Medunsa.

"Pretoria, which cooked the whole issue, was trying to introduce a

Multiracialism, which we are totally against."

The students, like the community, do not want multiracialism but nonracialism, to be applied to all educational institutions from creche to tertiary level. Multiracialism implies quotas; nonracial means open to all.

Tensions surfaced at the University of Bophuthatswana last week as students mounted a food boycott and police were called to the campus to disperse a student gathering.

This comes in the wake of the closure of the university for a month last year by President Lucas Mangope, the deportation of seven staff members and the exclusion of seven students.

The boycott started on Monday, with students demanding an improvement in the quality of food in the canteen. When the university administration did not respond, a group of 20 students broke into the canteen and destroyed equipment worth approximately R10 000.

Vice-chancellor John Matchene then promised the students better food and service.

A student meeting on Wednesday to discuss the administration's response was baton-charged by police.

The campus registrar, Walter Moselehi, denied students were assaulted, but a doctor at Bophelong Hospital confirmed that students were treated for injuries.

The next day students boycotted classes as well as food in protest against the police action. At a lively mass staff/student meeting in the evening, during which Carmen Nathan, Dean of the Law Faculty and close adviser to Mangope, was heckled by students, the vice-chancellor promised to investigate the assaults.

The students resolved to return to classes pending the investigation.

CAPL 28/4/86 (50)
Time

Education director tells of 'interference'

Staff Reporter

THE outgoing executive director of coloured education, Mr A J Arendse, warned yesterday that unless "political interference" in education ceased, standards would inevitably decline.

Mr Arendse's resignation from his post comes into effect on Wednesday. He said yesterday that he had resigned because he could no longer stand "political interference" in education.

"I can't do my work with the constant interference from the top," he said. "No executive director of education could do it. My position has become unbearable".

Mr Arendse said that in the past year or two political interference in education had increased

dramatically. Asked whether the interference was a result of the widespread unrest in coloured schools, he said: "It's the other way around.

"Unrest was caused by the political takeover," he said. "There were differences outside the schools, and those were brought into schools."

Education should be left to the education authorities, not to the politicians.

He said: "Four or five years ago I warned that the standard would decline if politics were not withdrawn from education because you get reaction from the pupils and the public."

Factors other than educational principles had been taken into account, Mr Arendse said.

Mr J H HOON: Mr Chairman, arising out of the reply of the hon the Minister, does he believe that it is fair that the SABC made such a long time available last night for prince Botha of Swaziland to put his case?

The CHAIRMAN OF THE HOUSE: Order! I do not regard that question as a question arising out of the hon the Minister's reply.

Mr F J LE ROUX: Mr Chairman, further arising out of the hon the Minister's reply, can he inform the House—with reference to the talk which he had last night with Mr Freek Robinson about his visit to Swaziland—whether he had anything to do with the last question that was put to him about the events at Brits? Did he have a mutual arrangement with Mr Robinson in connection therewith?

The MINISTER: Not at all. The fact of the matter is that I originally refused to grant an interview and that the SABC telephoned me at my house at 18h00 and repeated their representations. They said, amongst other things, that there was interest in that visit.

I never have foreknowledge of any questions that are put to me by South African or overseas television reporters. Besides, I prefer to speak off the cuff, and I therefore prefer not to have any foreknowledge of any questions. I also had nothing at all to do with it.

Mr F J LE ROUX: Mr Chairman, further arising out of the hon the Minister's reply, could he perhaps explain to the House what the connection was between his visit to Swaziland and the events in Brits? [Interjections.]

The MINISTER: No, I cannot, but if questions are put to me, I will answer them directly. [Interjections.]

The CHAIRMAN OF THE HOUSE: Order! There are many people—I do not speak only of the hon members of the House—who would like to hear the various Ministers' replies. It is required of me to make sure that those people who want to hear the replies, can hear them.

29/4/86 *Goat 1448*
Municipalities
HANSARD
*2. Mr L F STOFBERG asked the Minister of Finance:†

(1) Whether the Croeser Working Group made any recommendations in 1981-82 on the profit margins of municipalities in respect of the provision of services; if so, (a) when and (b) what was the purport of the recommendations;

(2) whether these recommendations have been approved by the Cabinet; if so, when;

(3) whether any steps have been or are being taken to ensure that municipalities implement these recommendations; if not, why not; if so, what steps?

The MINISTER OF FINANCE:

(1) Yes, the Croeser Working Group made recommendations concerning surpluses on trading services.

(a) In June 1981, The recommendation (no. 10.11.7) was published in the Report of the Croeser Working Group on the Report of the Committee of Enquiry into the Finances of Local Authorities in South Africa dated 6 May 1982.

(b) The purport of the recommendation is:

(i) That local authorities still be allowed to apply surpluses on their trading services towards covering deficits on their general services; that the matter be kept under constant review by both the provincial authorities and the city councils themselves in order to avoid or limit possible adverse economic effects.

(ii) That surpluses on trading

services be kept as far as possible to 10 per cent of the revenue of a trading service.

(2) Yes. The recommendations were approved by Cabinet in June 1981.

(3) Yes. The recommendations were conveyed to the various Provincial Administrations and the former Department of Co-operation and Development for transmittal to local authorities.

Local authorities derive their authority to frame tariffs for trading services from the provincial ordinances, and supervision of those tariffs thus inheres in the Provincial Administrations.

29/4/86
HANSARD
3. Mr L F STOFBERG asked the Minister of Defence:†

(1) Whether the South African Defence Force is involved in the provision of education to civilians; if so, (a) why and (b) (i) what amount was spent by the Defence Force on such education in the latest specified period of 12 months and (ii) how many man-hours of Defence Force personnel were taken up by this in that period;

(2) whether he has considered or is going to consider having the cost involved in such education included in the estimates of expenditure of another state department; if not, why not; if so, (a) what other state department and (b) what steps have been or will be taken in this connection;

(3) whether the involvement of national servicemen in such education has an effect on the quality and duration of their training; if so, to what extent;

(4) whether he will consider shortening national service; if not, why not;

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

The MINISTER OF DEFENCE:

(1) Yes.

(a) National Servicemen are employed at the request of the Government to render assistance with socio-economic upliftment projects such as e.g. agricultural technical services, education, medical services and administration which also are to the advantage of the defence effort.

(b) (i) R346 613.

(ii) 102 160.

(2) No, because the SA Defence Force also benefits from this assistance.

(3) No.

(4) No, because it can only be done at the cost of effective training and a greater service requirement for the Citizen Force and Commando members. Also see paragraphs 27-29 and 50 of the White Paper on Defence and Armaments Supply, 1986, which was laid upon the Table on 21 April 1986.

(5) No.

Mr R M BURROWS: Mr Chairman, arising out of the hon the Minister's reply, can he state whether the people serving as teachers serve in or out of uniform and whether they are armed?

The MINISTER: Mr Chairman, basically all the people serve in uniform. They are either armed or not depending on their specific situation. It depends on the decision and the policy of the SADF.

29/4/86
HANSARD
4. Mr D J N MALCOMES asked the Minister of Transport Affairs:

(1) Whether he has appointed a committee to investigate methods for the

29/4/86
New York: travel bureau
HAN SWARD 29/4/86
845. Mr P G SOAL asked the Minister of Transport Affairs:

- (1) Whether the South African Transport Services maintains a travel bureau in New York; if so, (a) where in New York, (b) at what total cost and (c) how many persons are employed at this bureau;
- (2) whether any (a) bookings are and (b) other business is carried out at this travel bureau; if not, what is the purpose of the bureau; if so, (i) how many bookings were made at this bureau in the 1985-86 financial year, (ii) in respect of what services were these bookings made, (iii) what total revenue was generated from these bookings in that year and (iv) what other business is carried out at this bureau;
- (3) whether any of these bookings were cancelled in the said financial year; if so, how many?

The MINISTER OF TRANSPORT AFFAIRS:

- (1) Yes.
- (a) Suite 1112, 535 Fifth Avenue.
- (b) R546 070 (1985/86 financial year)
- (c) Four.
- (2) (a) and (b) Yes.
- (i) 1 819
- (ii) Train journeys
Scheduled motor coach tours
Charter coaches
Hotel reservations
Car hire
Inclusive tours
Sightseeing tours
Air bookings
- (iii) R1 462 000

costs and (b)(i) what was the total additional cost of the delay of flight SA 317 on the above date and (ii) how is this amount made up?

The MINISTER OF TRANSPORT AFFAIRS:

- (1) Yes.
- (a) (i) 11h35.
(ii) 12h00.
- (b) The aircraft was awaiting spares which were urgently required for repairs to an aircraft which was delayed in Cape Town.
- (2) Yes.

(ii) 174 for the period 1 April 1985 to 31 March 1986.

(b) 34 550,4 hectares.

29/4/86
Mimosa No 81 J O
HAN SWARD 29/4/86
913. Mr P G SOAL asked the Minister of Education and Development Aid:

Whether, with reference to the reply of the Minister of Co-operation, Development and Education to Question No 15 on 7 May 1985, the property known as Mimosa No 81 J O in the district of Rustenburg has been developed with regard to (a) schools, (b) water supply, (c) sanitation, (d) roads and (e) health services; if not, why not; if so, what stage of development has been reached in each case?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

- (a) to (d) Yes. All these facilities have been completed and the corresponding services are available.
- (e) No. Provision of a mobile clinic is not as yet necessary.

Own Affairs:

Foreign Black students
HAN SWARD 29/4/86
65. Mr P G RODERS asked the Minister of Education and Culture:

- (a) How many foreign Black students were enrolled in each faculty of each university for Whites in the Republic as at the latest specified date for which figures are available and (b) what was the country of origin of each such student?

The MINISTER OF EDUCATION AND CULTURE:

- (a) and (b) The information required in respect of each faculty at each university is not available but with regard to the number of foreign students and the country of origin of each such student the position for 1984 (latest figures available) was as follows:

847. Mr D J N MALCOMMESS asked the Minister of Transport Affairs:

- (1) Whether flight SA 317 from Johannesburg to Cape Town on 23 March 1986 was delayed; if so, what was the (a)(i) scheduled and (ii) actual time of departure of this flight from Johannesburg and (b) cause of the delay;
- (2) whether delayed flights result in any additional costs to the South African Airways; if so, (a) what additional

- (a) The operating of ground equipment is the main component of additional costs which is calculated depending on the time of the delay. Lengthy delays may result in additional costs in respect of refreshments and accommodation.
- (b) (i) Approximately R50,00.
(ii) The cost for operating an auxiliary power unit.

29/4/86
Forestation
HAN SWARD 29/4/86
867. Mr R W HARDINGHAM asked the Minister of Environment Affairs and Tourism:

- (a) How many applications for permits in respect of afforestation were (i) received and (ii) granted in the latest specified period of 12 months for which figures are available and (b) what was the total area approved?

The MINISTER OF ENVIRONMENT AFFAIRS AND TOURISM:

- (a) (i) 198 for the period 1 April 1985 to 31 March 1986.

Democratic education and the independent school

There is no one in independent schools who is not wholeheartedly in favour of non-racial, democratic education.

Unfortunately, in the view of many, independent or private schools are thought of immediately in terms of the famous British examples, and are then rejected because they are considered to be elitist, divisive and aimed at maintaining the existence of social classes.

They are therefore, according to this view, obstacles in the way of achieving a classless society.

South African private schools are under even greater suspicion by the majority because the injustices of apartheid are linked to the free-enterprise system, which breeds privilege, and the independent schools are perceived of as being places of privilege.

When independent schools are elitist and divisive, it is because of the way in which they are funded, and not because of anything inherent in an independent school system.

Non-racial

Examples abound of independent school systems which are not elitist, but which are truly non-racial and democratic.

In the democracies of Europe, excluding the United Kingdom, freedom of choice is generally an agreed principle expressed as a major clause in the various declarations of human rights. It has received the assent of almost all democratic countries.

Their constitutions, too, include written protections of freedom and choice in education, and these articles enable the courts to protect the freedoms against assault by the legislature.

In most of these countries the constitutional safeguards have been extended to provide for subsidy from government funds to ensure the availability of education according to different patterns, philosophies and creeds, while avoiding the divisiveness caused by



STRA
50
29/4/86

Mark Henning (left), headmaster of St Stithians College in Randburg, explains that independent or private schools are not necessarily elitist

Most of these democracies have signed the Declaration of Human Rights and an injured party has recourse to the Strasbourg court.

Peter Mason, an authority on independent schools, has highlighted some of the basic issues.

Constitutional safeguards for parental freedom of choice in education vary in the degree of control delegated to the executive. In some countries full responsibility for education remains with the parent and the State is required only to facilitate it and to ensure that there is no neglect.

Elsewhere, freedom of choice and of establishing schools of different kinds is guaranteed, but all must conform to certain basic standards.

Frequently, the principle of equality of opportunity has led to provision of subsidy ranging from full maintenance to 80 percent or 90 percent of costs.

In Denmark, for example, 80 percent subsidies are granted to any school that can attract sufficient pupils and that teaches the Danish language.

As a result, aided schools in Denmark include international schools: Montessori, Steiner and other so-called "free schools"; and Socialist and Marxist schools, though these are apparently not much sought after.

Seriously

In Germany, democracy is taken very seriously, the constitution very specifically legislates for freedom in education but adds a clause that schools must not be socially divisive.

The Constitutional Court has ruled that this involves government help for non-State schools; and the educational laws of the Laender make this provision, and protect it

against attempts to reduce it either for political or economic reasons.

The governments of France, Spain and Luxembourg all contribute 80 percent or more to private school costs. The size of the independent school sectors varies from 16.7 percent in France, 45 percent in Spain to 72 percent in the Netherlands.

There have been proposed revisions of present legislation guaranteeing financial assistance and freedom from controls to private schools in France and Spain, but opinion polls show consistently upwards of 70 percent support for freedom of choice of school. This support is matched in other countries.

In the US, where the independent movement is very strong, a law requiring attendance at government-operated schools was tested in the Supreme Court. Justice

James McReynolds, speaking for a unanimous court, declared: "The fundamental theory of liberty upon which all governments in this union repose excludes any general power of the State to standardise its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the State; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognise and prepare him for additional obligations."

In Australia, successive governments of different political complexions have adhered to a policy which seems to be established as a feature of the total Australian education system. That policy is one of funding both government and non-government schools according to a formula that varies from time to time.

Those who attack the concept of independent schools do so from a serious political platform which says that the schools are divisive, anti-social, tending to perpetuate class distinctions, and therefore unacceptable in a classless society.

Classes

Addressing this question, the Chancellor of the Australian National University said: "If we are told that independent schools tend to preserve social classes we might say: 'Why not?' To those who carry the banner of the classless society, we might ask the question whether any classless society has ever existed in human history, and whether such a thing is possible, let alone desirable.

"We might suggest that history shows that the interaction of different but overlapping social classes, together with social mobility between the classes, has often been a feature of the most vigorous and fruitful societies."

There are independent schools in many other countries, including African and Asian ones. Those which permit the establishment of such schools have more democratic social structures, and rank highly on individual freedoms and on the

creation of new wealth.

Where independent schools exist, and where their funding is such that relative ease of access is available to break the public monopoly, independent schools give parents dignity in a personal aspect of parental decision. This must be appealing in the day-to-day family aspirations of ordinary people.

Essential

By contrast, a monopoly in education embodies the injustice of locking into itself the underdog who cannot escape.

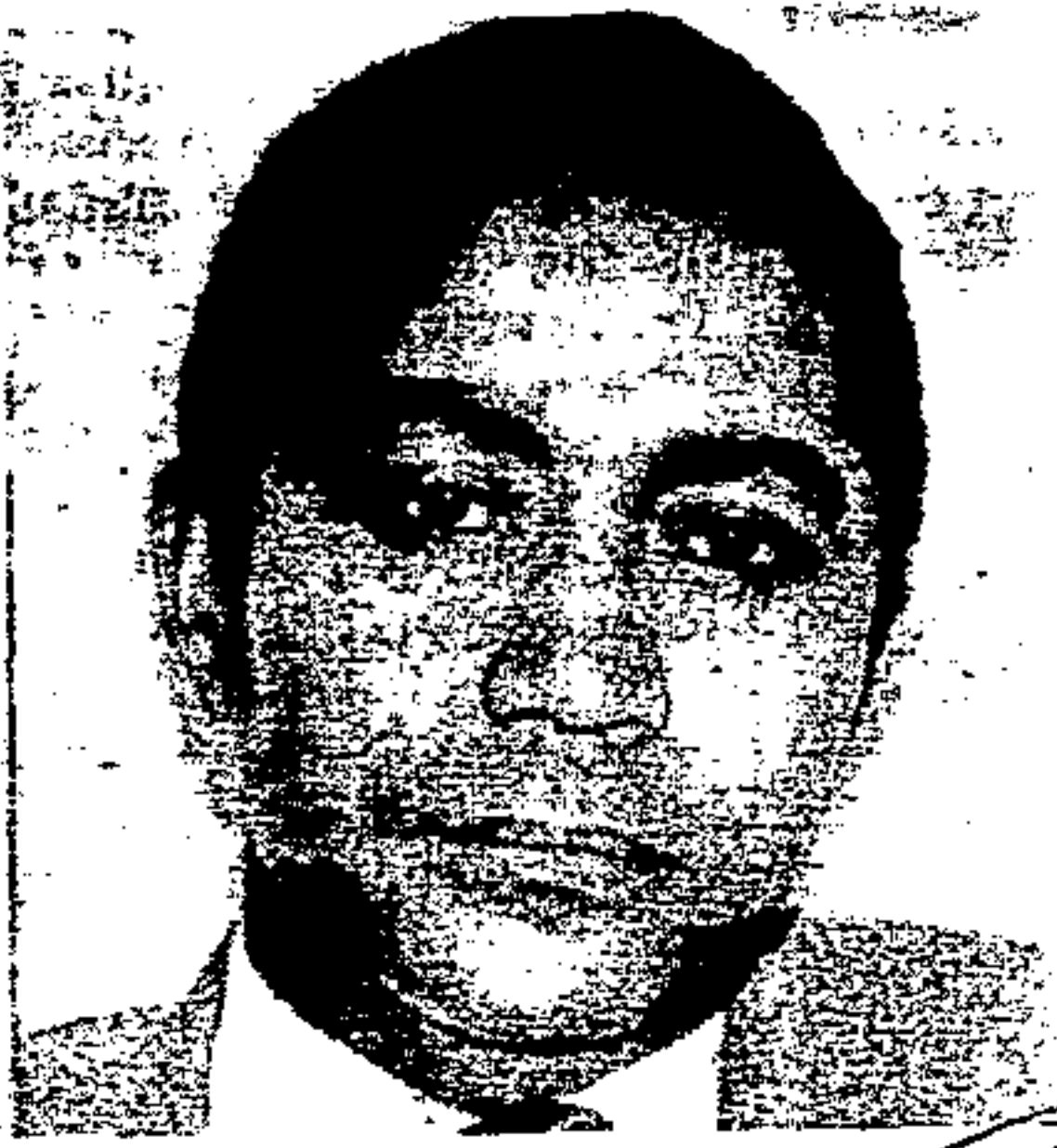
Choice is an essential element of democracy, as is freedom of association. Both are essential in a plural society.

The three key elements of a non-racial, democratic society which will prosper are the Rule of Law, the democratic ideal and the outreach of science. They must be applicable to its education system as well.

South Africa has a proud tradition of independent schools. There are more than 250 schools providing education for tens of thousands of pupils.

How have the freedoms of choice of schooling been used? In addition to the many conventional schools of quality, there have been mission schools that filled a gap in educational provision and which produced many black people who have attained at a high level, including many of the leaders in the subcontinent.

Schools have been established to teach the blind, the deaf, the crippled, the dyslexic. Non-racial schools are emerging. Schools specialising in part-time or correspondence courses are found. Montessori and Steiner schools appear. Pre-primary schools were pioneered.



Mr Cecil Herandien

Mr Louis le Grange

Campaign to 'make schools ungovernable'

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CME Times 30/4/86

HOUSE OF REPRESENTATIVES. — A deliberate campaign to make the schools as ungovernable as they were last year was planned this year, the Minister of Education and Culture, Mr Carter Ebrahim, said on Monday.

Speaking in debate on the law and order budget vote, he said he was given a pamphlet in the Eastern Cape which said schools should be kept open because they were the "gathering place and battlefield" of the students. It had been published by the National Education Crisis Committee, and went on to say that students would get their demands in the classroom.

The deliberate actions of the ANC last year to make the schools ungovernable would have succeeded had it not been for the police, Mr Ebrahim said.

"If we want peace we must prepare for war. We have got to have a well equipped and sufficiently staffed police force.

"Without a strong

shield you cannot have reform. Reform is anathema to the revolutionary because during reform problems are solved."

Mr Arthur Booysen (FP Bosmont) said there were terrorists who would ensure that children got hold of toy AK 47s because it suited them that these children were shot dead by the police.

'Domination'

He said the false impression was being created that the police freely locked up, sjambokked, teargassed and even shot with live ammunition, innocent men, women and children, and that the agitators who caused the unrest were innocent victims of the police.

Mr Peter Mopp (LP Border) asked if police stations would be built inside townships with police housing close by to ensure police "domination" of the areas.

However the police did not promote good race relations. The majority of policemen were

whites. Was the police force there to create white job opportunities? If not, black policemen should be in the majority, Mr Mopp said.

The police force had to protect all citizens and not selectively in terms of race.

Mr Mopp asked why the police could not use teargas instead of shooting during unrest.

Mr Cecil Herandien (LP Macassar) said that while South Africa was accused of being a police state it did not have enough members in the force to protect all its citizens.

He said Mr Louis le Grange should see too it that the 49 000-strong force was increased to 60 000 by the end of the year.

Although there was parity in the salary scales of all policemen except for blacks, a new type of discrimination had crept into the service. Whites were getting merit salary increases so that they effectively earned more than their coloured counterparts.

— Sapa

1/5/86 BUS DAY

Private school amendments

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PROPOSED amendments to controversial draft regulations with regard to government subsidisation of private schools might be endorsed today by government.

This could result in the amendment of the criticised regulation stipulating a racial quota for private schools, forcing them to be predominantly white in order to qualify for any government subsidy.

The Department of Education and Culture in the House of Assembly has compiled proposed amendments to the draft regulations after widespread negative reaction from all pri-

THELMA TUCH

vate school bodies.

These proposed amendments will today be put before the Minister's Council — with Minister of National Education F W de Klerk the chairman.

The amended draft regulations would be handed over to the private schools for comment within the next month, Education Minister Piet Clase said yesterday at a meeting in Cape Town with a delegation from the Association of Private Schools (ASP), led by chairman Drury Gnodde.

Black South Africans flourish at US' varsities

By Cheetah Haysom,
The Star Bureau

NEW YORK — Black South African students studying at American universities gain on average higher marks than their American classmates.

This was the finding of a study done by the Institute of International Education of its own South Africa Education Programme.

The study found the students benefit psychologically. They gain confidence and self assurance, especially in relationships with whites.

The report says they also have a "heightened sense of South African identity while they are in the United States".

The programme, launched in 1979, has brought 400 black students to study in the US. It is funded by host universities, three US foundations and the US Agency for International Development.

IMPRESSED BY OPEN ATMOSPHERE

The study was based on the first 290 people in the programme.

The study notes the hardships faced by many of the students before they reach America, including police harassment, school boycotts, racist teachers, poor facilities and lack of funds.

The black students were particularly impressed by the quality of academic teaching in the US and the open atmosphere for discussion between students and lecturers.

But they were disappointed by the general lack of knowledge about South Africa and international affairs.

The study report says "virtually all" participants return to South Africa and get jobs.

Students apply through the Educational Opportunities Council in South Africa a year before the year of enrolment in America. Selections depend on admission to the American colleges and universities that participate in the scheme.

The programme is one of a growing number enabling black South Africans to get top-rate education, either in America or at non-racial, open universities in South Africa.

nes Comet speeds away

THE TEACHING PROFESSION

Divided and misruled



There is a joke doing the rounds in teaching circles: what are the odds on how long it will be before an Indian teachers' association is formed in the Orange Free State? You'll get the

drift if you recall that there isn't such an organisation since Indians were not allowed to live in the OFS until this year.

The state of the teaching profession is no joke, but at least the humour indicates that teachers themselves recognise the mess they're in.

With a society as divided as SA, it's impossible to generalise about the state of teachers, but they are caught in the middle of one of our most burning political issues.

It's a pathetic story: some white teachers are unemployed, while black schools are desperate for qualified teachers. Black children cram into badly equipped classrooms, while perfectly adequate white schools are underused or threatened with closure because of the declining white pupil population.

In theory, teachers are vital community members upon whom rests the responsibility for inculcating both knowledge and wisdom in children. In practice, their public esteem — especially in the black community — has diminished. Much of the cause lies in the state of the profession.

"The fragmentation of the voluntary professional bodies makes a mockery of claims to be professional," says Wits University Education Department lecturer Peter Randall (see below).

The formation of the South African Teachers Council in 1976 — a statutory registering body for white teachers — was seen by some as attaining the desired professional status. Instead, it has divided teachers further. Says one: "This body was estab-

Teachers — black and white — are at the cutting edge of political reform, given the sensitivities involved in education. Yet, they have never felt as divided, as threatened, or as diminished in the eyes of their various communities. Getting them together would be one answer.

lished to upgrade the status of teachers, but instead has diminished it because it is racially segregated." Teaching remains the only profession whose professional body is segregated.

Whites at least still get an adequate education — although it doesn't begin to prepare them to live in a multiracial society. Disruption and boycotts in the black schools have left a generation of educationally disadvantaged. Black teachers, most under-qualified and not highly regarded by their pupils, have reached the point where, unless they fall in line with various political demands, their lives are in danger.

The Department of Education and Training (DET) has given the upgrading of black teacher qualifications priority. Minister of Education FW de Klerk's 10-year plan places great emphasis on teacher qualification upgrading schemes. However, basic

qualifications, which are essential, do not necessarily bring with them teaching skills.

Blacks are already allowed into the education departments of white universities. So why not teacher training colleges, which have places available? Another example of the gross waste of available resources is the use of Teacher Centres at the training colleges, where white teachers can upgrade teaching skills, but black teachers are denied access.

Certainly, the various methods of handling teachers works against encouraging people to choose or stay in teaching. Teaching is seen as a soft-option career for women; attempts to attract men in large numbers have failed.

This is not just a South African problem. Throughout the Western world, teaching has become less of a high or middle status profession.

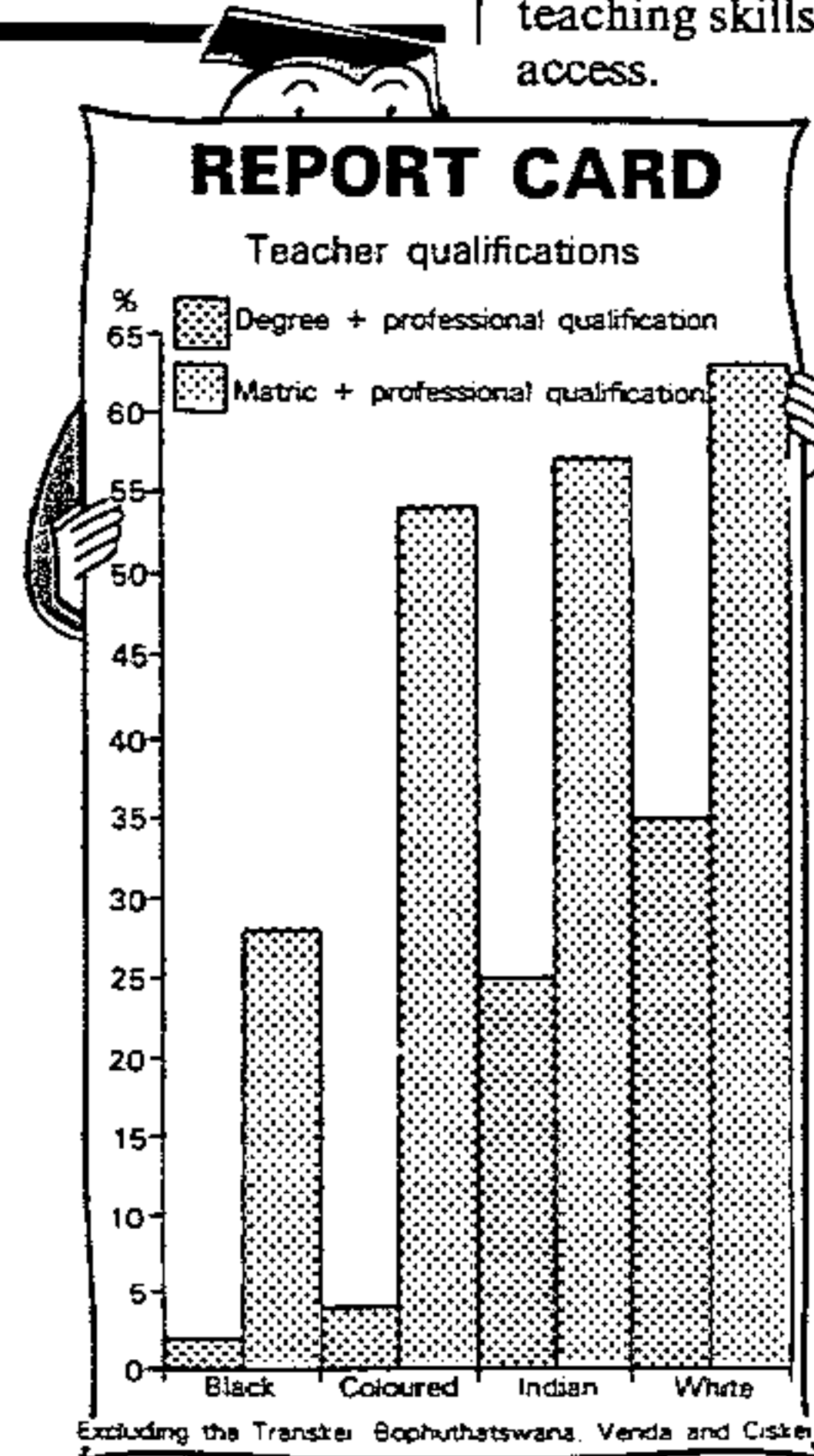
But in SA, the reservation of posts for men at white schools goes one further in diminishing the status of teachers by only allowing married women, who form the bulk of the teaching force, to fill these posts on a temporary basis.

As a result, older, experienced, married teachers can be replaced by younger teachers (men and unmarried women) just out of college who have a contract to pay off their studies — and must be placed.

The question of placing Afrikaans teachers in English-speaking schools has always concerned parents because it usually means a lowering in the standard of mother-tongue education. It could become an issue again if the number of jobs shrink. Meanwhile, black teacher:pupil ratios are almost double those of whites (see graph). There are rumours that the white education department may try to increase the white teacher:pupil ratio to close the gap. Should this happen, jobs will be lost — and job security has become a major issue for white teachers in the Eighties.

In a sane society, the answer would be to place teachers where they were needed. Although there are whites teaching in black schools, this is becoming a security risk, and black pupils now question the use of white teachers in their schools. The SADF's "hearts and minds" programme, of placing teachers in black schools, has tainted and made pupils suspicious of all white teachers.

The controls work the other way as well. "Why can't I have a Zulu-speaking teacher



DIVIDED PROFESSION

Voluntary Teachers' Associations

WHITE

- Transvaal Teachers' Association
- Transvaalse Onderwysersvereniging
- Natal Teachers' Society
- Natale Onderwysersunie
- South African Teachers' Association (Cape)
- Suid-Afrikaanse Onderwysersunie (Kaap)
- Oranje-Vrystaatse Onderwysersvereniging
- Suid-Afrikaanse Vereniging vir Buitangewone en Tegniese Onderwys
- Vereniging van Blanke Onderwysers in Swart Skole
- Saamwerk Skool Vereniging
- Federal Council of Teachers' Organisations

COLOURED

- Cape Teachers' Professional Association
- Transvaal Association of Teachers
- Society of Natal Teachers
- Orange Free State Teachers' Association
- Union of Teachers' Associations of South Africa

BLACK

- Transvaal United African Teachers' Association
- Natal African Teachers' Union
- Cape African Teachers' Union
- Orange Free State African Teachers' Association
- African Teachers' Association of South Africa (Federation)
- Transkei, Bophuthatswana, Venda, Ciskei, KwaZulu, KwaNgwane, KwaNdebele, Lebowa, Gazankulu and Qwa Qwa all have associations

INDIAN

- Teachers Association of South Africa: has branches in Natal, Cape and Transvaal

OTHER

- Western Cape Teachers Union
- National Education Union of South Africa
- Soweto Parents Crisis Committee
- National Education Crisis Committee
- Education for an aware South Africa



teaching Zulu?" asks the principal of a white primary school.

The mess is not a haphazard development. It is the consequence of more than 30 years of government policy which has misguidedly subverted educational and financial concerns for

those of race. The abolition of mission schools and introduction of the Bantu Education Act in 1953 had the effect of downgrading the quality of teaching in black schools.

Ironically, the lowering of the quality of black teachers was not accompanied by a decrease in their social status — which for many years was elevated. Then over the past decade it sank to zero, although it is now changing again, in an odd way. It is not status that counts any longer, but political credibility. One effect is that the African Teachers Association of SA, a co-ordinating body of black teachers' associations (excluding the homelands), has thrown off its conservative image and recently severed its links with the DET.

The whole issue of politics and professionalism is now part of the debate. The idea that a teacher will scar his professional image if he takes a political stance is unacceptable. The issue of coloured teachers being charged with misconduct because they supported the exam boycott last year has brought students and teachers on to the same political platform and is an important community issue in Cape schools.

"We're in this crisis because education has been racially split," says a white principal. Inequality goes all the way through, he adds. "There is unequal expenditure on each child. The provision of facilities, like grounds and buildings, is unequal. How can you talk about providing equipment like projectors when black schools often have no



Contrast black and white

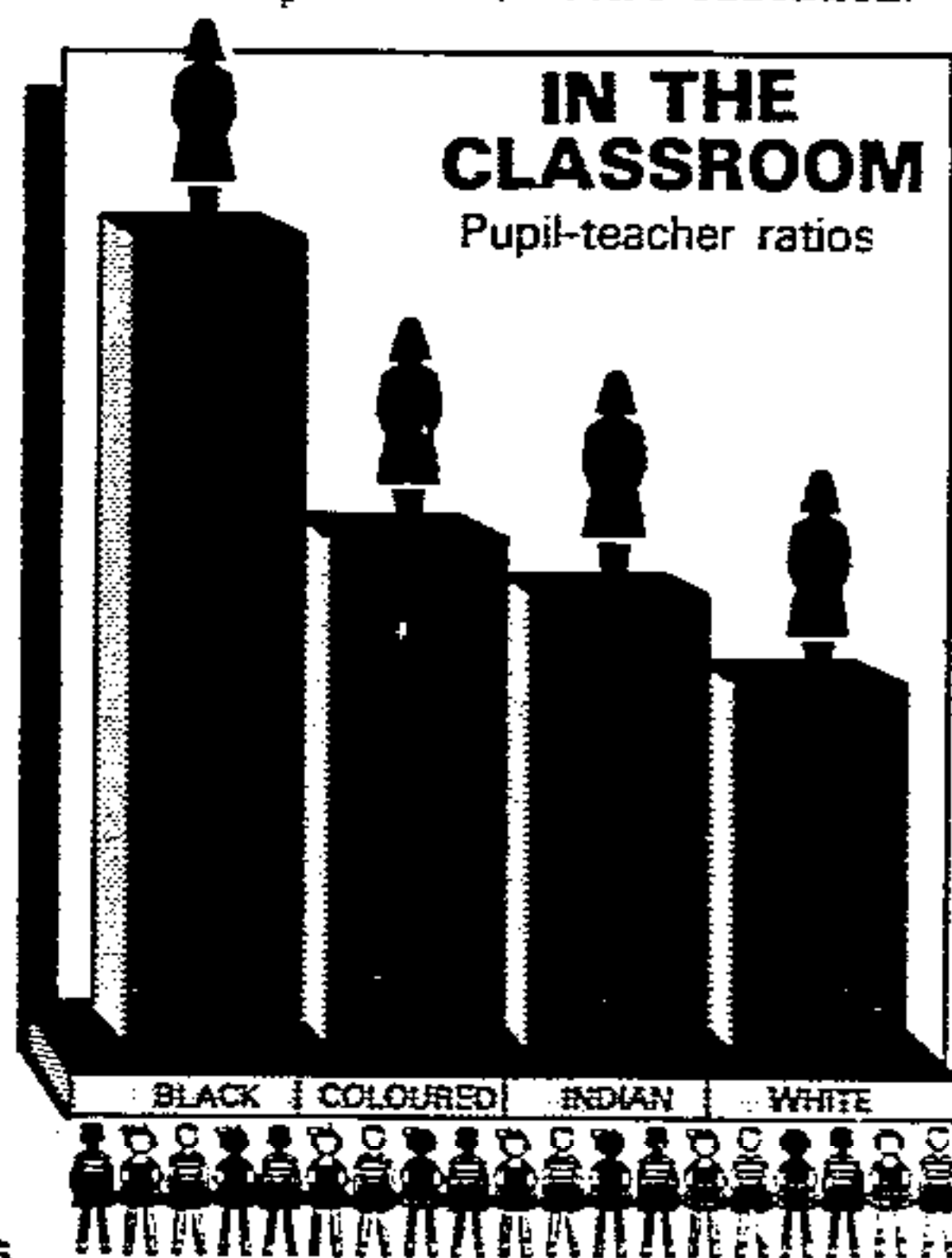
tween blacks and whites.

The solution seems simple — create one education department so that limited resources are used as best they can. This was a core recommendation of the De Lange Commission of Inquiry. Some white government schools have already said they want to open their doors to all races: this, they say, is the minimum needed to begin restoring faith in the educational system.

For white parents, the greatest fear of integration is a lowering of standards. If present funds available are shared equally, the common denominator will be lower. White teachers' associations have already accepted that in the long run there will be a lowering of standards and have begun discussing what could go that would leave a basic acceptable minimum.

One principal recommends fresh ways of raising funds: these include bonus bonds for education and means-testing for school fees.

In the end, though, one cannot underestimate the role already played by parents in helping to contribute "extras" to their children's education.



electricity? Sometimes there is not even water."

The tragedy is that education remains one of the pillars of apartheid, and resources that should be going towards its enhancement are going towards bureaucratic apartheid structures. Government remains adamant that education is an "own affair." Yet can we afford the expense of 14 departments of education when there is such a backlog of facilities? The 10-year plan, which increases expenditure on black education substantially, will still not close the gap be-

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money raised by parents.

"The only equality we can talk about is fiscal parity," argues Nixon. "We can't talk about equality of education." Home background and social milieu are big contributory components of any educational institution.

Under one department committed to equal education, black schools would immediately have more; white schools would have less. But then, says Nixon, schools must simultaneously become more autonomous and able to raise funds from parents. Clearly, for this to be acceptable to parents, they must also be given a greater say in the education of their children.

Nixon says the DET will never regain credibility. That is why he feels a form of privatising of schools must happen.

Another advantage of government taking a back seat is that it would help teachers break away from their grey civil service image and gain the independent professional status and incomes to which they aspire, which would enhance education generally.

Both Minister De Klerk and Deputy Minister Sam de Beer are on record as saying an integrated education system won't solve the problems. No one's saying it would. It will take decades to make up the backlog. However, resources — both human and physical — are there and being misused.

First, however, the political aspect must be addressed. Nothing can happen without unscrambling the Byzantine structures that are controlling and inhibiting the desire to sort it all out.

The next step is to encourage privatisation and parental participation. The one is probably impossible without the other; it will involve imaginative thinking far beyond the tunnel vision of even a new, unified Department of Education, especially as far as black education is concerned. For we have now precisely what George Bernard Shaw warned against: knowledge in pursuit of the child, rather than the child in pursuit of knowledge.

CAP-Trans 2/5/86 (50) (256)

R24,3m free books, stationery

Political Staff

HOUSE OF ASSEMBLY. — The government is to spend an estimated R24,3 million during the current financial year on providing free books and stationery to black schoolchildren, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday.

By April 16 this year, R25 200 worth of these books and R2 397 of the stationery had been destroyed and burnt at black schools, he said.

Dr Viljoen, who was replying to questions tabled by Dr Ferdie Hartzenberg (CP Lichtenburg) and Dr Willie Snyman (CP Pietersburg), said about R11-million worth of textbooks and R8,8-million in stationery had been provided by the end of March.

During the next financial year prescribed books would also be free.

During the 1987 school year, it was estimated the total cost of free books and stationery would amount to R36,8 million.

Black pupils' free books cost nearly R20 m

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2/586
Maurice

TEXT books to the value of about R11 million and stationery worth R8 829 700 had been supplied free to black schools under his control from the beginning of this year to the end of March, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday.

Replying in writing to a question from Dr Ferdie Hartzberg (CP, Lichtenberg) he said textbooks worth R25 200 and stationery valued at R2 397 had been destroyed or burned at these schools during the period January 1 to April 16.

Giving details in reply to another question, from Dr Willie Snyman (CP, Pietersburg) he said the amount his department had spent on free textbooks and stationery for black pupils had increased from R6 073 175 and R10 998, respectively, in the 1979/80 financial year, to R15,4 million and R8 829 700, also respectively, in the 1985/86 year.

It was estimated the amounts to be spent on free textbooks would increase to R18,2 million in the 1986/87 financial year and to R21,2 million in 1987/88.

The figures for stationery would increase from R9 746 646 to R10 million in these two years. — (Sapa)

Post Reporter

THE parlous state of black education at all levels resulted in a great many ill-prepared applicants from disadvantaged groups seeking entry into universities, according to Dr D Henderson, vice-chancellor of Rhodes University.

He said that although some universities had attempted to remedy this situation through special tuition, the correct solution would be to devote more resources to the improvement of primary and secondary schooling.

Dr Henderson was addressing the Committee of University Teachers Association conference at the University of Port Elizabeth.

Many 'are not ready for varsity level'

Handwritten initials and scribbles

beth.

Speaking on the nature of the university in a changing society, Dr Henderson said it would be far more effective for universities to encourage the establishment of specialised institutions

than to expand their own remedial education programmes.

He also encouraged a move towards the re-orientation of research interests and syllabuses towards the realities of South African circumstances.

Dr Henderson emphasised that the first concern of the university was "proper formation of minds" and that teaching should take priority over research interests.

He rejected the criticism that universities were "a luxury" which Third World countries could ill-afford and the idea that education should be practical, preparing "desperate people" for the job market.

"If we confine education to being useful we will end up with legalists instead of lawyers, technicians in the place of doctors and engineers and politicians instead of statesmen," he said.

Furthermore, another difficulty with the education for jobs idea, was that in the future a great many jobs would have disappeared.

He said Third World countries could afford such one-dimensional distortions even less than developed countries.

"Until two centuries ago, there were only Third World countries. The traditional universities thus demonstrated its viability over centuries of Third World development."

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IN A SMALL TRANSVAAL TOWN, SENIOR OFFICIALS OF SEVERAL POLITICAL ORGANISATIONS STAND

Commission shuns 'agitator' thesis

BY JO-ANN BEKKER

THE Van der Walt Commission into the September 1984 uprising in the Vaal townships could have major implications for the 22 men facing charges of high treason in Delmas.

In examining the causes of the revolt, Professor Tjaart van der Walt, rector of Portchefstroom University and a director of Sanlam, shunned the government's favourite scapegoat, "the agitators".

Instead he called for official investigations into rent increases, and allegations about corrupt black community councillors — grievances which he ascertained led to the spiral of violence which began on the third day of September two years ago.

The report was submitted to the government in March 1985, but was only tabled in parliament a fortnight ago. The reason for the delay is a mystery: one wonders if the

protracted Delmas trial might have taken a different route had the findings been made available earlier.

In his report — which was primarily aimed at investigating education for blacks in the Vaal after the unrest — Van der Walt said although agitators must have been present at the time of the unrest "one should not give (them) more credit than is (their) due".

He warned against "branding people too readily as agitators or troublemakers".

"The person who is frank enough to voice his criticism honestly and forthrightly to the appropriate authorities (instead of stirring up people behind the scenes) may be a

nuisance, but has exceptional worth: we should not too readily brand this person a trouble maker (a tendency I often encountered in the Vaal Triangle). Rather we should admire him for his courage... We should cultivate this group of people, particularly with an eye to the future," Van der Walt wrote.

"To me it is cause for concern that during the investigation I so often had the feeling that perhaps we had alienated more of these people than we realise — on the one hand by in advance turning a deaf ear to their legitimate grievances and criticism and on the other hand, by after the

event pigeon-holing their critical comments in the same category as those of the agitator, or completely ignoring them."

His findings include that:

● Residents of the Vaal townships of Sebokeng, Sharpeville, Bophelong, Evaton and Boipatong had longstanding grievances about the high rent in the area and the conduct of town councillors.

● The rent increase of September 1984 — which was handled "overhastily, unwisely, clumsily and insensitively" by the town council — was "the final straw, the spark that caused the powder keg to blow up".

● Not one resident of the 137 he interviewed had a good word to say

for the Lekoa Town Council and there were a vast number of allegations of corruption.

● Van der Walt recommended three official investigations, which should be conducted by independent experts, be established to: compare the rent in the Vaal Triangle with that charged in other townships and in white towns such as Vanderbijlpark; examine all allegations of corruption and maladministration by black town councillors; and delve into the personal financial positions of the present town councillors "either to put things right or to clear the atmosphere once and for all".

He recommended that if these investigations did not have the "desired effect", the Lekoa Town Council should resign *en masse* and councillors should stand for re-election.

APARTHEID BAROMETER**DETENTIONS (official figures)**

From January 1-1985 to April 3 this year, detentions in terms of Section 29 (1) of the Internal Security Act numbered 554. Of that number, 466 were black, 50 coloured, 22 Asian and 16 white.
As at April 3, 471 males and 83 females were being held in terms of this section.

POLITICAL PRISONERS (according to the latest DPSC report)

The following statistics were released in Parliament by the Minister of Justice regarding persons serving sentences for "crimes against the security of the State".

As at March/April 1985 the total was 337, of whom 39 were serving life sentences. Of these, 21 were Namibians and 17 of them were serving life.

As at 13 February 1986 the total was 314 of whom 12 are whites, five are coloureds, 296 are blacks and one is Asian.

TREASON TRIALS (According to DPSC)

There are 32 people facing charges of treason in four trials as follows:

Ongoing in Johannesburg:

Dubasi, James; Sisala, Jongumsi; Mkhafa, Happy Lumkile; Matose, David; Maja, Joseph.

From April 14 in Johannesburg:

Passtoors, Helene Therese.

RESTRICTIONS

According to a recent statement by the Minister of Law and Order, Louis Le Grange, a total of 20 people were restricted under the Internal Security Act as at February 26 this year.

PRISONS AND PRISONERS

South African prisons are designed to accommodate 81 783 people. In December last year the daily average prison population was 113,792. These figures were released by Minister of Justice, Kobie Coetsee in answer to David Dalling (PFP Sandton).

In reply to a question from Helen Suzman (PFP Houghton), he said a total of 1 385 complaints of alleged assault by prison warders against prisoners were received and registered in 1985.

POLICE DISCHARGED

In a written reply to Peter Gastrow, (PFP Durban) Le Grange said only 62 of the 221 policemen convicted of common assault last year had been discharged. Another 43 were convicted of assault to do grievous bodily harm, 14 of culpable homicide and four of murder. Forty-four of the 221 had previous convictions, including drunken driving, assault with intent to cause grievous bodily harm, theft, negligent driving, crimen injuria, housebreaking and theft and assault.

UNREST STATISTICS

According to the yearly report of the Commissioner of Police which was released in Parliament for the year ended June 1985, there were 86 "acts of terrorism".

Public violence increased from 164 cases the previous year to 4 408 for this year.

The report lists the following figures as an indication of the proportions of the unrest: 617 petrol-bomb incidents; 1 156 arson incidents; 574 cases of fire damage; 343 incidents of looting; 29 hand-grenade incidents; 160 people killed; 661 people injured by others; 264 people killed by security forces; 1 004 people wounded by security forces; 15 people killed by development board officials; 23 injured by development board officials; seven members of security forces killed, with 256 injured and 21 280 arrests.

Total damage to property was estimated at R59 million. A total of 169 schools were either burnt down or damaged by fire and another 127 schools were damaged by stone-throwing or other means.

In a report on the effects of violence, Women For Peace stated that "One of the ravaging effects of violence is that thousands of people will have emerged seriously disabled. It has been estimated that for every serious injury there are 10 minor injuries. In the light of this 1:10 ratio, it can be estimated that at least 9 400 people have been seriously injured through violence in South Africa during the last two years."

TEACHERS' STATISTICS

A total of 126 blacks, coloureds, Indians and Chinese applied for admission to Teacher Training Colleges under the control of the white "Own Affairs" administration this year, but none were admitted, according to Minister of Education and Culture Piet Clase.

In a recent reply to a question in parliament, Dr Gerrit Viljoen, Minister of Education and Development Aid, said there was a shortage of 6 579 teachers in black schools last month. He said the worst shortage was in the Orange Vaal area, where 1 468 teachers were needed. Just over 21 percent of teachers in the Northern Transvaal and 18,68 percent on the Highveld were inadequately trained.

BANNED BOOKS, PUBLICATIONS AND OBJECTS (April 11-May 1)

In terms of section 14 (4) of the Publications Act, 1974, the undermentioned publications have been declared not undesirable: Stag vol 5, Mar 1986 (by Vicien Promotions); Descom Bulletin vol 8, May 1985 (issued by Durban Detainees Support Committee); For My People - Black Theology and The Black Church (by James H Cone).

The undermentioned publications have been declared not undesirable subject to certain conditions: The High Cost of Living (by Marge Piercy) may only be distributed by bookshops, lending libraries and bookdistributors; Stern no. 1, 23 December 1985 (by Gruner and Jahr AG & Co, Hamburg), may not be displayed in public for purposes of distribution; Woman Plus Woman: Attitudes towards lesbianism (by Dolores Klaich) has been declared not undesirable subject to the condition that the publication may not knowingly be sold, hired or lent out by lending libraries to persons under 18.

Publications or Objects which have been declared undesirable:

Comfortable Corner, A (by Vincent Virga); Mates (by Tom Wakefield); T-hemp met/ T shirt with graffiti No "A" (not stated); The Catholic (by David Plante); Flower of Love (by Janet Louise Roberts); Black Experience in Black Theology (by Gobi Clement Makoka); What is Dialectical Materialism (by V Krapivno); Ingxoxo Nekomanisi (by SACP).

PRISONER OF CONSCIENCE: DR VEJAY RAMLAKAN

Vejay Ramlakan, 29, was detained under Section 29 of the Internal Security Act on December 24 last year. He is a past president of Natal University Medical Students Council and at the time of his detention he was a surgery registrar and member of NAMDA. He is currently being held incommunicado in a prison in the Natal area and has had no access to lawyers or members of his family since his detention. His wife, Sandra Afrika, was detained with him but was released six weeks later because the couple have a young baby which needed caring for.

POLICE MERGE

In reply to a question from John Malcomess (PFP, PE) the Minister of Transport Affairs, Hendrik Schoeman, said that no date had been set for the proposed amalgamation of the Railway Police and the South African Police. Conditions and particulars of the move are still being investigated.

SATS PATROL TOWNSHIPS

The investigation into the use of a South African Transport Services vehicle by Security Forces for patrolling townships had been completed, the Minister of Law and Order, Louis le Grange, said in reply to a question by Reuben Sive (PFP, Bezenidenhout). Post mortem reports on those killed in a clash with members of the Security Forces had been submitted to the Attorney General for his decision.

SHORTAGE OF HOMES

There was an estimated shortage of more than 134 270 homes for blacks in the "national states" at the end of 1985, said the Minister of Education and Development Aid, Dr Gerrit Viljoen, in a written reply to a question by the leader of the PFP, Colin Eglin. An additional 14 948 homes were needed on other South African development trust land. The shortage ranges from 2 000 homes in Gazankulu to between 80 000 and 100 000 in KwaZulu.

NECC indaba off

25/10 WEEKLY MAIL
THE National Education Crisis Committee (NECC) has postponed its Transvaal regional conference which was due to take place in Nelspruit tomorrow, Saturday.

The postponement is due to the fact that most delegates will be attending the funeral in the Northern Transvaal of UDF leader Peter Nchabeleng.

Interested people should contact the NECC at 011-291474 next week when a new date for the conference will have been decided.

Mr. Tolson
Quota system to go?

Political Staff
 IN a marked departure from previous government statements, the Minister of Education and Development Aid, Dr. Gerrit Viljoen, yesterday announced details of subsidies for private schools under his department and made no reference to racial quotas. This could indicate the government plans to drop its controversial racial quota system for private schools. Subsidies, he said, would be 45 percent or 15 percent or 0 percent of the average cost per pupil calculated in terms of the financing formula.

1. Additional Allowances - Bicycle allowance

Footnotes

<u>Parties</u>	<u>Area</u>
Employer Organisation: Durban and District Master Bakers' Association	Magisterial Districts of Durban*, Inanda, Pinetown and Lower Tugela.
Trade Union: The Natal Baking Industry Employees' Union, Food Beverage Workers' Union of S.A.	

BAKING AND/OR CONFECTIONERY INDUSTRY, DURBAN AND DISTRICTS

Parents reject free books

By YAZEED FAKIER
Education Reporter

ABOUT 600 parents of Andile Primary School pupils in New Crossroads have decided to return free stationery to the Department of Education and Training because they fear handing out the books would lead to the burning of them.

The decision was taken at a meeting where the parents supported pupils' demands.

They said there was a shortage of books with the worst affected being 280 Sub A pupils who received only 128 parcels, while only 59 parcels were supplied for 81 Std 5 pupils and 85 parcels for 101 Std 4 pupils.

They decided the books would not be issued until there was enough for everyone and said it was clear that the DET had not communicated with parents, teachers and children over supplies.

The parents resolved that the books be returned to the DET whom they expect to supply the same quality and number of books as is done for pupils of other race groups.

Pupils should in the meantime use books bought by their parents until the DET supplies the correct number and the department should attend to pupils' grievances and demands "failing which the parents will take the DET to task".

It was also decided that pupils should return to their classrooms and continue with their schoolwork and the meeting endorsed the National Education Crisis Conference resolutions, including one that no school fees be paid, because they believed the State should provide all educational requirements.

The parents said they were grateful that the DET had sent two litres of polish, which they regarded as a sample for 24 classrooms and the administration block.

The department's deputy regional director in Cape Town, Mr P J Scheepers, said yesterday the school was one of several schools on a list that had been sent to its Pretoria head office with a request for more books for pupils.

"I don't know when a reply will be forthcoming," he said.

Diploma ceremony

Staff Reporter

THE Cape Technikon annual diploma ceremony saw 1 080 students receive their awards for the 1985 academic year at the Synod Hall of the Dutch Reformed Church yesterday.

The number of National Diplomas awarded represents an increase of 33,4 percent on 1984.

Sister Theresa Lithgow, of the Schoenstatt Order, received the Rector's Award for her National Diploma in Food Service Management. Miss Michelle Collins received her Rector's Award for an NDH in Civil Engineering.

The Rector, Dr T E Shippey, said the Rector's Award was the most sought after and the highlight of the ceremony.

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Hopes for better attendance

CAT *Talks* Education Reporter 3/5/86 50

ATTENDANCE at coloured schools in the Peninsula yesterday showed "a marked improvement" while that at black schools was "very bad" following May Day stayaways on Thursday.

The deputy regional director for Education and Training in Cape Town, Mr P J Scheepers, said he hoped the situation would improve by Monday.

The liaison officer for the Department of Education and Culture (House of Representatives), Mr Abel Jordaan, yesterday said there was a "marked improvement over Thursday's attendance".

Pupils reported stayaways at Arcadia and Modderdam high schools in Bonteheuwel. Pupils at Bonteheuwel Senior Secondary were dismissed about 10am after vehicles passing the school were stoned.

At some schools in the Athlone area a 60 percent turnout was reported.

Whites are 'conditioned' by education

5/5/86
Mercury

Pietermaritzburg Bureau

APARTHEID education has been damaging to black and white children, says Dr Kenneth Hartshorne, a leading authority on black education in South Africa, who spoke at the University of Natal, Pietermaritzburg, graduation ceremony on Saturday.

Dr Hartshorne said although apartheid education had been damaging and destructive to black South Africans, it had, in the long term, also failed privileged white South Africans.

It did this by separating them from black children and by dividing white chil-

dren themselves into 'separate camps'.

He said the education system had been authoritarian in nature and had been strongly influenced by Christian National principles, with an underlying philosophy of obedience to the State and the values of the existing system.

'Its overall effect has been that generations of white children have been conditioned to privilege, to

accepting separation as a natural order, to undue respect for authority and the status quo.

'They have not been given a fair chance to learn to understand, work and live with their fellow South Africans, to find out that they have much in common. Instead, they have had to fall back on stereotypes of their fellow citizens.'

Dr Hartshorne added that education as it existed at present did not offer

equal opportunities to all South Africans, and could not do so as long as it was racially segregated.

'The principle of equal but separate will simply not work,' he said.

He added that a democratic society was a necessity for a fair education system.

The university conferred the honorary degree of doctor of literature on Dr Hartshorne in recognition of his 'singular devotion and contribution' to the field of black education.

He has been deeply involved in the field for more than a decade, and was awarded an honorary doctor of laws degree by the University of the Witwatersrand in 1975.

AM. Times

De Beer: Abuse of education 'immoral'

HOUSE OF DELEGATES. — Abusing education for ulterior political motives served the present badly and would impoverish the future, the Deputy Minister of Education and Development Aid, Mr Sam De Beer, said here yesterday.

Replying to points made in debate on the department's vote, he said this had been proved beyond doubt by current events.

Mr De Beer said the debate on black education was taking place against a backdrop of change on the one hand and urban unrest on the other.

'Utopian'

He said a half-literate present generation of blacks would probably foil the utopian political dreams so enthusiastically proclaimed under the banner "Freedom first, education later".

"I can hardly think of a greater immorality than that of depriving hundreds of thousands of young people of an opportunity to uplift themselves through education and thus preventing them from becoming socially and politically viable human beings."

Political propaganda had created a persecution complex among a large number of pupils and many believed there was a sinister plot, hatched by the department, to keep them in a subservient position for ever.

Mr De Beer said it was to the credit of the vast majority of schoolchildren that they had staunchly refused to become party to their own destruction.

This could be seen from the fact that only 12,3 percent of black schools had been suspended due to poor attendance in 1985.

Of the more than 91 000 Std 10 pupils who enrolled for the final exam at the end of 1985, 71 000 had completed their exams and more than 10 000 others were busy writing final exams. — Sapa

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CAPE TIMES 7/5/86
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Dirkie Uys before Mandela, Gandhi

Staff Reporter

SOUTH AFRICAN primary school pupils, because of their prescribed curriculum, knew more about Wolraad Woltemade and Dirkie Uys than about Nelson Mandela and Mahatma Gandhi.

This was said by Mr Randall van den Heever, vice-president of the Cape Teachers' Professional Association, (CTPA), in his address to delegates at a mini-conference with the theme "Education in a Society in Crisis" held at a Mitchells Plain hotel yesterday.

Speaking on the concept of People's Education, Mr Van den Heever suggested that this phrase represented the culmination of a drive towards a more relevant and meaningful experience for pupils in the classroom.

He said that since 1976, when Soweto pu-

pils vehemently rejected Afrikaans as the medium of instruction, the movement aimed at the total rejection and destruction of the existing education system had gathered momentum.

Today black education institutions in many parts of the country had ground to a halt.

Mr Van den Heever said the government's argument that apartheid was aimed at the preservation of cultural identity was an "unashamed lie" because apartheid had become the philosophical justification for the cultural and ethnic desocialization of blacks.

"In fact nothing has alienated blacks more from their cultural heritage than apartheid," Mr Van den Heever said.

Whites "gleefully pointed" to the term People's Education as tangible evidence that blacks had finally come around to accepting the fact that they needed a separate type of education.

"Such are the contradictions of white rulership," Mr Van den Heever said.

Power-sharing is key to school calm: Viljoen

7/5/83
SPM Political Staff
SD

PARLIAMENT — Calm would not be restored to South Africa's schools until there was power-sharing among all races, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said when replying to the debate on his department's budget vote in the House of Delegates yesterday.

But he firmly rejected members' calls for a single education department, saying it would create an "administrative monster".

It was a 'hard reality' that the country's population consisted of culturally diverse groups, some of which felt strongly about maintaining their own identity, he said.

Commenting on calls by some extra-parliamentary groups for "people's education", Dr Viljoen said he was sympathetic to the idea if it meant the provision of education which satisfied the aspirations of a community.

"We're perfectly willing to negotiate on this," he said.

Replying to a call by Indian Education Minister Mr Kassie Ramduth for a shortening of the 10-year plan to equalise education, Dr Viljoen said this could be possible if the private sector and overseas organisations helped with the funding of the plan.

But he pointed out that it was not only finance that was needed.

"It is a time-consuming process to train staff — it's a typical Third World problem."

COMPLEX MATTER

The matter was complex and could not be solved simply by unifying all existing education departments or ploughing more money into education, he said.

He reiterated his declaration that the Verwoerdian era of black education was a thing of the past.

"There is no question of inferior or watered-down education for blacks."

Replying to a suggestion by Mr Ramduth that black student teachers be trained at Indian colleges, Dr Viljoen said his department was "prepared to take the matter up."

No place for racial education, says Burrows

2/15/88
2/15/88
Mercury

ORMANDE POLLOK
Political Correspondent

CAPE TOWN—Racial education could never be 'sold' no matter how it was disguised, Mr Roger Burrows, Progressive Federal Party MP for Pinetown and a spokesman on education, said yesterday.

But, he warned during the budget debate on the Department of Education and Aid, that more than a single education department would be needed to solve the education problem.

'We need more schools,

more teachers, more work and more money,' he said.

'Above all, we need a willingness to agree that for the children of today, the world they will know will be different.'

Earlier he said a significant debate was taking place on quality versus quantity in black education.

There were 6 000 000 pupils in black education yet in 1984 only 49 percent of matric candidates passed and only 11 percent received matriculation exemption.

Between 1980 and 1984 of

335 000 black matric candidates 170 000 left without any certificates and only 37 000 gained exemption.

'And you wonder who become street fighters and go for training out of the country,' said Mr Burrows.

The results had been shown in 1985 as well.

Of 71 000 matric candidates 49 percent passed and just less than 9 000 obtained exemption which meant 35 000 students were out on the streets with no matric certificate in 1986.

'You cannot abandon mass education but you must improve on the situa-

tion where out of every 100 pupils entering sub A only one could move to university,' said Mr Burrows.

Quality education needed immediate attention.

Consideration should be given to the provision of school libraries with associated study areas which could be used at weekends and at night.

Consideration should also be given to the infusion of graduate teachers at senior secondary level. This could be done over a five year period with special financing, he said.

THERE is no doubt which white minister is the blue-eyed boy of the House of Representatives.

Were Mr P W Botha to step down from office tomorrow, it would be Pik for president.

After replying to the debate on the Foreign Affairs Vote yesterday, he received a far bigger 'hoor, hoor' than he did in the House of Assembly. After the later SABC debate, there was even an attempt to clap.

Mr Pik Botha's ability to identify with their total rejection of racism has much to do with his popularity in the coloured chamber. His story, told in Parliament for the first time, about what happened to his wife after he urged the Government to subscribe to the declaration of human rights in his 1970 maiden speech, reinforced his heroic image.

□ □ □

'I went through a difficult time,' he confessed. 'For two years afterwards virtually no one would talk to my wife in Acacia Park.'

The moral of the story was that sacrifices were necessary for the promotion of change. It wasn't all

Notes in the House

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SCOTT

'lemonade in the fountains and chocolate in the streets'.

What Mr Botha did not mention was that in the Assembly this week a fellow Nationalist, Mr Albert Nothnagel of Innesdal, once again announced it was time to subscribe to the declaration of human rights, 16 years after Mr Botha first did so.

Progress made in that time could possibly be measured by the extent to which Mrs Nothnagel's social life has been unaffected.

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Meanwhile debate on the

SABC continued. Members were full of bright ideas.

Mr Les Abrahams of Diamant suggested that the SABC broadcast in Spanish to Angola 'so that we can have an influence on the 45 000 Cubans there'.

Mr Vernon Sass of Matroosfontein suggested that Canadian and American television films should be left in English and not dubbed into Afrikaans.

'I have been watching American films since I was a little boy,' he added.

'Like Buck Jones,' remarked a Member.

'Like Buck Jones,' agreed Mr Sass.

He had studied the television schedules and discovered that today a French film was being shown with Afrikaans sub-titles. This should rather have been dubbed straight into Afrikaans.

□ □ □

'The SABC stands round and says: "To dub, or not to dub,"' he added.

'That is the question,' agreed a fellow Representative.

Dr Ismail Essop of Griqualand West was wor-

ried about Bop TV being many episodes ahead of SABC-TV in *Dynasty*, *Dallas* and *Falcon Crest*. He also felt the SABC could be adversely affected by 'rediffusion' television in blocks of flats which enabled residents to watch 'good films during the day'.

'Blue films?' asked a Member.

Maybe those too.

But as Mr Anver Essop of Nuweveld had pointed out earlier, you could have seen pornography on SABC-TV if you had been a Durban viewer of the 7 p m news on February 11.

With the SABC, anything is possible.

Education 'separate but unequal'

Political Correspondent
HOUSE OF ASSEMBLY.
— Separate education in South Africa will always be unequal, Mr Ken Andrew, the PPF's spokesman on black education, said yesterday during the education and development budget debate.

While blacks were demanding one central education department under one minister the "proliferation of racially-based departments remains".

Those within govern-

ment who argued that this would be an "administrative monstrosity" were either ignorant and dishonest or "deliberately trying to justify the unjustifiable".

Mr Andrew asked why the Minister, Dr Gerrit Viljoen, had not used the surplus of white teachers to help meet the shortage in black schools or filled vacancies in white colleges of education with black students.

Mr Andrew said that to

have achieved parity in education funding in 1985-86, either black education should have received about five times what it was allocated or white education 20 per cent of what it received.

An additional R318 million should have been earmarked for black education and this could have been used to help make up for the shortage of qualified teachers through the use of computer aids and other methods.

Turning to the supply of free books and stationery to black pupils, he said that the R37-million this would cost a year was "miniscule" when compared with the total sums spent on education.

Mr Andrew said "panic buttons" had been pressed when it was discovered last year that some white children were arriving hungry at school, but tens of thousands of black children continued to go to school hungry every day.

Viljoen: School boycotts down

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HOUSE OF ASSEMBLY:

— The "unfavourable pattern of attendance" at black schools due to unrest had stabilized since March and shown a positive improvement up to now, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday.

Opening debate on his budget allocation, he said the Department of Education and Training had about 7 400 schools under its control, of which 7 000 were primary and 330 secondary.

Of these, boycotts and unrest had taken place at between 300 and 450 schools but this number had dropped off to about 210 institutions by the beginning of May.

"This is still too much, but it is a positive trend... and it should still improve," Dr Viljoen said.

Of those pupils who had been given the opportunity last year to write examinations later, due to the disruption caused by the township unrest, about 80 percent had sat.

To ensure an orderly, efficient education programme, officials and teaching staff had been directed to "nip in the bud" any revolutionary activities at schools or attempts to disrupt classes.

While indiscipline and undermining activities would not be tolerated, the DET acted with the utmost circumspection when problems arose, Dr Viljoen said.

Another encouraging sign, he said, was that the faction in black communities which believed education should continue and not be disrupted was gaining strength.

Dr Viljoen said the first group had realized the ridiculousness of the slogan "Liberation before Education". — Sapa



● VILJOEN

Attendance at schools improving

8/5/86

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"This is still too much, but it is a positive trend... and it should still improve," Viljoen said.

Of those pupils who had been given the opportunity last year to write examinations later, because of disruption caused by township unrest, about 80% had written. This also was "most encouraging".

Viljoen said the DET's first priority was to get those pupils attending school to stay and to encourage those who were boycotting to return.

This would play a positive role in

stabilising black education and the black communities which had been disrupted by unrest.

To ensure an orderly and efficient education programme, officials and teaching staff had been directed to "nip in the bud" any revolutionary activities at schools, or attempts to disrupt classes.

While indiscipline and undermining activities would not be tolerated, the DET acted with the utmost circumspection when problems arose.

Viljoen said another encouraging sign was that the faction in black communities which believed education should continue and not be disrupted was gaining strength at the expense of those who were influenced by revolutionaries wanting to halt education.

The first group had realised the stupidity of the slogan "Liberation before Education", he said.

He wanted to emphasise again that the ghost of the Verwoerdian era, in which black education was perceived as something that should be inferior and should not provide access for blacks to white-collar jobs, was gone. — Sapa.

Call to close unrest-hit schools

ALL unrest-affected schools should be closed and reform shelved until law and order was restored, Ferdi Hartzenberg (CP Lichtenburg), said yesterday.

Speaking in committee on the Education and Development Aid vote, Hartzenberg said SA found itself in a revolutionary situation. By funding those schools, government was aiding the revolution.

Education Minister Gerrit Viljoen had tried to make out that the revolutionary climate was limited to a few schools.

"I think that by that statement, the minister has revealed that he does not know what is going on in schools falling under his department," said Hartzenberg.

Viljoen and his deputy Sam de Beer were elated when the National Education Crisis Committee decided to send pupils back to school.

Pupils did not return to further their education, but for revolutionary purposes because it was easier to organise from there, he said.

"The situation is much worse than the minister is trying to make out."

Violence, he felt, could not be solved by a policy of reform.

"The government is busy making concessions and, in so doing, is playing into the hands of revolutionaries."

Government was leaving everyone, except the revolutionaries in the lurch, he said. — Sapa.

and Politics

Viljoen: School boycotts down

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HOUSE OF ASSEMBLY.

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Negative reaction to education head

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JOHANNESBURG. — Black educationalists have reacted negatively to an announcement by the Minister of National Education, Dr Gerrit Viljoen, that the South African Government is about to appoint a black person to head black education.

The educationalists say the South African political situation would have to change before such an appointment can be contemplated.

They have warned that a person nominated by the government to such a position will not be acceptable to their people.

Dr S K Matseke, a circuit inspector of Johannesburg black schools, said: "The nomination of blacks to senior positions is out. Black people today want to elect their own leaders.

"Even if they were to be called upon to elect such a person I do not see how it can be done while all blacks are still out of the political arena."

He said blacks would first have to be given political rights to be able to elect their own politician to the position — "someone who will be acceptable to all the people. They must have the mechanism to elect him".

Mr T W Kambule, a

lecturer at the University of the Witwatersrand, said: "In what political structure are they going to appoint a black? To nominate a black to such a position would have been all right in the 60s when blacks were still tolerating apartheid.

"They are rejecting it now and are demanding to elect their own people to Parliament.

"If they (the government) think they are going to say to black people: 'There is somebody for you', black people are going to reject such a person," he added.

"I do not think the minister's intentions can work under the present political system," said Mr H H Dlamlenze, secretary-general of the African Teachers' Association of South Africa, an umbrella body of associations of black teachers.

He also called on the government to give political rights to blacks first.

The reaction of Mr R Peteni, president of the African Teachers' Association was: "We have never discussed or proposed that.

"What we have proposed are negotiations between blacks and whites with a view to power-sharing." — Sapa

South African

Pretoria pupils shun classes

9/15/86

A CALL for police to resign was among demands made by the organisers of a total stayaway at Atteridgeville's 40 schools which started on Wednesday.

9/15/86

All pupils at the Pretoria township's seven high and 33 primary schools boycotted classes on Wednesday.

9/15/86

The stayaway was expected to continue the rest of the week, a Department of Education and Training spokesman said.

9/15/86

Pupils walked around Atteridgeville in their school uniforms yesterday. No police action was reported.

9/15/86

Demands

The stayaway organisers, "the Atteridgeville/Saulsville Stayaway Committee" released pamphlets in which they demanded that:

- Police and councillors resign;
- SRC offices be made available to pupils at schools;
- Exam fees be refunded;
- School windows be repaired;
- More stationery be supplied, and;
- Teachers resign from the African Teachers' Association of SA and the Transvaal United African Teachers' Association.

No name or address appeared on the leaflet.

The department spokesman said youths told primary schoolchildren who arrived at their schools on Wednesday morning to leave.

Black matric examinations were proceeding "very well" nationally, the department said. Atteridgeville matriculants were writing at special centres and these had not been affected by the stayaway. — Sapa.

Cape Flats schools: ^{Cape Times 10/5/86} An unresolved conflict ⁵⁰

APARTHEID has always been characterized as a system which divides. In the Western Cape, own affairs in "coloured" education has turned a community upon itself.

School staffs are tense, divided and suspicious. Student communities are wracked with similar strains, and for many the cost of the 1985 civil strife is unlikely ever to be redeemed.

Politicians, both parliamentary and extra-parliamentary, are viewed with even more resignation or distrust than before. Parents are sharply divided on the most inflammatory issue possible — the life chances of their children. Community organizations face vast dilemmas of affiliation and internal cohesion. And the police have suffered a total collapse of legitimacy — even to report an ordinary crime to them is likely to excite suspicion and hostility.

In the coloured community the tricameral architects are viewed, if anything, as worse than their "baasskap" predecessors. For the city of Cape Town, which prided itself on something called "a more relaxed racial atmosphere", last year's events have laid bare the realities of division and self-protection. Apartheid has done its separating well.

Assassinations

Initially, the extensive incidence of anti-government activity in various parts of the country during the early months of 1985 left the Western Cape strangely unaffected...

Two national events in mid-1985 served, however, to spark an always simmering situation in the Cape Peninsula. The first event provided the mood for action — the assassinations in late June of the Eastern Cape civic leader Matthew Goniwe and three of his UDF associates. The decision to send local representatives to the funeral was coupled with a growing feeling that school boycott action should be instituted. The political temperature of the Western Cape soared.

The second issue provided the focus for action — the declaration of a partial state of emergency on July 20.

In a fascinating way the government called into question the commitment of the people of the Western Cape to the liberation struggle, for the magisterial districts of the region were not regarded as sufficiently dangerous to the state to be placed under emergency regulation. A widespread and immediate feeling among activists was that the state had to be proved wrong.

Harshly treated

The arena for action was provided by Reverend Allan Boesak's call in mid-August for a march on Pollsmoor prison to demand the release of Nelson Mandela. In this event all the unfinished business of the past would again coalesce. It would provide tangible evidence of the region's commitment to fighting apartheid in its new manifestation, the tricameral Parliament. It would give the UDF the opportunity to flex its "coloured" organizational muscles and display its political credibility.

In "coloured" schools and colleges, and the two local universities these events would give the students of the region the opportunity to resume their display of dissatisfaction with an unequal and segregated educational dispensation, now in the hand of a "coloured" minister in the new House of Representatives.

The consequences of the planned march on August 28 were dramatic and visible. Dr Boesak was detained, and marchers and bystanders were harshly treated by the police, plummeting the streets of Cape Town into mayhem. Only a few days later, the responsible minister, Mr Carter Ebrahim, closed most of the

The schools unrest, which since 1976 has been a major flashpoint of resistance to state policies, has divided the coloured community in the Western Cape. In these extracts from an article in the Autumn, 1986, issue of Indicator*, Professor Owen van den Berg and Brian O'Connell of the University of the Western Cape discuss the developments leading up to the education crisis of 1985-1986.



Schoolchildren in Western Cape protest... it points to a continuing unresolved conflict

Peninsula schools under his jurisdiction for about three weeks.

The rest of 1985 witnessed a tragic continuation of unrest and confrontation with a combination of approaching examination dates, government *kragdadigheid* and excessive police reaction to public protest serving to perpetuate and deepen the region's crisis.

The Labour Party appeared to be committed to establishing by coercion the legitimacy denied them at the previous year's election polls. It systematically closed down all face-saving escape routes either for themselves or their adversaries.

Large numbers of students, now so close to examinations that to write on appointed days seemed futile, felt that a continuation of resistance was as good an option as any, and acted accordingly.

Other students, believing that the process of "conscientization" now demanded the sacrifice of academic progress, also refused to participate in the seemingly fraudulent examination exercise. Yet others feared recrimination, and stayed away too.

The "forces of law and order" stoked the flames of endemic violence and radicalized the population far more effectively than any other agency did or could have done. Riot police mayhem on October 15 in Thornton Road — the infamous box-crate ambush — sickened the people of Cape Town and appalled the watching world. So brutal was the state response and so deep the impact that clergymen now advocated civil disobedience and Muslims began debating "jihad" (a holy war).

The extension of the state of emergency to Cape Town on October 26 created the circumstances for some students to decide to go through the motions of writing examinations, at venues secured by large concentrations of guards. Thousands did not write, however, setting an agenda of conflict and divisions for 1986. Systematic action followed against sympathetic teachers

who were in breach of contract when they refused to conduct or invigilate examinations.

Any pretext of democracy disappeared and countless organizations were banned from holding meetings, while several gatherings that were called by "unbanned" organizations were also stopped. Hundreds were taken into detention from a wide section of the political spectrum, many of whom were young children. Amidst the riots and street confrontations, the death toll rose steadily.

Ever since the Soweto uprising of 1976, South Africa's schools have been major flashpoints of resistance to the policies of the state. Schools constitute both a major manifestation of apartheid and one of the few places of congregation and organization left in a society pared of civil liberties. As a venue perceived as both a principal instrument of state ideology and a prime distributor of life chances, resistance in and around schooling is of major symbolic significance. When the principal actors are vulnerable young people, a further edge is given to this symbolic struggle.

The all-pervasive rejection of apartheid in and around the school is therefore a drama of many acts, constituting a major dimension of unfinished business in the forging of a new South African society.

The schools boycott of 1985 in the Western Cape was significant in a number of ways. It all points to a continuing unresolved conflict, which is likely to be repeated, in some or other form, in the near future — for there is no indication that the political fundamentals at the heart of the protests are to be changed.

One way in which the boycott was significant was that for the first time its major thrust, in the schools under the House of Representatives, was directed against "coloured" administrators co-opted from the ranks of the excluded. Its central figures in their first year in office, made strenuous efforts to show that they could control the situation. The major conse-

quence was the perpetuation of a situation over which they in fact had little or no control, for far longer than might otherwise have been the case.

In the past, other school boycotts have also indulged in brinkmanship, only to withdraw from the precipice in time for the examination and credential ritual to recur. The business of 1985, however, having been allowed to remain unfinished, immediately become the agony of the start of 1986. The new ministers eventually gave in on virtually every issue, but only when the year was already shuddering to a start, and only when irreparable damage had already been done...

For the teachers, employed by the House of Representatives, the impact of the events of 1985 was complex. The leadership of their established organization, the Cape Teachers Professional Association (CTPA), did some behind-the-scenes negotiating and also tested in the Supreme Court Mr Ebrahim's decision to proceed with examinations. For the rest, the CTPA confined itself to press statements rather than community action and involvement in the crisis. By the end of the year any change in its standing in the region was hard to ascertain.

Radical

A new body, the Western Cape Teachers' Union (WECTU), emerged and grew quickly, but without making any serious dent in CTPA membership. This was perhaps because it was composed of those of more radical persuasion who had never been prepared to join the CTPA.

The CTPA stuck to its policies of professional negotiation with the authorities and remained uncomfortable with progressive bodies such as Sacos and UDF.

In contrast, WECTU was non-racial, and took an avowedly Sacos and non-collaborationist stance. By the end of the year, however, WECTU had yet to resolve the issue of how it could function without being prepared at least to admit to the existence of the employing authority for purposes other than denigration.

Both organizations are faced with the likelihood that if the education department were to regain its previous grip, it would be the status of the teachers that would become increasingly emasculated under a steady increase of unilateral policy-making.

Blacklists

Few doubt that the department has blacklists — not only of supposedly errant principals — and that retribution is likely to be spread out evenly over a number of years. The settling of scores by an "own affairs" ministry is a daunting prospect, given the fact that the new dispensation offers a whole new avenue of patronage for the faithful by the new mainstream politicians.

For most parties, like the peace-makers of Versailles, there is the hope that it will not happen again. The dislocation of the schooling system and its credentials by brinkmanship for a while was a tactic understood by both sides in previous periods of confrontation. It was a passion play always enacted against the backdrop of an unwritten rule that the situation would not be allowed to become irredeemable.

The unfinished drama of 1985, however, sketched for the first time the prospect of the collapse of the entire educational order. One year of muddling through may just be possible, but two or three years of similar scenarios cannot but profoundly atomize the social order.

* INDICATOR, South Africa, a quarterly barometer of social trends, is published by the Centre for Applied Social Sciences at the University of Natal, King George V Avenue, Durban 4001

Atteridgeville school boycott: DET talks

CART TALKS 11/5/86

SO (286) 278
Own Correspondent

JOHANNESBURG. — The Department of Education and Training held urgent negotiations yesterday with a wide spectrum of community organizations in Atteridgeville in an attempt to end the mass 25 000 pupil-strong stayaway which began on Wednesday.

Of concern to the DET is the method used by pupils to call the stayaway which included using unspecified "distressing intimidation" to gain access to a school, and using its notepaper, typing and roneo facilities and school stamp to bring out a pamphlet of demands, which included:

- The unbanning of the Congress of South African Students.
- The refunding of exam fees.
- The establishment of offices for Student Representative Councils.
- The resignation of town councillors.
- Teachers must resign from the African Teachers' Association of SA and the Transvaal United African Teachers' Association.

'We want priest to be principal'

BY HERMAN LETSIE

BEKKERSDAL students have allegedly ordered a local principal to resign - so that he can be replaced by a local Anglican priest.

Residents want the same priest, Rev Cyprian Moloi, to run the township's affairs.

Students at Kothalang Secondary School have boycotted classes in protest against, among other things, the presence of school principal Mafori Maja.

Moloi, a member of the

local parents' crisis committee, said a crucial meeting will be held on Sunday morning at the local AME church "where a final decision will be taken on the school crisis issue".

"We have held meetings with the school inspector and hopefully we shall resolve the issue on Sunday when all parents will take a decision," said Moloi.

The school principal could not be reached for comment at the time of going to press.

All-race schools: Rondebosch to vote

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AKUS
12/5/66

Staff Reporter

ANOTHER Government-run school in Cape Town is to ask parents whether they favour open schools and a delegation from a third whose parents voted in favour of all-race enrolment has met the Government.

Parents of Rondebosch Boys' High and Preparatory Schools are to meet on May 26 to discuss the issue.

A delegation from the South African College Schools (SACS) met the Minister of Education and Culture in the House of Assembly on Friday.

The chairman of the school committee, Professor E J Whitaker, said the delegation had consisted of four committee members.

A statement would be made later today about the meeting, he said.

The chairman of the Rondebosch Boys' High School committee, Mr Roy Mellville, confirmed that a meeting had been called to gauge the feeling of parents on approaching the authorities for an open enrolment policy.

Almost 80 percent of parents from SACS junior and senior schools who replied to a questionnaire compiled by the school committee in February were in favour of open schools.

Only 14 percent were opposed while the balance were undecided.

Parents of Westerford High School voted in favour of an open school last week.

Sixty-two percent of parents voted and of these 91 percent were in favour of opening their school.

• CAPT Twif
12/5/06

Bid to unite education organizations

Education Reporter

AN appeal for the cessation of violence "among organizations of the oppressed" has been made by the newly-formed Federation of Parent-Teacher-Student Associations (PTSAs) Western Cape, which was launched at the Samaj Centre in Rylands Estate on Wednesday.

"We note that the State is continually playing off one organization of the people against the other. This has resulted in suspicion developing amongst liberatory organizations," the federation said.

It appealed for the cessation of violence among such organizations, and said that all organizations should recognize each other's right to exist.

The federation said it would strive for a "unified system of education in a single, non-racial democratic SA/Azania" and would provide a forum for discussion on education and set out to unite all organizations with a direct interest in education.

The federation would work towards the growth and establishment of democratically-elected SRCs, PTSAs and PTAs at schools and strive for "a democratic system of alternative education".

It supported demands by the Western Cape Teachers' Union that charges of alleged misconduct against teachers be dropped and that the government cease to victimize and harass teachers and pupils.

Plan to close school rejected

It also rejected the proposed closing of Walmer Junior Secondary School in Walmer Estate and the destruction of the "greens" (community sportsfield).

Other demands include:

- The immediate removal of troops from the townships and schools.
- The unbanning of all "progressive people's organizations".
- The return of political exiles.
- The unconditional release of all detainees and political prisoners.
- The lifting of all banning orders.
- The unconditional withdrawal of charges of public violence against school pupils.
- A common school calendar for all.
- That May Day be a paid public holiday.

Membership is open to all accredited PTSAs, PTAs, interim PTSAs, SRCs where no PTSAs exist, student organizations, teacher organizations, service educational bodies and other organizations which subscribe to the federation's constitution and policies.

Cape Times 13/5/86

Vote on open Rondebosch

Staff Reporter

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PARENTS of pupils at the government-run Rondebosch Boys' High and Preparatory schools are to meet later this month to vote on whether they favour open schools.

Mr Roy Melville, chairman of the Rondebosch Boys' High School committee, said yesterday the meeting, to be held on May 26, followed from discussion between the staff, the school committee and old boys.

"We have been looking into this for some time and we have finally decided to go to the parent body. The parents of both the preparatory and high schools

will be present at the meeting as the two schools can't really be separated over an issue like this," he said.

The meeting will be closed, and only parents and staff will be able to attend.

A statement is expected today on the meeting between a four-member delegation from the South African College Schools and Mr Piet Clase, Minister of Education and Culture (House of Assembly) which was held on Friday.

The meeting dealt with the issue of all-race enrolment, which was approved in a ballot, held in February this year, by almost 80 percent of SACS parents.

AUTOMOBILE MANUFACTURING INDUSTRY, EASTERN PROVINCE

Parties Employer Organisations: the Eastern Province Automobile Manufacturers' Association
Trade Union: S.A. Yster, Staal en Verwante Nywerhede Unie; National Automobile & Allied Workers Union

Area Magisterial Districts of Port Elizabeth and Uitenhage.

Funds 1. Supplemental Unemployment Benefit Fund with employer and employee contributions, for use in times of lay-offs.

lar in the decision to make the arrest at the meeting or with the manner in which it was done which could necessitate an investigation into, or action arising from the incident.

(8) The arrest took place without incident. Some of the bystanders did however, ask the members who made the arrest where the warrant of arrest of lance corporal Wilkinson was. In terms of section 40 of the Criminal Procedure Act, 1977, and section 52 of the First Schedule to the Defence Act, 1957, a warrant is not necessary in this case, and the person who made the enquiry was informed that he was interfering with the course of justice. At the vehicle it appeared as if bystanders wanted to prevent lance corporal Wilkinson from entering the vehicle. To prevent him being freed he was quickly helped into the vehicle whereupon it drove away immediately.

†Mr P A MYBURGH: Mr Speaker, arising out of the hon the Deputy Minister's reply, I would like to ask him whether, in the rather sensitive circumstances it would not have been beneficial if the captain concerned had a warrant with him and had shown it to those persons who asked for it.

†The DEPUTY MINISTER: Mr Speaker, as I have indicated, it was not necessary to obtain a warrant and to produce it. The Military Police identified themselves to the person and the person knew what it was about. Therefore we did not deem it necessary.

†Mr P A MYBURGH: Mr Speaker, further arising out of the hon the Deputy Minister's reply, may I ask him who gave him the assurance that the captain concerned did in fact identify himself, because the information furnished to the hon the Minister and myself by the public indicates that the person did not identify himself?

†The DEPUTY MINISTER: Mr Speaker, I accept that when military policemen come across a person whom they have to arrest, they will tell him that they are there to fetch him, and also that they will identify them-

selves, and we have the word of these military policemen that they did identify themselves.

†Mr P A MYBURGH: Mr Speaker, further arising out of the Deputy Minister's reply, may I ask him whether he would be prepared to have the captain concerned sign an affidavit in respect of the fact that he did indeed identify himself? [Interjections.]

†The DEPUTY MINISTER: Mr Speaker, the hon member for Wynberg is now advancing a very strange argument. We are dealing here with a man who has evaded a law, who is asserting that the Police did not identify themselves to him. There are members of the Military Police who give me the assurance, and whose word I am prepared to accept, that they did indeed identify themselves to the person. The hon member is now trying to make out a case that they did not identify themselves. We accept the word of the Military Police when they say that they did indeed identify themselves. [Interjections.]

†Mr P A MYBURGH: Mr Speaker, further arising out of the hon the Deputy Minister's reply, must I deduce that he is not prepared to ask the captain concerned to sign an affidavit? [Interjections.]

†The DEPUTY MINISTER: Mr Speaker, the person who made the arrest, has already given us the assurance that he did identify himself. It is not necessary for him to also sign an affidavit in this regard. [Interjections.]

†16. Mr P G SOAL asked the Minister of Education and Development Aid:

- 215/170 & 202/1704
 HANSMAN COSAS
 (1) Whether he or any Deputy Minister in his Department was consulted prior to the decision being taken to ban the Congress of South African Students (Cosas); if so, (a) when, (b) by whom and (c) what was his response; if not,
- (2) whether he or any member of his Department made any representations

to the Minister of Law and Order or any other member of the Cabinet concerning the banning of this organisation; if so, (a) when, (b) to whom and (c) what was the (i) nature of the representations and (ii) response thereto;

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

†The DEPUTY MINISTER OF EDUCATION AND DEVELOPMENT AID:

It is neither customary nor in public interest to make known the contents of discussions held with Ministers concerned on security matters. Also a pending action in the Supreme Court has been instituted in connection with the banning of COSAS which therefore renders this case *sub judice*.

†17. Mr R M BODKROWS asked the Minister of National Education:

(1) Whether draft guidelines have been laid down for the recognition of parent associations; if not, why not; if so,

(2) whether these guidelines have been distributed for comment; if not, why not; if so, (a) to what organisations and (b) what person or persons were responsible for drafting these guidelines;

(3) whether these guidelines have been discussed with the South African Council for Education; if not, why not?

The MINISTER OF TRANSPORT AFFAIRS (for the Minister of National Education):

- (1) No such guidelines have been laid down by myself or my Department. In terms of paragraph 6.2 of the White Paper on the Provision of Education in the Republic of South Africa, 1983, the policy is that the deter-

mination of guidelines on matters like these for schools at the local level is to be treated as an own affair.

(2) Falls away.

(3) The South African Council for Education gave attention to the composition and functions of parent representative bodies at its meeting of 25 November 1985 advised me that it be treated as an own affair. I accepted this recommendation after consulting the Ministers of Education.

†18. Mr K W ANDREW asked the Minister of Law and Order:

(1) Whether any persons were arrested in or in the vicinity of Lwandle, near the Strand, on 29 and 30 April 1986; if so, (a) how many and (b) for what alleged offences;

(2) whether all the persons arrested have been charged or released; if not, why not;

(3) whether any of these persons were found guilty of trespass; if so, how many;

(4) whether those found guilty were represented by legal counsel in court?

†The MINISTER OF LAW AND ORDER:

(1) Yes.
(a) 172 persons.

(b) Possession of dagga. Trading in dagga.

Possession of dangerous weapons. Possession of presumably stolen goods. Trespass.

(2) Yes.
(3) Yes, 163 persons.

Barclays sees inflation rate fall

BUSINESS (60) (50)
13/5/86

INFLATION'S momentum has been reduced considerably, says Barclays Bank.

Its *Economic Comment*, a cassette tape produced by Barclays' economic staff, adds that things are firmly in place for a lower inflation rate in the early phase of the business cycle.

However, there will be only a slow erosion of the year-on-year rate of inflation this year.

Economic Comment adds that the danger of further cost-push inflation has been reduced

GERALD PROSALENDIS

by a more stable rand which is expected to trade between \$0,45 and \$0,52 for the year.

It predicts that it is unlikely the recent downtrend in oil prices will be reversed. A sluggish economy will dampen an early upturn in wages.

Although the overall picture suggests a drop in inflation, there are a few pitfalls.

Full benefit of recent appre-

ciation of the rand might not be passed on to consumers as importers increase profit margins.

As the economy moves into a more mature phase of the business cycle, in 1987 and 1988, the balance of payments will be tighter. The Reserve Bank will have less control in the foreign exchange market and the rand might again come under pressure.

Demand for labour might cause wages to accelerate.

Make June 16 holiday, NECC urges business

By Maud Motanyane

The National Education Crisis Committee (NECC) has urged the South African business community to heed the black community's call to recognise June 16 as a paid holiday.

Speaking at a panel discussion attended by about 50 business executives at a Johannesburg hotel yesterday, NECC chairman Mr Vusi Khanyile said the call for a national stayaway on June 16 was a democratic decision taken by the majority of the country's population.

The NECC, which has also called for work stoppages on June 17 and 18, represented grassroots organisation of various political groupings, Mr Khanyile said.

The decision to call for a three-day stayaway was taken at a meeting attended by more than 1 000 delegates at the end of March.

Mr Khanyile said the black community would use the three-day stayaway to review political progress.

"It would also be a demonstration that we can no longer afford another day of apartheid education," he said.

Panelists at the discussion included executives from the Johannesburg and Soweto Chambers of Commerce and from the American Chamber of Commerce and representatives from the Johannesburgse Afrikaanse Sakekamer and the National African Federated Chamber of Commerce.

Panelists agreed that the question of whether June 16 should be a paid holiday should be "taken to the boardroom and discussed".

Search for man's body

The body of a 54-year-old Germiston man believed to have drowned while fishing in the Schiyalongubu Dam at the weekend, is still missing.

Mr William Shamrock of Skool Avenue, Germiston, and Mr E Morrison were fishing in a flat-bottomed canoe on Friday when the boat started filling with water. Clinging to the sinking vessel, the men made their way to the side.

Helpers found an exhausted Mr Morrison, but no trace of Mr Shamrock. — Lowveld Bureau.

Alan Boesak gets back his passport

CAPE TOWN — World Alliance of Reformed Churches President Dr Allan Boesak has been given a passport after a six-month wait.

He will now be able to attend a string of top-level international events this month and in the future.

Dr Boesak, who is also a patron of the United Democratic Front, was told on Saturday he had been given a passport valid for five years after his original passport was withdrawn by the Minister of

Pik meeting is to be next target for AWB

Northern Transvaal Bureau

The next major target of the militant right-wing Afrikaner Weerstandsbeweging (AWB) is clearly Mr Pik Botha's National Party meeting in Pietersburg on May 22.

The AWB has indicated that no NP meeting in the Transvaal will escape its attention in future. Its supporters succeeded in totally disrupting a recent meeting in Brits, addressed by the Deputy Minister for Information, Mr Louis Nel.

This time, Mr Botha's meeting has been sandwiched between two rallies of the right-wing, one in Potgietersrus tomorrow and the other in Pietersburg on May 27.

Local CP chairman Mr Isak Butler, who is also a high-ranking "Brandwag officer" in the AWB, was not available for comment.

But young AWB supporters said they were planning to break up the meeting. Nationalists are being mobilised to outnumber the interjectors, and are regarding the meeting as a "make or break" event in the town.

The Minister of Manpower, Mr Piet du Plessis, MP for the neighbouring Lydenburg constituency, will chair the meeting.

DMB:BB 88475/c

Teachers meet next month

Education Reporter

HUNDREDS of teachers will focus on bread-and-butter matters and potentially controversial issues at the annual congresses of three Cape-based teacher associations next month.

Unhappiness over a Cape Education Department directive barring "unauthorised" speakers at schools will be aired at the 99th South African Teachers' Association (Sata) congress in Grahamstown from June 21 to 25.

The Atlantic branch, which represents English-speaking teachers, has tabled a motion expressing "extreme dissatisfaction and dismay" at the order and asking the department to "affirm the right of principals to decide

on the suitability of speakers at their schools".

Another motion calls for "open discussion" in schools of such issues as conscription, conscientious objection, alternative national service and pacifism.

Alternative national service for teachers who are not religious objectors, and a request that the Government allow schools to admit pupils of all races if the local community desires it, will also be discussed.

Other motions deal with conditions of service of teachers, the quality of textbooks and the "lack of clarity" on the proposed new system of compulsory school fees for white children.

The Cape Teachers' Profes-

sional Association (CTPA), which represents about 20 000 teachers at coloured schools, meets in Kimberley from June 17 to June 20. The congress theme is *Education in a Society in Crisis*.

Affiliates of the Union of Teachers' Associations of South Africa (Utasa), umbrella body of officially recognised coloured teacher associations, will meet during the congress.

Graaff-Reinet is the venue for the Suid Afrikaanse Onderwysersunie conference from June 23 to 25. The Minister of Education and Culture in the House of Assembly, Mr Piet Clase, will be the guest speaker at the concluding banquet.

WEDNESDAY
Funds for schools to be slashed

Own Correspondent
ALLOCATION of government funds to schools are to be reduced considerably, says the Transvaal Teachers' Association.

The new formula for fund allocation to the education departments will be announced soon, says an editorial in *Transvaal Education News*, official organ of the TTA.

"Parents and teachers will be brought face to face with the hard reality that the good times are over and lean years lie ahead."

Payment of compulsory fees, warns the TTA, could result in voluntary contributions to school funds drying up.

BREWING INDUSTRY, WITWATERSRAND

Parties Employer Organisation: South African Brewing Industry
Employers' Association
Trade Union: Witwatersrand Brewery Employee's Union

Area Magisterial Districts of Alberton, Johannesburg,
Kempston Park* and Krugersdorp*.

Action will be taken to curb school unrest, says Viljoen

Political Staff

PARLIAMENT — Immediate action would be taken against organisers of any revolutionary activities at black schools, the House of Assembly has been told.

The Minister of Education and Development Aid, Dr Gerrit Viljoen, said action was being taken against persons who were undermining discipline in schools.

At the same time negotiations were taking place to restore normal conditions at schools affected by unrest.

Dr Viljoen was reacting to accusations from the Conservative Party that the Government was playing into the hands of revolutionaries by yielding to their demands.

Speaking in the debate on his department's budget vote, Dr Viljoen said that while indiscipline and undermining activities would not be tolerated, his department acted with circumspection when problems arose.

Earlier Dr Ferdi Hartzenberg (CP Lichtenburg) said the situation in black schools was far more serious than the Minister made it out to be.

There were indications that revolutionary activities were being organised from schools.

According to a newspaper report, photographs of ANC leader Mr Oliver Tambo were displayed in many classrooms in Soweto.

'AIDING THE REVOLUTION'

Dr Hartzenberg said the Government was "aiding the revolution" by financing schools where revolutionary activities were being organised.

Such schools should be closed down. The money allocated to them should be transferred to the black homelands so that children could get a sound education there.

Deputy Minister of Education and Development Aid Mr Sam de Beer dismissed Dr Hartzenberg's allegations and said none of the CP members had reported to him about any revolutionary activities at schools.

He accused Dr Hartzenberg of living in "a forgotten era" when it was believed decisions affecting everybody could be taken by the white man alone.

Dr Gerrit Viljoen said poor attendance at black schools due to unrest had stabilised since March and showed a "positive improvement" up to now.

Katlehong to open R1m school

A R1-million school for handicapped black children recently build in Katlehong, will be officially opened next Saturday, May 24.

The centre, to be known as the Ezibeleni School, was built by Wadekor Konstruksie, a subsidiary of the Murray and Roberts Group.

The school consists of two blocks which are connected by an inter-link-

ing passage. The administration block contains a staff room, office for the principal, general office, a display room and a waiting room.

The school block contains three classrooms, three playrooms, a resources centre which includes a library and audio-visual room, and ablution facilities.

AR645 15/500 (50)

'Upheaval begins with schooling'

Staff Reporter

UNREST, the housing shortage, bureaucratic inefficiency and escalating family violence seriously increased the risks children faced in society, according to a speaker at a National Institute for Crime Prevention and Rehabilitation of Offenders (Nicro) seminar.

Mr Wilfred Schärf, of the University of Cape Town's Institute of Criminology, said last night that a "psychologically more informed" manner of dealing with violence in unrest would have slowed it.

Mr Schärf said the upheaval began with dissatisfaction over the way schooling was conducted.

He told the seminar that about 10 000 children under the age of 16 in the West Cape dropped out of school each year. Of these many joined gangs, and about 300 became "strollers", youthful drifters living by their wits.

Mr Richard Peckham, a Wynberg magistrate, said the boycotts and stayaways that featured in the unrest led to reduced family incomes and contributed to criminality.

He said young people could be exposed to further criminal influences by being sent to jail. Community service sentences were very effective in appropriate cases.

The reports of probation officers were vital in "individualising" cases but there was a shortage of manpower.

Nicro's director, Miss Linda Christiansen, told the seminar that probation services were "inefficient and ineffective". She called for more community service as a method of sentencing.

Child abuse, discipline separated by 'vague line'

Staff Reporter

LEGISLATION was needed to clarify the "vague line" between disciplining and abusing a child, according to Miss Mikki van Zyl of the University of Cape Town's Institute of Criminology.

The legislation should also set parameters of physical discipline, she told a seminar on children at risk, held in Cape Town last night by the National Institute for Crime Prevention and Rehabilitation of Offenders (Nicro).

Perpetrators of family violence were no longer seen necessarily as psychopathic, nor the families as anomalies in society.

With June 16 just weeks away, these are the sort of scenes that may explode ... yet again



Students and children run riot after a student funeral — and how scholars voice their

WITH the emotion-charged June 16 commemoration only about a month away, the Western Cape stage seems set for a repetition of last year's confrontation between students and authorities.

Despite students' general agreement with the National Education Crisis Committee (NECC) conference's decisions, in particular the call for a return to school, events since the Easter Durban meeting are making a return to "normal" schooling increasingly unlikely at some Department of Education and Culture schools.

Chief among the factors which could propel the region into another wave of mass militancy and school boycotts is the ongoing harassment, detention and arrest of students and teachers.

On April 14, police used teargas and sjamboks to disperse about 1 000 Kasselsvlei Senior Secondary students holding a placard demonstration on the school grounds.

A placard demonstration on April 28 at the Silverstream Senior Secondary school in Manenberg left about 20 students injured — one with an eye injury which required specialist treatment — when police intervened, wielding sjamboks.

But the police intervention which has so far evoked the most widespread condemnation occurred at Arcadia Senior Secondary in Bonteheuwel on Monday last week when about 40 students were injured when police dispersed a demonstration.

All three demonstrations were held to protest against the detention of students or teachers. And in all cases teachers who were present have maintained that the demonstrations were peaceful and the police not provoked.

The police, however, have denied that they acted without provocation.

The Arcadia incident, where teachers alleged that students were taken out of their classrooms and beaten by police, has now rippled out into sympathy protests.

On May 6, the day after the Arcadia demonstration, students at several high schools in the Athlone area walked out of their classes in a show of solidarity.

At a meeting of about 1 000 people

3-day boycott

THE Transvaal region of the National Education Crisis Committee (NECC) has resolved to declare a three-day stayaway to mark the tenth anniversary of the Soweto uprising.

At its meeting in Nelspruit at the weekend, the NECC said countrywide rallies will be held on June 16, and resistance campaigns on the following day.

"The nature of the campaigns will only be made known after discussions with trade unions," a representative said.

There will be a massive grave-cleaning campaign on June 18.

Despite general agreement among students to return to school, black education seems in danger of sliding once more into a state of turmoil and stalemate

ESTELLE RANDALL reports from Cape Town

in Bonteheuwel last Wednesday, a decision was taken to embark on a rent boycott to protest police and army intervention in the area.

And this Monday, students at Glendale Senior Secondary in Mitchells Plain began a boycott of normal classes in support of Arcadia students and to protest the detention of two teachers.

An attempt by Mitchells Plain students to have a meeting last Friday to discuss the Arcadia incident and the detention of teachers was allegedly thwarted when police arrived and dispersed the crowd.

Whether or not students will take further action remains to be seen. Bonteheuwel schools have, however, seen almost daily disruption of classes since the start of the new term.

Besides police intervention at schools, the decision to press ahead with charges related to alleged misconduct against 72 Department of Education and Culture teachers is likely to stoke the fires of anger.

The teachers who face disciplinary hearings at the department's Roeland Street offices in Cape Town in June include some of the oldest and most respected educationists in the region.

The hearing will not be heard in public and teachers found guilty could face fines of up to R400, transfer or dismissal, among others.

The Western Cape Teachers Union (Wectu), representing the teachers, has called for the immediate and unconditional dropping of charges against them and for an end to alleged victimisation of teachers and students.

A further issue is the implementation of new security measures at schools.

High fences are to be erected around school grounds and security guards, employed by the Department of Education and Culture, are to monitor activities.

At several schools security guard huts have already been destroyed. Huts were set alight at three Bellville schools last week and earlier students at the Livingstone High School in Claremont uprooted a hut and threw it into a main road bordering the school.

Slating the new security measures as attempts to turn schools into prisons, the Western Cape Students' congress (Wesco), which commands wide support among students, warned that they would not allow anyone to jail them "like criminals" in their own schools.

With most of the demands listed by students during last year's boycotts not met and continuous intransigence by the Education Department regarding these, the ghost of Hector Petersen may not yet be laid to rest.

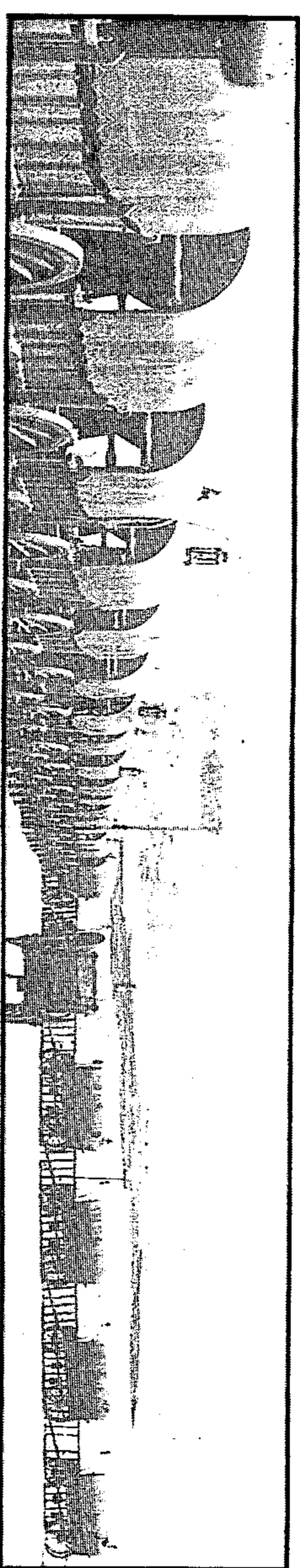
570

WEEKEND FOCUS

QUOTE

IN our present situation, public holidays only serve to celebrate the victory of one section of the population over another. They should all be scrapped until there is something for all South Africans to celebrate."

JUDGING by the response at a packed Cape Town meeting recently, at which the subject was the history of the African National Congress, people are now grabbing this new knowledge, this opportunity to up-date the narrow textbook that was always just plain old school history, black and white . . .



South Africa's most famous battle site — Blood River in Natal.

SA History: White man's con?

WHAT has passed for South African history and has been drummed into young minds for generations is a white man's con. That's the contention of some historians who believe it is time to rewrite the textbooks and "set the record straight".

Something called alternative history is getting to the person in the street — and judging by the response at a packed meeting in Cape Town recently at which the subject was the history of the African National Congress the person in the street is grabbing

this new knowledge, this opportunity to up-date the narrow textbook that was always just plain old school history, black and white . . .

But more "white" than "black"; it seems, as a group of new historians are showing by adding a growing list of significant dates and events to the public's awareness of the past.

WEEKEND Argus set out this week to test how divergent educated views of South African history are by setting some top historians a simple test.

We asked them to boil down their view of the past by selecting the six most significant dates in the years gone by.

Their response proved just how different those visions can be. Some would fit into the "new school" category; others disclose a more traditional view of South African history.

The historians were asked, also, to look at the official calendar of public holidays. Would they make any changes; add a day here or subtract one there?

**WEEKEND
ARCUS
SPECIAL
REPORT**



By DALE LAUTENBACH
Weekend Argus Reporter

Sometimes the different historians chose the same dates as "significant" — but their reasons for doing so, and their sensitivity to different group interests were poles apart.

Many choices speak for themselves. And omissions are as significant as inclusions.

We all know what we learnt at school and what we remember best. Compare that to this selection. Some bells will ring, many will not.

Have we learnt just a white history? And are our children absorbing much the same now.

1 Dr PAUL MAYLAM, senior lecturer, department of history, University of Natal, Durban.

● 270 AD — "An estimated date for the earliest known Iron Age site in South Africa marking the presence of the ancestors of our country's African population as well as the probable beginning of farming and metal production."

● 1652 — "Unavoidable... Jan van Riebeck and all that."

● 1716 — "On a Dutch East India directive, the decision is made to import slaves rather than employ whites as labourers. This laid a foundation for the future pattern of labour in the country."

● 1820 to 1836 — "This was a period of big demographic change: the *Difaqane*, the arrival of the English settlers, the Great Trek."

● 1886 — "Gold was discovered on the Rand which hastened the process of industrialisation and urbanisation. The development of the gold mining industry had much to do with the destruction of African peasantry, the exploitation of migrant labour and the evolution of segregation and apartheid."

● 1973 to 1976 — "The strikes in '73, the growth of black trade unionism and the mobilisation of youth in '76 added new momentum to the mass struggle for democracy. Such has been the momentum gained from that time that it is unlikely to be lost until a new order is inaugurated in the country."

□□□□ Dr Maylam's public holiday calendar:

Scrap, he says:
Founder's Day — "That's the old Van Riebeeck Day under a different guise. Van Riebeeck was not the founder of South Africa."
Republic Day — "The 25-year history of the republic offers little to celebrate — a day out might be to call it Comrades Day!"
Kruger Day — "It has little meaning to the vast majority of the country's population."

Day of the Vow — "The day on which the Boers dictated the terms to God."
Add, says Dr Maylam:
May Day — "... of obvious importance to the country's large working class."
Soweto Day — "June 16, a day of great significance in the struggle for democracy."

South Africa Day — "I would make that the first Monday in September, a new national day of a non-sectional nature for which all historical significance is deliberately avoided."

2 Professor COLIN BUNDY, head of the history department at the University of Cape Town:

"Two triplet sets of dates attempting to capture two fundamental processes which shaped South African history. Firstly, colonial conquest and resistance to it. Secondly, the rapid development of the capitalist economy and the resulting conflicts."

The first triplet:
 ● 1811/12 — "The Fourth Frontier War which saw the Xhosa driven back out of the Zuurveld."
 ● 1879 — "The defeat by British troops of both the Zulu and the Pedi — two of the most powerful independent kingdoms."
 ● 1976 — "Soweto... a significant response and the time at which the tide began to turn the other way."

The second triplet:
 ● 1886 — "Gold discovered on the Witwatersrand."
 ● 1922 — "The Rand revolt involving black and white labour and a useful reminder that the structure of violent struggle has not only been about race but about class."
 ● 1973 — "The start of a process — the Durban strikes and the re-emergence of a black trade union movement which was a major force called into being by the growth of the capitalist economy."

□□□□ Professor Bundy's public holiday calendar:
May Day — "We should be recognising the international process which is making May Day a public holiday."
 In addition both June 16 and June 26 should be commemorated: "The first in memory of 1976, and the latter to recall the Defence Campaign of 1952 and the Freedom Charter of 1955."

3 Dr GEOFF PEIRES, senior lecturer, department of history, Rhodes University:

● 1½-million BC — "The first appearance of man in South Africa..."
 ● 300 AD — "The approximate date of the Leydenburg site. The first iron workers had crossed into South Africa, the ancestors of South Africa's modern black population."
 ● 1652 — "No explanation needed!"
 ● 1886 — "Gold, which revolutionised the nature of society."
 ● 1910 — "The Union of South Africa, the date on which the rest of the world showed itself prepared to allow whites to govern the country according to their own devices and the end of one phase of our history. It was the beginning of white self-determination and the subsequent refinements that that process underwent."

● 1912 — "The founding of the African National Congress and the beginning of another phase which will ultimately lead to major changes in the country."
 □□□□ Dr Peires's public holiday calendar:

On this issue he was short and sweet:
 "In our present situation, public holidays only serve to celebrate the victory of one section of the population over another. They should all be scrapped until there is something for all South Africans to celebrate."

4 Professor FLORIS van JAARSVELD, former head of the department of history at Pretoria University:

● 1657 — "The arrival of the Free Burghers who adopted South Africa as their fatherland."
 ● 1820 — "The arrival of the British settlers and the *Difaqane*, the black revolt in the interior of the country which paved the way for the Great Trek. Without the inter-race *Difaqane*, the trekkers would never have ventured into the interior. They took the gap which would otherwise have been blocked by blacks. The coming of the settlers also introduced white dualism."

● 1836 — "The Great Trek — a unique and central event which laid the foundations of the Union of South Africa."
 ● 1886 — "The discovery of gold led directly to the war of 1899, to urbanisation and the integration of people economically."
 ● 1910 — "The Union of South Africa and as a direct result, the birth of the ANC two years later."
 ● 1976 — "The Soweto rising which gave birth to the 'second republic', the process which led to the new South African constitution. We are still feeling the momentum of the rise of black consciousness, black nationalism and political action which began in '76."

□□□□ Professor van Jaarsveld's public holiday calendar:
Retain, he says:
Founder's Day — "A day of remembrance as promised by Van Riebeeck. It's not only significant to the Dutch, but to the English and Indians too. All those from outside the country must have a remembrance day on a broad basis."
The Day of the Vow — "... because it is tradition. But — and this is a great but — drop the 1952 apartheid law which keeps this day as a Sunday and free 90 percent of the population from having to recognise the day. It's an Afrikaner's date."

Drop:
Republic Day — "Negotiate a new public holiday, but only in the future after the founding of the 'third republic' in which a new constitution, making provision for a unitary state and acceptable to all the people of South Africa, is created."
Kruger Day — "It's too one-sided. It wasn't a public holiday before 1948."
Insert, he says:
Freedom Day, December 1 — "A day commemorating the emancipation of the Khoi in 1838 and the abolition of slavery in 1834, the day on which labour was made free."
Soweto Day — "To commemorate the rise of black political awakening."

5 Mr H C BREDEKAMP, senior lecturer and researcher at the Institute for Historical Research at the University of the Western Cape:

● 1677 — "The signing of the treaty between the Dutch and the Khoi-Khoi which ended the second war between these groups. The Khoi-Khoi lost the Western Cape and rapid expansionism into the interior was precipitated."
 ● 1737 — "The arrival of the first European missionaries and the beginning of the Christianisation of the indigenous peoples."
 ● 1828 — "Ordinance 50 which abolished the pass system for the Khoi-Khoi."
 ● 1859 — "A black man whose identity is not clear, discovered the first five-carat diamond on the banks of the Vaal. This was the beginning of the industrialisation of South Africa."
 ● 1960 — "Sharpeville, when the brutality of the apartheid regime was internationalised."
 ● 1976 — "Soweto and the re-emergence of resistance after a period of dullness. It's a movement we're still feeling today."

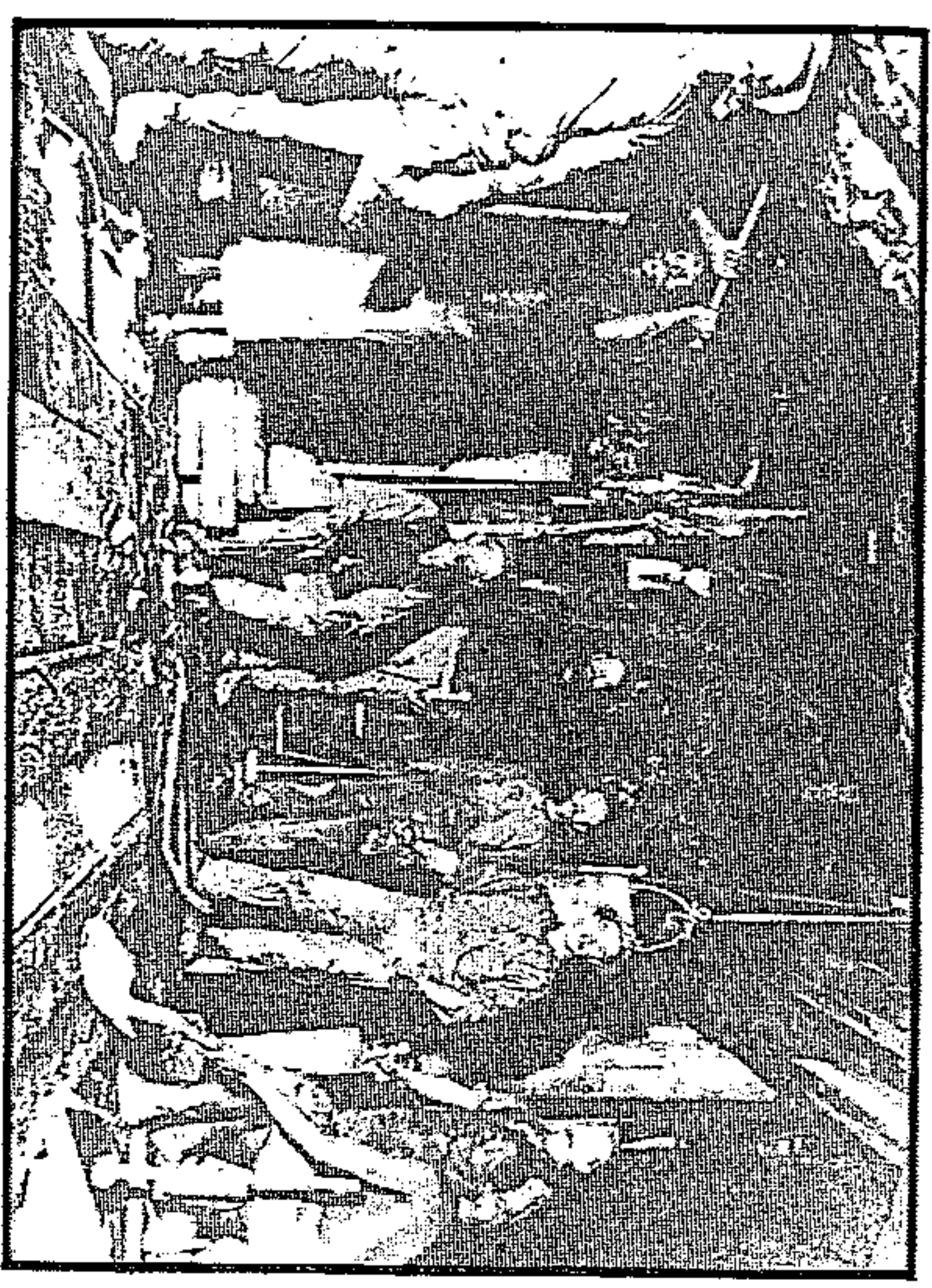
□□□□ Mr Bredekamp's public holiday calendar:
Founder's Day — "But broaden the concept to include all our founding mothers and fathers, like Sheik Yussuf, for example. And change the date to the first Monday or Friday in April."
Day of the Union — "This also falls on May 31, but it's not Republic Day (a day in which the vast majority of the population had no say). The significance of Union Day is that it represents the day on which the state of South Africa was formalised in terms of international law."
Labour Day or May Day — "Greater significance needs to be given to the role of the worker in our history and I think this day will inevitably become a public holiday."
Emancipation Day — "On December 1 and in memory of the abolition of slavery. This could be a sort of thanksgiving day commemorating the abolition of the greatest national crime before apartheid: an attempt to restore the brother-and-sisterhood of man."

ON December 1 and in memory of the abolition of slavery, we should have Emancipation Day. This could be a sort of thanksgiving day commemorating the abolition of the greatest national crime before apartheid; an attempt to restore the brother-and-sisterhood of man."

6 Professor DIKO van ZYL, professor of South African history and head of the department of history at the University of Stellenbosch:

● Year 1 AD and the following period — "Blacks move down into the northern parts of Southern Africa."
 ● 1652 — "Van Riebeeck arrives and marks the beginning of the European community here."
 ● 1870 — "Diamonds were discovered and soon after, gold. This was the beginning of the industrial revolution in South Africa."
 ● 1939 — "World War 2 and the influence this had on South Africa is very important."
 ● 1948 — "The Nationalist Party came to power and apartheid followed."
 ● 1976 — "The culmination of black resistance against apartheid. From that date onwards, the whole reformist action by the government got underway and it was also the beginning of real and militant reaction by blacks."

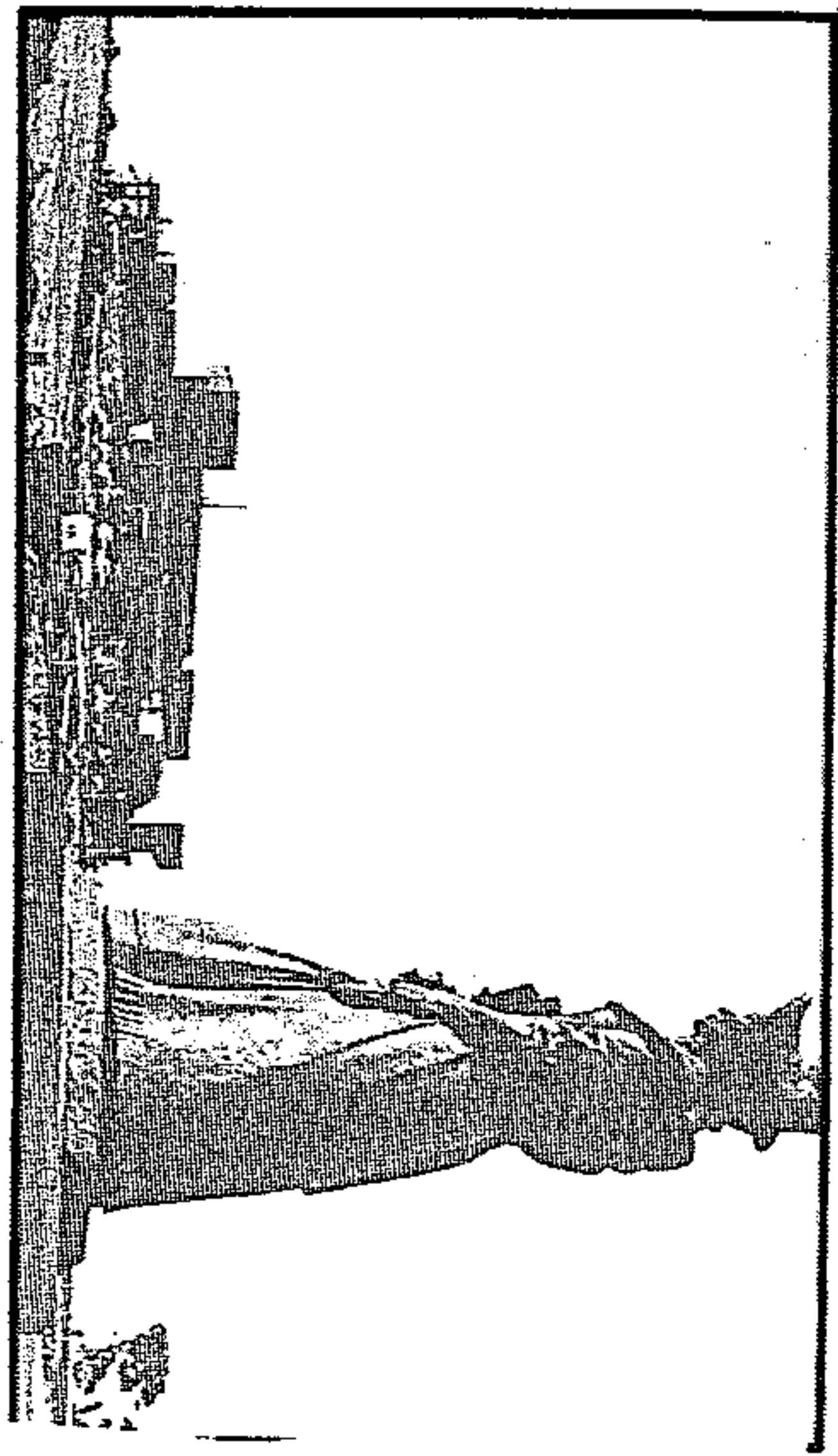
□□□□ Professor van Zyl's public holiday calendar:
 "The calendar we have now is acceptable but not fully satisfactory because there must be provision for a day or two for other population groups. I don't think blacks could regard Republic Day as theirs."
May Day — "There should be that kind of tolerance now."



Underground — black and white miners at the turn of the century.



The founder? — Jan van Riebeeck.



Debate on black education

Mercury Reporter

INADEQUATE black education and the question of a single education ministry were two of the main issues debated at a meeting of the executive of the Joint Council of Teachers' Associations in Natal on Saturday.

The association, whose affiliates are the Natal African Teachers' Union, the Teachers' Association of South Africa, the Society of Natal Teachers, the Natal Teachers' Society and the Natalse Onderwysersunie, met under the chairman-

ship of Prof C Webb, vice-principal of the University of Natal, Durban.

'The meeting gave rise to wide-ranging and fruitful discussion of the problems contributing to the current crisis in education,' Prof Webb said after the meeting.

'Two particular issues elicited considerable debate. One was the issue of the shortcomings and inadequacies of educational provision for Africans and the other the question of a single education ministry, as against the present sys-

tem of divided control.'

However, Prof Webb said the meeting came up with no agreed proposals or solutions in regard to these problems, but it had not been expected that it would, since it was essentially an exploratory meeting.

But he said it was agreed that there was an urgent need for follow-up action in the form of increased contact between those within the various educational systems and for another meeting.

M/M 19/5/86 (15)

AREA D: Alberton, Bellville, Benoni, Boksburg, Brakpan, The Cape, Durban, Germiston, Goodwood, Johannesburg, Kempton Park, Krugersdorp, Kullis River, Nigel, Oberholzer, Paarl, Pinetown, Port Elizabeth, Pretoria, Randburg, Randfontein, Roodepoort, Simonstown, Springs, Uitenhage, Vanderbijlpark, Vereeniging, Westonaria, Wonderboom and Wynberg
Municipal Area: Sasolburg

AREA C: Bloemfontein, East London, Highveld Ridge, Kimberley, Klerksdorp, Oendaaistrus, Pietermaritzburg, Virginia and Welkom
and Municipal Areas: Potchefstroom and Witbank

AREA B: Kroonstad

AREA A: George, Knysna, Mossel Bay and Oudtshoorn and the
Municipal Areas: Bethlehem, Harrismith, Ladysmith, Middelburg (TV1), Newcastle, Pietersburg and Rustenburg

Proceeding w.d. no's: 330, 379, 381 & 395

426 - MILK DISTRIBUTION TRADE, CERTAIN AREAS.

Sata conference in Grahamstown

Dispatch Reporter
EAST LONDON — Controversial issues are expected to be discussed at the 99th annual conference of the South African Teachers' Association in Grahamstown from June 21 to 25.

The president, Mr. John Ince, said that to keep up with the trend of recent years the conference would deal with "bread and butter issues" such as conditions of service for teachers and the quality of textbooks.

Motions to be debated include:

● A call for an investigation into the quality of textbooks.

● A call for the release of senior certificate results at 6 am for publication in midday editions of newspapers.

● An appeal to the Minister of National Education to inform schools how fees will be collected and distributed because of the lack

of clarity regarding the new system of compulsory school fees.

● A call for a ban on teachers smoking on school premises and for the introduction of programmes to educate pupils to the dangers of smoking.

● A request that principals be given the right to decide on the suitability of speakers to be invited to their schools — a decision which lies with the Director of Education.

● A call for matters relating to compulsory military service to be dealt with and for issues such as conscription, conscientious objection, alternative service and pacifism to be open for discussion in schools.

● A request that schools be allowed to admit pupils "irrespective of race, creed or language" in areas where the local community has chosen to do so.

MONDAY, 19 MAY 1986

such education and (b) paying the salaries of the teachers concerned, if so, how many (i) schools, (ii) pupils and (iii) teachers are there in this area?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

Yes.

- (i) 8
- (ii) 2 707
- (iii) 75

Note: Since 1 April 1986 the Department of Education and Training is responsible for the provision of education and for paying the salaries of the teachers concerned.

Ciskei: Bingfield/Yellowwoods Dam
 19/5/86
 Mr G SOAL asked the Minister of Education and Development Aid:

Whether, with reference to the reply of the Minister of Co-operation, Development and Education to Question No 779 on 5 June 1985, the (a) Bingfield and (b) Yellowwoods Dam in Ciskei has been completed; if so, (i) when was construction (aa) commenced and (bb) completed in each case and (ii) what was the total cost of each of these dams; if not, when is it anticipated that each of these dams will be completed?

The MINISTER OF EDUCATION AND DEVELOPMENT AID:

- (a) No.
 - (b) No.
- The Bingfield Park Dam by the end of this year.
- A start has not yet been made with the construction of the Yellowwoods Dam. When a start will be made will depend on the availability of funds and the progress made with further planning of the dam.

†Indicates translated version.

For written reply:

General Affairs:

Seventh Supplementary Report on the Orange River Development Project

904. Mr D J N MALCOMMESS asked the Minister of Water Affairs:

With reference to the Seventh Supplementary Report on the Orange River Development Project (WP C—86), what amount is it estimated will be spent, in terms of 1986 prices, in each of the next six tax years in the implementation, excluding planning costs, of this project?

The MINISTER OF WATER AFFAIRS:

Subject to the allocation of funds by the Treasury and the approval thereof by Parliament, the Department of Water Affairs intends spending the following amounts (at 1986 prices) on the schemes mentioned in the Seventh Supplementary Report on the Orange River Development Project (WP C—86):

Financial year	Amount (R million)
1986-87	64,1
1987-88	63,9
1988-89	55,0
1989-90	45,8
1990-91	45,0
1991-92	32,9

Kwelera: education for children
 19/5/86 QAL1753
 Mr E K MOORCROFT asked the Minister of Education and Development Aid:

Whether his Department is responsible for the provision of education to children in the Kwelera area near East London; if not, who is responsible for (a) providing

ND 19/5/86

PM: education goals clear (50)

Dispatch Reporter

UMTATA — Amidst the current upheavals in the sub-continent, Transkei's educational goals were clear and would be pursued relentlessly, the Prime Minister, Chief George Matanzima, said at the weekend.

He was opening the Upper Zimbane Junior Secondary School on Saturday.

"My government is mindful of the fact that education is the mainspring of the overall development strategy of the country, in the sense that it enhances the productive capabilities of future citizens."

There had been "tremendous educational expansion" ever since the control of education was handed over and the "prophets of doom" who had predicted a lack of progress in Transkei had been proved wrong.

"Activities which assist in moulding the character of the developing child must not be ignored, especially when we take into account the forces of evil which are operating in this sub-continent today.

"We cannot afford to remain passive when these forces are trying to destabilise our society by sowing the seeds of anarchy among the children.

"Students who allow themselves to be misled will find themselves misfits in tomorrow's society," the Prime Minister said.

Report: Rensburg questioned by police

20/5/84
overpost
50

THE secretary-general of the Crisis in Education Committee (CEC), Mr Ihron Rensburg, was questioned today by the security police.

He said he was questioned about an "incorrect" newspaper report quoting the CEC as saying

it intended to take over control of schools from the Department of Education and Training from June 16.

The SA Police liaison officer for the Eastern Cape, Lt-Col Gerrie van Rooyen, could neither confirm nor deny the incident.

CEC man on tour of Europe

JIMMY MATYU

THE secretary-general of the Port Elizabeth Crisis In Education Committee (CEC) and the National Education Crisis Committee (NECC), Mr Ihron Rensburg, left Port Elizabeth yesterday for a two-week tour of Europe.

Earlier in the day he was questioned by the police.

His departure, with two other members of the NECC, was a closely-guarded secret which was only disclosed to the Evening Post shortly before his departure.

Speaking at the H F Verwoerd Airport in Port Elizabeth minutes before

he left, Mr Rensburg said the other members of the three-man delegation were the national publicity secretary and treasurer, the Rev D Tsele, and Mr H H Dlamlenze, of the Soweto Parents Crisis Committee.

Mr Rensburg said the delegation would visit London, Sweden, Norway, Denmark, the Netherlands, France and Geneva.

"We will be explaining to the international communities about the schools situation in our country, the type of education our children are offered and highlighting the grievances that led to their revolt against it," he said.

2-11-86
EVE POST

OPEN SCHOOLS - NEUSA

THE Atteridgeville branch of the National Education Union of South Africa yesterday lashed at the Department of Education and Training for the continued suspension of local schools.

In a statement released in Pretoria, Neusa called on DET to consult a local parents', teachers' and students' association to resolve the issue.

"We totally reject and abhor the circumstances under which schools were suspended. Parents, teachers and students were not consulted," the statement said.

The union also criticised the department for communicating with school committees to solve students'

problems. The committees, according to Neusa, have long been rejected by students and parents.

The DET last week suspended classes at six Atteridgeville secondary schools after accusing the students' representative councils of wanting to take control of schools. There were also allegations of misconduct levelled against students.

Mr P G H Felstead, DET director for Northern Transvaal schools, said school committees would meet soon to discuss the situation at the affected schools.

"I understand that pupils do want to return to classes but there are a few things they have to sort out first," he said.

Sweh 22/5/86

(50)

Among Mr Moses Mame (18), Mr Al- Petersen. They are also tary training outside was found for gully

the local (21), M. J. SOMMER

Venda schools shut after unrest

seweta 22/8/80 (50)

VIRTUALLY all schools in the Sibasa area in Venda have been closed following boycotts, stonings and clashes with police.

Education and police officials in the bantustan were yesterday tight-lipped about the events which left at least eight secondary schools closed, many students arrested and several Venda government and white-owned cars damaged.

Trouble started on Monday when students at Dimane High School boycotted classes demanding the immediate dismissal of two white

teachers who allegedly called students "baboons".

An attempt by the circuit inspector to settle the matter on Tuesday failed and students marched to the nearby Pundamilia national road where government and white driven cars were stoned. A government truck was burnt as police and army units in Casspirs and vans attacked another school — apparently after receiving wrong informa-

tion about the affected school.

Teargas and sjamboks were extensively used and some students were treated at the nearby Tshilidzini hospital. An army helicopter was brought in as the battle raged.

By early yesterday the boycott had spread to Phiphidi and surrounding areas.

Venda schools had up to this week remained unaffected by the countrywide education crisis.

white cars
Comptons a

REUTERS

- (5) If service charges are referred to, yes—R15 344,08 as at 30 April 1986.
- (6) No.
 - (a) and (b) Fall away.
- (7) No, but temporary interruptions were experienced as a result of unrest.
 - (a), (b) and (c) Fall away.
- (8) Falls away.
- (9) No. A new town is being developed at Sandkraal where all services are provided.
 - (a) and (b) Fall away.

HANS MEYER
 954. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

- (1) Whether, with reference to the reply of the Minister of Co-operation, Development and Education to Question No 998 on 19 June 1985, any progress has been made in the granting of freehold property rights to Black persons living in the (a) urban and (b) rural areas of the Republic; if not, why not; if so, (i) when and (ii) with what result in each case;
- (2) whether Black persons residing in certain areas are to be excluded from gaining these rights; if so, (a) why and (b) in which areas;
- (3) whether he or any member of the South African Government has received any further representations regarding freehold rights for Blacks from any Black leaders since 19 June 1985; if so, (a) what are the names of these Black leaders; (b) which Black communities do they represent, (c) (i) when and (ii) by whom were these representations received and (d) what was the (i) nature of the representations and (ii) response thereto;
- (4) whether any Black persons have been granted freehold rights since 19 June 1985; if not, why not; if so, (a) how many as at the latest specified date for which figures are available and (b) where in each case;
- (5) whether he will make a statement on the matter?

THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

- (1) (a) and (b) If urban Black towns are being referred to, yes. A bill which *inter alia* deals with property ownership has been prepared and submitted for debate during the present session of Parliament. The Cabinet has also approved the retention of individual title to property held in Evaton and Fingo Village by Blacks and that such rights may be alienated to other Blacks.
- (2) (a) and (b) No. It is the intention that any Black person who is a South African citizen or a lawful immigrant may obtain ownership over property in Black townships where the 99-year leasehold scheme is applicable.
- (3) (a), (b), (c) and (d) I am not aware of written representations which specifically dealt with individual ownership over property. Verbal representations were and are continually being received from leaders during discussions with them. The discussions were often informal and no record has been kept of the names of such leaders. The representations normally evolve around uniformity or not of ownership rights. It is then explained that it will not differ from the ownership rights applicable to other race groups.
- (4) To my knowledge, no. The obtaining of individual ownership over property is not recorded by the Department of Constitutional Development and Planning.
- (5) No.

Central Transvaal Development Board
 957. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

- (1) What total number of houses (a) were there in each township falling under the Central Transvaal Development Board as at 31 December 1985 and (b) are to be built in each such township in 1986;
- (2) what total number of (a) crèches and (b) (i) primary and (ii) secondary schools were there in each such township as at that date?

	(1)(a)	(2)(a)
Carolina	611	Nul
Chrissiesmeer	44	Nul
Davel	198	Nul
Lothair	348	Nul
Morgenzon	153	1
Piet Retief	1 221	1
Sabie	491	1
Wakkerstroom	214	1
Walterval Boven	659	Nul

THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

- (1) (a) and (b) I am not aware of written representations which specifically dealt with individual ownership over property. Verbal representations were and are continually being received from leaders during discussions with them. The discussions were often informal and no record has been kept of the names of such leaders. The representations normally evolve around uniformity or not of ownership rights. It is then explained that it will not differ from the ownership rights applicable to other race groups.
- (2) (a) and (b) No. It is the intention that any Black person who is a South African citizen or a lawful immigrant may obtain ownership over property in Black townships where the 99-year leasehold scheme is applicable.
- (3) (a), (b), (c) and (d) I am not aware of written representations which specifically dealt with individual ownership over property. Verbal representations were and are continually being received from leaders during discussions with them. The discussions were often informal and no record has been kept of the names of such leaders. The representations normally evolve around uniformity or not of ownership rights. It is then explained that it will not differ from the ownership rights applicable to other race groups.
- (4) To my knowledge, no. The obtaining of individual ownership over property is not recorded by the Department of Constitutional Development and Planning.
- (5) No.

Eastern Transvaal Development Board

958. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

- (1) What total number of houses (a) were there in each township falling under the Eastern Transvaal Development Board as at 31 December 1985 and (b) are to be built in each such township in 1986;
- (2) What total number of (a) crèches and (b) (i) primary and (ii) secondary schools were there in each such township as at that date?

	(1)(a)	(2)(a)
Amersfoort	227	1
Amsterdam	254	Nul
Barberton	1 226	2
Breyten	866	Nul

THE MINISTER OF CONSTITUTIONAL DEVELOPMENT AND PLANNING:

- (1) (a) and (b) I am not aware of written representations which specifically dealt with individual ownership over property. Verbal representations were and are continually being received from leaders during discussions with them. The discussions were often informal and no record has been kept of the names of such leaders. The representations normally evolve around uniformity or not of ownership rights. It is then explained that it will not differ from the ownership rights applicable to other race groups.
- (2) (a) and (b) No. It is the intention that any Black person who is a South African citizen or a lawful immigrant may obtain ownership over property in Black townships where the 99-year leasehold scheme is applicable.
- (3) (a), (b), (c) and (d) I am not aware of written representations which specifically dealt with individual ownership over property. Verbal representations were and are continually being received from leaders during discussions with them. The discussions were often informal and no record has been kept of the names of such leaders. The representations normally evolve around uniformity or not of ownership rights. It is then explained that it will not differ from the ownership rights applicable to other race groups.
- (4) To my knowledge, no. The obtaining of individual ownership over property is not recorded by the Department of Constitutional Development and Planning.
- (5) No.

Western Transvaal Development Board

959. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

- (1) What total number of houses (a) were there in each township falling under the Western Transvaal Development Board as at 31 December 1985 and (b) are to be built in each such township in 1986.
- (2) what total number of (a) crèches and (b) (i) primary and (ii) secondary schools were there in each township as at that date?

	(1)(a)	(2)(a)
Biesiesvlei	24	Nul
Bloemhof	612	Nul

	(1)(a)	(2)(a)	(2)
Carletonville.....	2 596	1	<p>The MINISTER OF CONSTITUTION-AL DEVELOPMENT AND PLANNING:</p> <p>(1)(a) (2)(a)</p> <p>Nylstroom 463 Nil Messina 640 1 Naboomspruit 357 Nil Soekmekar 65 Nil Louis Trichardt 119 Nil Roodtan 46 Nil Duiwelskloof 16 Nil</p>
Christiana.....	599	Nil	
Colligny.....	333	Nil	
Fochville.....	220	Nil	
Hartebeesfontein.....	287	Nil	
Koster.....	534	Nil	
Leedoringsstad.....	326	Nil	
Lichtenburg.....	599	1	
Makwassie.....	314	Nil	
Orkney.....	1 088	1	
Ortosdal.....	418	Nil	
Sannieshof.....	167	Nil	
Schweizer Reneke.....	782	Nil	
Swartruggens.....	152	Nil	
Stilfontein.....	1 631	1	
Ventersdorp.....	463	Nil	
Witpoort.....	36	Nil	
Wolmaransstad.....	786	Nil	
Zeerust.....	574	Nil	

(1) (b) It is government policy to provide serviced sites in order to enable Blacks to erect their own houses either with own capital or with loans which are made available for the purchase of building material. Houses are erected only in exceptional cases for those applicants in the lowest income group, for instance pensioners, who are not able to help themselves. The number of houses to be erected for this group will depend on the availability of funds.

(2) (b) (i) and (ii) The provision of school facilities is a function dealt with by the Department of Education and Training.

Northern Transvaal Development Board

960. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

(1) What total number of houses (a) were there in each township falling under the Northern Transvaal Development Board as at 31 December 1985 and (b) are to be built in each such township in 1986;

	(1)(a)	(2)(a)	(1)(a)	(2)(a)
Balfour.....	842	1	Arlington.....	346
Belfast.....	692	Nil	Bothaville (Old).....	438
Bethal.....	1 587	1	Bothaville (New).....	2 055
Dullstroom.....	133	Nil	Clarens.....	100
Greylingstad.....	181	Nil	Cornelia.....	144
Hendrina.....	287	1	Edenville.....	227
Langverwacht.....	1 905	1	Frankfort.....	1 076
Leandra.....	1 597	Nil	Harrismith.....	1 852
Lydenburg.....	641	1	Heilbron.....	1 072
Machadodorp.....	165	Nil	Kestell.....	211
Ogies.....	989	1	Koppies.....	333
Perdekop.....	99	Nil	Lindley.....	689
Stranderton.....	2 593	1	Memel.....	135
Volkstrust.....	1 400	1	Oranjeville.....	73
			Parys.....	2 150
			Petrus Steyn.....	450
			Reitz.....	993
			Steynsrus.....	388
			Tweeling.....	170
			Vrede.....	894
			Vredefort.....	364
			Villiers.....	409
			Viljoenskroon.....	750
			Warden.....	517

(1) (b) It is government policy to provide serviced sites in order to enable Blacks to erect their own houses either with own capital or with loans which are made available for the purchase of building material. Houses are erected only in exceptional cases for those applicants in the lowest income group, for instance pensioners, who are not able to help themselves. The number of houses to be erected for this group will depend on the availability of funds.

(2) (b) (i) and (ii) The provision of school facilities is a function dealt with by the Department of Education and Training.

Orange Vaal Development Board
 962. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

(1) What total number of houses (a) were there in each township falling under the Orange Vaal Development Board as at 31 December 1985 and (b) are to be built in each such township in 1986;

(2) what total number of (a) crèches and (b)(i) primary and (ii) secondary schools were there in each such township as at that date?

Southern Orange Free State Development Board

963. Mr P G SOAL asked the Minister of Constitutional Development and Planning:

(1) (b) It is government policy to provide serviced sites in order to enable blacks to erect their own houses either with own capital or with loans which are made available for the purchase of building material. Houses are erected only in exceptional cases for those applicants in the lowest income group, for instance pensioners, who are not able to help themselves. The number of houses to be erected for this group will depend on the availability of funds.

(2) (b) (i) and (ii) The provision of school facilities is a function dealt with by the Department of Education and Training.

Backdown on rules for 'white' private schools

ARG 45
23/5/86
50

Parliamentary Staff

THE Government has backed down on conditions intended to keep private schools white.

The threats to de-register some private schools have been dropped but the needs of a "cultural or religious" group will still be taken into account in granting subsidies.

Mr Piet Clase, white own affairs Minister of Education, announced in the Assembly today that private schools would be allowed to decide themselves who they admit to their schools.

The announcement follows months of controversy over a Government threat to refuse registration to private schools in which fewer than 70 percent of the pupils were white.

Mr Clase spelt out a lengthy list of educational requirements for new private schools to qualify for registration.

15-PC SUBSIDY

Mr Clase said he was responsible for white education but the constitution made provision for services to people "who are not members of the relevant race groups for which the institution was primarily founded".

All existing private schools registered would remain registered and the requirements for new registrations would be educational.

All private schools would qualify for a 15 percent Government subsidy, provided that met satisfactory scholastic standards, met the educational or cultural needs of a cultural or religious group which could not be met by public schools, provided satisfactory accommodation for pupils and the medium of instruction were the same as the rules applicable to public schools.

A 45-percent subsidy would be considered if higher scholastic standards such as a higher pass rate and a greater proportion of pupils reaching matric were met, as well as meeting the "educational needs of a cultural or religious group".



Mrs Mifanwy Logan, left, and Mrs Denise du Toit in the generous green grounds of their proposed non-racial pre-school in Worcester. In July, they hope, there will be little people tumbling on the jungle gym and settling into those bright chairs to listen to what teacher says.

Three mothers plan all-race pre-school

DALE LAUTENBACH,
Weekend Argus Reporter

THEY'RE all set and ready to welcome a non-racial mix of pre-schoolers into their classroom in a quiet Worcester sidestreet.

But will the children be allowed to attend this first-of-its-kind school in the town?

That is the nail-biting question for three Worcester mothers who recognised a need for a mixed pre-school and have for the past months promoted their project with dedication and have prepared the spacious church hall of the Anglican parish as a classroom.

The school has yet to be approved by the local council authority.

Mrs Iffat Amin, chairperson of the three-woman committee, said there were all sorts of people in the town who would want their children at a mixed school, but until she met Mrs Denise du Toit and they brought their shared idea to life no one had taken the initiative.

"There is a large coloured community in Worcester and a desperate need for a good English-medium pre-school," Mrs Amin said. "At the moment there are two Afrikaans-medium pre-schools for the coloured community — and that's not even enough."

Mrs Mifanwy Logan, wife of the local Anglican minister and a teacher, got to hear of the project and with her interest the proposed school gained its third committee member, its first teacher and the use of the Anglican

church hall for a nominal rent.

"We've bought all sorts of equipment already ... paint, toys, a jungle gym and little chairs and tables, and we've had generous contributions from members of the community," Mrs du Toit said. "We hope to open the school in July and by word-of-mouth alone we already have seven children who would enrol the moment we open our doors."

But there is also opposition in the community and the three women fear that their proposed school will be rejected without being given the chance it deserves.

"Our message to anyone who opposes this idea is: 'Please, have a look first at what we've done ... have a look at the facilities we will be offering,'" said Mrs du Toit.

"We want to touch their hearts and make them realise there is this need in the community."

Mrs Amin said: "The country is changing and that change must be felt not only in the major centres but in towns like Worcester, too."

"A different future lies ahead for our children and when they're still little and innocent they must learn to mix — we must give them this at least."

The committee has approached the Department of Education, where their reception was "encouraging".

They are applying to have the school registered which means, they believe, that they will be able to guarantee parents a certain standard and that the school will be subject to inspection.

U S to give R100 m aid to 'disadvantaged'

Mercury Reporter

ALMOST R100 million will be spent over the next two years on American assistance schemes aimed to prepare those South Africans 'disadvantaged by apartheid' for leadership roles in a future South Africa.

This year alone almost R4 000 000 will go towards

several exchange programmes for South Africans working actively to end apartheid, says Mr Herman Nickel, U S Ambassador to South Africa.

But, he said, although the United States intended spending, and doing even more, South Africans themselves and not outsiders would have to meet the challenge facing their society.

Speaking at a graduation ceremony at the M L Sultan technikon at the weekend, Mr Nickel said the different fields covered in the various schemes included education, labour relations, legal defence, private enterprise and community development.

This year alone Usaid (United States Agency for International Development) would spend R45 million in those fields.

One of the largest projects is the training scheme which finances graduate and undergraduate study in American colleges and universities.

Equal

'What I think we would all like to see is the emergence of an equal-opportunity society in South Africa, one that would allocate reward based on individual skill and merit and not on ethnic classification.

'And that implies equal opportunity in education.'

Turning to the existing education system, Mr Nickel said he found it strange that precious resources were being squandered to fund four separate educational systems.

'The economic growth which this country so desperately needs is not going to be possible unless South Africa can come to grips with its educational crisis,' he said, adding that apartheid was not only morally wrong but economically wasteful.

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NTI RS

Woman held in fatal shooting.

By Anna Louw, East Rand Bureau
Police have detained a 19-year-old woman in connection with the fatal shooting of a man in Delmas at the weekend.

Mr Andre Smit (22), who lived with his mother, Mrs Maria Buitendacht, in Van Riebeeck Avenue, died from a bullet wound in the head in a Pretoria hospital hours after the shooting on Saturday morning.

The 16-year-old daughter of a neighbour found him lying on his bedroom floor at about 8 am.

CONCERNED

Mrs Buitendacht, who had left early for work that morning, became concerned when her son, who was employed at the same firm, did not arrive.

She asked the neighbours' daughter to go and check on her son.

Mr Smit's fiancée had spent the past week at their flat to make final wedding arrangements.

Police said Mr Smit was shot with his own 9 mm pistol. He was admitted to Delmas Hospital and later transferred to a Pretoria hospital where he died.

East Rand Murder and Robbery detectives arrested the young woman on Saturday night. She is being held in the Benoni police cells.

SA will have open schools — educationists

By Susan Fleming, Education Reporter
South Africans must prepare themselves for a multi-cultural, non-racial education system, said leading educationists and academics at a conference in Johannesburg on Friday.

South Africans, speakers said, were not prepared for the major transition to a multi-cultural, non-racial education system.

PREJUDICES

Contact between the different racial groups from an early age was essential if prejudices separating people in South Africa were to be broken down, said the first rector of the University of Bophuthatswana, Professor Jaques Kriel.

In a plural society such as South Africa, education could never be classified as an "own affair".

White shops feel bite

By Hannes de Wet

A black consumer boycott at Steelpoort in the North-Eastern Transvaal is threatening to close down some white shops. The village has been the scene of petrol bombings and intimidation since February.

"I cannot even pay my telephone and electricity bills any longer. If this boycott lasts much longer, I will have no choice but to close down," said shop-owner Mr Paul Malan. His shop is within walking distance of the border between Sekhukhuneland, in Lebowa, and Steelpoort.

SHOTS FIRED AT 'COMRADES'

He told *The Star* that all white shops in the vicinity had been hit. "The blacks are allowed to buy only from the local Indian shop. They are being threatened by 'comrades' that they will have to swallow everything they buy from a white shop."

Mr Malan has become so exasperated that a few days ago he shot at two comrades sitting near the entrance to his shop. "They were watching black consumers and keeping them away. If they come near my shop again, I will not hesitate to shoot again."

"Education must be based on free choice and free association," said Professor Kriel.

The principal of Woodmead School, Mr Peter Nixon, said although every school should be open to all, each culture should be catered for within that school. "There should be no one dominant culture in the school."

School principals from several non-racial schools spoke on their experiences of multi-cultural education.

After the 1976 nationwide unrest several "traditionally white" private schools began accepting pupils of all racial groups. Sacred Heart College in Observatory was one of them.

The principal of Sacred Heart College, Brother Neil McGurk, said since 1976, his experiences in admitting pupils of all race groups had been a "path of adventure, struggle and effort" and that there had been an "evolution of consciousness" in the school.

The growing crisis in education was pushing South Africans of all cultures and affiliations to examine the pertinence of open schools, Brother McGurk said.

The acting principal of Mmabatho High School, Mr Clive Smith, said there had never been a racial incident at the school — either in the classroom or the staffroom.

"Nonracial, multi-cultural education should not be the exception.

"It should be the right and privilege of all our children and teachers and communities," Mr Smith said.

R95-m USAID plan for SA's 'disadvantaged'

Own Correspondent

DURBAN — The United States Agency for International Development will spend more than R95 million over the next two years to help upgrade the status of disadvantaged South Africans, according to US ambassador Mr Herman Nickel.

Speaking at the annual graduation ceremony at the M.L. Sultan Technikon in Durban at the weekend he

said that close to R42 million will be spent during this year "to address the needs in the field of education, labour relations, legal defence, private enterprise and community development".

Included in this package is the Training for Disadvantaged South Africans Project which finances graduate and undergraduate study at United States colleges and universities.

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

Whether any schools administered by his Department in (a) the Transvaal, (b) Natal, (c) the Orange Free State and (d) the Cape Province have cadet detachments; if so, (i) who makes the decision in respect of each school in each Province to (aa) establish and (bb) disband a cadet detachment, (ii) in terms of what laws or regulations are such decisions to (aa) establish and (bb) disband cadet detachments made and (iii) who bears the cost of operating such cadet detachments?

THE MINISTER OF EDUCATION AND CULTURE:

(a) to (d) Yes.

(i) (aa) South African Defence Force on application of the department of education concerned.

(ii) (aa) and (bb) The Defence Act, 1957 (Act No 44 of 1957) as amended.

(iii) The South African Defence Force furnishes logistic support at its cost and the departments of education provide staff and implement the approved cadet programme as an educational matter.

Non-white pupils at white schools
 HANSVARD
 3. Mr K M ANDREW asked the Minister of Education and Culture:

Whether any White Government schools administered by his Department are attended by pupils who are not White; if so, (a) how many (i) schools and (ii) pupils were involved as at the latest specified date for which information is available, (b) whose permission is required to admit

such pupils and (c) in terms of what laws or regulations are such pupils admitted?

THE MINISTER OF EDUCATION AND CULTURE:

Yes,

(a) (i) 7 schools

(ii) 62 pupils } *As at 20 May 1986

*as the Cape Education Department does not have this information readily available their particulars are not included.

(b) *Cape Education Department.*

In respect of the children of diplomats, only the principal in conjunction with the School Committee.

In the other cases permission must be obtained from the Education Department.

Natal Education Department.

Principals of schools

Transvaal Education Department.

Director of Education

OFS Education Department.

The Minister

Education and Culture.

The Minister:

(c) Diplomatic Privileges Act, 1951 (Act No. 71 of 1951).

Mr K M ANDREW: Mr Speaker, arising out of the hon the Minister's reply, may I ask him whether all the pupils mentioned in the information he gave pertaining to the dates mentioned in his reply, are in fact children of diplomats?

†The MINISTER: Mr Speaker, the answer is "yes".

Tuition in Black languages

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

(1) Whether any Government schools administered by his Department offer tuition in any Black languages; if not, why not; if so, (a) in what languages and (b) how many (i) schools and (ii) pupils were involved as at the latest specified date for which information is available;

(2) whether schools are permitted to employ Black persons to teach the Black languages concerned; if so, (a) since when and (b) subject to what conditions; if not, why not;

(3) whether consideration is being given to permitting schools to employ Black persons for this purpose; if not, why not; if so, when is it anticipated that a decision will be taken in this regard?

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) Zulu, Xhosa, Tswana, North Sotho and South Sotho;

(b) (i) 1 438;

(ii) 288 576 (According to statistics for 1985).

(2) No,

(a) falls away;

(b) falls away; only persons who qualify for registration in terms of the South African Teachers' Council for Whites Act, 1976 (Act No 116 of 1976), are appointed in teaching posts.

(3) No—see (2) above.

Mr K M ANDREW: Mr Speaker, arising out of the hon the Minister's reply, may I

ask him whether he does not consider it desirable to have someone whose home language is one of the African languages teaching those languages, even in a White school?

†The MINISTER: Mr Speaker, the reply is contained in the idea that only persons who are registrable in terms of the South African Teachers' Council for Whites Act are appointed in the teaching posts. In that respect the question is therefore irrelevant because the registering body requires that they can only be White persons.

Mr R M BURROWS: Mr Speaker, arising further out of the hon the Minister's reply, can he tell us whether the registration of teachers is a general affair or not?

†The MINISTER: Mr Speaker, the fact of the matter is that the South African Teachers' Council was by law only instituted for Whites. Therefore it only applies to Whites. The appointment of teachers to teach in the specific White schools, is naturally an own affair.

Mr R M BURROWS: Mr Speaker, further arising out of the hon the Minister's reply, I regret he has not answered my question. Is the registration of teachers a general affair? [Interjections.]

†The MINISTER: Mr Speaker, the fact of the matter is that the on member for Pietermaritzburg knows as well as I do that in terms of the Act concerned and its Schedule, the teaching on all levels is dealt with as an own affair. It is subject to general legislation in respect of three matters, that are also mentioned. [Interjections.] One of them deals with the registration of teachers. The hon member knows as well as I do—especially after all the questions he has already asked in the House, he should now know it very well—that discussions are at the moment taking place in the standing committee with regard to the institution of a certifying council. [Interjections.]

Mr H H SCHWARZ: Mr Speaker, arising further out of the hon the Minister's reply, did all those words mean "yes" or "no", or did they mean "I do not know"? [Interjections.]

Segregated education under fire

THE present disaster situation in SA is a direct result of educational apartheid and not solely due to the socio-economic and political system, says Jacques Kriel, of Wits University's Department of Medical Education.

Kriel, previously rector of the University of Bophuthatswana, was addressing a Press conference on multi-cultural education at the Barclays Bank training centre in Sandton.

He referred to enforced school apartheid as a "recipe for disaster" and said a just society was impossible with-

Enforced school apartheid 'a recipe for disaster'.

out integration in the educational system.

Clive Smith, acting principal of Mmabatho High — a non-racial state school in Bophuthatswana which caters for children of 20 different language groups and has achieved a high academic standard — said multi-cultural

Several top educationists blame segregation for the present crisis in schools and stress the need for multi-cultural education. THELMA TUCH reports.

tural education did not imply the lowering of academic standards.

For three years, more than 90% of his school's matric pupils passed, with 67% of them receiving matric exemptions.

This year, pupils from Mmabatho High scored among the top 3% of those who wrote the Science Olympiad in SA and Bophuthatswana.

Two thousand pupils were turned away this year because of lack of space.

Martin Malcahy, principal of Mmabatho High, now on sabbatical to study multi-cultural education at the University of Cape Town, said apartheid education had been an enormous and costly failure.

"Most of us have grown up with entrenched ignorance, fear, envy and an

inability to relate normally with the majority of our fellow South Africans," he said.

It was the State's responsibility to equalise educational provision by opening schools to all groups so as to prepare children for an active role in a democratic SA.

He said pupils at Mmabatho High were made aware of the subjectivity of their own history, art and culture, given the right to express their own culture and at the same time learned to recognise the right of others to do likewise.

Brother Neil McGurk, principal of Sacred Heart College, said the black schools boycott was more a reaction to enforced segregated education, and the lack of legitimacy in the political system, than the disparity of technical

equality between black and white schools.

Government's promise to provide technical equality within 10 years between black and white education did not address the fundamental issue, he said.

The problems in black education were affecting white schools, which were now witnessing the paranoia of bomb drills and early morning classroom searches, he said.

Public schools, he said, were becoming "sociological backwaters", as they failed to respond creatively to the real tensions facing SA.

Public schools becoming 'sociological backwaters'.

Speaking on the options of separatism, Rabbi N M Bernard said there were legitimate and illegitimate types of separatism. In his opinion, it was religion — not colour — which constituted a ground for separate schools. Peter Nixon, of Woodmead School, introduced the speakers.

Pupils going back to school

CME TIME 27/5/88 Staff Reporter 50

CHILDREN attended school in New Crossroads yesterday for the first time since violence erupted in the area last week, the Department of Education and Training confirmed yesterday.

But numbers were low with only 225 pupils reporting for lessons, according to DET statistics.

The primary school in Old Crossroads was still empty, the circuit inspector for the Western Cape, Mr Pieter Scheepers, said yesterday.

Poor attendance in Nyanga schools in the past week also improved yesterday with 500 out of 800 pupils reporting to the senior secondary school.

Attendance at schools in Langa and Guguletu has not been affected by the Crossroads conflict.

The attendance at schools in the Boland was 50 percent yesterday.

Sosco, Nusas, Azaso rally

AN alternative education to Bantu Education is to be promoted at a rally at the Jabulani Amphitheatre in Soweto on Saturday, a spokesman for the Southern Transvaal Education Charter Campaign said yesterday.

"The Education Charter Campaign is a national campaign to formulate an alternative education system to Bantu Education, Christian National Education and Ethnic Education," the spokesman said.

"The aim of the campaign is to lay guidelines for a People's Education that will serve the needs of all people in a free, non-racial and democratic South Africa."

The Charter Campaign is being "spearheaded" by United Democratic Front affiliates — Soweto Students Congress, National Union of South African Students, national Education Union of South Africa and the Azanian Students Organisation, the spokesman said.

Mrs Winnie Mandela, Mrs Albertina Sisulu, the Rev Frank Chikane and Sister Bernard Ncube will address the rally.

- (4) This information is not readily available and could only be obtained by means of a costly survey which is not considered justifiable.
- (5) The hon member's attention is invited to my statement of 7 May 1986. It was decided that, subject to the rights of third parties, the South African Development Trust will transfer the ownership of land of which it still is the owner within the national states to the governments of those states.
- (b) A full evaluation was conducted hearing in mind the needs of the particular country, the prevailing pupil/classroom ratio and the social problems caused by the shortage of facilities. The RSA Departments of Public Works and Land Affairs as well as Education and Training were closely involved in determining costs based on RSA norms.

(i)	(ii)	(c)	(d)
Cadet	30 000	Quarterly	80 000 per year
Contact	10 000	Monthly	25 000 per year
Disa	500	Half-yearly	600 per year
Liaison Letter for Military Veterans	500	Quarterly	2 600 per year
Militaria	4 000	Two-quarterly	40 000 per year
Military Academy Yearbook	500	Annually	2 000 per year
The Warrior	35 000	Monthly	40 000 per year
Zipfel	500	Monthly	300 per year
Armscor:			
(i)	(ii)	(c)	(d)
Atlas News	6 500	Monthly over 11 months	R
Candela	1 000	Two-monthly	35 705,00 per year
Indaba	1 800	Five-weekly	14 708,00 per year
Info	1 500	Monthly	16 939,10 per year
Innikol	400	Two-monthly (5 editions)	24 840,55 per year
Kentron	1 800	Monthly	3 000,00 per year
Koukus	2 000	Monthly over 11 months	19 800,00 per year
Naschemmer	1 500	Two-monthly	15 996,00 per year
Pula	6 500	Monthly	7 800,00 per year
Salvo	10 000	Eight-weekly	25 731,70 per year
Salvo Letter	2 000	Monthly	105 212,30 per year
Somchem News	2 650	Monthly	2 805,00 per year
Somchem Security Newsletter	2 650	Quarterly	13 440,00 per year

In the case of the publications listed below, with regard to subsection (d) the honourable member is referred to the reply to written question number 950 of 1986 of the honourable member for Port Elizabeth Central.

(i)	(ii)	(c)
Ad Astra	10 000	Monthly
Aegerie Victoriam	1 000	Quarterly
Bastion	1 000	Monthly (Dormant for 4 months)
Bravo	14 500	Monthly
Bulletin	10 000	Two-monthly
Corbadis	500	Quarterly
Crescendo	Occasionally	Occasionally
De Goede Hoop	500	Quarterly
Enclaver	11 000	Quarterly
Gerbera	25 000	Quarterly
Indlovu	2 000	Monthly
In Hoc Signo	1 800	Quarterly
Insizwa	6 000	Quarterly
Milmed	10 000	Quarterly
Navy News	6 000	Monthly

Amounts paid for education purposes
 KWAN'SAPAP asked the Minister of Foreign Affairs:
 1980. Mr L F STOFBERG asked the Minister of Foreign Affairs:
 20/5/86

(a)	(b)
Transkei	260 705 000
Bophuthatswana	153 612 984
Venda	64 980 300
Ciskei	92 386 000

- (1) (a) What amounts were paid by his Department to each of the independent Black states for education purposes in the latest specified financial year for which information is available and (b) on what formulae were these amounts based in each case;
- (2) whether his Department has any information about the amounts budgeted by each of these countries for education purposes; if not, why not; if so, (a) what are these amounts in each case, including amounts received from South Africa for this purpose, and (b) in respect of which financial year is this information furnished?

Magazines/publications
 1941. Mr J L VAN DER MERWE asked the Minister of Defence:
 KWAN'SAPAP asked the Minister of Defence:
 28/5/86
 20/5/86

- (a) How many magazines or other publications are published by (i) the South African Defence Force and (ii) Armscor and each of its affiliates, (b) what (i) is the name, and (ii) number of copies are printed, of each of these publications, (c) at what intervals does each publication appear, (d) what is the cost involved in each publication and (e) in respect of what date is this information furnished?

The MINISTER OF FOREIGN AFFAIRS:

(1) (a)	R
1985-86.	

Transkei	7 122 615
Bophuthatswana	6 023 984
Venda	311 472
Ciskei	3 585 104

The MINISTER OF DEFENCE:

(a)	(i)	(ii)
SA Defence Force:	54	13

(b) S A Defence Force:

(i)	(ii)	(c)	(d)
Transkei	200	Quarterly	1 000 per year
Bophuthatswana	800	Half-yearly	8 000 per year

CLASSROOMS ARE EMPTY IN N. TVL

Sowetan 28/5/86



THOUSANDS of pupils are out of school in the Northern Transvaal following widespread class boycotts since the beginning of the month.

In the Seshego area alone, at least five high schools have had no classes for the past two weeks while eight training colleges were closed a week ago throughout the Lebowa homeland.

In Venda student action has left various government vehicles, buildings and other property damaged.

The president of the Students Representative Council at the University of Venda, Mr Jerry Ndou, is missing and relatives say they believe he has been detained by police.

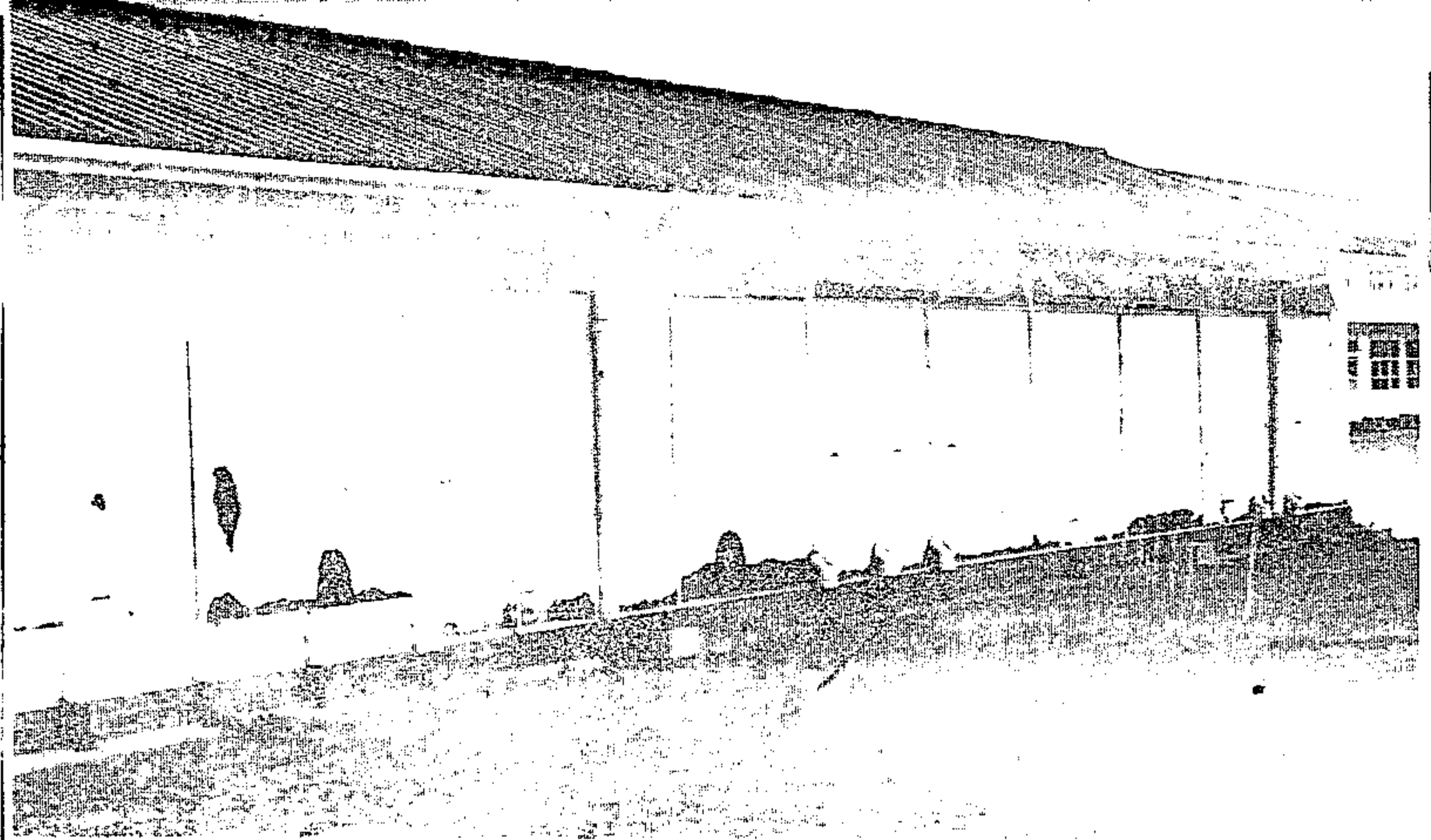
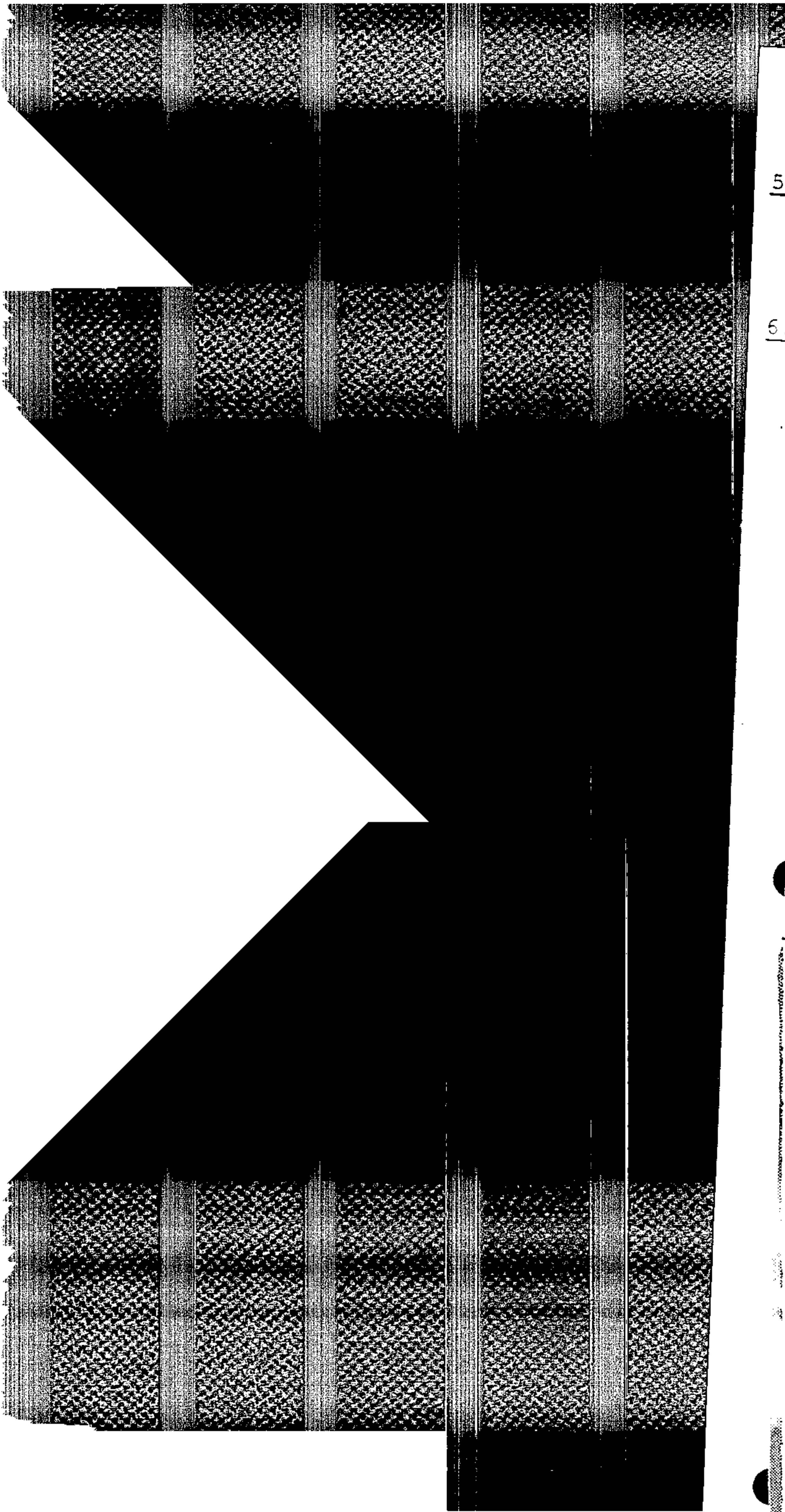
The university was closed last Thursday following clashes with police on the campus. Students are expected back on campus on June 2 for examinations, according to a university spokeswoman.

Other schools closed last week in Venda reopened this week but there has been no schooling at all in the Shayandima, Lwamondo and Tshakhuma

By MATHATHA TSEDU

areas where police have had running battles with students since last week.

A beerhall owned by the minister of agriculture and officially opened by President P R Mphahlele four weeks ago, was stoned and looted at Tshakhuma over the weekend.



One of the delapidated prefabricated classrooms at the Fairvale High School in Wentworth.

N/14 29/5/86

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Give Bluff school to coloureds, says MP

By Deven Moodley

A MODERN school built for white high-school pupils with excellent amenities and sporting facilities on the Bluff is occupied by about 360 primary pupils while about 1 000 coloured pupils are crammed into several delapidated prefabricated rooms in nearby Wentworth.

Yesterday the House of Representatives MP for Wentworth, Mr Tommy Abrahams, called for the Andries Pretorius High School to be made available to pupils from Wentworth.

The white school is about 400 m from the coloured township and is separated from it by vacant land.

About three years ago a similar situation arose in Lady-smith where a white school was virtually empty and a new school was built to accommodate coloured schoolchildren in the town.

Mr Abraham Muller, adviser to the Minister of Education in the House of Representatives, Mr Ebrahim Carter, said the white school on the Bluff was ideal for pupils from

overcrowded and run-down coloured schools in the township.

He said he had told the minister about the need to have the virtually empty white school turned over for coloured use because it was close to Wentworth.

The white school has several structures of two, three and four storey classrooms with modern up-to-date amenities, including two rugby fields, hockey and netball grounds and a swimming pool.

Mr Abrahams raised the matter in Parliament yesterday, saying the white school was under-utilised and should be handed over.

'Nearby Fairvale High School, which is made up of several prefabricated classrooms, is in a terrible state and accommodates more than 980 pupils,' he said, adding that some classes had more than 35 pupils.

Mr Abrahams said many pupils also were being bussed to other coloured townships and to the city centre because of overcrowding in Wentworth schools.



The modern Andries Pretorius High School used by 363 white primary schoolchildren on the Bluff.

Haslam slams attacks on regional committees

Pietermaritzburg Bureau

THE MEC in charge of education, Mr Ray Haslam, yesterday slammed as a 'downright misstatement' the claim by the Parents' Association of Natal (Panno) that they had not been consulted over the creation of regional committees.

Replying during the budget debate, Mr Haslam told the Provincial Council that on not one occasion had Panno's request for a meeting been refused.

Mr Haslam spoke at length on recent allegations by Panno, its attack on the director of education and the Provincial Council and its claims that parents were 'up in arms' over the creation of regional committees and the 'forced split' between English and Afrikaans-speaking parents.

Mr Haslam said Natal was fortunate to have the services of school advisory committees, which had had direct communication with the director of education and which had played an invaluable role in the interests of pupils, parents and schools.

Regrettably, he said, the rapport built up over so many years had now given way to suspicion and distrust, a situation that continued to be 'aggravated by Panno and their Press attacks'.

Mr Haslam referred to the most recent attack in which Panno had passed a vote of no confidence in the director and the Provincial Council.

He said the slur on the council had been uncalled for.

Mr Haslam replied to Panno's claim that the process of attempting to consult and negotiate with the Provincial Council and Exco had been 'fraught with difficulties and obstacles at every turn'.

He said Panno had met the caucus of the New Republic Party and the National Party and with provincial councillors.

'In addition and at my request, the Administrator and Exco members welcomed Panno to a special meeting, and there are not many bodies who meet Exco,' Mr Haslam said.

He quoted Mr Dering Stainbank, MEC, as having said that in all his experience, he knew of no other body that had had more opportunity of contact with officials, provincial councillors and Exco.

Mr Haslam said this made 'nonsense' of Panno's allegations.

Equally misleading, he said, was Panno's statement that parents were called to meetings to be advised by the director of decisions already taken, and which were non-negotiable.

Outlined

'The facts, contradicting that allegation, are that the director is required by law to consult with parent committees of every school.

'This he did in a series of meetings which spanned the province and at which he and his senior officials outlined the thinking of the department with regard to future structure and parental involvement.'

Mr Haslam said committees had been given the opportunity to comment and make recommendations and he thanked them for the excellence of their replies.

Mr Haslam pleaded with all organisations concerned and the parents themselves to dedicate their efforts to 'extracting the very best from the new system'.

'It has its imperfections, it will need adjustment, but in the interests of present and future schoolchildren, let us give it a go.'

RJM
29/5/86
(50)

24/5/86

Call for SRCs in all schools

Pietermaritzburg Bureau

(SD)

WHITE education, as well as the present black education system, is 'not suitable for this country', according to Mr Vusi Khanyile, chairman of the National Education Crisis Committee.

Delivering the keynote address at a conference on the crisis in South African education at the Old Main Hall on the University of Natal campus here yesterday, Mr Khanyile said that reform in education was necessary in both black and white schools, and that pupils should fight for the right to elect democratic student representative councils in all schools.

'It is time to prepare all our children for a just country,' Mr Khanyile said. 'We need to fight our battles jointly to ensure the future of all the people of South Africa.'

He called on white pupils to fight for democratically

elected SRC's at high school level, adding that he 'hoped' they would answer the call to secure their future.

Mr Khanyile said that the crisis in education had been caused by 'basic apartheid' in that education was the 'privilege of a certain section of the population hostile to our (black) aspirations'.

Crumbling

(SD) (SD)

He said that this factor, coupled with the 'awesome determination' of the black community to achieve parity in education had created the situation where pupils and parents had rejected the State education structures.

He added that the Department of Education and Training system was 'crumbling' and that in many parts of the country it was community organisations and civic associations which ran both the townships and the schools.

He added that black children rejected a system through which they were being prepared for subservient roles, and by which inferiority complexes were inculcated from a very early stage.

Parents and teachers, he said, were taking up a more active role in the struggle for a fair education system and were refusing to 'be used as a means of giving credibility to an inferior education system'.

Mr Khanyile told the audience that the NECC had set up the 'Sisulu Commission' in order to work out an education system 'until liberation' as the community 'cannot sit by and watch children going without education' owing to the rejection of 'unfair' DET education.

Other speakers at the conference spoke on the role of the administration, academics and students in the country's education crisis.

Only if the NP can deliver the goods can it "break" the ANC. But it stands little chance of delivering the goods without breaking itself in the process. *Arbuz 29/5/86 50*

Break the ANC, or bust



ISSUES

By Hugh Robertson

PRESIDENT P W Botha has told Parliament that his Government has "the will and the capacity to break the ANC", but my money is on the ANC breaking the National Party instead — not by force of arms, but because the strains within the NP will be pushed to breaking point by its impending battle with the ANC.

While it is always wise to approach Mr Botha's finger-wagging with forbearance — he seems almost incapable of making a speech without threatening somebody — there can be little doubt that he has been persuaded by his security and military advisers that he actually can and should "break" the ANC.

Like such advisers the world over, ours appear to have an imperfect grasp of realities outside their narrow tunnel of vision. They and, more amazingly Mr Botha himself, don't seem to grasp the fact that the ANC's main threat to the Government is not military, but political. What is more, the political challenge exists primarily inside South Africa.

The ANC's main strength is the inability of the NP (or, for that matter, of probably any political movement) to fundamentally change the lives of black South Africans to the point where the allure of "liberation" becomes irrelevant.

Even in its very healthiest years, the South African economy was unable to generate jobs for even half the number of blacks leaving school each year. With sanctions now beginning to mount up, and with unemployment at record levels, the economy seems unlikely to be in a position to improve on even this dismal performance for a long time.

The number of black children now in Sub A alone exceeds the total number of white schoolchildren. In the 14½ years between now and the turn of the century the number of blacks matriculating each year will rise to about 200 000, or four out of every five matriculants, according to a Unisa study.

COMPARE this with research by the Cape Town advertising group Ogilvy and Mather, Rightford Searle-Tripp and Makin, which



The number of black children now in Sub A alone exceeds the total number of white schoolchildren. In the 14½ years between now and the turn of the century the number of blacks matriculating each year will rise to about 200 000.

showed that the growth in employment for blacks between 1945 and 1975 averaged about 2.3 percent, but only 1.6 percent in the years 1977 to 1982 (while the black population as a whole was increasing at almost double that rate), with hardly any growth since then.

The Government's own statistics show that by the year 2 000 the country's urban population will be about 35-million, of whom only 5-million will be whites. Dr Ben Vosloo of the Small Business Corporation estimates that the black urban population will double in the next 14½ years!

How does Mr Botha propose handling the challenge? One thing is certain, it cannot

be attempted without a significant, if not revolutionary, transfer of wealth from white to black.

And that is where the crunch comes. How can Mr Botha do this without antagonising a very wide segment of the white electorate which now supports the NP? As it is, he has a vociferous proportion of Afrikanerdom baying for his blood, without anything significant having been done to dent the problem.

Can anything approaching "equality" be achieved without a massive increase in taxation (in a country already outrageously overtaxed), or without a severe diminution in the services now enjoyed by whites, or both?

WHERE is the colossal urban black population going to live? The country is neatly parcelled out into group areas already and black townships are desperately overcrowded. Unless whites lose gargantuan chunks of territory to blacks, there is no way any policy of urbanisation, orderly or otherwise, can take place peacefully. How is this going to happen within the parameters of the NP policy as enunciated by President Botha, Chris Heunis, F W de Klerk, and the rest of them?

Yet if this revolutionary transfer of wealth — real estate included — does not happen, the ANC's challenge will go unanswered.

A few fanciful proposals for "equality" have been announced, like Dr Gerrit Viljoen's plan to bring "equal" education to all races within the next decade. But they are fiscally improbable. As it is, the Government was constrained by what its own spokesmen described as ANC-influenced unrest to increase expenditure on security in the last Budget significantly more than it increased expenditure on black education.

But even if "equal" facilities and standards could be established in education tomorrow, would the clenched-fisted youngsters in black schools accept them as "equal" so long as they are "separate"? A prospect as unlikely as Helen Joseph joining the Koppiekommando!

THE NP's ability to draw up the new constitution, which Mr Botha tells us his National Statutory Council will begin to do, also depends on the ANC. Without the ANC, Mr Botha can have as many statutory councils he likes, but as his moderate opponents keep telling him, they are bound to fail. Yet with the ANC involved, Mr Botha would probably have to bid a traumatic farewell to those NP forces represented by the Louis le Granges and Magnus Malans of the Cabinet — and the hawks who covertly sit in the police force and SADF advising them.

The fact of the matter is that not even the ANC could bring about the sort of transformation in the lives of blacks which the NP at least will have to approach doing if it wants to survive.

The critical difference is that the NP is in power and must deliver the goods, while the ANC, like any other opposition group, can campaign on grievance and frustration. Only if the NP can deliver the goods can it "break" the ANC. But it stands little chance of delivering the goods without breaking itself in the process.

AR 29/5
29/5/86

EDUCATION

50

Grants for private pre-primary schools

Parliamentary Staff

THE Department of Education in the House of Representatives is to give private pre-primary schools grants of up to R88 000 each.

The Minister of Education and Culture, Mr Carter Ebrahim, said many children were unprepared for school and the failure rate in Sub A was high.

A total of R700 000 was being requested in the budget for these subsidies, he said during the budget debate on his vote.

Turning to other aspects of the budget, he said:

- The number of double-shift classes had been reduced from 1 040 in 1983 to 399 in January this year;

- R2,2million had been allocated for 15 new secondary schools, four new hostels and the extension of five schools and three school halls;

- R910 000 was provided for the subsidisation of private schools for the first time, on a non-racial basis;

- Funds had been allocated to achieve parity in university and teachers' college bursaries;

- The selection of students for tertiary education and bursaries would be treated more scientifically; and

- More teachers' colleges would be built in rural areas.

23/6/81

Leadership programme

SOVEM 50

THE United States South Africa Leader Exchange Programme (Ussalep) has arranged a training programme for the development of leadership and organisation skills among key personnel of community based organisations.

The programme, which is run in conjunction with the Centre for Continuing Education at the University of the Witwatersrand, is the result of nearly two years of wide ranging consultation with community leaders and community organisations during which the need for this type of training and the curriculum content was defined.

The training is presented on a part-time basis in the evenings over a period of five months. The aim of the training programme is to develop in participants skills necessary to exercise leadership in the effective running of community organisations.

The East Rand Programme will be run at 3M S.A. Limited, Elandsfontein, who are also sponsoring the course. The course will begin on Tuesday, July 1 at 17h45. Applications should be made by telephone to Mr L. M. Mosala, Programme Director, Ussalep, telephone (011) 339-6774.

DD 30/5/86

(108) (50) (108)

School riots: outside influences blamed

Dispatch Reporter

BISHO — The quality of education in higher primary schools was generally good but the standard of tuition had declined in certain areas, the acting Minister of Education, Mr Ntandazo Pityi, said yesterday.

Delivering the department's policy speech in the National Assembly here, Mr Pityi said pupils in higher primary schools had been targets of disruptive elements who intimidated them not to attend classes.

The intimidation of pupils and disruption of classes occurred frequently in townships and in certain rural areas.

Mr Pityi said the unrest and riots were instigated and orchestrated from outside Ciskei by elements who believed that by abusing and denigrating governments of national states they were nearing the goal of their so-called liberation.

The department was paying serious attention to the training of teachers

"Full credit must be given to last year's teacher trainees for resisting the pressure to stop them from writing their final examinations. Their resistance shows maturity and national responsibility."

School boycott meeting

Parents whose children attend private schools are invited to a meeting at the Central Methodist Church, Pritchard Street, Johannesburg tomorrow at 2 pm. Their children's involvement in class or school boycotts will be discussed.

The headmaster of St Barnabas College, Mr Michael Corke, said over the past few months pressure on private school students to suspend their education and return to the townships has increased dramatically.

Mr Corke said: "The education struggle has led to boycotts and stayaways from schools affecting an estimated 80 000 pupils at more than 100 schools throughout the country."

Struggle

"The increasing prospect of these students boycotting their education to achieve wider political objectives, that is 'liberation before education,' does not auger well for the country's future."

Mr Corke said the burden of the education struggle could not be shouldered by students in the townships alone. Student organisations have called for private school students to become actively involved in this struggle, he added.

Speakers

Mr Corke said he had discussions with Mr Vusi Khanyile and Mr H H Dlamenze, of the National Education Crisis Committee who have called the meeting.

Among the speakers will be a student who is attending a private school, members of the Crisis Committee and educationists.

30/5/76
Seweton

Residents take a stand against 'comrades'

Lowveld Bureau

30 A group of middle-aged people in kaNyamaene are taking a stand against rioting Swazi youths calling themselves "the comrades".

Notices calling on "sensible people" to unite and find a means of ending violence in kaNgwane are being circulated in the townships.

Last week 13 buses valued at more than

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R1,5 million were burnt. The restricted service to township entrances resulted in hundreds of people having to walk up to 30 km to catch a bus.

To stop "intimidation" at bus stops, men were now sitting in the front of the bus while women and children occupied the seats towards the back.

Their intention is to protect elderly people whose groceries are destroyed by youths objecting to people shopping at white-owned stores.

N/M 3/5/84

'Information war' erupts at schools

By Stuart Flitton
Political Reporter

AN INFORMATION war, directed at schools, has erupted between the End Conscription Campaign (ECC) and the conservative National Student Federation of South Africa (NSF).

The conflict started several weeks ago when the NSF sent various publications, including a copy of the Right-wing Aida Parker Newsletter (APN) to 1300 principals around the country.

Mr Russel Crystal, NSF president, said the NSF believed a lot of ECC workers and material were getting into schools and thought principals should be informed about the ECC.

'It was simply an information package. We were not calling for any action against the ECC,' Mr Crystal said.

Committees

In his covering letter to the principals, Mr Crystal said South Africa's strong security forces were a major obstacle in the way of the revolutionary agenda of radicals inside and outside South Africa.

'Realising this, radicals, in the form of the ECC, have made the security forces the prime target in their attack on this country and her people,' he said.

Miss Fiona Dove, Durban ECC Press officer, said there were ECC committees

with pupils and teachers in some Cape and Transvaal schools.

She said the ECC newspaper At Ease had been distributed at various Durban schools and at one school ECC members had been invited to conduct a lesson.

Miss Dove said the NSF package was presumably intended to persuade principals to block information the ECC offered pupils.

'The NSF is trying to get principals to do their dirty work for them by blackening the name of ECC in the schools.'

Letter

'These attempts to put us in a sinister light are outrageous. The ECC is an open, legal organisation posing constructive ways to peace in our land,' she said.

This week an apparently fraudulent letter was sent purportedly from the ECC to Durban principals, attacking the NSF package.

Commenting on the letter, Mr Crystal said it reflected badly on all those who opposed the ECC.

'This kind of thing interferes with the propagation of ideas. We condemn any tactics like that,' he said.

Miss Dove said the alleged forgery did not represent the views of the ECC.

'A massive disinformation campaign against the ECC seems to be going into full swing,' she said.

Amend 20/10/66 223 (57) 50

R112-m for coloured education

Parliamentary Staff

OVER R112-million has been voted for new buildings for the coloured Department of Education and Culture this year — nearly double the amount of last year.

This will include 49 new schools, the Minister of the department, Mr Carter Ebrahim, told the House of Representatives during the debate on his vote.

He said about 9 000 classrooms would have to be built over the next five years to overcome the backlog and accommodate the annual growth in pupil numbers.

Though the R102-million budgeted this year for new schools was a sub-

stantial increase over last year's R61-million, it was considerably less than the R139-million requested.

"I would like to make a strong appeal for a better and more equitable allocation of funds for the erection of schools and other educational facilities," Mr Ebrahim said.

There was virtually no organised school sport because there were so few facilities. This enabled "politically-inspired" sports bodies to take school sports in tow and to "use pupils to further their own aims".

He said building a new technical college in Athlone at an estimated R40-million had been delayed because of a shortage of ground.

People's Education:

TEACH AND LEARN

1500
CITY PRESS
16/8/86

...thing knew — it involves the extension of democracy into classroom, according to a prominent educationist.
The prime concept behind People's Education, Johannesburg educationist Michael Gardiner, is fundamentally democratic — whatever happens or is decided, is done in consultation with all the people affected by it.
Both the December and Easter meetings of the National Education Crisis Committee had underlined that People's Education was designed for the entire SA.



Democracy in the classrooms — that's the goal of People's Education.

community not just for black students, said Gardiner.

Gardiner, a lecturer, is a past president of the National Education Union of SA.

"The fundamental concept of People's Education is not new — it is well-known in Canada as an alternative education and is practiced in many schools there," he said.

"It has also increasingly been explored in Britain. It has its philosophical roots in the education thinking of third-world educationalist

People's Education is also no longer "a thing apart", he said — it stresses the need for parents, teachers, and students (and the sorely-needed student representative councils) to work together, and with community and workers' organisations.

"Out of this, a consultative form of education is emerging," said Gardiner.

"This approach is very different from the hierarchical approach of present education policy — which presupposes a vertical system with instructions passed

"People's Education makes it impossible to think about education as a separate entity, divorced from society and the community."

Gardiner cited some changes already in operation which show the contrast between People's Education and the conventional hierarchical concept.

In the Eastern Cape, a teacher who had been fired by a school principal was re-employed by the community and now teaches at the same school as "a people's teacher".

schools damaged during the state of emergency and which had not been rebuilt by the authorities, would be fixed up by the community and used as People's Education schools.

At the moment, People's Education runs side by side with conventional education.

At certain times in the week, teachers break away from the conventional timetable and teach subjects "the people's education way".
Subjects such as political

said People's Education should enable the oppressed to understand the evils of apartheid and prepare them for participation in a non-racial democratic system.

The emphasis in People's Education is not on individualism to be distinguished from individuality — but puts the stress on the context, encouraging collective input. But it also encourages critical examination, thinking and analysis, said Gardiner.

"It seeks to eliminate mindless obedience and the cultivation of individual

Taking it to the desks

TEACHERS — especially older ones — badly need to be taught how to teach People's Education, says Johannesburg educationist Michael Gardiner.

"People's Education is creating real difficulties for teachers — because of its democratic basis and involvement of the whole community in decision-making," Gardiner said.

"The old notion of the teacher as the repository of knowledge and information, the source of authority with the power of selection and interpretation, is gone," he said.

"Teachers used to the present system don't know how to restructure their teaching approach on the basis of People's Education."

"Teachers need to find a political education through community organisations, political mass movements such as the UDF and teachers' organisations," he said.

Understanding People's Education would enable them to "rediscover" how to teach well and promote learning in conjunction with students, parents and the community — the tenets

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Unesco: waiting for the final collapse

ALLAN'S
2/10/77
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by ROSEMARY RIGHTER, in Paris, on the shambles that has proved Thatcher right

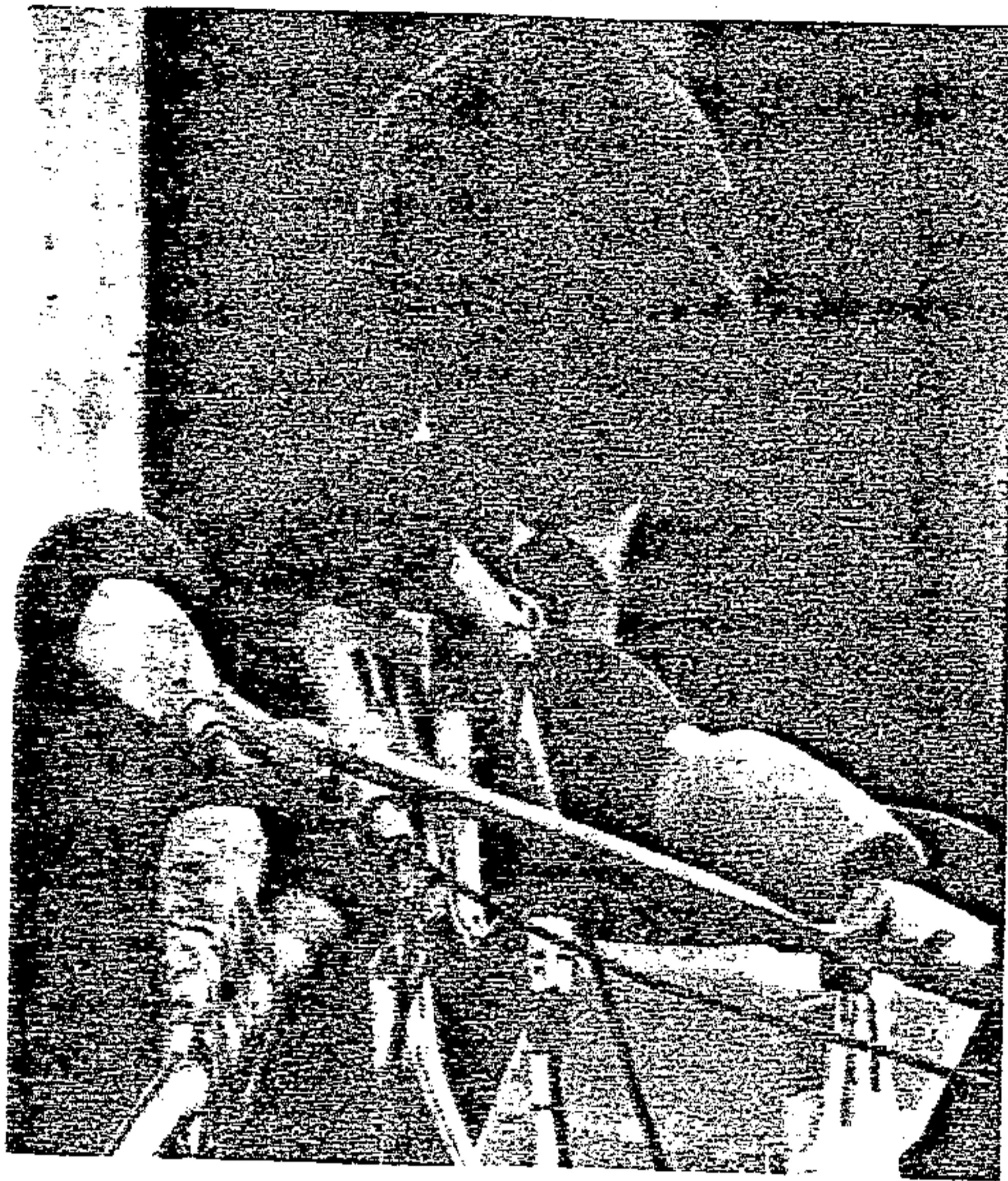
A THREE-week meeting of Unesco's governing executive board — the first since Britain left the organisation last December — has convincingly vindicated Mrs Thatcher's decision to withdraw.

Britain had contended that Unesco's political bias, the irrelevant and scattershot nature of its programmes, its management and financial irresponsibility had reached a point at which it ceased to be a vehicle for international co-operation in education, science and culture. On all these counts, the crisis at Unesco has deepened.

The significance of the board meeting is that no government is now prepared to make a serious effort to prevent Unesco's decline or to restrain its director-general, Amadou Mahtar M'Bow. There was none of the soul-searching an outsider might expect in a body faced, after the departure of Britain, the United States and Singapore, with the loss of 30 percent of its revenue. The remaining Western governments are united only in their conviction that reform is hopeless while M'Bow remains in office. But the meeting was a watershed of a still more disturbing kind: for the first time, Unesco member governments went beyond mere weakness to sanctioning the illegal.

UNESCO'S external auditor, who happens to be the British Auditor General, Western governments, who had insisted beforehand that this was a cardinal principle on which there could be no compromise, acquiesced.

In a sorry display of division and demoralisation, they also failed explicitly to challenge M'Bow's decision to discriminate against British and American members of Unesco's staff, contrary to the rules governing the international civil service. And, in an organisation where the use of patronage has been a major concern, they allowed M'Bow to ride roughshod over the Sir Gordon Downey, was dismissed on M'Bow's recommendation in clear contravention of Unesco's regulations, under which only the general conference of all Unesco's 159 member states could terminate the contract.



Amadou-Mahtar M'Bow

rules which require him to consult governments over senior appointments, resulting in a reshuffle which places his most loyal henchmen in the top posts.

The staff question goes to the heart both of the Unesco malaise and of its prospects for eventual recovery.

Morale at its Paris headquarters is at an all-time low. It took a strike to force M'Bow to concede staff participation in the process of shrinking the number of established posts by some 570 as a result of budget cuts. Because Unesco turned out to have 370 posts vacant — and because more than 200 of its best staff promptly took advantage of a redundancy package — very few people will actually have to be fired. The criteria on which people were to be retained were clear, emphasising efficiency, qualifications, length of contract and length of service; nationality was not to be a consideration.

M'Bow has reversed these. He has placed American and British staff on "temporary assignment", expiring next month. The board's failure to challenge that decision leaves him, in Unesco's estimation, free to sack them.

ACTIVITY in Unesco has almost come to halt as a result of uncertainty among the staff and the wholesale reshuffling of managers and administrative units. Its field programmes last year — which should have been unaffected by budget cuts because they are financed from elsewhere in the United Nations — were 25 percent under-spent. M'Bow's illegal decision to stop the appointment of American or British consultants for field programmes is thought to be a contributory factor, along with the inexperience of many new administrators.

The fear privately voiced by diplomats from the West and some Third World countries is that by the time M'Bow's second term of office expires at the end of next year, Unesco will be beyond saving. Yet at the board meeting, even the most general discussion on the succession was ruled out of order in an exchange in which Canada and Japan were shouted down. M'Bow is thought to want a third six-year term, and now he has a chance of winning — the board nominates the director-general, and for the past three weeks he has proved that he can muster a majority.

Of the three most urgent issues confronting Unesco's member governments — reasserting policy control, drawing up a strategy for the post-M'Bow era, and ensuring his departure — there is no sign of leadership. All are prerequisites for the return of Britain and the US, something it is by no means evident that M'Bow and his African supporters even desire. M'Bow had papers drafted both on the external auditor and on Britain's application for observer facilities which diplomats interpreted as a declaration of war rather than a first step towards conciliation, and these were backed up by an aggressive resolution by African board members.

The paralysis of the West at Unesco is best illustrated by the unanimity of governments' conviction that M'Bow must go, and their inability to combine to say so. The Nordics have told him they will not support him, but the influential Geneva Group, composed of the democracies which together pay more than 70 percent of the UN's funding, is divided.

Struck by the alacrity with which M'Bow, a Senegalese, brushed aside all criticism with counter-charges of racism, the Geneva Group decided last year to get round the problem by informing all heads of UN agencies that it would not support anybody for more than two terms. Francis Blanchard of the International Labour Office and other highly respected UN agency heads have been notified. But at Unesco, at the behest of Italy, Switzerland and several other governments, the formal letter to M'Bow is being held back. M'Bow is well aware of the original decision and thus has clear evidence of the West's lack of resolve.

In the long term, the most likely prospect is that alternatives to Unesco will be given increasing attention as the hopes for its recovery weaken, and as more countries leave, as they will if M'Bow is re-elected. In the short term, many of those within Unesco who criticised Britain's withdrawal at the time now believe that reform is a hopeless cause and that Britain simply recognised the obvious.

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Private schools support June 16 closure call

JOHANNESBURG. — A meeting of parents whose children attend private schools unanimously decided to identify themselves with the present struggle in education and to call for the closure of private schools on June 16.

The urgent National Education Crisis Committee (NECC) meeting in the Central Methodist Church here at the weekend was called to resolve the problem of private school pupils' and parents' involvement in the education crisis.

About 300 parents and pupils, teachers and principals of private schools were present.

Professor Ismail Mohammed chaired

the meeting which was addressed by a Soweto Parents' Crisis Committee member, Mr Vusi Khanyile, the president of the SRC of St Barnabas (a private school in Bosmont), Mr Sebastian Mokae, and a spokesman for the Transvaal Student Congress (Trasco).

The meeting unanimously adopted a resolution for all private schools to close on June 16 — named National Youth Day by the NECC meeting in Durban in April — and also resolved to "identify with the aspirations and ideals of the educational struggle".

A steering committee, which would initiate and co-ordinate meetings be-

tween parent teacher associations and the NECC, was also appointed.

The NECC call for a national stayaway on June 17 and 18 was not endorsed.

The headmaster of St Barnabas, Mr Michael Corke, said boycotts, stayaways and the closure of certain schools were affecting an estimated 80 000 pupils at more than 100 hundred schools throughout the country.

He proposed that the meeting be urged to "respond to the call by the NECC and Trasco to close on June 17 and 18 or show solidarity (of private schools with township pupils) in some alternate form".

Professor Mohammed said the crisis in education also affected private schools, because township residents who had sent their children to private schools or those in the homelands to faced a dilemma.

And he said parents of pupils at township schools felt their struggle should now be shared by these parents, who they felt had "opted out".

"They must decide where they stand in the struggle and make this clear, however traumatic this may be," Professor Mohammed said.

Mr Mokae said St Barnabas pupils identified themselves with those engaged in the "struggle", but found the

suggestion that they should return to township schools "traumatic".

Mr Mokae said his school had rejected the idea that a certain ethnic group (blacks) should leave the school.

"If that happens, the whole school might as well be closed," he said. The school has instituted "people's education" once a week.

Parents involved in the education struggle were advised to inform their street committees (set up recently to address the problem of vigilantes) that their children were "comrades" to ensure their safety should they be challenged by township students. — Sapa

Private school parents to oppose apartheid

By Maud Motanyane

Private school parents have resolved to identify themselves with the "aspirations and ideals of the struggle being waged by progressive organisations against apartheid in education".

The decision was taken at a weekend meeting called by the National Education Crisis Committee (NECC) to discuss the possible involvement of private school parents and pupils in the existing school crisis.

PARENTS

The meeting held at the Central Methodist Church in Johannesburg on Saturday was attended by about 200 black parents and a sprinkling of white parents. Some private school teachers and headmasters were represented.

216/86
A steering committee was formed to establish a private school parents' organisation which will affiliate to the NECC.

NECC chairman Mr Vusi Khanyile said the education struggle could not be shouldered by pupils in the townships alone.

Unless private school parents became actively involved in the struggle, the presence of their children in private schools could be interpreted as alienating them from their communities.

A spokesman for the Transvaal Students' Congress called on the parents to take part in community organisations.

The meeting decided to ask private schools to heed the call to observe June 16 as a national holiday.

SOWETO

Trasco scheme for a people's education

THE only alternative education system to the present system of Bantu Education is the "people's education," says the Transvaal Students Congress.

In a statement, Trasco says by people's education, it did not mean white education, because it was also capitalist or geared for discrimination.

"By it, we mean an education at the service of the people as a whole. It should be one that liberates and puts the people in the command of their lives," it says.

According to Trasco, the struggle for people's education is not only for

2/6/86
students, but the whole community.

The struggle involves the transformation of the system of education to a new democratic society.

To achieve this goal, it says, Government structures should be disbanded and rendered unworkable. The structures should be replaced by people's committees, comprising parents, teachers, and pupils.

These committees should be established at local, regional and national level to be the mouthpiece of pupils' demands to the authorities.

Police 'indiscriminately' arrested schoolchildren

Political Correspondent *AKS 4/6/86*

ONLY 167 of the 1 045 people under 20 who were arrested on charges of public violence in the Western Cape in the last six months of last year have been found guilty.

The Minister of Law and Order, Mr Louis le Grange, gave these figures in the Assembly in answer to question from Mr KM Andrew (PFP Gardens).

Mr Andrew said the figures confirmed what had been suspected: that the police were indiscriminately arresting and jailing schoolchildren last year when they had no evidence.

There appeared to be an attempt to avoid the stigma of arresting children under detention-without-trial provisions by charging them with public violence.

In practice this often meant stone-throwing.

This became a convenient way of reducing the number of very young political detainees.

Mr Andrew said that the need for a judicial inquiry into police activities in relation to the unrest became more obvious and urgent by the day.

Multi-race school trust mooted

GRAHAMSTOWN — With South Africa in a seething turmoil economically, politically and socially, the concept of the New Eras Schools Trust (Nest) could be the answer to the problems.

This was said at a meeting of Soroptimists International here by Mrs Thelma Henderson, a foundation member of the trust and founding chairman of the provisional governing body of the Eastern Cape Nest school to be built here.

"Nest is one of the most exciting things I have been involved in," she told the women.

With children of all races being educated together, the group areas philosophy would go. At Nest schools there would be a uniform education system and equal and fair access to

4/6/86
DD (50)
jobs. The schools, of which there would be four, would have a non-racial structure base, she said.

"It makes sense that children should be prepared for life in this way. They will be learning, playing and growing together with a chance to unlearn prejudices and fear and get to know and respect each other as co-equals."

She said ideally the schools should start at pre-school level. But time was of the essence so the schools would start in St 5 continuing for six years to provide effective communication between races.

The first Nest school at Tongaat, Natal, cost R8,5m and was already two metres high. It would admit its first pupils in January.

ARGUS 5/6/86

NATIONAL/INTERNATIONAL

June 16: Police speak to principals

The Argus Correspondent

JOHANNESBURG. — The Security Police have told principals from scores of English-speaking Transvaal schools to ignore a call by the Black Sash to commemorate the 10th anniversary of the June 16 Soweto uprisings.

Last month 199 Transvaal schools received a letter from the Black Sash urging them to commemorate June 16 in an appropriate way.

Several principals confirmed they had been approached by the Security Police about the letter.

A spokesman for the police directorate in

Pretoria refused to comment on the issue and said it was an "interdepartmental matter".

The Black Sash has condemned the "interference" of the police and reiterated the organisation's "horror at the enormous powers" of the Security Police.

A Black Sash spokesman said: "We are astounded at the length to which they (the Security Police) will go to silence any kind of support for those who have suffered under this Government.

"We would like to know who instructed the Special Branch to visit the schools. We also question the kind of future we are building if we continue to hide the real facts from our protected white children."

Locked church stops meeting

Staff Reporters

STONES were thrown at a bus and a police vehicle in Bonteheuwel yesterday afternoon after a meeting called to protest against the continued detention of two teachers failed to take place.

The meeting was not held as the doors of the Anglican Parish of Reconciliation in Manenberg, where the protest meeting was to have been held, were locked.

Mr Quinton Michaels, a teacher at Silverstream Senior Secondary in Manenberg, and Mr Neville van der Rheede of Arcadia Senior Secondary, have been detained under Section 29 of the Internal Security Act for several weeks.

About 150 pupils stood outside the church for about an hour before most left in two buses.

Police followed one of the buses to the Bonteheuwel Civic Centre where a stone was thrown at a policeman.

Soon after that a bus and a police vehicle were stoned. Police reinforcements arrived and the students dispersed. No police action was taken.

On Wednesday night police used tearsmoke and shotguns to disperse groups of stone-throwing youths in Bonteheuwel. A tractor was petrol-bombed and two people were arrested.

Giving details, a spokesman said police used tearsmoke after police and private vehicles were stoned on the N2 at Bonteheuwel at 9.30pm on Wednesday.

Five minutes later, police used shotgun fire to disperse a group of youths stoning vehicles on the N2.

About the same time a stationary tractor in Vanguard Drive was petrol-bombed and extensively damaged.

Police also fired shotguns at a group of about 80 youths stoning police and private vehicles in Vyeboom Street.

CITY PR
8/6/86

NECC call to private schools

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By MARTIN
NTSOELENGOE

BRING in People's Education – and forget Bantu Education – over 500 parents of private school pupils were urged at a meeting at the Johannesburg Central Methodist Church at the weekend.

A Committee of Ten was elected from private students' parents. It will meet bi-monthly to identify with the ideals of progressive organisations' struggle against apartheid education.

National Education Crisis Committee chairman Vusi Khanyile said the struggle for a just education could not be waged by township pupils alone – parents should join in.

"Pupils' presence in private schools could be interpreted as alienating them from their communities," he said.

The meeting urged parents with kids at private schools to heed the NECC's call to observe June 16 as a national holiday.

St Barnabas College – a private school in Bosmont, Johannesburg – was threatened with closure early this year when township pupils demanded that black pupils leave the college. Negotiations with the Transvaal Students' Congress led to the formation of a progressive SRC at the school.

Pace College principal and poet Oswald Mtshali said some teachers were resigning as they refused to teach People's Education.

Khanyile said the NECC would send representatives to talk to the teachers.

FRIDAY, 6 JUNE 1986

+Indicates translated version

For written reply:

General Affairs:

HANS SAKS Imports of petrol/diesel fuel

1007. Mr L F STOFBERG asked the Minister of Mineral and Energy Affairs:†

- (1) Whether petrol and diesel fuel for use in the eastern parts of the Transvaal is supplied by means of imports through Maputo; if not,
- (2) whether it is anticipated that large quantities of fuel will be provided by means of imports through Maputo in the foreseeable future; if not,
- (3) whether a zone price system for fuel, based on the delivery of large quantities of fuel through Maputo, is being maintained; if so, why;
- (4) whether, in terms of the above-mentioned zone price system, fuel users in certain parts of the country are being subsidised by fuel users in other parts of the country; if so, (a) why and (b) what are the relevant particulars in this connection?

The MINISTER OF MINERAL AND ENERGY AFFAIRS:

- (1) No.
- (2) No.
- (3) and (4)(a) and (b) Yes. Maputo has been phased out as port for the importation of crude oil as a result of the production of Sasol II and III as well as Natterf being sufficient to supply the whole of the Transvaal with petrol and diesel. The prices of Sasol products supplied to the crude oil industry for the marketing of those products, excluding those marketed

by Sasol itself through Sasol pumps, include transportation costs equal to the amount of transportation should these products be distributed through Maputo.

In accordance with the current price zone system, the prices of products sold in a portion of the area served by Natterf are based on the transportation tariff calculated at the Maputo port tariff while Natterf supplies the products at the Durban port transportation tariff. The deficit is being debited to the industry's under-recovery account and the recovery thereof is spread over the total consumption in the Republic. The amount is small relative to the total value of sales in the country.

The total price zoning system is currently being investigated in order to eliminate the abovementioned as well as other problems.

English-speaking persons: Income tax

1064. Mr H D K VAN DER MERWE asked the Minister of Finance:†

Whether his Department has statistics on what portion of the amounts paid into the Treasury by English-speaking persons in South Africa by way of income tax, has been spent on education for Afrikaans-speaking persons; if not, why not; if so, what amounts from this source were spent on such education during the past four decades?

The MINISTER OF FINANCE:

No, it does not serve any fiscal purpose to keep information of this nature.

1070. Mr P G SOAL asked the Minister of Manpower:

- (1) (a) What total amount was spent during the latest 12-month period for which information is available on (i) job creation programmes and (ii)

programmes for training unemployed persons and (b) how many persons were (i) employed as a result and (ii) given training;

- (2) what (a) total number of persons were involved in, and (b) was the total cost of, administering these programmes as at the latest specified date for which information is available?

The MINISTER OF MANPOWER:

- (1) (a) (i) An amount of R124,77 million was spent on job creation programmes during the 1985-86 financial year.
- (ii) R87,6 million was spent on programmes for the training of unemployed persons during the 1985-86 financial year.

- (b) (i) More than 560 000 persons were employed.
- (ii) 253 168 persons were given training.

- (2) (a)

The number of persons involved on these programmes by participating bodies varied from day to day and consequently it is not possible to determine the exact figure.

- (b) Officials involved with the special job creation programmes do this work over and above their normal duties and consequently there were no extra costs incurred in the administration of the programmes.

Annual reports

1090. Mr P G SOAL asked the Minister of Manpower:

- (a) How many annual reports were produced by his Department during the latest specified period of 12 months for which information is available, (b) in respect of

what bodies were these reports produced, (c) what was the cost of producing each such report and (d) who did the printing of each report?

The MINISTER OF MANPOWER:

- (a) Four reports were produced.

- (b) Director General of Manpower in respect of the 1985 calendar year. National Manpower Commission in respect of the 1985 calendar year. Unemployment Insurance Fund in respect of the 1984 calendar year. Workmen's Compensation Commissioner in respect of the 1984-85 financial year.

- (c) R24 490,46; R16 520,00; R1 377,60; R1 093,22.

- (d) Cape and Transvaal Printers (Pty) Ltd, Cape Town
Cape and Transvaal Printers (Pty) Ltd, Cape Town
Pretoria Printers, Pretoria
Hennie's Secretarial Services (Pty), Ltd, Pretoria.

Annual reports

1097. Mr P G SOAL asked the Minister of Finance:

- (a) How many annual reports were produced by his Department during the latest specified period of 12 months for which information is available, (b) in respect of what bodies were these reports produced, (c) what was the cost of producing each such report and (d) who did the printing of each report?

The MINISTER OF FINANCE:

- (a) Seven.

- (b) (i) S A Mint.

- (ii) Branch: Public Finance (Report of the Local Authorities Loans Fund Board).

Support open schools call to English teachers

PORT ELIZABETH — Representatives of white English-speaking teachers in the Cape are to be asked later this month to support open schools for all.

A motion to this effect is one of many said to be likely to spark considerable controversy, which will be before the 99th Annual South African Teachers' Association conference to be held in Grahamstown.

The conference, from June 21 to June 25 at the 1820 Settlers Monument, will deal with both bread-and-butter matters and broader issues affecting education. Over 300 delegates from the 19 branches of the association are expected to attend.

The topical issue of "open" schools is to be put forward in a motion by the False Bay branch.

They will ask that the government permit a school to admit pupils "irrespective of race, creed or language" in areas where the local

community has chosen to do so".

The motion is expected to be unanimously passed.

In fact, most of the 47 motions to be tabled are expected to gain the delegates' full support, while others were expected to lead to a great deal of debate, according to Mrs Eleanor Russell, chairman of the Port Elizabeth branch.

Mrs Russell cited the "no smoking" motion, whereby teachers be forbidden to smoke on school premises, as one of those likely to cause fiery debate.

There were others of a political nature that were bound to spark controversy, she said.

The conference will be under the presidency of Mr John Ince, of Camps Bay.

R120 000

for Natal

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library

N) 11/2/86
videos

Pietermaritzburg
Bureau

THE Provincial Administration is to spend R120 000 this year on educational videos for Province-affiliated libraries in Natal.

The Director of Library and Museum Services, Mr Neels Fourie, said videos would be supplied to selected libraries throughout the province.

The VHS-format videos, which would cover a wide range of subjects, were expected to become available to the public by the end of the year.

Mr Fourie said there had been an encouraging increase in book circulation in spite of competition from entertainment videos.

He said the exchange rate had resulted in a dramatic increase in prices of books, and more people were turning to public libraries instead of buying their own books.

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APARTHEID BAROMETER

DETENTIONS (Detainees Parents' Support Committee figures)
 Total Number of People Detained Jan-May, 1986: 2349
 Total Security Detentions Jan-May, 1986: 1718 (613 known)
 Emergency Detentions Jan-March: 631
 Number still in Detention on May 31: 451 (155 known)
 According to the DPSC the number of detentions under security legislation is nearly nine times the number in the same period last year (when 190 people were detained). The names of two-thirds of those detained are not known to the DPSC.

DETENTIONS BY LEGISLATION
 Section 29, Internal Security Act: 136
 Section 31, Internal Security Act: 22 (1 known)
 Section 50, Internal Security Act: 1185 (373-known)
 "Homelands": 32

FATE OF 1986 DETAINEES AS AT MAY 31, 1986
 Released without charge within 48 hours: 11 (24)
 Released without charge after longer period: 139 (418)
 Charged, awaiting trial: 1 (24)
 Charged and acquitted: 0 (4)
 Charged and convicted: 0 (0)
 Died in detention: 0 (2)
 Still in detention: 61 (141)

APARTHEID EDUCATION
 According to PFP spokesman on education Ken Andrew, there are places for only 5 269 students at Department of Education and Training teachers' training colleges, while there are 2 767 vacancies at white teachers' training colleges. He said the most recent figures (1985/6) showed that total education expenditure was up by R537-million compared with the previous year. Of that, whites received R536-million (56 percent) and blacks R272-million (29 percent). He said there were 2.4-million white pupils (21 percent) and 4.2-million black pupils (63 percent). He added the DET had a shortage of classrooms for 193 575 pupils, while the Department of Education and Culture (whites) had vacancies for 205 600 pupils at its schools. These figures do not include shortages in the "independent" homelands.

LIQUIDATIONS
 There were 941 insolvencies between January and March this year, compared with 602 in the same period last year. The number of liquidations was 674 compared with 828 between January and March last year.

CHILDREN UNDER APARTHEID: SIDWELL DLEPU, 14
 On May 28, Sidwell and all the other students from Hlengwele High School in Soweto left in three buses for Klerksdorp, where they were to attend the funeral of a fellow student. The trip had been organised by the school and some of the teachers accompanied the students. That night they went to the home of the deceased's parents to attend the vigil. Fifteen minutes after they arrived the police moved in and arrested the students and some of the teachers and allegedly struck them with sjamboks and batons. They were then made to lie down on the street where they were beaten again, before being taken to the Klerksdorp charge office and later to Stillfontein where they were kept in an open cell without food, blankets or water until the next day. In the morning they were hosed down with cold water and told they were being held under the Internal Security Act and that they could be detained for up to two years. They were then moved to another cell. According to Sidwell they were given two meals a day (porridge, tea and soap) and were visited four times a day, twice by black policemen and twice by white policemen. Sidwell said that every time they were visited by the white policemen they were sjambokked and beaten severely. They were refused any other visits. Sidwell's father visited the DPSC to find out about his son. He had not been officially informed about the detention. They were released after a week after the intervention of the school principal.

BANNED BOOKS, PUBLICATIONS AND OBJECTS (May 30)
 Scope, Vol 21, No 21, May 23, 1986 (Republican Press, Durban); Catalogue of photostats and videos, Fiona Cooper (not stated); Rhapsody, No 3697 De Luxe Falcon Puzzle (Falcon Games Ltd, England); Gunn No 18, The Golden Lady (Jory Sherman); Soft Warm Rain (Roberta Latow); Praxis, Vol 2, No 1 (The Ecumenical Action Movement, Athlone); Een stuk van mijn ziel (Winnie Mandela); COSATU, Workers of the World "Build direct links" says COSATU (Southern African Labour Education Project, London); AZANIA Frontline, No 12, January 1986 (Azania Liberation Support Committee, London); Azania Worker, Vol 2, No 1, Spring 1985; Azania Worker, Double Issue, Vol 1, No 2/3 Summer 1984. The bannings on the following publications for possession as well as distribution has been confirmed by the Publications Appeal Board: Crysis (Cassette) (Not stated); Spring into Passion (Mark Simmons); Community Board (Roxanne Rollins); Black Consciousness Movement of Azania, New Year Message (pamphlet) (Not stated); Kill the Oppressors not the Oppressed (pamphlet) (Africanist Patriotic Front); Dad, why are the soldiers here? (Counter-Propaganda Committee, Mitchell's Plain); Arise and Bear Witness (QIBLA, Athlone); AFRICA 1986 Calendar (Vakalisa Art Associates, Lansdowne); High Firing Fantasies (Michael Wayne); ANC of SA, Fight for Mandela's Freedom (not stated); Student Struggle News Bulletin No 6, Vol 1, Jan/Feb 1986 (South African Students Association, Crawford).

UNBANNED:
 Trade Union Action on Namibian Uranium (SWAPO of Namibia, London) (For possession - still banned for distribution); The Second Lady (Irving Wallace); Bunny Girl, March/April 1986 (Republican Press, Mobein); Gazette, Vol 1, No 5, April/May 1986 (Vielon Promotions (Pty) Ltd, Turfontein); Stern, No 10, Feb 27 1986 (Gruner and Jahr AG and Co, Hamburg).

PRISONER OF CONSCIENCE
AHMED KATHRADA, 57, former Transvaal Indian Congress general secretary, was one of the eight Rivonia trialists who, with Nelson Mandela, was sentenced to life imprisonment on Robben Island. Coming from an activist family, Kathrada first became politically involved at the age of 11. In the late 1940s he joined the then-legal Communist Party of SA and became chairman of the Transvaal Indian Youth Congress. He was one of the key Indian activists involved in forging closer links between the Indian congresses and the ANC. He played a prominent role in the 1952 Defiance Campaign and was one of 156 Congress Movement leaders charged with treason in December 1956. All were acquitted five years later. During the 1950's and early-1960's he was tried, jailed and detained on several occasions. In October 1962, Kathrada, then TIC general secretary, became secretary of the first Free Mandela Committee. Shortly afterwards, when he was under house arrest, he went underground and joined the Umkhonto we Sizwe high command. Six months later, in July 1963, he was one of 17 ANC leaders arrested in Rivonia. In 1964, at the age of 35, he was sentenced to life imprisonment. He is currently in Pollsmoor Prison.

VETERINARY SCIENCE:
 The Apartheid Barometer last week quoted Minister of Education and Culture Piet Cloose as stating there were no black students studying veterinary science at Pretoria University, which he characterised as the only South African university offering that course of study. In fact there are 52 black and two Indian undergraduates undergoing training in veterinary science at the Medical University of SA (Medunsa) near Ga-Rankuwa and one black student who is registered at Medunsa for a PhD. The veterinary complex also includes an animal hospital treating 1 000 patients a month and a farm animal unit.

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The bannings on the following publications for possession as well as distribution has been confirmed by the Publications Appeal Board: Crisis (Cassette) (Not stated); Spring into Passion (Mark Simmons); Community Board (Roxanne Rollins); Black Consciousness Movement of Azania, New Year Message (pamphlet) (Not stated); Kill the Oppressors not the Oppressed (pamphlet) (Africanist Patriotic Front); Dad, why are the soldiers here? (Counter-Propaganda Committee, Mitchell's Plain); Arise and Bear Witness (QIBLA, Athlone); AFRICA 1986 Calendar (Vakalisa Art Associates, Lansdowne); High Flying Fantasies (Michael Wayne); ANC of SA, Fight for Mandela's Freedom (not stated); Student Struggle News Bulletin No 6, Vol 1, Jan/Feb 1986 (South African Students Association, Crawford).

UNBANNED:
 Trade Union Action on Namibian Uranium (SWAPO of Namibia, London) (For possession - still banned for distribution); The Second Lady (Irving Wallace); Bunny Girl, March/April 1986 (Republican Press, Mobein); Gazette, Vol 1, No 5, April/May 1986 (Viclen Promotions (Pty) Ltd, Turfontein); Stern, No 10, Feb 27 1986 (Gruner and Jahr AG and Co, Hamburg).

PRISONER OF CONSCIENCE
AHMED KATHRADA, 57, former Transvaal Indian Congress general secretary, was one of the eight Rivonia trialists who, with Nelson Mandela, was sentenced to life imprisonment on Robben Island. Coming from an activist family, Kathrada first became politically involved at the age of 11. In the late 1940s he joined the then-legal Communist Party of SA and became chairman of the Transvaal Indian Youth Congress.

He was one of the key Indian activists involved in forging closer links between the Indian congresses and the ANC. He played a prominent role in the 1952 Defiance Campaign and was one of 156 Congress Movement leaders charged with treason in December 1956. All were acquitted five years later.

During the 1950's and early-1960's he was tried, jailed and detained on several occasions. In October 1962, Kathrada, then TIC general secretary, became secretary of the first Free Mandela Committee. Shortly afterwards, when he was under house arrest, he went underground and joined the Umkhonto we Sizwe high command. Six months later, in July 1963, he was one of 17 ANC leaders arrested in Rivonia.

In 1964, at the age of 35, he was sentenced to life imprisonment. He is currently in Pollsmoor Prison.

VETERINARY SCIENCE:
 The Apartheid Barometer last week quoted Minister of Education and Culture Piet Claase as stating there were no black students studying veterinary science at Pretoria University, which he characterised as the only South African university offering that course of study. In fact there are 52 black and two Indian undergraduates undergoing training in veterinary science at the Medical University of SA (Medunsa) near Ga-Rankwa and one black student who is registered at Medunsa for a PhD. The veterinary complex also includes an animal hospital treating 1 800 patients a month and a farm animal unit.

FRIDAY, 13 JUNE 1986

Schools: medium of instruction

12/1/86

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1010. Mr R M ANDREW asked the Minister of Education and Development Aid:

Indicates translated version.

For written reply:

General Affairs:

House of Delegates: accommodation

992. Mr R M BURROWS asked the Minister of Public Works:

- (1) Whether any funds have been budgeted by his Department for the construction of residential accommodation for the Ministers' Council of the House of Delegates; if so, (a) how many houses are to be provided, (b) what costs will be incurred in respect of each house and (c) where will these houses be located;

- (2) how many such (a) primary and (b) secondary schools offer each of these languages as a (i) first, (ii) second and (iii) third language;
- (3) in respect of what date are these statistics furnished?

THE MINISTER OF EDUCATION AND DEVELOPMENT AID:

- (1) (a) (i) 11.

- (2) whether the costs in respect of the houses referred to above include provision for security measures; if so, what costs will be incurred in respect of these measures?

(iii) Xhosa	1 105
Zulu	1 735
N Sotho	483
S Sotho	2 489
Tswana	979
Tsonga	76
Venda	44
Swazi	135

The MINISTER OF PUBLIC WORKS:

(1) Yes.

- (a) 6.
- (b) (i) None.

(b) and (c) An investigation is being conducted to a suitable site for the complex. An estimated amount of R2 800 000 for this service was included in the White Paper on the building programme for 1986-87 of the Department of Public Works and Land Affairs.

- (ii) 328.
- (iii) None.

(2) (a)	(i)	(ii)	(iii)
Afrikaans	None	5 358	None
English	None	5 358	None
African language	7 034	None	None

- (2) The service will include security measures, the estimated cost of which is not known.

HoA

(b)	(i)	(ii)	(iii)
African language	—	None	None
Xhosa	127	—	—
Zulu	186	—	—
N Sotho	110	—	—
S Sotho	153	—	—
Tswana	123	—	—
Tsonga	39	—	—
Venda	17	—	—
Swazi	2	—	—

- (3) Figures as on 5.3.85.

Note: The hon member is also referred to Table 3.2.1, page 229 of the 1985 Annual Report of the Department.

Vogelfontein 191 JQ

1057. Dr F HARTZENBERG asked the Minister of Public Works:

- (1) Whether Remaining Portion 2, 335 hectares in extent, and Remaining Portion 3, 361 hectares in extent, of the farm Vogelfontein 191 JQ have been bought by the State for the purpose of adding them to the territory of another state; if so, (a) when, (b) what was the purchase price in each case and (c) what is their current valuation;

- (2) whether he intends proceeding with the addition of this land; if so when; if not, why not;

- (3) whether it is the intention to sell the land; if so, when;

- (4) whether the land will be sold by public (a) auction or (b) tender;

- (5) whether the land has been sold; if so, (a) in what newspapers, (b) in what manner and (c) on what dates was the proposed sale thereof advertised;

- (6) whether this sale took place by public auction; if not,

- (7) whether public tenders were (a) invited and (b) received; if so, (i) what was the amount of the (aa) highest tender and (bb) tender that was accepted and (ii) who was the successful tenderer?

THE MINISTER OF PUBLIC WORKS:

- (1) No, the land formed part of a former poorly situated Black area.

- (2) Falls away.

- (3) No, with the exception of two portions, in extent 3,0944 and 4,7544 hectares which were sold to the SA Transport Services, the balance of the land was handed over to the Department of Agriculture and Water Supply: Administration: House of Assembly to be made available to the agricultural sector.

- (4), (5), (6) and (7) falls away.

Annual reports

1091. Mr P G SOAL asked the Minister of Trade and Industry:

- (a) How many annual reports were produced by his Department during the latest specified period of 12 months for which information is available, (b) in respect of what bodies were these reports produced, (c) what was the cost of producing each such report and (d) who did the printing of each report?

THE MINISTER OF TRADE AND INDUSTRY:

- (a) Five, in respect of the year 1985 or the twelve months ending 31 March 1986.

HoA

Cape Times 14/6/86 (50) ~~50~~

86

A 'strange' ignoring of authority

By RONNIE MORRIS
Education Reporter

THE Rector of the University of the Western Cape, Professor Richard van der Ross, said yesterday the tendency in the community, schools, colleges and universities to ignore the traditional lines of authority and to assume control themselves was a "strange phenomenon".

Speaking at a graduation and diploma ceremony at the university,

Professor Van der Ross said he could not imagine that patients in a hospital or staff members of a bank or any other business would adopt such an attitude.

"Yet in education, at almost all levels, students are assuming this posture."

He said there was an association of authority with the State, and a rejection of the State led to the rejection of authority in the family and at

school.

Young people still at school or university were more prone to be motivated by short-term goals, and the promise that their goals were capable of being realized very shortly heightened their expectations and led to unrealistic priorities.

The positive effects, such as specific demands for equipment, books and school halls, should be weighed against the neg-

ative effects for the people themselves.

Pupils who dropped out of school and grew up believing they could solve the country's problems succeeded only in adding to their own. The direct effect on UWC of last year's school boycotts was a loss of about 2 000 students, Professor Van der Ross said.

Police action in suppressing student demonstrations was unhelpful

if students saw it as "just another way to oppress and silence a legitimate protest". Police should intervene on campuses only if laws of the ordinary criminal code were being transgressed, he said.

Professor Van der Ross pleaded with the government to do everything in its power to end the suffering of people at Crossroads and ensure that what had happened did not happen again.

Don't miss this once-only opportunity
Sunday 15th June 9:30pm

THE SOWETO Parents' Crisis Committee was found in October 1985 in response to the schools crisis in Soweto and the West Rand.

The SPCC convened the first national education crisis conference in December at Wits, which 160 concerned groups attended. They felt the SPCC's approach was correct, and that its officials should form the basis of an NECC, together with representatives from 11 regions.

On 8 April an executive of three was elected: Vusi Khanyile and the Reverend Molefe Tsele, both based in Johannesburg, as national chairperson and national treasurer respectively, and Hiron Rensburg in Port Elizabeth as national secretary.

Last year the students' slogan was "Liberation now, education later". At the December conference this was changed to "People's education for people's power". Why did this happen - and what exactly is meant by people's education?

Pupils can only organise and become a force for change to combine with other such forces if they are at school. Workers cannot develop working class consciousness or power if they are not in the factories to organise together. Student structures were increasingly weakened by almost two years of stayaway, and a general breakdown in discipline.

In demanding people's education for people's power in people's schools, we aim to shift the balance of educational power, beginning by establishing a people's authority alongside the existing state authority. The Crisis in Education Committees (CECs) and eventually the Parent-Teacher Student Associations (PTSAs) will lay the foundations for future education structures.

The People's Education Secretariat, consisting of five people appointed at the April NECC meeting in Johannesburg, will set up offices in their regions.

The secretariat will compile and present its findings to our next national conference in Port Elizabeth at the end of June.

Its suggestions will include alternative programs, courses and material to be used in schools.

Interested organisations will consider each subject taught to identify what should be scrapped or replaced. History, for example, will certainly not be an exam subject next year: we have recommended to regions that they discuss this. We will formulate our own history syllabus, which will include people's perceptions of what history is.

The secretariat will also consider the applications of science subjects, and look critically at the language question. For example, it will consider introducing people's set-work books, for instance a new poetry book.

The next two months will give us the embryo, but real people's education is a process rather than a rigid written doctrine.

Step by Step

The Classroom Revolution

Hiron Rensburg - national secretary of the National Education Crisis Committee - discusses the present education crisis and the NECC's people's education program. Interview courtesy of Work in Progress magazine.

Who makes up the secretariat?

The secretariat convenor is journalist Zwickakhe Sialulu, who has been interested and concerned with the educational struggle. We define an educationalist as a person concerned with and involved in the issues of the education struggle - because education is located within the broader society, not apart from it. Other members of the secretariat are Fort Hare theology lecturer the Reverend Molefe Tsele, Natal Indian Congress' Pavin Gordham, Dr Albert Nolan and SA Catholic Bishops' Conference secretary-general Father Smanagalis Mkhatsiwa. These convenors will employ a full-time person to run the regional office, consult with all progressive teachers' organisations, and gather information.

Delegates to the December education conference at Wits represented 160 organisations of many different kinds. Delegates to the March NECC conference were regional representatives from parent, student and teacher organisations. Why the change in the



Delegates at the NECC congress in Durban earlier this year. Now comes the hard part - taking their message out.

nature of representation?
We wanted representatives from organisations specifically engaged in the education struggle. The NECC is a specialised educational organisation of the people, the embryo of a future education structure in a people's republic.

Crisis committees are the basic local structure the NECC is working with at the moment.
In Port Elizabeth, for instance, the CEC consists of 28 organisations - including the nine Cosatu-affiliated unions, the local community, women's and youth organisations, Pobco, Pawa, Poyco, and the PE Student Council. They elected a "committee of ten" which forms the working CEC. The Eastern Cape region as a whole includes about 30 towns; 120 representatives from 20 of these towns attended the national conference. In the Eastern Cape, too, an ad hoc committee of five represents and coordinates the whole region. These structures will soon be formalised: the NECC is drafting a constitution for CECs locally and regionally. Reportedly a number of stu-

dents were not happy about the NECC decision to return to school, and school attendance in some areas is still very low.
At the April NECC meeting in Johannesburg we were told that in some areas CECs were unable to report back to the mass of students, to explain this shift in strategy and direction and why they must return to school. The State banned meetings in a number of areas, and this is one reason for the misunderstanding. Many students expected a major decision along the lines of an immediate national rent boycott, or a massive worker stayaway. The NECC of course could not call for these things since it is an educational committee. We would have to consult extensively with

civic bodies if we wanted to initiate a rent boycott, and they would have to get mandates from their constituencies. Similarly with trade unions and a stayaway. I think the CECs did not realise they had not prepared students sufficiently for what might come out of the conference. This also reflects a problem common to many areas - lack of understanding between students' organisations and parents.

A problem is that we do not yet have a formalised structure for the CECs at local level.
Once PTSAs are set up in all higher primary and high schools, we can look forward to building co-operative relations between PTSAs and other local organisations.

What role did trade unions play in the NECC, and to what extent will they be involved in formulating and implementing people's education?
There is no special provision to include or exclude any group. What determines participation in the NECC is the situation on the ground in the

various areas. Which organisations sit on local committees will be determined at regional level. Nationally we welcome and expect involvement from all those concerned and committed to revolutionary change and the establishment of a democratic education system.

There have been reports of an ongoing Education Charter campaign, and also a Transvaal Student Congress million signature campaign to urban Cosas. What has happened to these campaigns?
The Education Charter campaign is continuing, and will combine with our People's Education Secretariat. The activists running the Charter campaign have skills crucial to our education campaign.

The March conference decided not to go for the million signature campaign. We did however decide to "unban" Cosas ourselves. On June 16 we will go on a massive campaign. Students countrywide will wear their Cosas T-shirts in open defiance of the State. So students will re-appropriate Cosas for themselves. What developments do you anticipate in the education crisis this year?
The NECC is committed to the policy that this is a school year - students must go back to school. Black schooling is in a deep crisis. Teachers indicated to us that if students did not have textbooks by the end of March they would be unable to complete syllabi in time for exams. But we will still push for a school year. June 16-18 will of course be critical, and we cannot predict the State's response to activities then. State response may also be a deciding factor as to whether students will insist on continuing boycott.

'Teachers are our cadres'
TEACHERS, not activists, will be most important in implementing people's education, says NECC spokesman Hiron Rensburg.
"And we will have to rely particularly on teachers currently involved in democratic teachers' organisations," he says.
"We will liaise with their organisations nationally, and provide our programs for them to expand on."
"Teachers will be the cadres of people's education."
Since the NECC's Durban conference, many students have refused tuition and demanded people's education immediately. They want to know why teachers still provide gutter education.
"Students constantly pressurise teachers, and organisations like Abara will have

to shift fast if they are to provide acceptable education."
White, coloured and Indian students and teachers are included in this, Rensburg says.
"Clearly we cannot implement a new education system without support from all groups, and we have been looking at ways to move into these schools."
"We will start by moving through groups like the National Union of SA Students, and through progressive white teachers."
"We have serious problems in coloured and Indian areas where there is often little adult political organisation."
"But it is crucial that we develop these areas, since people's education is not a blueprint for African schools alone."

(50)

20/9/51
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Strangers to black schools banned

EAST LONDON — Entry into black school premises in several parts of the country has been forbidden in terms of the emergency regulations.

People may not enter the school premises without the written permission of the Department of Education and Training.

The divisional commissioner of police in the Border, Colonel J. M. Kriek, said last night the ban applied from June 15 to July 7 at schools in the following municipal districts of the Border region: East London, Queenstown, King William's Town, Cathcart, Aliwal North, Dordrecht, Tarkastad, Stutterheim, Sterkstroom, Ugie, Barkly East, Elliot, Lady Grey, Maclear, and Indwe. — DDR-Sapa.

Own Affairs:

Staff complement **50**

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

(1) Whether the staff complement of his Department at central level has been or is to be increased in the 1986-87 financial year; if so, (a) by what posts is it to be so increased and (b) to what public service salary scale will these posts be attached;

(2) whether the staff complement of his Department at provincial level has been or is to be reduced in the 1986-87 financial year; if so, (a) by what posts is it to be so reduced and (b) to what salary scale were these posts attached;

(3) whether his Department will increase its overall staff component, other than practising college, university, technikon and school staff, in the 1986-87 financial year; if so, (a) why, (b) by what total number and (c) at what total cost?

THE MINISTER OF EDUCATION AND CULTURE:

(1) Yes,

(a) (i) as far as administration is concerned the Sub-directorates Personnel and Finance were transferred from Budgetary and Auxiliary Services to Education and Culture, Administration: House of Assembly with effect from 1 April 1986.
The posts concerned are—
Sub-directorate: Personnel—52 posts varying from a Registry Clerk to a Deputy Director: Personnel Management, Finance—51 posts varying

from an Accounting Clerk to Deputy Director: Financial Administration.

(ii) as far as CS Educators are concerned the establishment was enlarged by 31 posts which is within the post-level ratio norm for Education and Culture, Administration: House of Assembly:

Post level 7—9 posts
Post level 6—15 posts
Post level 5—7 posts

(b) (i) the salary scales of the posts mentioned in (a)(i) vary from R5 412 × 309 – 6 030 × 339 – 8 064 × 384 – 9 216 to R38 568 × 1 626 – 41 820.

(ii) the salary scales for the posts mentioned in (a)(ii) are based on a key salary scale for CS Educators and are as follows:

Post level 7—R45 069
× 1 638 – 46 707 × 2 136 – 48 843
Post level 6—R41 793
× 1 638 – 45 069
Post level 5—according to qualifications from R20 109 (minimum) to R41 793 (maximum);

(2) yes,

(a) Post level 7—3 posts
Post level 6—14 posts

(b) see (b)(ii) above;

(3) as a result of an extensive investigation into the provision of posts which is at present under way, a further adjustment to the establishment may be made.

TUESDAY, 17 JUNE 1986

†Indicates translated version.

For oral reply:

General Affairs:

State President:

Special Cabinet committee

*1. Prof N J J OLIVIER asked the State President:

(1) Whether the appointment of a special Cabinet committee to consider the position of Blacks outside the national states was announced on or about 1 February 1983; if so,

(2) whether this committee is still in existence; if not, (a) what steps were taken in respect of the committee and (b) why; if so,

(3) whether this committee is still functioning; if not, (a) why not and (b) when did it cease functioning; if so, (i) what are the names of the persons who have been appointed and/or invited to serve on the committee, (ii) when last did the committee meet and (iii) what matters have been considered by it;

(4) whether, since the establishment of this committee, any of its members have withdrawn from it; if so, (a) what are their names and (b) in what capacity did they serve on the committee;

(5) whether this Cabinet committee will be dismantled when the proposed statutory council for Blacks is established; if not, what function is it intended that this Cabinet committee will perform?

†The STATE PRESIDENT:

(1) Yes, on 3 February 1983.

(2) Yes, (a) and (b) fall away.
(3) Yes, (a) and (b) fall away.

(i) Members of the committee:

- Mr J C Heunis (Chairman)
- Mr F W de Klerk
- Mr R F Botha
- Mr L le Grange
- Dr G van N Vlijoen
- Mr H J Coetsee
- Mr B J du Plessis
- Mr J C G Botha

(ii) Various subjects were discussed which led to many concrete results. Some of the results are reflected in bills presently serving before Parliament or in legislation already passed during the present session as well as a number of administrative steps that were taken.

(4) No, except Dr P G J Koornhof who has been appointed as Chairman of the President's Council.

(5) No, functions which may still be necessary.

†Prof N J J OLIVIER: Mr Speaker, arising out of the State President's reply, can he tell the House whether the proposals with regard to the Statutory Council of which we were informed, are a result of discussions between the special Cabinet Committee and other Blacks?

†The STATE PRESIDENT: Mr Speaker, the reply is yes.

Delville Wood Memorial

*2. Mr R A F SWART asked the State President:

(1) Whether he proposes to visit the Delville Wood Memorial in France during June 1986; if so,

(2) whether he has received any communications or representations from

Capt Tink 16/6/86

Entry banned to black schools

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Staff Reporter

THE Western Province Divisional Commissioner of Police last night banned, in terms of the emergency regulations, the presence of anybody on black school premises in five areas from yesterday until June 30.

Black schools throughout the country closed on June 6 and reopen on July 1.

In a notice "under regulation 7 (1) of the regulations in terms of the Public Safety Act, 1953 (Act 3 of 1953) promulgated by Proclamation R109 of June 12, 1986", Brigadier Christoffel Swart said:

"No person shall during the period June 15, 1986, until and including June 30, 1986, enter or be present on or in any school premises or building situated in the area as set out in schedule A unless written permission from an official of the Department of Education and Training has been obtained."

The areas mentioned in schedule A are in the Wynberg magisterial district. They are Khayelitsha, Crossroads, Nyanga, Guguletu and Langa.

Sapa reported from Johannesburg that entry into black school premises between June 15 and June 30 has been forbidden and people may not enter school premises in the following areas without the written permission of the Department of Education and Training:

In Oudtshoorn — Bongeletu, Bridgeton, Morester and Fuzikele schools.

In the Transvaal — Soweto, Dobsonville, Diepmeadow, Alexandra, Sharpeville, Evaton, Sebokeng, Bophelong, Boipatong, Mohlakeng, Bekkersdal, Kagiso, Munsieville, Atteridgeville/Saulsville, Mamelodi, Soshanguve, Ou Lokasie (Brits) and Zethobeni (Bronxhorstspuit).

Ban on being on some school premises in June

Staff Reporter

AK bus 16/6/86 (50)

NO one will be allowed on school premises in Khayelitsha, Crossroads, Nyanga, Guguletu and Langa and 105 schools in the Boland until June 30 without written permission.

The ban was ordered by Brigadier Chris Swart, divisional commissioner of police for the Western Cape, and

Brigadier P Fourie, divisional commissioner of police for the Boland, in terms of the emergency regulations.

Brigadier Swart's order stated that "no person shall during the period June 15 until and including June 30, enter or be present on or in any school premises (in the areas) unless written permission from an official of the Department of Education and

Training has been obtained".

Towns in the Boland affected by the ban are Saldanha, Langebaan, Piketberg, Mbekweni, Paarl East, Atlantis, Wellington, Vredenburg, Malmesbury, Ashton, Ceres, Robertson, Touws River, Swellendam, Worcester, Genadendal, Caledon, Macassar and Somerset West.

Attend school urges chief

SO
01/16/86

Dispatch Correspondent
DURBAN — No black pupil could dare lose one year of education in the struggle for liberation, the Chief Minister of KwaZulu and president of Inkatha, Chief Mangosuthu Buthelezi, said in Durban yesterday.

Addressing about 6 000 supporters at a rally at Currie's Fountain organised by the Inkatha Youth Brigade, Chief Buthelezi said the loss of a year accumulated over hundreds of thousands of pupils would set the nation back beyond recovery.

Chief Buthelezi said black parents had struggled "beyond human description" to educate their children for many decades.

The yearning for education in black South Africa was deep and it was the depth of this

yearning which had generated such an intense opposition to the kind of second-grade education which blacks have always received.

He said blacks demanded equality in education and they would get it.

Chief Buthelezi said it was, however, a "lot of balderdash" that a great Utopian state awaited blacks in South Africa after liberation.

It was not true that political victories would cause "manna to fall down from the heavens" with which political parties could feed the hungry masses.

"If we took all the money out of white pockets and out of white bank balances, and distributed that money equally among the millions of black South Africans, that money would be eaten in a matter of weeks or months."

Unless black South Africans educated themselves, unless they trained themselves to do skilled work, and unless they gained university education, there would be no upward progress, Chief Buthelezi stressed.

- (e) (i) (aa) 428 849.
(bb) 7,75%.

(ii) The salary of a teacher who attended school was not affected. These figures are in respect of the period 1/1/1985-9/8/1985.

Annual reports

1086. Mr P G SOAL asked the Minister of Public Works:

(a) How many annual reports were produced by the Department of Public Works and Land Affairs during the latest specified period of 12 months for which information is available, (b) in respect of what bodies were these reports produced, (c) what was the cost of producing each such report and (d) who did the printing of each report?

The MINISTER OF PUBLIC WORKS:

- (a) Two.
(b) (i) The Department of Public Works and Land Affairs;
(ii) Report of the Chief Director of Surveys and Mapping.
(c) (i) R11 678,20;
(ii) R 1 250,00.
(d) (i) The Government Printer;
(ii) Departmental.

1138. Mr P G SOAL asked the Deputy Minister of Information:

"Talking with the ANC"
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(1) Whether the Bureau for Information was responsible for the compilation and distribution of the booklet entitled "Talking with the ANC" which was published in June 1986; if not, who is responsible for this booklet; if so, (a) how many pages does the booklet comprise, (b) who was

responsible for the compilation thereof, (c) by whom was it printed, (d) how many (i) English and (ii) Afrikaans copies of the booklet were produced, (e) to whom were copies of the booklet sent, (f) why was the booklet produced and (g) what was the total cost of producing and distributing the booklet;

(2) whether tenders were invited for the printing of this booklet; if not, why not; if so, (a) when, (b) by what means was the call for tenders published, (c) how many tenders were received, (d) from whom were they received, (e) what was the amount of each tender and (f) who was the successful tenderer;

(3) whether permission was obtained for quoting members of the ANC and publishing such quotations; if so, (a) from whom and (b) when; if not,

(4) whether any action has been taken against him or any member of his Department as a result; if so, what action?

The DEPUTY MINISTER OF INFORMATION:

- (1) Yes.
(a) 42 pages plus cover.
(b) The Bureau for Information.
(c) Perskor, Johannesburg.
(d) (i) 70 000.
(ii) None till now.
(e) Opinion formers in South Africa and abroad.
(f) To inform opinion formers about the nature and aims of the ANC.
(g) R48 930. Cost of distribution is difficult to determine as railway cost incurred to transport copies

to regional offices is not available as yet and since regional offices are still distributing copies.

(2) No tenders were invited for the printing of this publication. Printing was commissioned by the Government Printer in terms of Tender Board Exemption SDK 77.

(a) to (f) Fall away.

(3) Yes.

(a) The Minister of Law and Order.

(b) 28 May 1986.

(4) No.

Education/manpower training: amounts

1143. Mr K M ANDREW asked the Minister of Finance:

What amounts in respect of education for (a) Whites, (b) Coloureds, (c) Indians, (d) Blacks in the Republic, (e) Blacks in the national states and (f) manpower training were (i) spent in the financial years (aa) 1984-85 and (bb) 1985-86 and (ii) budgeted to be spent in the financial years (aa) 1984-85, (bb) 1985-86 and (cc) 1986-87?

The MINISTER OF FINANCE:

- (a) (i) (aa) R2 209 838 000.
(bb) R2 738 135 000.
(ii) (aa) R2 111 098 000.
(b) R2 728 494 000.
(cc) R3 222 049 000.
(b) (i) (aa) R639 078 000.
(bb) R801 832 000.

*Only estimates are available. These amounts also exclude own revenue spent on education.

(2) (a) No steps are being taken since, in terms of section 185(f) of the Liquor Act, 1977 (Act 87 of 1977), the contravention of section 164 constitutes an offence which is punishable by law.

(b) Falls away.

(3) No, there is no reason for such an investigation.

(4) The Department of Trade and Industry is not responsible for the institution of criminal proceedings, neither is it informed if and when such proceedings are instituted.

(5) No.

Mr G B D McINTOSH: Mr Speaker, arising out of the hon the Deputy Minister's reply, is he not aware that the tot system is still being used in certain districts of which I know, for example in Tulbagh, and probably also in other parts of the Western Cape? Furthermore, does he not believe that it is his responsibility to make sure that the law which should prevent this from happening is properly implemented?

The DEPUTY MINISTER: Mr Speaker, the law specifies clearly that people cannot receive liquor in lieu of wages. As far as I know, the department has not had any complaints in that regard and, therefore, we have not done anything about it.

As far as the Liquor Act is concerned, the hon member should know that the Act is under review at the moment; it is being re-written completely. The hon member is free to make any suggestions he has in respect of the Liquor Act to the chairman of the Liquor Board and, if he would wish me to, I will direct those inquiries to him. Secondly, the hon member should know that the new Bill will be submitted to the standing committee where he will have the full opportunity to discuss the matter.

thereby become a more suitable member of this House.

Mr H H SCHWARZ: Mr Speaker, further arising from the hon the Minister's reply, is he so out of touch with the affairs of the NP that he does not know where the information office is? [Interjections.]

The MINISTER: Mr Speaker, I do not think there are any more questions I have to answer in this regard. What the hon member has now asked is completely irrelevant, as are a lot of his other speeches in this House. [Interjections.]

†Mr R P MEYER: Mr Speaker, further arising out of the reply of the hon the Minister, is it not so that each office of each hon member of the Official Opposition, the CP and the other opposition parties are also an information office for those parties concerned? [Interjections.]

Salaries
*27. Mr J H VAN DER MERWE asked the Minister of Defence:†

What is the starting salary of (a) White national servicemen and (b) Coloured persons and Indians who join the South African Defence Force voluntarily for a specific period of service of two years?

†The DEPUTY MINISTER OF DEFENCE:

(a) and (b) There is no difference in the remuneration of White national servicemen and Coloureds and Indians who join the SA Defence Force voluntarily for a service period of two years. In all cases the starting salary is R11,44 per day for married members and R5,72 per day for single members.

Petersburg, Mr meeting
*28. Mr R M BURROWS asked the Minister of Law and Order:†

Whether, as a result of the meeting of the National Party held in Petersburg on 22 May 1986, any members of the South

African Police laid complaints against persons who had allegedly threatened them; if so, (a) how many such complaints were laid and (b) what (i) was the rank of the member concerned and (ii)(aa) was the nature and (bb) were the circumstances of the complaints, in each case?

The DEPUTY MINISTER OF LAW AND ORDER:

No.

(a) and (b) Fall away.

†Mr H D K VAN DER MERWE: Mr Speaker, arising from the hon the Deputy Minister's reply, is he aware that the hon member for Johannesburg West says that Police Officers were indeed threatened at those particular meetings?

†The DEPUTY MINISTER: Mr Speaker, I answered the hon member's question about complaints which were laid against people who threatened the Police. The reply is, no, and there is nothing more to say. [Interjections.]

†Mr H D K VAN DER MERWE: Mr Speaker, further arising from the hon the Deputy Minister's reply on behalf of the hon the Minister of Law and Order, is it not the duty of any good citizen to bring the threatening of police officers to the attention of the Department?

†The DEPUTY MINISTER: Mr Chairman, it is the duty of every good citizen to do this, and the Police act as I indicated.

†Mr J H VAN DER MERWE: Now you are insulting the Police. [Interjections.]

Own Affairs:

Parent bodies
*1. Mr R M BURROWS asked the Minister of Education and Culture:

(1) Whether, with reference to his reply to Question No 8 on 4 March 1986, further consideration has been given to the establishment of criteria for

17/6/86 Marks Building
*26. Mr G B D McINTOSH asked the Minister of Public Works:

the recognition of organised parent bodies; if not, why not; if so,

from the hon the Minister's reply, does he not believe that the criteria for the recognition of all the organised parents' bodies should have been established before he tabled the Bill giving such bodies representation in statutory provincial councils?

(2) whether these criteria have been established; if not, why not; if so, (a) when, (b) what are the criteria and (c) what bodies participated in negotiations concerning these criteria before they were finalised;

†The MINISTER: Mr Speaker, recognition was given to those various parents' bodies while the relevant powers remained with the separate provincial education authorities—in this case the Transvaal Education Department and the Transvaal Provincial Administration.

(3) whether any provincial education departments have recognised parent bodies for negotiation purposes; if so, what bodies have been so recognised by each of these departments;

†The MINISTER: Mr Speaker, recognition was given to those various parents' bodies while the relevant powers remained with the separate provincial education authorities—in this case the Transvaal Education Department and the Transvaal Provincial Administration.

(4) whether he has met with representatives of organised parent bodies in the current year; if so, (a) of what bodies and (b) on what dates;

†The MINISTER: Mr Speaker, recognition was given to those various parents' bodies while the relevant powers remained with the separate provincial education authorities—in this case the Transvaal Education Department and the Transvaal Provincial Administration.

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

†The MINISTER: Mr Speaker, recognition was given to those various parents' bodies while the relevant powers remained with the separate provincial education authorities—in this case the Transvaal Education Department and the Transvaal Provincial Administration.

†The MINISTER OF EDUCATION AND CULTURE:

(1) Yes.

(2) No; the investigation has not yet been completed (a), (b) and (c) fall away.

(3) Yes, Transvaalse Afrikaanse Ouervereniging (TAO) and Transvaal English Medium Parents' Association (TEMPA).

(4) Yes.

(a)	(b)
Association of Private Schools.....	7 March and 30 April
SA Board of Jewish Education.....	30 April
Bishops' conference (Roman Catholic Schools).....	22 April
English Speaking Parents' Association...	17 February

(5) No.

Mr R M BURROWS: Mr Speaker, arising

HOA

(a) S 738 and (b) the information is not readily available;

(2) yes, only broad general principles have been discussed on various occasions;

(a) as regards my own Department, matters of this nature are dealt with in accordance with item 14 of Schedule 1 to the Constitution Act, and

(b) falls away;

(3) no.

Private schools: subsidies

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

(1) Whether new regulations for the registration and payment of subsidies to private schools falling under his Department have been formulated; if so, (a) to which bodies and schools have they been distributed and (b) which bodies met with him in consultation on these regulations;

(2) no, because no reference is made to racial grouping for subsidy purposes in the Regulations;

(3) the hon member is referred to paragraph 3 of my oral reply to question 6 of 8 April 1986.

(2) whether the regulations for subsidy payments exclude restriction of payment of subsidy on account of the racial grouping of the pupil population; if not, why not;

(4) yes,

(a) it depends on the availability of funds

(b) see (1)(b) above;

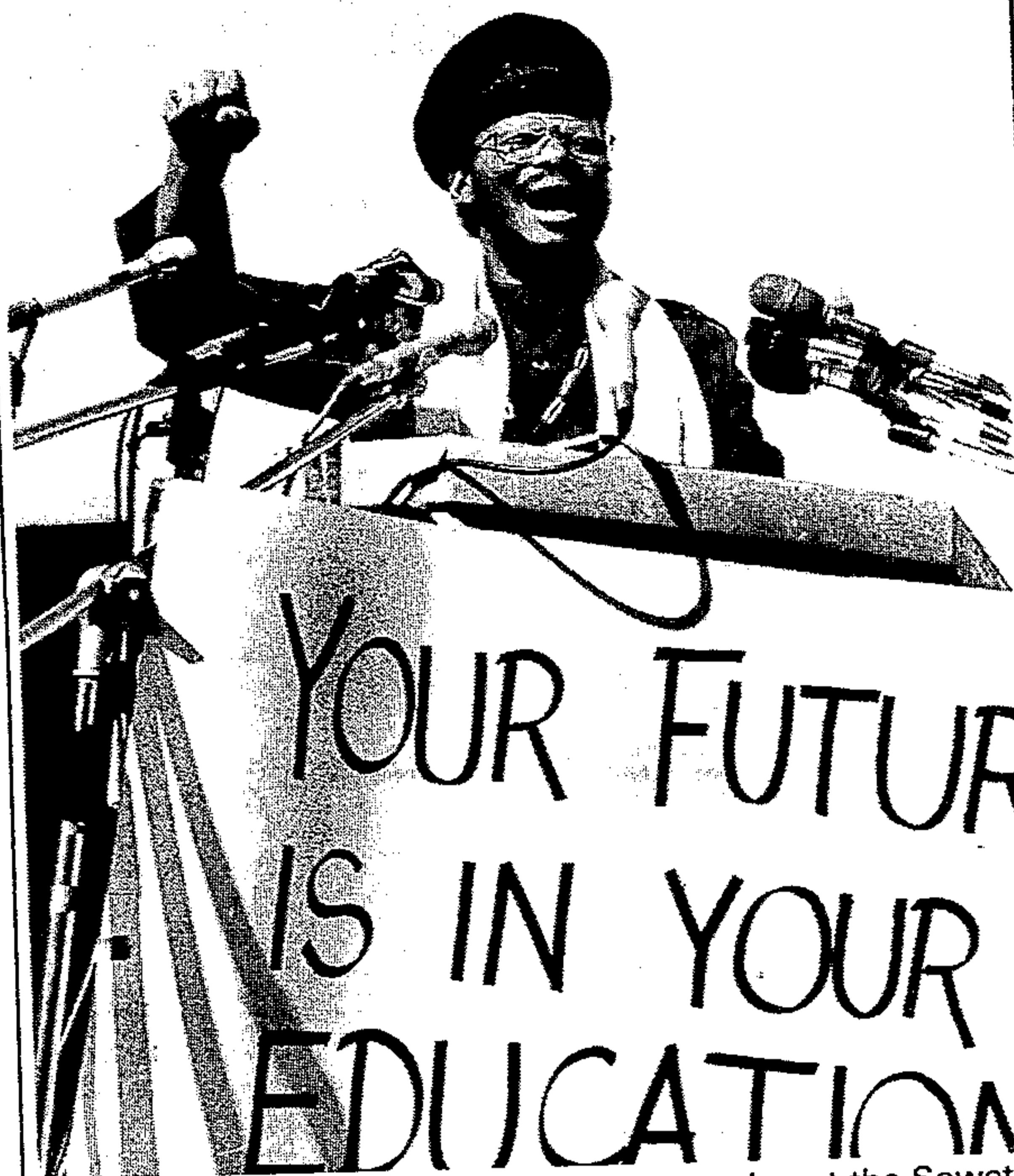
(3) whether the registration of private schools with pupil populations with no majority from any population group can take place under his Department; if not, why not;

(5) no.

(4) whether any restriction, other than those contained in the new regulations, is placed on the possible total number of private schools which can gain the 45% subsidy; if so, (a) what is the restriction and (b) on what date or dates was this discussed with the bodies consulted;

†The MINISTER: Mr Speaker, I think the reply to that question is very clear. According to the restriction that could exist in terms of the question put to me, a subsidy can simply not be paid if funds are not available. It was also put very clearly to the different

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Chief Mangosuthu Buthelezi was guest speaker at the Soweto Day rally.

Buthelezi warning on education

African Affairs Correspondent

NO BLACK pupil could dare lose one year of education in the struggle for liberation, the Chief Minister of KwaZulu and president of Inkatha said in Durban yesterday.

Addressing about 6 000 enthusiastic supporters at a rally at Currie's Fountain organised by the Inkatha Youth Brigade, Chief Mangosuthu Buthelezi said the loss of a year accumulated over hundreds of thousands of pupils would set the nation back beyond recovery.

Chief Buthelezi said black parents had struggled 'beyond human description' to educate their children through the decades.

The yearning for education by black South Africa was a truly deep yearning and it was the depth of this which had generated such intensity about the question of the kind of second-grade education which blacks had always received.

He said blacks demanded equality in education and they would get it.

Chief Buthelezi said it was, however, a 'lot of balderdash' that a great Utopian state awaited blacks in South Africa after liberation.

It was not true that political victories would cause 'manna to fall down from the heavens' with which political parties could feed the hungry masses.

'If we took all the money out of white pockets and out of white bank balances, and distributed that money equally among the millions

of black South Africans, that money would be eaten in a matter of weeks or months,' the Inkatha president said.

Unless black South Africans educated themselves, unless they learned, unless they acquired skills, unless they trained themselves to do skilled work, and unless they gained university education, there would be no upward progress in black society.

He said the very leaders who were urging African children to burn their schools and abandon their education because it was inferior had not followed these practices themselves but had obtained a good education in each case.

Funds

The Inkatha Youth Brigade approved a resolution that the slogan 'Liberation now - education later' was an incomprehensible position.

The motion said knowledge was, by its very nature, a *sine qua non* of liberation, as history had demonstrated.

Another resolution reaffirmed Inkatha's demand for one educational system for all races in South Africa and called on all democratic forces and Western governments to channel funds for supporting education in South Africa through a trust fund under the auspices of Chief Buthelezi.

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Shortages hit blacks

THE development of black education was being prejudiced by an acute shortage of black teachers and a lack of training facilities, Transvaal Teachers' Association (TTA) secretary Jack Ballard said yesterday.

That situation contrasted with a big white-teacher surplus and hundreds of vacancies at white education colleges.

Ballard said the TTA attitude favouring the use of white teachers in black schools had been reinforced by a recent report from a working committee.

"We support the free movement of teachers between the two responsible departments of education."

Grant for guidance teachers

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18/6/86.

THE Southern Transvaal branch of South African Breweries has given a R7 000 grant to enable the Johannesburg Career Resource Centre to hold two-day seminars, mainly for career guidance teachers.

The SAB made this grant in order to enable teachers to teach high school children "life-skills" that will help them to cope better as young adults. What they will learn to pass on to high school pupils are described as "fundamental interpersonal skills for young adults".

Career Resource Centre director, Ms Jean Watt, said topics will include learning from experience, managing time, coping with unemployment, and, how to study effectively.



MR JIM HOUSTON of NCR (left) handing over a cheque of R1-million to Mr Jan Steyn of the Urban Foundation.

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Firm gives R1-m for education

AN American company this week donated R1-million towards educational advancement and training of blacks in South Africa.

The managing director of the National Cash Registers (NCR) SA, Mr Jim Houston, handed the cheque to the director of the Urban Foundation, Mr Jan Steyn, at a Press conference in Johannesburg on Tuesday. The money was donated by the company to the American branch of the Urban Foundation established this year.

"South Africa is undergoing one of the greatest crises in its his-

tory. It is a time when we all seek anxiously for beacons of hope, for reassurances that a peaceful future for all of us is still possible. It is important for us to demonstrate our commitment to continuing developmental activity and the promotion of the process of change in South Africa," said Mr Steyn.

Mr Steyn said: "While the process of a negotiated settlement is fundamental to South Africa's future, developmental activity which demonstrates that we care about people is also of vital importance".

M/M 19/6/86

Rajbansi hits at Manco's college veto

Mercury Reporter

THE Chief Minister in the House of Delegates, Mr Amichand Rajbansi, yesterday hit back at the Durban City Council's Management Committee for rejecting the HOD request to use 39 ha of residential land in Cato Manor to build a R50-mil-

lion Indian college of education.

Manco rejected the proposal on the grounds that under-utilised white colleges, including the Edgewood College of Education, should be opened to all races instead.

Speaking from Cape Town, Mr Rajbansi said the

council had been fully aware for the past four years of the plan to build a teacher-training college in Durban.

He said the Edgewood College had been controlled by the NRP-controlled Provincial Council until April 1 this year.

'Why did they not adopt this attitude before April 1? Is it because their own people were in control of affairs and now white education has been transferred to the central Government?

'In this case it appears to be party political in-fighting. Must people who are not white not be provided with facilities because white institutions are under-utilised? Is there honesty and sincerity in Manco's motives?

'They have to ask themselves why all these years before April 1 they did not take this stand. Furthermore, would they consider the provision of amenities and facilities in areas where they need them most and get rid of apartheid from the municipal budget?' he asked.

Edgewood College of Education, Pinetown, has just over 700 white students currently enrolled, although it has the capacity for 500 more students.

Prof Andre le Roux, head of Edgewood, approved Manco's decision, saying: 'I would be very positively disposed to opening Edgewood to Indian students.'

'The De Lange Commission recommended that maximum use be made of all educational facilities and this seems to me to be the rational thing to do.'

CPA 11/15 1976/86

Sonn: Time to free Mandela 'Tell of black heroes'

By **RONNIE MORRIS**
Education Reporter

KIMBERLEY. — The time to free Mr Nelson Mandela and other political prisoners was now, so that they could seek a mandate for the ANC to negotiate with the government for a non-racial constitution, said the president of the Cape Teachers' Professional Association, Mr Franklin Sonn.

He was delivering his presidential address to about 1 000 teachers and guests at Tuesday night's opening of the 19th CTPA annual conference where, for the first time in its history, the audience sang Nkosi Sikelel' iAfrika at the end of Mr Sonn's speech.

He was also given a standing ovation.

Mr Sonn said it was possible to curb "unbridled power in the hands of anyone with a Bill of Rights or by making the provisions of the constitution subject to the Supreme Court".

Such a system of "checks and balances" had worked in the United States and could work in South Africa.

He called on CTPA

members to be "true instruments of reconciliation".

Mr Sonn said: "If our appeal for fundamental reconciliation is heeded the hard core of goodwill will serve the country to bring about the change in relative peace; if we delay, this basis of goodwill will be undermined and the inevitable institution of the open and free franchise will be effected only with much more trauma, disruption and death."

This would make the reconciliation and the construction of a post-apartheid South Africa that much harder.

Mr Sonn said apartheid education had been reaffirmed only with a different complexion.

"A further consequence of this 1985/1986 model of apartheid education has been the clear signs of blatant administrative mismanagement."

There were constant complaints that Labour Party MPs had confronted teachers with confidential information regarding promotions and "boasted of their so-called power".

heroes'

Education Reporter

KIMBERLEY. — The concept of people's education should be approached objectively because "our children have the right to learn of the heroism of blacks in history", the president of the Cape Teachers' Professional Association, Mr Franklin Sonn, told about 1 000 delegates at the 19th annual congress of the CTPA.

"Our children are entitled to learn of the heroism of blacks in history. Our children have a desire to read the poetry of black suffering as written by Serote, Gwala, Sepamla, etc.

"Our children must stop rejecting Afrikaans as the so-called language of the oppressor. Afrikaans is our language. They have taken it from us.

"We are all tired of our schools bearing names like Fanie van der Merwe of HNP fame and Fred Gaum of Conservative Party ilk. We must consider whether we can bear these insults that are inflicted after injury much longer."

Govt spending on education up by 50 percent

By BARRY STRECK
Political Staff

HOUSE OF ASSEMBLY.

Government spending on education, outside the four independent homelands, has rocketed by more than R200 million over the past three years — or by 51.2 percent.

The biggest increase, in percentage terms, has taken place in black schools outside the homelands, where spending has increased

by 65.1 percent to total R1 072.5 million during the current financial year.

But, despite the increase in expenditure being higher in percentage terms in the different black education sectors than in white education, the actual gap has continued to widen.

So, although the expenditure on white education increased by 45.8 percent, the not increase

was R1 019.2 million to total R3 872.5 million.

During the same period the not increase on black education in the non-independent homelands and on black education outside the homelands was R499 million, or 41.2 percent.

This means the real gap in spending between white and black education has increased, in

spite of the higher percentage increase in non-black education.

And the increase in spending on white education over the past three years will be almost the same as all the government spending on black education outside the homelands during the current financial year.

Moreover, government spending on education in the non-independent

homelands went up by only 30 percent over the five years to total R328.9 million.

This means the gap in expenditure on education for whites and the spending on education in the non-independent homelands has increased in both real and percentage terms.

Those details emerged from the reply in the House by the Minister of Finance, Mr Bernard Platts, to a question

from Mr Ken Andrew (PFP Gardens).

Mr Du Plessis's reply covered the actual expenditure on education during the 1984-5 financial year and the budgeted expenditure for the 1986-7 financial year.

He said R2 209.9 million was spent on white education in 1984-5 and R3 232 million would be spent during the current financial year — an increase of 45.8 percent.

Expenditure on coloured education went up from R399.1 million to an estimated R496 million — an increase of 25.0 percent.

Expenditure on Indian education went up from R282.4 million to an estimated R383.1 million — an increase of 35.6 percent.

Expenditure on black education outside the homelands increased from R449.5 million to R1 072.5 million — an in-

crease of 51.2 percent.

Spending on black education in the non-independent homelands went up from R215 million to R328.9 million — an increase of 53 percent.

Mr Du Plessis's figures show that total spending on education went from R4 075.9 million to an estimated R5 153.1 million over the three years — an overall increase of 26.5 percent.

402/2/88

Teachers voted to quit racial govt structures

Dispatch Correspondent

KIMBERLEY — The Cape Teachers Professional Association yesterday decided at its 19th annual congress here to withdraw its representatives from "racist government structures".

The motion supported by at least 80 per cent of about 1 000 delegates, mandated the CTPA to request the Union of Teachers Associations of South Africa (UTASA) to withdraw all its representatives from all structures of the Department of Education and Culture (DEC) and the Department of National Education.

The motion, proposed by CTPA vice-president, Mr Randall van den Heever, said the organisation wanted to emphasise its dissatisfaction with the "racist basis" of the two departments. It also stressed the "inefficiency and unprofessional management" of education by the DEC.

The CTPA repeated its call for a single non-racial education department.

Mr Van den Heever said the CTPA representation on structures of the two departments was a strategy and not a principle and the time had come to re-evaluate that strategy.

He had served on the syllabus committee and despite objections on the history syllabus, he had been overruled and the present syllabus implemented. "All I succeeded in doing was sugar coating the apartheid pill. I cannot be part of that," he said.

The organisation could not in the present political climate take joint responsibility with DEC for educational matters.

The CTPA president, Mr Franklin Sonn, said the CTPA was in a Catch 22 situation because the organisation had had successes in certain areas, but the CTPA was more united than ever before and together with UTASA had three options: the strategy of reason, withholding participation and the option of violence.

"I pray with all my fervour that the day should never come that we will take that decision (of violence)," he said.

The principal of Garlandale Senior Secondary in Athlone, Mr E. J. Snyders, said the CTPA could not continue with "ostrich politics".

"The writing is on the wall for the present political order and the liberation movement is gathering momentum. Those who remain on the outside will miss the train," he said.

W Rand
council
scraps

race bar

West Rand Bureau

Roodepoort councillors made the following decisions at their monthly meeting last night:

- All Roodepoort residents, irrespective of race, can now become members of municipal libraries.
- Roodepoort will get a new cemetery in Panorama and the remaining 15 hectares of the present cemetery close to Dobsonville will be sold as soon as possible.
- The council backs the idea of preference for South African products. Support will be given to local companies wherever possible.

Education crucial for future development, Steyn tells teachers

(SD) N/M 21/6/86 (2329)

Weekend Post
Correspondent

GRAHAMSTOWN — Three areas of hope were identified by Mr Jan Steyn, executive director of the Urban Foundation, in his keynote address to the South African Teachers' Association (Sata) National Conference.

The conference opened in Grahamstown today.

His address was read by Prof Willie Esterhuyse, professor of philosophy at Stellenbosch University, to an audience of 200 delegates.

The first area of hope Mr Steyn identified was a vision of South Africa beyond apartheid with education as the critical tool for development and growth.

The second was that the private sector was showing increasing willingness to challenge inequalities and injustices.

The third was the emergence in the black commu-

nity of significant groupings such as the National Education Crisis Committee, challenging the cry of liberation before education showing that it recognised how important it was that schooling continue.

In his report, Sata's retiring president, Mr John Ince, said polarisation and politicisation had been a recurring development in the education scene.

The division between "own affairs" and "general affairs" which dominated all structures of Government had caused, at leadership and grass root levels, deep concern about the education of all South African children.

Sata had opted to work for change within the existing structures.

Mr Ince said: "Thus we find ourselves walking the tightrope between own and general affairs. Education for different racial groups remains within the context of separate affairs."

For as long as separate education remained racially based, it remained unequal in the eyes of many.

Mr Ince said education should be depoliticised. Sata should strive for a single effective ministry (of education) and consider forming a single professional teachers association encompassing ideals based on the principles of equality.

Next week Sata will debate issues including the restriction on inviting outside speakers to schools. There will also be discussion of controversial issues such as conscription, conscientious objection, alternative service and pacifism, support for teachers who are universal pacifists, detention of children under 16 years, opening schools to all races and awareness programmes centring on injustices in the political and socio-economic systems.

Record sum for bursaries

Bursaries amounting to R2,6 million have been awarded to more than 1 000 black students countrywide by the South African Institute of Race Relations.

This is the largest sum the institute has spent on bursary funding.

A third of the bursaries have gone to school pupils while nearly half are for university students. The remainder are for technical and teacher training.

Bursaries were awarded according to academic ability and financial need.

As well as the bursary programme, the institute runs school enrichment programmes and has more than 2 000 black pupils and students studying through it.

Local and foreign donors have given R2,7 million to the institute for education this year.

According to the institute, all bursary programmes for 1986 are now full but applications for 1987 should be sent in soon.

Education not problem of govt alone — Steyn

(50)

DD.

23/6/86

GRAHAMSTOWN — The chairman of the Urban Foundation, Mr J. H. Steyn, said the private sector could not leave the education crisis to the government alone.

Addressing the opening of the South African Teachers' Association congress in Grahamstown at the weekend, Mr Steyn said this could not be done as long as some authorities insisted on

viewing it as a technocratic problem that could be alleviated simply by the allocation of additional resources.

Mr Steyn said recent ministerial announcements indicated a desirable policy shift.

He said the government's ten-year plan for black education, welcome as it was, would not resolve fundamental

grievances.

Referring to the role of the private sector, Mr Steyn said the ultimate aim should be the creation of an equal partnership with community groups to direct and manage educational initiatives and reforms with the objective of reducing the government's role to those areas appropriate for its involvement. — Sapa

Shell's black education role praised.

BU BAY 29/5/86

NEW YORK — Shell Oil, target of a black boycott campaign in the US, has been praised by University of Cape Town (UCT) president Dr Stuart Saunders for its contribution to black education in SA.

Shell and other US oil companies deserved high marks for providing scholarships, he said in an interview with the *New York Times* at

RICHARD WALKER

the end of a six-week US visit in search of more scholarships.

In the past five years, UCT had graduated the first 70 black engineers, all through oil company scholarships. He singled out Shell Oil for a programme to place bright black

pupils in private schools.

Shell Oil, a subsidiary of Royal Dutch/Shell, was made the target of a boycott by the National Association for the Advancement of Coloured People (NAACP), which accused it of fuelling the SA military.

Students then made Shell a particular target for disinvestment.

Dispatch Reporter

GRAHAMSTOWN — No magical quick fix was possible for South Africa's present education disarray, Dr Derek Henderson, Vice-Chancellor of Rhodes University said at the annual South African Teachers' Association conference in Grahamstown yesterday. He said: "Black education takes place against a background of grinding poverty and in many cases, fear and instability. I do not believe such circumstances can be upgraded to a satisfactory level in under two decades of dedicated and backbreaking commitment."

Dr Henderson said South Africa was "manifestly" inhomogeneous, culturally, religiously, genetically and linguistically.

He said education resources were not adequate. Stability and order were at stake. The political system was going through a fundamental transition, too rapidly for some, and not remotely rapidly enough for others.

The quality of education ranged from reasonably satisfactory for whites, even by developed world standards, to hopelessly inadequate for blacks.

Dr Henderson said the government had committed itself to the principle of parity of educational resources and had undertaken that expenditure on black education for the next ten years would increase by four per cent a year in real terms.

But there were underlying social and economic realities to be considered. The professional and managerial sectors, mainly white, were highly mobile. If they were taxed more heavily than at present or saw their educational institutions levelled down too far, they would simply leave.

The ability of the economic systems, even to produce the present level of wealth, would then be severely compromised.

Dr Henderson said: "The extra money for black education is not going to come in some magical painless way from increased taxation. It could only come from a fairly drastic redistribution of resources as a whole."

Whites would have to accept the present educational dispensation could not continue. Ex-

clusively white schools were destined to become the exception rather than the norm.

He said: "Certain universities and private schools have already demonstrated that there is life after the barriers have fallen."

Dr Henderson said: "Our highest priority and first objective should be to provide adequate primary education for every

child. We should deliberately concentrate on the basics of functional literacy and numeracy."

The most critical means to this end was an adequate corps of sufficiently trained and motivated teachers. The provision of proper secondary and tertiary education for teachers was thus obviously part of the highest priority.

Secondary and tertiary

education should be regarded as preparation for leadership roles. A high priority at this level must be the provision of properly trained manpower for South Africa's industrial base.

Dr Henderson said: "The politics of the provision of education is too important to leave to the educators, but the serious business of education is too important to allow the politicians too free a hand."

D.O. 23/6/86
Henderson: good primary education priority for all

CAP Times 23/6/86

Danger of 'delusion'

Own Correspondent

PORT ELIZABETH. — The private sector cannot leave the handling of the crisis in black education to the government alone, Dr Jan Steyn, executive chairman of the Urban Foundation, said on Saturday.

Professor Willie Esterhuysen, professor of philosophy at the University of Stellenbosch, delivered Dr Steyn's address at the annual conference of the South African Teachers' Association in Grahamstown.

In his paper, Dr Steyn said that as long as the authorities viewed the crisis as a technocratic problem, resolvable simply by the allocation of additional resources, they were in danger of deluding themselves.

The private sector could not afford to be as-

sociated with such a view of "educational reform" even by implication, and should clearly and publicly distance itself from this approach, Dr Steyn added.

A plea for depoliticization of the control of education was made by Mr John Ince, retiring president, in his report to the conference.

"We should strive for an effective single ministry with a policy of equality for all," he said.

Mr Ince said apartheid was the single issue behind the educational turmoil.

Serious consideration should be given to forming a single professional teachers' association based on principles of equality, he said.

No magical quick fix was possible for South Africa's present educa-

tion disarray, Dr Derek Henderson, vice-chancellor of Rhodes University, said at the conference.

"Black education takes place against a background of grinding poverty and in many cases, fear and instability," he said.

"I do not believe such circumstances can be upgraded to a satisfactory level in under two decades."

He said education resources were not adequate. The political system was going through a fundamental transition, too rapidly for some and not remotely rapidly enough for others.

Whites would have to accept that exclusively white schools were destined to become the exception.

(50) (50)



Mr Phatuwani Netshiombo graduated with an MA in psychology at Fort Hare at the weekend.

Borman tells graduates education is liberation

By MTOBELI MXOTWA
EAST LONDON — People who deprived themselves of education will be relegated to the ranks of the unemployed or enter the labour market at the bottom. Mr Leo Borman told the 70th Fort Hare University graduation ceremony at the weekend.

The former managing director of CDA, and member of the Fort Hare Foundation, was the guest speaker at the ceremony where 393 diplomas and degrees were conferred on students.

This comprised of 33 undergraduate diplomas, 365 degrees, 82 post graduate diplomas, 100 post graduate degrees, 17 masters degrees and one doctorate.

Mr Borman said the country was experiencing turbulent times ranging from riots to threats of disinvestment and sanctions.

The youth were being urged or forced into staying away from education institutions.

"The cry is liberation before education," Mr Borman said.

He reminded his audience that in Europe and America, the least educated were unemployed and poor.

Mr Borman said the cry should be changed to "liberation through education".

"I believe that education is liberation," he said.

He said liberation was

one teacher for every 30 or 35 pupils, one doctor or dentist for every 3 000 or 4 000 people in rural or urban areas.

He said there should be enough qualified nurses and paramedics throughout the country. More engineers and qualified managers of all levels were needed to boost the country's progress.

South Africa's reserves of high-level manpower were far too small for the country to achieve its economic and social objectives.

Mr Borman said, as an industrialist, he was shocked to learn that between now and the turn of the century, managerial positions should be filled at the rate of 3 700 a year, mostly from the black population.

Yet only about 300 from this group have annually moved into executive positions during the past 20 years.

He said liberation was not only attaining university education, but also acquiring technical, agricultural and college education — so advantage can be taken of positions in industry and commerce as well as in the government sector.

"Educational qualifications are passports to higher standards of living," Mr Borman said.

He urged the graduates to constantly update their qualifications so they could efficiently serve the community and uplift it from a

Third World standard to that of the First World.

The demands of the country's institutions required the best brains and Fort Hare is playing a most important role.

Mr Borman urged the university graduates to learn self reliance and to cultivate a work ethic to solve their problems.

"Let us stress the development of strong family ties with strong moral principles and let us educate our young at least as high as those around us.

"Let us make ourselves highly acceptable and indispensable by our industrial, intellectual and moral contribution to society," he said.

Emphasis should be placed on "duties" and not "rights".

The duty to create the right climate in a country did not solely rest with the government but also with the private sector.

He said it was with a deep sense of patriotism that the South African Federated Chamber of Industries issued a business charter of social, economic and political rights as a guideline against which all reform would be measured.

The charter covered 25 basic human principles of social, cultural, economic, civil and political rights as well as personal and public responsibilities.

"The very first principle being — all human

beings are born free and equal in dignity and rights," he said.

He said the charter stated that everyone had the right to equal educational opportunities and the functions which the state or private institutions assumed.

Mr Borman appealed to people to stand together and approach the

future with confidence and humility.

He said bigots and extremists could only lead the country to poverty, unemployment, misery and deprivation.

Mr Borman congratulated the graduates and parents for their patience and dedication until their goals had been reached.

DATE TIME 24/6/86

School enrolment up by a million in 5 years

Political Staff

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BLACK school enrolment in South Africa, including all ten homelands, has increased by more than a million over the past five years and is expected to increase by more than 800 000 by 1990, the Research Institute for Education Planning has said in its latest report.

But it has found that there is still a high drop-out rate in black schools.

The institute, which is attached to the University of the Orange Free State, estimated that 6 013 050 black pupils were in school last year compared to 4 840 885 in 1980, and it was expected that 6 888 300 would be enrolled by 1990.

Between 1974 and 1985, the enrolment increased by more than 2,5 million and this represented an annual growth rate of 3,08 percent.

However, 160 800 pupils left school

last year as illiterates and 197 900 as semi-literate people who had not passed Std 2.

"Although the outflow at the lower school levels is relatively high, many of these pupils flow back into the educational system afterwards. The so-called illiterate outflow should be judged in this way.

"With the introduction of a system of compulsory schooling the early school-leaving phenomenon will decline."

It was also reported that the number of matriculation candidates dropped last year from 86 192 to 82 088, and that only 38 590 — 47 percent — passed.

The total budgeted expenditure on black education in South Africa, including the homelands, had gone from R425m in 1980/1 to R1 816m in the 1985/6 financial year.

... in govern-
ment. — Sapa
... he said.
CAM-7015 24/5/86
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Racial schools quota dropped

Political Staff

THE "racial quota" which would have dictated the subsidies given to private schools has apparently been dropped.

The Minister of Education and Culture in the House of Assembly, Mr Piet Clase, said yesterday that private schools themselves would decide on the admission of pupils.

However, Mr Clase added that, in order to qualify for a subsidy, a school would have to show it met the "educational and cultural needs of a cultural or religious group" which could not be met by public schools.

Opposition spokesmen have declined to comment on the announcement until they have clarified whether this is not a "back-door" method of

maintaining the "racial quota" system. Speaking during the debate on his budget yesterday, Mr Clase said that in order to qualify for the 15 percent subsidy the school would have to:

- Maintain scholastic standards.
- Provide satisfactory accommodation for pupils.
- Comply with the medium-of-instruction provisions applicable to private schools.

The minister said that private schools which attained higher scholastic standards, such as a higher pass rate and requirements affecting the educational needs of the cultural or religious group, would be eligible for the 45 percent subsidy.

The new regulations will come into effect retrospectively from April 1.

AREA: Within a radius of 56 km from the Welkom Railway Station, excluding that portion of Kroonstad falling within this area.

TO - BUILDING INDUSTRY, O.F.S. GOLDFIELDS

DD 24/6/86 (50)

Teachers urged to participate in erasing apartheid from education

Dispatch Reporter

GRAHAMSTOWN — The South African Teachers' Association (Sata) would have to reassess its place in the Federal Council of Teachers' Association (Fedco) with regard to some of Fedco's affiliates.

This was said at the annual Sata conference in Grahamstown yesterday by Mr R. van den Heever, vice-president of the Cape Professional Teachers' Association (CPTA).

In discussion on the

rôle of teachers' organisations in national dialogue, he said teacher organisations were only relevant if they participated in the liberation of South Africa.

Mr Van den Heever said the CPTA mandate was a positive response to apartheid, which was not the facilitator but the albatross deferring dialogue.

He said: "The upheaval won't go away until there is a willingness to accept all South Africans in a common situation of non-racial democracy with equal citizenship, unitary franchise based on a bill of rights and a non-racial government."

Mr Van den Heever said Sata would have to step up its resistance to "the abominable teachers' council" for whites. It would have to consider ways of withholding apartheid instructions.

Efforts of white schools to open doors to all races were commend-

able.

Teachers must stand together and set their minds to the kind of education system they wanted — irrespective of the government in power.

He warned that young people were getting impatient with the rate of change and adopting more militant attitudes.

Mr P. Samuels, president of the Teachers' Association of South Africa (Tasa), said the purposes of education were being challenged. It was being examined in terms of the relevance of curricula as a liberating process.

The call for "peoples' education" was a call for a change in the system which hopefully would uplift and impart a sense of dignity.

Mr Samuels said: "My organisation accepts the need to have a political outlook on education. All teachers' organisations should be getting together to achieve the unity to talk."

Mr Dudley Schroeder, vice-president of Fedco, said Fedco had a rôle to play getting issues addressed speedily and at the highest level.

Mr Van den Heever warned: "We might be moving into different camps."

He said the community had identified the "nub" as apartheid. Although strategies had not been spelled out there was a broader-based movement emerging which was not based on colour or race.

● Teachers were also asked to put aside personal prejudices and affirm the individual right to smoke while urging continuing effective education programmes for pupils about the dangers of smoking and related killer diseases.

● Textbooks, too, were a crucial issue. Some overseas textbooks were regarded as superior to the local product.

Primary school textbooks were judged unsuitable, while the finan-

cial waste in reprinting others as a result of minor syllabus changes was deplored.

Teachers should be able to choose the best textbooks available at "old prices". They also decided to ask the Human Sciences Research Council to study in depth the suitability of primary schools textbooks — that these include glossaries and indexes and cater in design and content for differentiated education, looking also at their application in multi-racial schools.

Minor changes in syllabi should be "written off" and available textbooks not destroyed to obviate "enormous waste".

At this point came an urgent plea from a Transkei delegate, who asked that all textbooks scheduled for destruction be forwarded to Transkei instead.

The payment of compulsory school fees was seen as problematic.

Questions asked were: What percentage would accrue to the schools? Would schools pay the electricity and water bills? Who would collect the fees? How to differentiate between compulsory and voluntary fees? How would school committees draw up budgets? What legal procedures could be involved if parents failed to pay? Would there need to be a statement of means?

These questions would need to be answered, teachers said.

Trained teachers should be treated like other professionals when they were required to do compulsory national service, it was mentioned. They should be posted to teachers' appointments, thus gaining experience plus the ability to step back into their professional niche with relative ease.

Consideration was being given to this issue, delegates were told, but it was complicated by the involvement of the Department of Manpower.

24/6/86
Sowetan

Education: Call for business community co-operation

BIG business should look to an equal partnership with the black community in an effort to help resolve the education crisis, according to Urban Foundation executive director, Mr Jan Steyn.

In an address read in his absence at the opening of the South African Teachers' Association congress in Grahamstown, he warned against "unqualified" private sector support for "limited" Government reform, greeted with suspicion by the black community and said that educational reforms would succeed only if they enjoyed legitimacy.

Neither the Government, nor the private sector, could achieve this if they acted alone, he said.

The Government's 10-year plan for black education failed to address fundamental political issues. Long exclusion of black people from the political system had earned free enterprise a bad name.

The private sector would have to look to involving itself in structures created and supported by the black community and impress on the authorities the urgent need for issues, such as inequality and separateness in education to be addressed before "technocratic" solutions were applied.

"The ultimate aim should be the creation of an equal partnership with community groups to direct and manage educational initiatives and reforms with the clear objective of reducing Government's role to those areas appropriate for this involvement," Mr Steyn said.

The private sector would have to prove by word and especially deed, that free enterprise was not "the handmaiden of apartheid," some said it was.

EVE POA
24/6/86
Apartheid
education
causes
divisions

Post Correspondent
GRAHAMSTOWN —
Sharp differences of opinion on the methods of rejecting apartheid education emerged at the South African Teachers' Association conference in Grahamstown today.

Delegates argued for nearly an hour over a motion by the Cape Peninsula branch calling on the SATA to withdraw from all "own affairs bodies". Negotiations with the Cape Education Department would continue "for practical purposes".

This would require withdrawal from the Teachers Federal Council.

Fears were voiced that SATA might vote itself into oblivion. Traditional structures of negotiation were being rejected.

The incoming president, Mr John Stonier, said: "We are moving into a scene of selective withdrawal. Whatever we do we lose."

Because it was an emotional issue he suggested referring it back to the branches.

"Let us give it a more thorough examination before we nail our colours to the mast," he said.

Open schools to all, say teachers

M. Lewis
24/6/86

From GAYE DAVIS
Education Reporter

GRAHAMSTOWN. — The 4 000-strong South African Teachers' Association (Sata), which represents white English-speaking teachers in the Cape, wants Government schools open to all races.

At their annual congress here yesterday, Sata delegates unanimously adopted a report concluding that opening Government schools to pupils of all races was "desirable and attainable".

Incoming vice-president, Mr Richard Hawkins, member of the five-member Sata committee mandated at last year's congress to investigate the viability of open schools, presented the report's findings.

National policy

The ideal of open schools was attainable to a limited extent under South Africa's present political system, "but ought to become national policy under a new dispensation".

Guiding principles should be freedom of association and the right of local communities to choose their own educational patterns.

Whites in favour of keeping schools closed were strongly influenced by fear of change, loss of educational standards and "swamping" by large numbers of black pupils.

But opening the schools to all could also be a survival technique, an alternative to revolutionary change whereby whites could continue to play a role in determining education policy.

"Out of step"

The present closed system was "out of step" with a society where mixing already occurred in the work place, at church, at some schools and in other areas, the committee found.

Parents should be able to choose to send their children to open schools, while the freedom of others to choose not to associate might imply the need to retain some closed schools, Mr Hawkins said.

Findings included:

- Open schools were the most effective way of educating for a future changing society in which white schoolchildren would be directly affected;
- Sharing white facilities — many of them under-utilised — and expertise was a more viable economic solution to South Africa's educational needs than pouring funds into black education;
- Open schools could shift control of education from the political arena into the hands of educationists and communities;
- Refusal to allow open schools could lead to increasingly rigid stances being adopted by extremists.

(Turn to Page 3, col 2)

Open schools call

Continued from Page 1

The Argus Political Correspondent reports that opposition and Labour Party spokesmen today welcomed the South African Teachers' Association's decision that Government schools should be opened to pupils of all races.

It was clear, however, that the National Party would not accept such a move.

Mr Horace van Rensburg, the Progressive Federal Party's chief spokesman on education, said the decision was in accord with the party's point of view.

This would provide for freedom of association in education and would go a long way towards reducing the tensions in the present educational system.

It would also help attain the goal of equal educational opportunities for all as set out in the De Lange Committee report.

Mr M R E Lewis, the Labour Party's chief spokesman on education, said the party had repeatedly asked for an open educational system.

The party also believed in an element of freedom of choice in local communities.

While some exclusive schools could be allowed, State schools receiving subsidies should gradually be opened.

The Minister of Education in the House of Assembly, Mr P J Classe, and Nationalist spokesmen on education were not available for comment today but from their viewpoints in Parliament during this session it is clear the Sata decision will not be acceptable to them.

The National Party is against the concept of open Government schools because it clashes with the "own affairs" concept in the constitution.

● White teachers slam apartheid: See page 10.

Call for pupils to meet all races

Post Correspondent

GRAHAMSTOWN — A call to all teachers to get out of their pigeon holes, open horizons and encourage pupils to meet children of other race groups was made by a Zwide headmaster yesterday.

Speaking at the South African Teacher's Association (Sata) conference, he said Sata's role of as a bridge worried him.

He asked why teachers did not take their pupils to other schools "so we can all learn what is happening in each other's schools".

He said the crisis in black education had persisted since 1984. Schools were falling into disuse.

The concept of people's education had not yet crystallised but any education systems that did not involve the people whose children had to be taught could not succeed, he said.

● Sata backed a call from Uitenhage for departmental funds for suitable safety equipment at schools.

While rejecting public violence by children, Sata backed the Cape Town branch's call for the detention of minors in circumstances where supervision was not punitive but aimed at getting children back home.

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DD 25/6/86

Sata argue on rejecting apartheid in education

GRAHAMSTOWN — Sharp differences of opinion on the methods of rejecting apartheid education emerged at the South African Teachers' Association (Sata) conference in Grahamstown yesterday.

Delegates argued for nearly an hour over a late motion proposed by the Cape peninsula branch. This called for Sata to withdraw from all "own affairs bodies." Negotiations with the Cape Education Depart-

ment would continue "for practical purposes."

This would also require withdrawal from the newly created Teachers Federal Council. The TFC was defined as a non-statutory body with statutory powers functioning within its own constitution.

Miss E. Pringle (Atlantic) said, "We are faced with two choices, either we maintain credibility and reject apartheid or we remain in the rut of apartheid."

The no-win situation was spelt out by Mr John Stonier, incoming president, who said, "We are moving into a scene of selective withdrawal. Whatever we do we lose."

Traditional structures of negotiations were being rejected. Open negotiation should be pursued to promote open education it was thought.

Because it was such an emotional issue, Mr Stonier suggested it be referred back for in-depth discussion at branch level. — Sapa

Union rejects harassment claim

Dispatch Reporter
EAST LONDON — The Cape African Teachers' Union has rejected claims that the union collaborated with the government in "victimisation and harassment of progressive members of the profession".

The disclaimer was made at the 33rd annual general conference of the Cape African Teachers' Union meeting at Wilderness near George.

In a statement signed by the union's president, Mr F.M. Tonjeni, the

teachers rejected allegations that members of African Teachers' Association of South Africa (Atasa) affiliates played a "destructive and obstructionist role" against "progressive" members of the profession.

The teachers also disputed that Atasa nationally and regionally promoted the creation of a "collaborationist middle class".

The conference resolved that these allegations were unfounded

and totally rejected.

"It was strange that black teachers should be fighting against each other while the struggle for a better education deal and all round power-sharing, which were the main goals had not been achieved," the teachers said.

"This type of situation does not promote the desired spirit in the struggle for a better education," they added.

The statement did not say who Atasa critics were.

Sata teachers call for 'more contact'

From GAYE DAVIS
Education Reporter

GRAHAMSTOWN. — The crisis in black schools could leave black people with nothing to build on, said the president of the Cape African Teachers' Union (Catu), Mr DD Vinqi.

He told delegates at the South African Teachers' Association's annual congress here that at some schools in the South-Western Cape pupils refused to allow teachers to teach history because the pupils rejected the syllabus.

Little education was taking place at some schools.

"We do not know what is going to happen when we reopen on July 1," he said.

RAY OF LIGHT

A "ray of light" in the situation was that parents had been made more aware of the need to be involved in education.

He urged contact between children and teachers from white schools and those of black schools "so we can broaden our horizon".

"Sata's voice would perhaps have more meaning if its members had first-hand experience of conditions in schools next door. After all, we are teaching the same children who will have to live together in this South Africa of ours."

Congress resolved unanimously to call on all Sata members to make "every possible effort" for their schools to make contact with schools and

associations of other race groups.

Cape teachers want senior certificate results sent to schools before they are released to the Press and would prefer them published during the day rather than early in the morning.

Concern was expressed about drunken, unruly gatherings of pupils waiting outside newspaper offices for the release of results soon after midnight, as well as the need for "professional handling" of pupils who failed the exam.

Motions requesting that full senior certificate results be sent to all schools before their release to the Press and asking the Cape Education Department to consider their being published in midday editions of newspapers only were carried by a large majority of delegates.

SUBSIDIES

In terms of a motion adopted yesterday Sata will again ask that single women teachers be allowed to retain their housing subsidies after marriage — as their male colleagues do — if their husbands do not already have subsidies.

The congress also called on the Government to allow schools to admit pupils of all races and decided to launch a campaign to promote the right of school committees to open their schools if their local communities wished to do so.

D.D.

2H, THURSDAY, JUNE 26, 1986



New planning to delay opening of DET schools

Dispatch Reporter

EAST LONDON — Primary and secondary schools falling under the Department of Education and Training (DET) will re-open on July 14, instead of July 1 as previously arranged by the DET.

This was announced in Pretoria by the director-general of the department, Dr Braam Fourie, yesterday.

In a statement, Dr Fourie said the DET was deeply concerned about the disruptions which had occurred during the past few months which hampered the progress of pupils and their school careers and placed their future in jeopardy.

The disruptions had been both a worry and frustration to the parents who lost money and time during the period, he added.

He said it had become clear to the department that neither the interests of pupils or those of the parents would be served when such disruptions were allowed to continue.

The DET had a responsibility to re-institute meaningful education and to ensure that no further disruptions took place during the year, Dr Fourie said.

Officials of the DET were drawing up and implementing plans of action so that effective education according to professional norms and principles would take place at every school "in an atmosphere of good order, calmness and discipline," Dr Fourie said.

He said in order to plan and execute these actions successfully, it had been decided to defer the opening date of primary and secondary schools from July 1 to July 14. The arrangement applied to pupils only as the teachers would still have to report on July 1, he added.

Technical colleges, colleges of education, special education schools, schools in self-governing states and those in independent states would not be affected by the new arrangement, he said.

Dr Fourie said special arrangements would be made to catch up lost classwork by means of afternoon sessions as well as tuition on Saturdays. The department would also supplement study material for use by senior pupils.

Dr Fourie appealed to the communities, parents and pupils to co-operate so that "effective education and discipline" prevailed at schools.

CAP-TIME 27/6/66 (288) (50)

School reopening delayed

JOHANNESBURG. — The reopening of black schools for the third term has been postponed for two weeks from July 1 to 14.

The Department of Education and Training announced on Wednesday that this was to en-

able it to draw up and implement plans which would ensure that no further disruptions occurred.

The director-general of Education and Training, Dr Braam Faurie, said the decision, which affected only pupils and

not teachers, was a result of "important educational considerations".

He said special arrangements would be made to catch up on lost school work by means of afternoon sessions and tuition on Saturdays. — Sapa

Teacher for ANC school

STAK

The Star Bureau

SO

27/6/86

LONDON — The left-wing Brent Borough Council — which hosted Dr Allan Boesak on a two-day visit this week — is sending a teacher to an African National Congress college in Tanzania next year as a "contribution to the black people of South Africa".

The teacher will be seconded for a year to the Solomon Mahlangu college in Mazimbu, Tanzania, which teaches a large number of black students and school children who fled South Africa for the surrounding Front Line states.

The secondment will cost Brent about R36 000.

The borough's chairman of education, Councillor Ron Anderson, said: "This proposal is a positive way in which Brent can help black people in South Africa and shows our commitment to ending apartheid in South Africa and racism in general."

30

Border schools ban relaxed

28/6/86
DDR

EAST LONDON — Entry into black school premises in several of the magisterial districts in the Border region has been forbidden for all people not employed by the Department of Education and Training.

This would be effective from Monday, the divisional commissioner of police in the Border, Colonel J. M. Kriek, said.

Since June 15 this year entry to the black schools was forbidden for all people.

The ban still applies to pupils.
The districts affected by the ban include East London, Queenstown, King William's Town, Cathcart, Aliwal North, Dordrecht, Tarkastad, Stutterheim, Sterkstroom, Ugie, Barkley East, Elliot, Lady Grey, Maclear and Indwe. — DDR

Alternative education rally

WINNIE MANDELA and UDF president Albertina Sisulu will be the main speakers at an Education Charter rally at the Jabulani Amphitheatre, Soweto, on Sunday morning.

The rally will be part of a national campaign to "formulate an alternative to Bantu Education, Christian National Education and ethnic education," according to Thami April, representative of the Southern Transvaal Education Charter Campaign committee.

Also speaking at the rally will be Sister Bernard Ncube of the Federation of Transvaal Women and United Democratic Front Transvaal vice-president Frank Chikane.

The campaign has been spearheaded by the Azanian Students Organisation (Azaso), the National Union of SA

30/5/85 WEDNESDAY 11AM
By SEFAKO NYAKA

Students (Nusas), the National Education Union of SA (Neusa), and members of the outlawed Congress of South African Students (Cosas).

Early this month a similar rally failed to take place at the same venue when security forces blocked entrances to the stadium.

April has called upon people to participate in the campaign by forming Education Charter campaign committees in schools, colleges, universities, factories, farms and hospitals. Committee members would discuss apartheid education and collect demands to be sent to regional committees for a Education Charter document.

The rally starts at 11am.

Schools out of bounds

SOWETO schools will not open tomorrow but on July 14 and no one except teachers are allowed on any school premises during that period, according to an order issued by the Soweto police in terms of the state of emergency regulations. This order affects primary and secondary schools.

- The Divisional Commissioner of the SAP in Soweto, Brigadier Gideon Pienaar Laubscher issued the order on Friday in terms of the Public Safety Act which governs the state of emergency. The prohibition includes Dobsonville, Diepkloof and Meadowlands.

No person will be allowed to be on any school premises between tomorrow and July 13 unless written permission has been obtained from the Department of Education and Training (Det). According to Det only teachers must be at school and tertiary institutions.

Thousands of pupils in the area were to return to school tomorrow after a month's holiday.

(30)



Soweto 30/6/86

Top marks, Clase, say private schools

Mercury Reporter

NATAL private schools have labelled recent Government policy announcements on the running and structure of the schools as 'positive'.

Mr Hubert von Klemperer, chairman of the Private Schools' Association, said yesterday he believed private schools would in future find it easier to admit children of different races.

He was reacting to a policy statement by the Minister of Education and Culture, Mr Piet Clase, in the House of Assembly last week.

Mr von Klemperer, who was part of an 11-man delegation who consulted the minister in April on the proposed policy, said his organisation 'warmly' welcomed the statement.

'All our objections as put to the minister during our meetings have been dealt with. As they stand we are happy with the proposals, and are prepared to live with them,' he said.

U S Ambassador Mr Herman Nickel also welcomed the announcement, saying it was 'welcome news' that the Government had withdrawn the threat to stop

State subsidies to mixed private schools.

Mr Colin Silcock, chairman of the Private Schools Headmasters' Conference, also welcomed the announcement. He said he was particularly pleased to see that Mr Clase had said there was no question of race quotas, and that the Government had recognised the schools with grants, as they have done in the past.

Mr C P Bester, a spokesman for the own affairs Department of Education and Culture, said there had never been an official 'quota' of blacks set for those private white schools wanting State subsidies.

Majority

But he confirmed that the admission of blacks would nevertheless be subject, as the minister had stated, 'to items 2 and 4 of Schedule 1 of the constitution'.

This means that the department is tied to the constitutional requirement of 'own affairs' and that the majority — '50 percent plus one' — have to belong to the white population group (if registered as a white school) if a school expects a subsidy.

Any different composi-

tion meant the subsidy would have to come from another State department, said Mr Bester.

'A working document was agreed to by all those involved in private school tuition and at no stage was any "quota" part of negotiations,' he said.

In his speech, Mr Clase said the percentages of grants to private schools were based on scholastic standards and to qualify for the 15 and 45 percent grants schools would have to meet these and other administrative requirements.

These regulations were implemented as of April 1 this year.

Mr Clase said grants to those private schools receiving more than 45 percent would remain unchanged while the grants for other schools were brought into line.

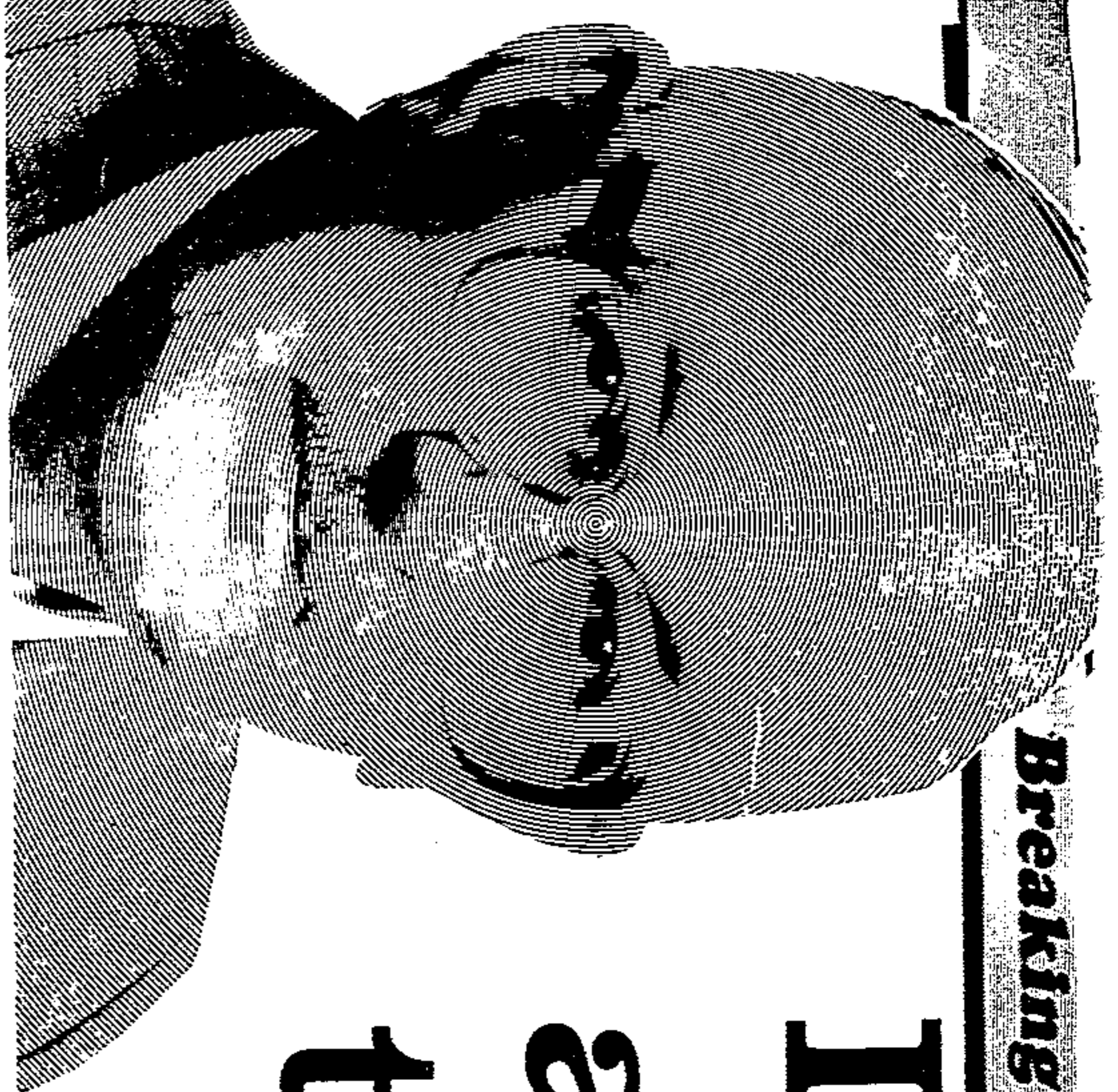
Mr Silcock commented that this was 'very generous' of the minister.

'In this way we know other schools will not be penalised, but it will also mean that those with the higher grants will not suddenly be placed in a financial predicament either,' he said.

N/M 26/5/86

(50)

Breaking the backlog in black education will take more than ten years - Viljoen



It's still a long road to uniform education

City Press 18/5/86

50



Crowded classrooms: "There are simply not enough teachers," says Education and Development Aid Minister Gerrit Viljoen.

By Desmond Blow

Teacher training: "The biggest shortcoming in black education is teacher training," says Viljoen.

The Minister spelled out the State's plan to improve education.

Finance: The State intends spending R1 148-million on black education this year - compared to R147-m seven years ago.

The government will increase the education budget by a minimum of 4.1% a year in real terms over the next 10 years, he says. And most of this will be spent on black education.

The biggest growth rate in the budget has been African education, and will continue to be so," he said.

The government has increased black teacher bursaries from R1-m to R4.5-m in one year - which means 7 500 bursaries - and will continue to spend more.

At present there are over 100 000 black teachers in SA - 47 000 of them at DET-controlled schools - but 80% of them

are what the State calls "lowly qualified".

But 50% of them are undergoing in-service training, and many have only Standard Eight plus two years study, so they must first study for matric.

Once they have matric, their salaries are adjusted immediately, Viljoen says.

Those with matric - 11 700 this year - have been enrolled at Vista University for university level qualifications, and will eventually complete a three-year diploma course similar to white teachers.

"The results of last year's exams were very good," says Viljoen.

About 1 000 other teachers are studying part-time at other universities.

Project Alpha: This is a special project to improve poor teaching at matric level.

"The failure rate in matric is far too high," says Viljoen. "Last year 48% failed - and the main cause is poor teaching."

ers, we will have to recruit them from other population groups.

There is a surplus of white and Indian teachers - and "if the Indian teachers are acceptable in black schools, it would be wonderful".

Pupil-classroom ratio: Schools are overcrowded because of the school population explosion, especially in some rural areas where children have been sent to "escape" the present school disturbances.

Between 1982 and 1985, 134 new schools were built and 9 000 classrooms added at existing schools.

Another 54 schools and 1 016 additional classrooms are being built.

Viljoen said builders were unable to get to some schools because of unrest, and this had delayed expansion.

"This is a pity, because these pupils missed out. We used the money to build schools in more quiet areas... we spent every cent we had."

Better facilities: All secondary schools are being provided with laboratories for science subjects, says Viljoen, and new secondary schools are also getting workshops.

chance to get well-paid technical jobs."

Libraries: "We acknowledge that libraries at schools are poor, and in the last two years we have introduced a program to provide primary schools with a box full of popular reading in the vernacular and in English."

Guidance and councillor teachers, to help with subject choice and studying problems.

Playing fields: About R10-m is provided every year to provide schools with at least a soccer field and an area where they can play handball.

Pre-school orientation year: This is to help black children whose parents are illiterate.

"We are working on a bridging year between pre-school and primary school."

Technicians and technical colleges: There are over 40 technical and technical colleges nationwide for black technicians and artisans.

"Black people can also be admitted to white institutions, and we provide a pre-training orientation year which has been a tremendous success," says Viljoen.

GERRIT Viljoen admits there's more to the education crisis than just education.

"I don't think we will solve the school unrest situation - really solve it until we have a more acceptable political formula," he told City Press.

South Africa's Education and Development Aid Minister feels the ideal situation would be for his job to be taken over by a black person.

"I make no secret of it. I think one of the earliest steps in political reform should be for matters such as black education and local government to be taken over by black Ministers."

When he outlines his plans, it's obvious that Viljoen is looking at keeping a separate department for black education - not, in the short term at least, at a single education department.

Viljoen believes that improving black education is a "strong force against unrest at schools," but only when black people participate in political decision-making will the unrest finally subside.

"The government realises black education is all-important for the future prosperity and stability of this country," he says.

To preserve South Africa's "free enterprise" society in a "partnership government", black people must be educated on the same level as white people, he says.

"This is the first of 11 principles we have set out, and it has been passed in parliament.

"If the government neglects that principle, it can be challenged in court - because it's the law."

Viljoen says equal education is not only a political necessity - it's an economic one, too.

"The key to economic success is education. White conservatives might question who is going to pay for this - but black people are paying. They contribute more in general sales tax than what is spent on black education."

"In any event, if the State spent more money on education, it will pay for itself in the long run. If you have better trained people, they will be more productive and earn better salaries for themselves - and more profits for their employers."

change is needed in all spheres, not just in education, and that 10 years is much too long to wait for this.

What do you think? Can you wait 10 years? Is the government on the right track.

We'd like to hear your views. Send your letters to: City Press People's Education Forum, P O Box 57473 Springfield 2137. There is a R25 prize for the best letter.

No-one will wait 10 years

NECC replies to Viljoen's 'flashing of statistics'

At present there are over 100 000 black teachers in SA - 47 000 of them at DET-controlled schools - but 80% of them

"This is damn expensive, but it is what black people want," he says.

"They must be given the

"GIVE us 10 years", says Education and Development Aid Minister Gerrit Viljoen.

Today, City Press publishes Viljoen's outline of State plans for the country's schools, and the response from the NECC - essentially, that

THE National Education Crisis Committee has a very blunt message for Education and Development Aid Minister Gerrit Viljoen: "Black people aren't prepared to wait 10 years for equal education".

In a hard-hitting response to Viljoen's interview with *City Press*, the NECC accused Viljoen of being "ignorant", and pointed out that the education system essentially remains unchanged.

The NECC says it questions the government's "parity of opportunities" and the 10-year time span because:

- Parity of opportunities within present government policy means parallel equality. This will mean increased government spending – particularly in the "black and coloured education" sectors – additional schools, improving facilities, the training of teachers and so on.

But the content of education and the structure in which it is taught, remains intact. The usual flashing of statistics and figures will not ease the situation.

Black children reject Bantu education, and not just because they get it in dilapidated and crowded schools. It is the content, referred to as "gutter education".

- The NECC says it is "insensitive" for the government to present a 10-year plan to an angry country.

"It's excruciating that we're expected to live with this crisis until 1996. This

displays serious ignorance and a deliberate underplay of the education crisis.

"The government needs to know that a growing number of South Africans know that in 10 years SA's political face will have undergone so many qualitative changes that the 10-year education plan will have been either abandoned or forgotten.

"To fiddle while the country is aflame is to court disaster.

"If we consider the number of schools put up after June 16, 1976, we find that more have come up, there are more teachers, and black inspectors have been promoted – yet the crisis has increased.

"This proves the solution should lie with factors both in and outside education.

"We need a broader political solution. There is a growing political consciousness accompanied by participation within groupings that are without a meaningful political franchise in South Africa.

"For various reasons, the youth – most of whom are still at school – are at the forefront of that activity. To ignore this is to dig one's head in the sand."

- There is an unacceptably high pupil-teacher ratio.

"Certain schools have up to 70 pupils to one teacher," says the NECC. "Compounding this is the high number of inadequately-trained teachers – over 70%

have no matric certificates.

"The constraints of the bankrupt policy of apartheid will not open white facilities – even as a short-term measure."

The NECC said it noted "with interest" Viljoen's involvement of selected black educationalists, and his department's streamlining of salaries and conditions of service for teachers.

"This will help enhance educational legitimacy," the NECC says. "But we have completely different criteria for educational legitimacy – namely community acceptability in the form of parent, teacher and student participation, and the contribution by progressive intellectuals."

The NECC also believes in continuous consultations and mandate-seeking to "obviate elitist tendencies".

It adds: "Clearly the resolution of the education crisis in SA is a complex matter, interwoven with the political solution.

"The 10-year plan is a challenge to the progressive movement in SA to begin to work vehemently on an alternative education program, a system of education which will be suitable to all the country's inhabitants.

"Such an education system will harmonise relations between mental labour and intellectual labour by merging theory with practice.

"Education must equip people with the knowledge and power to harness the

forces of nature for the benefit of the entire society. It must be accessible to all irrespective of status, creed or race.

"Education, like civilization, cannot be claimed by any sector of society: it belongs to mankind, it must liberate people from the inhibiting hang-ups of tradition and help them as forces of development.

"Bantu education lacks all these fundamental factors – and therefore already lies withering and condemned by history."

"There has been a secondary school pupil explosion." The number of pupils has increased from 110 000 to 850 000 over the past eight years.

"There are simply not enough teachers," says Viljoen, "and there has been resistance to white teachers in some areas.

"We have 3 000 qualified white teachers in my department, and there is no shortage. But some black pupils resent them, and this causes uncertainty among white teachers.

Viljoen says one of the new Department of National Education's first jobs will be to achieve a scholar-teacher ratio of about one to 30 – in all population groups.

"This means the ratio will go up for white pupils, and down for black pupils.

"First, we will have to place more teachers at black schools.

"But because we don't have enough black teach-

All will ^{SMK}
have a say ⁽⁵⁰⁾
in education
— De Klerk

Political Staff ^{4/5/86}

PARLIAMENT — A 10-year plan to eliminate inequalities in the education system was to be negotiated with all groups concerned, the Minister of National Education, Mr F W de Klerk, said yesterday.

He told the President's Council that the plan, announced three weeks ago, provided for a minimum rate of increase in spending in real terms for the next 10 years.

Mr de Klerk said it was impossible to attain equality overnight. And underlying the whole problem was society's complex composition combining first and third world features.

RECEIVE

Sectors of the education system where teachers were under-qualified would of necessity receive less money per pupil than in those sectors where teachers were well-qualified.

That could only be changed by upgrading the qualification level of teachers and that would take time.

Mr de Klerk said through his department, the country now had one education system dealing with one general policy for financing, salaries, conditions of service, education standards and syllabuses.

South Africa was experiencing one of the most decisive periods in its history.

Mr de Klerk said while the Government was working constructively on reform, other powers were busy with a revolutionary onslaught in which young people were the target and the spearhead in the attempts to overthrow the system.

AR66S 2/5/86 50

Government repudiates Verwoerd on education

By BRUCE CAMERON
Political Staff

THE Government today finally and expressly repudiated the Verwoerdian concept of an inferior education for blacks.

Speaking in the House of Representatives, Dr Gerrit Viljoen, Minister of Education and Development Aid, rejected Dr Verwoerd's policies in unequivocal language.

This is the first time that the most important "architect of apartheid" has been publicly repudiated by the Government, which has over the past few years dropped many other apartheid policies.

Dr Viljoen quoted extensively from the speech made by Dr H.F. Verwoerd in the Senate in 1954 when he spelt out the policy of inferior education for blacks.

He pointed out that Dr Verwoerd had rejected the education of blacks along the lines of "Europeans" as this would create the false expectation that blacks could fill posts within the white community.

Dr Viljoen said: "The policy of Dr Verwoerd did have various positive elements such as that education should result in the improvement of the black community, that there should



Dr Viljoen Dr Verwoerd

be a single department with a uniform policy and that control of blacks schools should come from the black community."

These were demands which were being made in current pressures for a "people's education".

But he wanted to state without ambiguity that the much

resented approach spelt out by Dr Verwoerd had long since been dropped by the Department of Education and Training and any other department responsible for black education.

Dr Viljoen said he wished unambiguously to "distance myself from that departure point".

The principle of equal education had also been enshrined in the National General Education Policy Act of 1984.

It was unfortunate that certain statements made by Dr Verwoerd in 1953 and 1954 were circulating like ghosts to undermine the trust in his department and the Government.

'Nothing sinister' in new private school provisions

By Susan Fleming

50

The Minister of Education and Culture in the House of Assembly, Mr Piet Clase, this week assured Catholic private schools that they would not be closed if they refused to re-register under new draft regulations.

Last week, about 65 Catholic schools — accommodating more than 22 000 pupils — said they would refuse to register until a racial clause in the new regulations was removed.

A delegation from the Catholic schools, including the director of the Catholic Institute of Education, Brother Jude Pieterse, met Mr Clase on Tuesday.

Brother Jude said the meeting was "very positive" and that some progress was made.

"The Minister assured us that schools which were already registered would not be de-registered. He told us that re-registration was just a formality," said Brother Jude.

Mr Clase told the delegation that there was "nothing sinister" about the registration regulations.

"We told the Minister that, although we took the draft regulations very seriously, we could not register until the racial clause was removed. Eventually he saw our point of view," said Brother Jude.

The Catholic delegation told Mr Clase that they believed the new registration and subsidisation regulations were aimed at enabling the Government to gain greater control over private schools.

"Mr Clase said it was not his intention to exercise unnecessary control over private schools."

The Catholic delegation also told the Minister that financial aid which was linked to the racial composition of schools was unacceptable.

● On Monday, a meeting of the Association of Private Schools (APS) passed a resolution urging the Government to reconsider the draft regulations for the subsidisation and registration of private schools.

The meeting rejected any attempts by the Government to link the financial grants to the racial composition of schools.

Mixed areas 'provided for'

Political Staff

HOUSE OF ASSEMBLY. — The Group Areas Act already made provision for racially mixed residential areas, the Minister of Constitutional Development and Planning, Mr Chris Heunis, said yesterday in reply to a question tabled here by Mr Koos van der Merwe (CP Jeppe).

Mr Heunis said the possibility of mixed areas existed in "areas which have not been proclaimed as group areas, where members of different groups lawfully own or occupy land or premises".

But in reply to another question tabled by Dr Willie Snyman (CP Pietersburg), Mr Heunis said whites living in white group areas were not allowed to provide permanent residence to "non-white persons".

"The permanent residence of non-white persons with whites in white group areas is a contravention of the provisions of the Group Areas Act and can therefore be adjudicated like any other criminal offence."

By EBRAHIM MOOSA
Political Reporter

HOUSE OF REPRESENTATIVES. — The political climate in South Africa did not allow for integration at schools, the Minister of National Education, Mr F W de Klerk, said yesterday.

The minister came under heavy criticism from the majority Labour Party and the opposition Democratic Workers' Party for the government's proposed 10-year plan to upgrade education towards parity.

Replying to the education vote in the House, Mr De Klerk responded to a point raised by Mr Glen Carelse (LP Berg River) that the results of a poll indicated that urban whites were largely in favour of integrated education under one ministry.

By-elections

Mr De Klerk said such a view was certainly not forthcoming in terms of trends revealed by the latest analysis of recent by-elections.

The minister did not elaborate, but seemingly implied that the growing right-wing swing among white voters as reflected in the by-elections posed a threat to reform.

De Klerk: No climate for integration (50)

CMC-Temp
25/1/86



Successive LP speakers warned that time was running out fast and that 10 years was too long a period to wait. The demand was almost unanimous that apartheid in education be scrapped.

Mr Maurice Lewis (LP Natal Mid-East) said the dilemma in education was that an own affair was also a general affair.

To end the education crisis required bold statesmanship, he said.

Mr Abe Williams (LP

Mamre) said the blame for the deteriorating situation rested squarely on the Nationalist government for the implementation of discriminatory policies over decades.

South Africa was "burning", but government spokesman consistently emphasized that apartheid was the basis of current education policy, he said.

"We did not come here to listen to a constitution and its limitations. We

came in here to make a contribution to change," said Mr Williams.

The LP were co-decision-makers in the future of the country but their pleas to effect change were ignored, he said.

"We are going through the last phase of peaceful change ... Every day we have vacuous policy statements and crisis management," Mr Williams said.

The LP, he said, was prepared to tackle the problems of the past and support the government to bring about change.

Melting pot

Mr De Klerk said it was an "over-simplification" to believe that the problems of the country would be solved if schools were opened to all races.

The basis of the new political dispensation was recognition of group existence, he said. The risk of adopting the "melting-pot" situation would lead to a "winner takes all" scenario.

He conceded that he differed with views held by coloured MPs but appealed to them to cooperate with the government in aiming for educational goals.

De Klerk gets hostile reception in House

Political Staff

PARLIAMENT — The Minister of National Education, Mr F W de Klerk was given a hostile reception in the House of Representatives during the debate on his vote yesterday.

He was verbally worked over by all speakers and scores of interjectors.

ATTACKED

Mr Abie Williams (LP, Mamre) attacked him for telling the Representatives in an earlier debate that the individual communities and not the State had to bear the primary responsibility for solving the main problems of black education.

These he had identified as "milieu backwardness", radicals' interference in education, lack of discipline among youth and low teacher qualifications.

Mr Williams asked: "How can he off-load those causes onto us and say those are the problems of our communities?"

"How can he say that is an own affair? Who was responsible for the impoverishment of our people, the destruction of schools and colleges, and the re-



Mr F W de Klerk . . . got a roasting from Representatives.

moval and uprooting of our people that lead to milieu backwardness?

"And the 'interference of radicals'. Who was responsible for Sharpeville, Langa, the tear-gassing of students? That is what provoked the radicals."

Mr Williams asked: "And the lack of discipline among youth. Who was responsible for apartheid which separated parents so there was no-one home to discipline children?"

"And the low qualifications of teachers. Who applied a discriminatory policy which determined that my community should have less money for education?"

"The State President said

don't blame the State for everything. Who then is to blame for the crisis?"

Mr Williams said open schools should fall under the general affairs education department. It should also administer private schools which now fall under the white own affairs education department.

Mr Glen Carelse (LP, Berg River) said a newspaper survey had shown that 71 percent of urban whites favoured open schools.

SUPPORTED

Nearly 100 percent of the other groups also supported open schools "yet the Minister and a few whites feel they are right".

Mr de Klerk said when he had identified the main area of the education crisis, he had not apportioned blame.

It was a "simplistic" argument to say that all the problems of education would be solved by open schools.

Mr de Klerk then plunged headfirst into the maelstrom as he pleaded for forbearance "to present a policy which I know is unpopular".

AP 645 22/4/84

Private schools call for rethink on registration

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The Argus Correspondent
JOHANNESBURG. — The Association of Private Schools has passed a resolution urging the Government to reconsider the draft regulations for the registration and subsidising of private schools.

About 100 association members, representing more than 50 private schools, attended a meeting in Johannesburg to discuss the draft regulations.

The meeting rejected attempts by the Government to link financial grants to the racial composition of schools.

The chairman of the association, Mr Dru Gnodde, said although the APS recognised that private schools should conform to minimum standards, it rejected any other limitations on the rights of private schools to "act in their own discretion".

A copy of the resolutions passed at the meeting last

night will be sent to the Minister of Education and Culture, Mr Piet Clase. Mr Gnodde said he also planned to meet the Minister soon to discuss the draft regulations.

The director of the Catholic Institute of Education, Brother Jude Pieterse, meets Mr Clase in Cape Town today to discuss the draft regulations.

Last week 65 Catholic schools said they would refuse to register until the racial clause in the regulations was removed.

Call to accept apartheid in education

Parliamentary
Correspondent

APARTHEID in education should temporarily be accepted as the only means to advance in education, the Minister of National Education, Mr F W de Klerk, told the House of Delegates yesterday.

Speaking during the education vote, Mr de Klerk pleaded that education on the basis of group differences must be accepted as the only vehicle to achieve success within an acceptable framework of time.

He was responding to criticism from MPs of both the ruling National People's Party (NPP) and the opposition Solidarity Party on the continued trend of separate education.

Mr de Klerk conceded that education over the years had been 'politicised', but said that the good image of education departments in terms of own affairs should not be tarnished.

The minister told Indian MPs that their dissatisfaction with the current education system should be addressed to the existing constitutional framework and suggested that such grievances be discussed during the constitutional development vote.

Mr de Klerk strongly defended the 'own affairs' concept in education. The training of teachers over a period of 10 years was the only way to narrow the backlog in education, particularly in black education.

The existing segregated education system based on group differences had a 'sound educational basis', he said.

Not acceptable
NM 50
22/4/86

He added that 'reasonable people' would accept his Government's attempt to improve education. But the Government's 10-year programme to attain equality in education would not be acceptable to the ANC and those who fostered violence in the country, he said.

Several MPs appealed for an improvement in black education and identified inferior education as the major cause for unrest in black townships.

Mr Kassie Ramduth, Minister of Education and Culture, warned MPs not to speak on behalf of blacks as it would be seen as a 'paternalistic' gesture. He suggested that efforts to get blacks into the decision-making process should be made instead.

R205,1 m for black schools and classrooms

Parliamentary
Correspondent

THE Government is to spend R205,1 million on capital projects for black education during the current financial year.

Its building programme includes plans for 20 new primary schools, 930 additional classrooms at primary schools, 24 new secondary schools, 400 additional

classrooms at secondary schools, the new Technikon Northern Transvaal, buildings for five teacher training colleges and extensions to the Ga-Rankuwa teaching hospital.

Details of the building programme were tabled in a memorandum by the Department of Education and Development Aid, which is to spend R1 157 million on black education.

Registration: Private schools urge rethink

The Argus Correspondent

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10-year plan for education

Equal opportunities



MR DE KLERK

CAPE TOWN — The Minister of National Education, Mr F. W. de Klerk, yesterday announced a 10-year plan to upgrade the provision of education in South Africa and speed up progress toward bringing about equal education opportunities.

Speaking during debate on his Budget vote, Mr De Klerk said the plan would provide for increased expenditure on education of at least 4.1 per cent over the next 10 years, with most money going to departments with the greatest backlog.

By 1996, he said, money budgeted for education would have increased from the present R6 800 a year to at least R10 000 million a year in 1986 terms.

He believed "substantial and even spectacular" progress could be made in the "relatively short" 10-year period, although he believed the objective of providing equal education opportunities "will at that stage not have been fully achieved".

"The major share of these funds will be spent on additional expenditures resulting from the increase in the qualification levels of teachers, improving the pupil/teacher ratio and the increase in pupil numbers in the departments of education and culture of the House of Representatives and the national states, and the Department of Education and Training."

After negotiation, information on long-term objectives, the basic formula to be used and the 10-year plan itself would be presented to all groups involved, including all parties in Parliament.

Speaking immediately after Mr De Klerk, the PFP spokesman on national education, Mr Horace van Rensburg (Bryanston), said the PFP would not react immediately to the minister's announcement. He and his colleagues in the PFP had "burned our fingers too often in the past by prematurely welcoming government announcements".

Mr Roger Burrows (PFP Pinetown) said Mr De Klerk did not have ten years to implement his plan. He said the PFP was "obviously pleased" the government had at last accepted an educational timetable. However, Mr De Klerk's ten-year plan had a warning in the last paragraph: that even in 1996 the object of equal educational opportunities would not have been achieved.

On April 8, Mr Burrows said, a group of black schoolchildren were fired on by police as they protested against unequal education. An 11-year-old was killed and seven other children injured.

"I cannot believe that this minister and his department want these things to continue," he said. The memory of concentration camp victims in the Boer War lived on in people's memories today. It was no prophet who would be able to say the killings of little girls and of others would be the history taught in South Africa's schools in the years to come.

Mr Van Rensburg said the government should create one more education department in addition to the 18 it already had — a department of open education, to control non-racial education in South Africa. Each educational institution should then be allowed to decide for itself whether it wanted to be under this department or under one of the "apartheid" departments.

This would be a practical application of the principle of devolution of decision-making, would defuse racial tension and would be in accordance with the wishes of other population groups. It would also mean the government would no longer be the target of the hate associated with apartheid

education.

Mr Pat Rogers (NRP King William's Town) predicted considerable problems, some of which were already being faced, in implementing the 10-year plan.

One of the problems involved the structure of own affairs education in terms of the new constitution, and Mr Rogers proposed the government establish "general affairs schools" where local options could be exercised on whether or not to admit pupils of other race groups.

Replying to the debate, Mr De Klerk said he did not have details of an incident referred to by Mr Burrows, during which black school children protesting against unequal education were allegedly shot at by police. He said he was not sure of the accuracy of Mr Burrows' interpretation of the incident. He also wondered why the PFP member had raised the issue in this debate.

Mr Burrows said by way of interjection that he had done so "because it is the central issue in South Africa today".

The minister asked why Mr Burrows had not paid more attention to efforts to solve education problems, adding these might result in fewer children being "swept up" by instigators. — Sapa

SO DEBATE
by 1996?
17/4/86

17/4/86

10-year plan to upgrade education towards parity

By FRANS ESTERHUYSE
Parliamentary Staff

THE Government has decided to launch a 10-year plan to upgrade the provision of education in South Africa.

This will be part of a long-term objective for achieving equal educational opportunities for all population groups within the shortest possible period.

The Minister of National Education, Mr F W de Klerk, told Parliament certain "firm decisions" had been taken on the long-term objective concerning the financing of education for all groups.

During yesterday's House of Assembly debate on the national education budget vote he said the decisions were taken by the Government after receiving advice from the South African Council for Education and the Universities Technikon's Advisory Council.

Mr de Klerk said he was working out final details of the plan "in consultation with my education colleagues".

The plan would be based on a real increase of at least 4.1 percent a year in total education expenditures. This growth rate was linked to the country's expected growth in the economy.

BIGGEST BACKLOGS

The funds would be allocated according to priority to those departments experiencing the biggest backlogs. As a result of this alone the annual expenditure on education in the Republic would increase from the present R6 800-million to R10 000-million by 1996.

Speakers of the official Opposition welcomed the announcement, but said it was long overdue. Mr Roger Burrows (PFP Pinetown) said it was to be hoped the Minister would not link the plan too closely to growth in the economy.

"Spending on education must be made in spite of the economy and not just linked to it."

Mr Burrows said the Minister did not have 10 years to implement his plan for equal educational opportunities.

PFP welcomes new education spending

Political Staff

The Progressive Federal Party welcomed the Government's plan to upgrade education over the next 10 years, but questioned the wisdom of linking expenditure to the growth rate of the economy.

A statement released by the party's chief spokesman on National Education, Mr Horace van Rensburg, welcomed yesterday's announcement by the Minister of National Education, Mr F W de Klerk, that spending on education was to be increased by a real 4.1 percent a year over the next decade.

"However, we would like to point out it is unwise to tie the annual increase to the economic growth rate," Mr van Rensburg said.

"Expenditure on education has to increase as a matter of urgent priority in order to ensure adequate future economic growth rates as well as bring about peace and stability in our society."

He said the Government should also realise improved education opportunities resulted in large numbers of qualified jobseekers coming on to the market every year. For this reason it should give equal attention to job creation, stimulation of the private sector, deregulation and privatisation.

● The Western Cape Teachers' Union representing 2 000 teachers, said in a statement: "South Africa's schooling problems cannot be solved under a system of oppression, under apartheid and capitalism. When the country is liberated, the people themselves will be able to solve the country's education problems."

nt and Politics

Ten-year parity plan for schools

Cape Times 17/4/86

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By ORMANDE POLLOK
Political Staff

HOUSE OF ASSEMBLY.

— The government has been warned that it does not have 10 years in which to implement its new plan to upgrade education towards parity.

The plan was revealed yesterday by the Minister of National Education, Mr F W de Klerk, and provides for expenditure on education to be increased annually by a minimum of 4,1 per cent from the present R6 800 million to R10 000 million in 1996.

Priority would be accorded those depart-

ments experiencing the biggest backlog, he said.

Mr Horace van Rensburg, chief Progressive Federal Party spokesman on education, said he would like to welcome the minister's announcement but the Opposition had learned its lesson in the past.

It had welcomed things too quickly and then had its fingers burned.

However, Mr Roger Burrows, another PFP spokesman, warned the government that in present circumstances it did not have that much time to achieve parity.

"I hope the substantial

and spectacular progress to which the minister refers will happen, but 10 years is too long."

Mr Pat Rogers, New Republic Party MP for King William's Town, also predicted problems for the government in implementing the plan and said it should consider "general affairs schools" so that people could consider exercising "local option".

This would do away with unnecessary conflict in education.

The Conservative Party's spokesman, Dr France van Staden, feared the plan would lead to the stagnation of white education as funds were channelled to improve conditions for other groups. An integrated education department was totally unacceptable to the CP.

Mr De Klerk said there had to be scope for adjustments due to factors such as future growth of the economy, population growth and the rate at which rationalization could be achieved without prejudicing standards or disrupting the education process.

"This however does not mean we should not move ahead according to a fixed minimum plan," said Mr De Klerk.

This was why the government had decided on a 10-year plan and he was finalizing details with education colleagues.

All interested parties would be involved in intensive negotiations.

The major share of the funds would be spent on increasing the qualification levels of teachers, improving the pupil-teacher ratio and dealing with the increase in pupil numbers.

It would be possible to achieve substantial or even spectacular progress within the relatively short period of 10 years "although at that stage the object of equal educational opportunities will not have been fully achieved".

Parliament's R86,6m bill

Political Staff

HOUSE OF ASSEMBLY. — The cost of new buildings for the tricameral Parliament, including ministers' houses, is now expected to total R86,6 million.

This was disclosed in a memorandum tabled here yesterday by the Minister of Communications and Public Works, Dr Lapa Munnik.

The memorandum said the estimated cost of work on the Goede Hoop Theatre, Marks Building, Stalplein and Tuynhuys was R39,5 million, of which R3,5 million would be spent during the current financial year and a further R4,6 million later.

The estimated cost of additional accommodation and alterations to the Houses of Parliament was R28,9 million, of which R10 million would be spent during the current financial year and R14,5 million later.

Residential accommodation

The purchase of properties to serve as additional accommodation for the Parliamentary Complex was expected to cost R6,2 million, of which R5,6 million had already been spent.

The residential accommodation for members of the House of Representatives was expected to cost R4,7 million, of which R305 000 would be spent during the current financial year.

The residential accommodation for members of the House of Delegates at Pelican Park was expected to cost R2,3 million, of which R345 000 would be spent during the current financial year.

The residential accommodation for the Ministers' Council of the House of Representatives in Walmer Estate in Cape Town was expected to cost R2,4 million of which R2,2 million would be spent during the current financial year.

The residential accommodation for the Ministers' Council of the House of Delegates in Durban was expected to cost R2,8 million, of which R720 000 would be spent during the current financial year.

EDUCATION — GENERAL — 1986

JUNE
~~JANUARY~~ — AUG. →

LIBRARY OPENS TO ALL

By NKOPANE MAKOBANE

THE Roodepoort City Council has decided to open its libraries to members of all races.

The decision that all Roodepoort residents, irrespective of race, can now become members of the eight municipal libraries was taken at a council meeting on June 20.

In an interview with the *Sowetan*, Mr W J Zybrands, the council's town clerk, said one of the reasons for this decision was to go in line with the Government's policy of reform.

"Although the 20-member council is largely dominated by National Party supporters, I consider it to be realistically enlightened. What is pleasing, is that the decision was unanimous," he said. He also said his coun-



Mr W J ZYBRANDS...
Roodepoort City Council's Town Clerk.

cil had always moved with the desire for change. To support his statement, he said, the council opened its theatre and museum to all races about five years ago.

As for other facilities such as the swimming pools, Mr Zybrands said

they still operated on racial lines. However, he did not rule out the possibility of the situation changing, "because everything is changing".

Fees

A yearly library membership fee for Roodepoort residents is R4 (adults) and R2 (children). Non-residents are required to pay R50 a year.

Mr Zybrands said in the past, libraries used to be a free service. His council, he said, was one of the first local authorities to have a membership fee. The reason was that those who use the facility most, had to pay more. This "user charge system", he said, will now be used more and more in South Africa.

July 1986

UDF and Mawu to challenge emergency

SOWETAN
THE Department of Education and Training's stringent new measures came under attack from more organisations yesterday.

A spokesman from the Azanian Students Movement (Azasm) said the measures that the DET intends implementing from next Monday would affect normal school attendance.

"The measures are meant to make Bantu Education tolerable," the spokesman said.

A statement from the East Rand Students Congress (Erasco) said DET instead of meeting the students' legitimate demands was worsening the situation.

"The DET should not undermine black people by taking decisions without consulting

them," the statement read.

Among measures to be implemented by DET are:

- Identity cards will be issued to all pupils;
- Teachers must not be shabbily dressed;
- Pupils must be re-registered for the new term.
- In yesterday's *Sowetan* we quoted the National Education Committee (NECC) as saying it appeals to pupils not to turn their frustrations on teachers and principals. In fact the NECC said it appealed to the Department of Education and Training not to turn its frustrations on teachers and principals. We apologise for the embarrassment this might have caused the NECC.

Tasa president calls for 'open' education

Own Correspondent
DURBAN. — The president of the Teachers' Association of South Africa (Tasa), Mr Pat Samuels, yesterday called for an "open education system" with a

single ministry.

Speaking at the opening of Tasa's three-day annual congress in the Durban City Hall, he said the recommendations were made notwithstanding the fact that such a system "spells doom" for the present "obnoxious" tricameral parliamentary system.

"In any case, for the good chances of upward social, political and economic mobility for all South Africans the tricameral system must go and with it the huge burden on the taxpayer who by his taxes keeps the system alive.

"While the single min-

istry per se cannot guarantee equality of educational opportunity it most certainly can promote a movement towards that ideal," he said.

'Overload'

The government needed to know that if it was sincere about its stated objectives to improve the quality of education for all South Africans then it should display its sincerity, he said.

"It can do so by, among other things, reducing the overload of Afrikaners on its advisory bodies.

"There is no need for the State to have its outdated entrenched policies in education thrust upon South Africans by advisers with an Afrikaner bias. In this way Parliament blinds itself to the truth as perceived by persons other than National Party members or supporters."

⑤ DD 27/86

Tasa call for new education system

DURBAN — The president of the Teachers Association of South Africa (Tasa), Mr Pat Samuels, yesterday called for an open education system under a single ministry, even though it would spell the end of the tricameral parliament.

In his address at Tasa's 61st annual conference at the Durban City Hall, he said that while a single ministry could not, per se, guarantee equality in education, it could promote a movement towards that ideal.

"The state needs to know that if it is sincere about its stated objectives to improve the quality of education for all South Africans, it needs to show sincerity.

"It can do so by, among other things, reducing the overload of Afrikaners on its advisory bodies. There is no need for the state to have its outdated entrenched policies in education thrust upon South Africans by advisers with an Afrikaner bias.

"In this way parliament blinds itself to the truth as perceived by persons other than National Party members or supporters," said Mr Samuels.

There was also an urgent need for commerce and industry to "liberate the world of work so that it becomes available to all South Africans".

"Commerce and industry need to set up and to stimulate workers to participate in education programmes and ensure high levels of productivity within a liberated world of work," said Mr Samuels.

Black people rejected the "separate but equal" package being offered by the government.

He also said white schools were seen by underprivileged black communities as envied "symbols of good material provision".

The underprivileged wanted no money to be spared on making all schools adequate for teaching and good "learning outcomes".

The fact was that for most people schools had not been the "true agents for liberation".

Up to now, he said, deprived communities had become frustrated by the poor quality of the "learning outcomes" of their schools, "which have failed to elevate and liberate, among others, the human spirit".

In their failure to liberate pupils, the schools had failed to make them, individually or collectively, useful competitors for the goods that society had to offer.

"These pupils grow into adults but, notwithstanding their felt aspirations, remain largely at the lower end of the socio-economic ladder.

"It is this affliction that causes people to express themselves both individually and collectively and, in so doing, to reject all those social, economic and political factors that block their aspirations for access to a reasonably good quality of life," he said. — Sapa

3/7/46 STAR

I 7

US paper tells of 4 SA deaths

NEW YORK — The *New York Times* published a report yesterday concerning the deaths of four men in Chesterville, a black township near Durban, on June 19. ~~STAR~~ ~~25/26~~

South Africa's Bureau for Information, the only official source of information under the country's emergency decree, confirmed that four people had been killed on June 19. 3/7/46

At the time, the bureau issued a statement saying that they were killed by a black policeman, the *Times* said.

The newspaper added it had obtained details of this incident from an affidavit given to an attorney of a Durban legal-aid organisation by an 18-year-old youth.

The *Star* may not publish the details given in the *New York Times* as this would be a contravention of the emergency regulations.

Emergency compared to Communism

White education is going to suffer

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By Susan Fleming, Education Reporter

If parity is to be achieved between white and black education the white community will have to suffer says the dean of the education faculty at the University of the Witwatersrand, Professor Don White.

He told a seminar in Sandton yesterday South Africa had created a segregated schooling system with such appalling inequalities that it would take years to reach parity.

"The quality and duration of schooling of many white children will be reduced," he said.

"And the Department of Education and Training will have to be scrapped because our black colleagues will not accept its lead."

Teacher education and training should not be an own affair, he said. "To segregate teachers during their training is nonsense."

In-service training for teachers needs a new approach and

emphasis should be placed on lower-primary school teachers where the largest number of unqualified and poorly qualified teachers exists, he said.

"We must build in a rescue operation for scholars who have dropped out of school."

A senior lecturer in economics at Wits, Mr Tony Marais, said pupils up to a certain age should be given a voucher to "cash in" at any Government school.

Students wishing to attend tertiary institutions could take out long-term loans.

"The Government would save money in the tertiary education field and this could be pumped into black education," he said.

The executive director of the Career Centre in Soweto and the head of the Soweto Parents' Crisis Committee, Mrs Sebolelo Mohajane, said: "If we are on the road to a non-racial South Africa it is very important the children's views are considered."

Delay 'educational'

Non-racial education prejudice

Mercury Reporter

THERE is still a strong prejudice against non-racial education and open schools, even among the so-called more liberal thinking whites in Natal, Mr Mike Ellis, immediate past president of the Natal Teachers' Society, said in Durban yesterday.

Speaking at the annual congress of the Teachers' Association of South Africa, he said there was a great deal of anxiety among many whites as to what would happen if their schools were opened to all races.

Important

The NTS undertook a survey among its members over the past year. The survey was titled 'Segregation or Integration — Natal Teachers' attitudes to multi-racial Education'.

The survey was carried out by the Centre for Applied Social Sciences at the University of Natal and 53% of the NTS's members had

responded.

He said the survey found that 93% believed it was important that a single department of education for all races be established, 58% felt that although it was necessary to provide equal education to all pupils, schools need not necessarily be integrated.

The other findings were:

Seventy-three percent felt that integrated schools would definitely lead towards a lowering of present education standards of white children.

Seventy-four percent felt that white parents would oppose their child's school becoming non-racial.

Seventy-four percent believed that differences in cultural backgrounds would pose serious educational problems in non-racial schools.

However, of particular significance was that 84% of the people who responded believed it was inevitable that schools would eventually become non-racial, he said.

Racism will have to go, teachers told

Mercury Reporter

THE removal of statutory racial segregation and discrimination was not enough to ensure the elimination of racial prejudice in schools, Indian teachers were told at the conference.

Mr Fanyana Mazibuko, a director of university preparation programmes, said that certain conditions would have to be created to overcome the structures that obstructed access to education for black people.

In a paper on 'The Path Towards Realising Black Aspirations in Education', he said the redistribution of economic, political and social power was one way of creating conditions conducive to equitable access to education.

'Racist practices which remain long after the structures have changed need to be handled at two levels.

'Firstly by outlawing racism, so that racist practices are punishable by law. The second level is a process of re-education to unlearn racism.

'We are faced with the re-

ality of the first option of handling racism not being implemented in the near future, as there is no indication of a change of legislation that comes anywhere near making racism illegal.

'The second option is a workable path to combating racism. It is also an option that can be implemented immediately, even though its effects are likely to take a longer time to be noticed than a legal ban on racism,' he said.

Mr Mazibuko said that to have equal access to education, the desegregation of schools was imperative.

'To desegregate schools we have to eliminate racism,' he said.

Orders on schools, (52) funerals

PRETORIA. — People were yesterday prohibited from being on school premises in various Western Transvaal townships, while "customary" restrictions were placed on funerals in black areas in the Western Province, according to notices published in the Government Gazette here yesterday.

In terms of Emergency Regulation 7, Western Transvaal Divisional Police Commissioner Gerhardus de Waal ordered that no person may be present on school premises in townships in 14 magisterial districts until July 13 without official permission.

Western Province Divisional Police Commissioner Christoffel Swart placed restrictions on funeral ceremonies, being held for people who apparently died of unnatural causes, in the areas of Khayelitsha, Crossroads, Nyanga, Guguletu and Langa.

Funerals may not be held without the local police station commander being informed at least 12 hours beforehand.

Ceremonies may not be held over weekends or on public holidays, and memorial services may not be held outdoors. — Sapa

Cape Times 5/7/86

Black school areas off-limits

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Staff Reporter

THE Divisional Commissioner of Police in the Western Cape, Brigadier Chris Swart, has banned all people from entering black school areas in the Wynberg Magisterial District until pupils return to classes after their holidays on July 14. The reasons for yester-

day's ban in terms of the recently amended Public Safety Act were not clear but by the afternoon all six schools in Nyanga and Guguletu, where refugees from the Crossroads area had been sheltered, were evacuated.

Like Brigadier Swart's previous order (in terms

of the emergency regulations), no one may be on the school premises without written permission from the Department of Education and Training.

The full wording of the order was: "No person shall during the period 5 July 1986 until and including 13 July 1986, enter or be present on or in any school premises or building situated in the areas as set out in schedule 'A', unless written permission from an official of the Department of Education and Training has been obtained."

The areas outlined in schedule "A" were Khayelitsha, Crossroads, Nyanga, Guguletu and Langa.

Refugees who were sheltered at the schools had received permission from the department but were told they had to vacate these premises by Thursday as the schools needed to prepare for the return of pupils.

'Taken away'

The six schools were the John Palmer School, Mkhanyiseli Lower Primary School, Vukuhanye Higher Primary, Mseki Lower Primary, I D Mkhize Senior Secondary and Sokhanyo Lower Primary.

While some of those who were sheltered there were "taken away" to Khayelitsha this week, attempts to determine what had happened to the rest proved fruitless as the Cape Times was unable to enter the area to report on events.

However, a St John Ambulance relief worker who did not want to be named said that while some had been absorbed by residents in the area, others were "still trying to find alternative accommodation" in the afternoon.

● The newly-established school at the Zolani Centre, where some 391 pupils are being taught, has appealed for teaching equipment — particularly exercise books.

A relief worker said these donations could be left at the Union of Jewish Women offices at Stonehaven, 7 Albany Road, Sea Point, during office hours, or at the Grassroots Pre-school Shop, Industria House, 350 Victoria Road, Salt River.

'Fantastic'

● St John Ambulance received authorization yesterday from the National Soccer League chairman, Mr L M Taunyan, to spend R16 000 on food and clothing for babies and children at Crossroads and its satellite areas.

The director of St John in Cape Town, Mr Malcolm Jones, said: "The NSL have already sent us boxes of warm children's clothing which have been distributed, and for them to now send us this type of cash donation for the children is fantastic and our thanks go to all members of the NSL for their support."

Thousands go
back to school

Education Reporter
THOUSANDS of
coloured primary and
high school pupils re-
turned to school yester-
day at the start of the
third term.

Official attendance
figures will be available
today.

Sapa reports that
stringent security mea-
sures will be in force at
the 7 000 black schools
when they reopen on
Monday.

Senior Department of
Education and Training
officials yesterday con-
firmed that ID cards for
pupils and security
guards at schools would
be part of a "programme
of action" to counter
"disruptions".

Deputy director Mr
Jaap Strydom said the
security measures were
suggested by the "great-
est number" of black
school principals con-
sulted, and had been
drawn up with their
agreement.

Argus 9/7/86

Dept reveals tight security rules for black schools

The Argus Correspondent

PRETORIA. — The Department of Education and Planning has announced its "programme of action" — including stringent security measures — to ensure black education returns to normal when schools opened next Monday.

Schools were due to open on July 1, but this date was postponed by the DET to enable principals and teachers to meet and draw up plans.

Until then, pupils have been barred from entering school grounds without written permission in terms of the emergency regulations.

IDENTITY DOCUMENTS

When the 7 000 schools open next week, they will do so under stringent security regulations including security guards, fences and identity documents for all pupils, said DET director-general, Dr Braam Fourie.

Dr Fourie emphasised that this was an "education exercise".

Principals in the seven regions were consulted and the plans finalised at a meeting on Monday.

The programme of action will address:

- The safety and welfare of pupils during school hours,
- The maintenance of a high level of school organisation, academic standards and managerial competence,
- The clear definition and interpretation of norms, attitudes and responsibilities of the teaching profession.

NOT CONSULTED

The National Education Crisis Committee (NECC), parents, pupils and student representative councils were not consulted as it was a professional matter, said Mr Jaap Strydom, deputy director general of the DET.

Only teachers, principals and inspectors were canvassed.

The new security measures would not involve the security forces unless their assistance was needed, Mr Strydom said.

He rejected a criticism that schools could represent "prison-like institutions"

AR6AS 10/7/86 50

'Classroom alternative to battlefield'

Staff Reporter

THE classroom could be the alternative to the battlefield in South Africa, a University of South Africa lecturer told the conference of the National African Federation of Chambers of Commerce and Industry (Nafcoc) today.

Mr OWE Motsepe said the dismantling of the black educational system would help defuse the current crisis.

But it had to be emphasised that reconstruction could not be viewed in isolation from the wider socio-political system in the country.

"I do not advocate abandoning black education and its substitution with the white educational system — I am referring to an alternative system developed by the people, for the people and with the people to serve the entire nation irrespective of race, creed, colour and nationality."

Mr Motsepe said it should not only be a "people's education" but one which would embody the "short, medium and long-term demands for a non-racial, free and compulsory education for all in a united and democratic South Africa".

"Just as education has in the past been an important tool in the maintenance of apartheid, so in future it must be an instrument in the promotion of meaningful social change."

SINGLE MINISTRY

"Administrative structures must be changed so that all children have access to quality education under a single ministry, and the content of education must be revised to project different values and norms."

The current system "reflected, supported and legitimised the ethnically based stratification system".

950 white
 pupils call
 for equal
 education

The Argus Bureau

PORT ELIZABETH. — White pupils from schools throughout South Africa have called for a non-racial and equal education system and student representative councils.

At the close of the 1820 Standard Bank National Schools Festival in Grahamstown last night, the head boy of Pinetown Boys' High School, Jason Probert, condemned the present education system as "unjust".

He asked an audience of 950 pupils to indicate support for a motion embodying a call for equal education and SRCs by standing up.

UNANIMOUS

They responded unanimously.

SRCs have long been demanded by black pupils, but it is believed this is the first time a significant number of white pupils has come out in support.

Urging fellow pupils to sign a petition in support of the motion, Jason said: "For a long time many of our consciences have been plagued by the hurt and suffering which the policy of apartheid has caused.

Afterwards he said the motion was only a beginning and that he and others who strongly supported the ideas inherent in it hoped to form a committee to work in support of the concept and to improve awareness of the political situation among white pupils.

Craven Week



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White pupils call ⁵⁰ for equal education

Cape Times 11/7/86
PORT ELIZABETH. — More than 950 white pupils from all over South Africa last night called for non-racial, equal education and said the present education system in the country was "unjust".

The call was made at the official close of the annual Standard Bank National Schools' Festival at the 1820 Settlers Monument.

The head boy of Pinetown Boys' High School, Jason Probert, said this statement in no way implicated the Standard Bank or the 1820 Foundation.

He urged pupils to reiterate their support for the call by signing a petition.

As spokesman for a group who had initially proposed the idea, Jason read a motion to the floor and asked for pupils to show their support by standing up. The motion was carried unanimously.

DET security plan comes under attack

By LEN MASEKO

THE United Democratic Front and Metal and Allied Workers' Union are to challenge the validity of emergency regulations in separate Supreme Court hearings on Monday.

The UDF is to bring an urgent application in the Port Elizabeth Supreme Court, questioning the validity of Regulation 7 and 11 in the emergency regulations.

The UDF will also ask the court to declare a scheduled meeting lawful.

Mawu will question the validity of the state of emergency and the Government's right to detain people under the emergency regulations. The matter is due to be heard in the Durban Supreme Court.

Meanwhile the Media Workers' Association of South Africa (Mwasa) yesterday described the lifting of a ban on union meetings as "a small but significant victory".

Mwasa is one of four unions which has brought urgent applications contesting the ban. The others are the Commercial, Catering and Allied Workers' Union of South Africa, National Union of Mineworkers and Mawu.

A Mwasa spokesman said: "The ban was a naive and clumsy attempt to cripple the struggle by the independent trade union movement for workers' rights and the struggle against apartheid."

11/7/86

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D.D.U.P. 7/18/86 (50)

Pupils call for equal education

GRAHAMSTOWN —

More than 950 pupils from all over South Africa last night called for non-racial, equal education and stated the present education system in the country was "unjust".

The call was made at the official close of the Standard Bank National Schools' Festival.

The headboy of Pine-town Boys High School in Natal, Jason Probert, urged pupils to sign a petition supporting the call.

As the spokesman for a group of pupils, Jason read a motion to the

floor and asked pupils to show their support. The motion was carried unanimously.

He said: "For a long time, our consciences have been plagued by the hurt and suffering which the policy of apartheid has incurred.

"As scholars, we feel we have a powerful voice which should be heard".

It was felt by Jason and several other pupils that there was a low level of awareness of the current political situation at most white schools in South Africa.

—DDC

Mapping the path for ^{WEGWU 11.} ⁵⁰ a new education order

"THE New Education will have to deal with the aftermath of the conflict between two nationalisms, African and Afrikaner.

"It will have to deal with the aftermath of ethnic fragmentation and the accompanying ethnic habit of mind: the habit of trying to survive each other — black and white, black and black."

Professor Es'kia Mphahlele, head of the division of African literature in the Department of Comparative Literature, University of the Witwatersrand, was addressing the closing session of a three-day educational conference in Johannesburg on Saturday.

By BARBARA LUDMAN

The conference was organised by the Montessori Society of South Africa.

And while Mphahlele said little about Montessori *per se*, the child-centred nature of the new education he outlined appeared to have much in common with the educational system devised by Dr Maria Montessori to enhance the educational opportunities of culturally-deprived Italian, slum children.

Warning "there can be no sound education for all while this country is ethnically or racially fragmented as it is", he nevertheless listed a number of

"imperatives" to be considered when planning "new curricula towards a progressive education for the greater South Africa". Among them:

- A new, humanistic — as opposed to authoritarian — philosophy of education;

- A child-centred education — "rather than the present system that places the authority and dictates of teacher and government at the centre".

The recipient of New Education must necessarily, he said, "be accorded the opportunity and right to create his own learning environment, at present imposed by teacher and state as a means of control".

Strong, freely-elected SRCs can "promote the creation of such an environment", he noted.

"A considerable factor in the present students' revolt must be seen as a rejection of their learning environment which approximates army barracks";

- The right of parents to send children to open institutions with community-based parent-teacher associations to monitor the learning environment;

- The right of "regional institutions that can be identified as cultural units, eg those in rural areas" to inject relevant material into the curricula and syllabuses.

- An emphasis on "non-formal alternative learning and night school for adult education".

"It is in the alternative-education setting where we recognise most clearly that we are educating for community development," he said;

- Early childhood learning for black communities, "traditionally at the bottom of the scale of government concern, must claim the official acknowledgement and promotion it deserves".

"It is the view of intellectual cynics that education does not change existing political and economic structures," he said.

"The view, one suspects, is a result of the general one of education as an institution of certificates and diplomas rather than as *process*; as knowledge as a packaged commodity to be acquired over the counter and consumed, rather than as an *act* of knowing and establishing relationships between phenomena and human activities ...

"At grassroots level, where black people traditionally operate, education cannot be taken for granted. Here the printed word alone takes on an almost magical independent life; with a potential to stimulate inquiry, a sense of adventure, and the longing for mastery of one's environment, for the ability to discover."

Where to spend the money

WHEN more than half the children in black schools fail at least once between Grade 1 and Std 2, should pre-school bridging programmes be installed?

Or should limited resources rather be spent on improving the Grade 1 curriculum?

A paper delivered at last week's Montessori conference by Christine Liddell of the Institute for Behavioural Sciences at Unisa would tend to favour the second approach.

More than 50 percent of black working women in South Africa have children of pre-school age, she noted, and listed three alternatives for child care: an elitist option, "in which funds are allocated primarily to children showing early promise"; the option for disadvantage, "in which funds are devoted primarily to children living in conditions of extreme deprivation"; and a third option, involving "providing a minimum standard of care for as many children as possible, regardless of their prospects of abilities".

Given that a limited amount of money has been designated for black pre-school programmes, she said she would chose the third.

"This may be inimical to the educational philosophy of most people attending this conference," she said, "but it may be the most pragmatic solution in the present circumstances."

That it could also help to "preserve children's normal development" is indicated by the results of research undertaken in an overcrowded township creche near Pretoria; a day school run for Bushman children living in an SADF settlement in Namibia; and, as a baseline, in high-grade British and American nursery schools.

All groups were "assessed through naturalistic observations of free play ... long accepted as a means of establishing levels of pre-school competence."

Conditions were markedly different in each group.

In the township school, there were 83 children in a classroom, with a teacher/child ration of one to 42; there were no adult-led educational activities, no building blocks, no paints — but 55 intact toy cars, teapots and dolls and 71 broken examples of the same.

In the Namibian day school, "toys and educational materials are not readily available ... the only formal educational material observed was a single story book, and children were observed playing with toys only three percent of the time".

Yet "results indicated that there was no evidence of abnormality in the township children's social behaviour or patterns of activity, despite the adverse conditions under which they spent most of their day. Unexpectedly, factors like overcrowding, high child:staff ratio, absence of formal teaching, and poor access to educational materials had not resulted in abnormal patterns of free play and activity".

Patterns in the Bushman day school were "almost identical" to those in the township sample.

"Taken as a whole," she said, "this research ... suggests that neither low-grade custodial care nor conditions of considerable deprivation at home have any marked effects on developmental status as measured by assessments of free play....

"These findings suggest that many children may be starting school with acceptable levels of social and environmental competence, having coped with multiple deprivation. Their subsequent failure during primary school may be caused by quite different factors....

"This suggests that much attention could be fruitfully devoted to modifications of the Grade 1 curriculum."

CAPE TIMES 14/7/86

DET given powers to bar pupils from class

Own Correspondent

JOHANNESBURG. — State President P W Botha yesterday issued emergency-regulation orders which effectively permit the Department of Education and Training (DET) to refuse to register pupils at its 7 000 schools, which re-open today.

DET need not supply reasons for barring pupils or hear any appeals, according to orders published in the Government Gazette.

The new orders also stipulate that principals must place pupils in the class in line with their previous proved scholastic achievement. Place-ments may be made by departmental officers who feel that principals have incorrectly promoted pupils.

This move follows DET's announcement last week of its plan of action to be introduced today which compels pupils to wear ID cards, provides for schools to be fenced with gates which lock and for security guards to protect school premises.

In certain areas the police might be called to guard schools, the deputy director-general of DET, Mr Jaap Strydom, said at a press conference.

The reopening of schools coincides with the call for a national day of action today to protest against the detention of union leaders.

It also comes in the wake of the prohibition — in terms of emergency regulations — on gatherings in Soweto of the National Education Cri-

sis Committee (NECC), SRCs and the National Education Union of South Africa.

DET postponed the reopening of black schools for two weeks from July 1 to July 14 to formulate the measures, which were finalized after discussions with inspectors and principals, but without consultations with SRCs or the NECC.

Pupils who fail to comply with the measures will be automatically dismissed from school, according to the DET.

Also, matric pupils who have not paid their examination fees might not be readmitted.

Orders regulating the movements of pupils and others around school premises in 15 magisterial districts in the Eastern Transvaal were issued at the weekend.

See page 14/1/86

Education crisis

DET IS

UNABLE

TO HELP

PUPILS IN DETENTION

SOWETAN Reporter

THE Department of Education and Training cannot do anything to secure the release of teachers and pupils recently detained under the state of emergency regula-

tions, a spokesman for the department said.

The spokesman however said detained teachers would be paid their salaries while in

detention.

It is not known how many teachers and pupils have been detained since the declaration of the state of emergency.

Asked what the department was doing to secure the release of the detained teachers and pupils, the spokesman said the matter was beyond their control and those detained remained the responsibility of the

security forces.

He promised that released students could go back to their respective schools and continue with their classes.

He also clarified certain issues, including the demolition and re-registration of pupils. Only

pupils who pass examinations will be promoted to the next class. The re-registration of pupils was at the discretion of principals who wanted to ascertain,

after the continuous disruption of classes, how many pupils had enrolled.

He described as "unsubstantiated," a newspaper report that Soweto teachers had been told by the department to clean their classrooms.

"It is not expected of them (teachers) to physically clean the classrooms."

The spokesman confirmed that a number of women have recently been employed and paid by DET to clean classrooms at secondary schools.

Black school attendance in PE good

*EVE Post
14/7/86*

(50)

Post Reporter

THERE seemed to have been a fairly good attendance at black schools when they re-opened in Port Elizabeth today.

The regional director of the Department of Education and Training, Mr Bill Staude, said it would be possible to give a clear picture of attendances later this week.

PE township residents reported that most PE primary schools were fairly well attended.

The turnout at high schools was less.

The department's schools re-opened today after an extended winter holiday.

A spokesman for one New Brighton high school put attendance at 50% to 60%.

He confirmed that pupils were being re-registered and issued with ID cards, which they are compelled to wear.

Other schools contact-

ed declined to give details.

A trickle of returning pupils was reported at many Transvaal schools.

In some areas attendance seemed good, but in others, notably the Vaal, East Rand, and Alexandra — it was very low, with many high schools empty.

Most Vaal pupils adopted a wait-and-see attitude.

Only lower and higher primary pupils made an effort to enter their school yards.

Teachers stood in clusters waiting for the pupils who did not seem to be in a hurry to resume studies.

Many pupils, some in uniform, were seen loitering and strolling in the streets without books.

There was a total stayaway at the Tembisa High School, Jiyana Secondary School, Boitumelong Secondary School, Masisebenze Secondary

School, Thuto-Ke-Matla and Kusasa Secondary School, all on the East Rand.

Two Alexandra high schools, Minerva and Alexandra, and several primary schools, were totally boycotted.

● Yesterday President P W Botha had regulations promulgated in terms of the emergency, which effectively grant the DET power to refuse to register pupils at any of its 7 000 schools.

No reasons need be given for barring entry.

DET officials have also been empowered to place pupils in any standard or class.

Pupils who fail to accept their placement "shall be deemed to have left the school voluntarily". These placings may also be made by DET officials if they are satisfied that the school principal's decision was "erroneous".

CLAMP ON

Soweto
14/7/86

(Handwritten mark)

PUPILS

By ALI MPHAKI



FAMILIES move into a hall in Soweto yesterday after leaving their homes because of fighting. Story Page 2. Pic: MOFFAT ZUNGU

THE State President, Mr P W Botha, yesterday empowered the Department of Education and Training to expel all pupils who fail to comply with regulations when 7 000 black schools country-wide re-open today.

Mr Botha, in a special proclamation issued yesterday, decreed that such expulsions could not be contested in the country's courts of law.

In terms of the proclamation, published in a special *Government Gazette*, the director general of the DET or an authorised official may, without giving reasons, refuse to enrol someone, or may admit a pupil subject to certain conditions.

Pupils enrolling in terms of the regulations will be assigned to a class or standard according to their previous academic records. A pupil refusing to accept the decision to place him in a particular class, will be deemed to have left the school of his own free will.

Proclamation

In terms of the proclamation, no pupil may receive instruction at a school falling under the DET, unless he or she is enrolled at that school. This applies also to pupils who may have enrolled already for the present school year.

Children who want to attend school must apply to be enrolled today, it said.

No interdict or other action may be brought against these decisions.

The orders are supplementary to extensive security measures the DET said it would apply at schools today, in a bid to solve the education crisis affecting 1,7 million black pupils.

The Department's measures were drawn up "with the consensus of school principals," but without consulting the National Education Crisis Committee (NECC) or students representatives councils (SRC's), senior DET officials said last week.

The NECC, SRC's and the National Education Union of South Africa were prohibited last week from holding gatherings in Soweto, Diepkloof, Meadowlands and Dobsonville.

Meanwhile orders regulating the movements of pupils and others around school premises in 15 magisterial districts in the Eastern Transvaal were issued at the weekend.

The two bodies have appealed to trade union leaders and their members to resist the call.

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'Day of Action' today

THOUSANDS of workers across the country are expected to observe the "Day of Action" today, in support of a call by the Congress of South African Trade Unions.

This move followed pressure from workers at the workplace, Cosatu said in a statement at the weekend.

The federation has made the call in protest against — among other things — emergency detentions in the trade union movement, of which Cosatu unions account for 83 percent.

By LEN MASEKO

The ANC and the SA Congress of Trade Unions has supported the call for the "Day of Action".

Cosatu said: "Employers have indicated that they would be unsympathetic to workers who take part in industrial action over the state of emergency. Cosatu will regard the victimisation and repression of workers as a sign

that employers quietly support the state of emergency and the emasculation of trade unions."

The Federated Chamber of Industries and the Association of Chambers of Commerce (Assocom) have said that they see such action as "completely counterproductive in present circumstances and damaging to industrial relations".

The two bodies have appealed to trade union leaders and their members to resist the call.

that employers quietly support the state of emergency and the emasculation of trade unions."

The NECC, SRC's and the National Education Union of South Africa were prohibited last week from holding gatherings in Soweto, Diepkloof, Meadowlands and Dobsonville.

Meanwhile orders regulating the movements of pupils and others around school premises in 15 magisterial districts in the Eastern Transvaal were issued at the weekend.

Soweto 14/7/86

DD 14/7/86

Emergency orders as DET schools reopen

PRETORIA — The State President, Mr P. W. Botha, issued emergency regulation orders yesterday to assist the Department of Education and Training to restore order at South Africa's troubled black schools when they reopen today.

The orders, which were published in the Government Gazette, empower department officials to bar pupils from registering at schools without a need to supply reasons or hear appeals.

The orders also empower department officials to place pupils in any standard or class.

Pupils who fail to accept their placement "shall be deemed to

have left the school voluntarily," the proclamation stated.

Placements may be made by department officers if they are satisfied that the school principal's placements were "erroneous."

Principals must place pupils according to their "previous proven scholastic achievement."

No legal process may be brought against these decisions.

The orders are supplementary to extensive security measures the department said it would apply at its 7 000 schools when they reopened today.

The department's measures were drawn up "with the consensus

of school principals," senior departmental officials said in Pretoria last week, but without consulting the National Education Crisis Committee (NECC) or students representative councils.

This was because these bodies were not considered "professional educationists."

The NECC, SRCs and the National Education Union of South Africa are prohibited from holding gatherings in Soweto, Diepkloof, Meadowlands and Dobsonville in terms of emergency orders issued last week by the Sowetan divisional police commissioner. — Sapa

M... ..

ARGUS 14/7/86

Poor turn-out at Peninsula black schools

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Education Reporter

HUNDREDS of pupils failed to return to black schools in the Peninsula today and those who did had details of the Department of Education and Training's strict new security measures explained to them.

Schools re-opened after a two-week delay imposed by the DET so that it could implement its "national plan of action" aimed at "normalising" black education and preventing further disruption.

Teachers and principals at some of Cape Town's major black high schools reported low attendance.

LANGA HIGH

Sources at Langa High School said only 100 pupils returned. The school can cater for more than 1 000.

Pupils who did return had details of the regulations read to them by principals. A principal said all principals had to show the DET proof that students had been informed.

The DET's "plan of action" includes tightened security at schools with fences, lock-up gates, floodlights and the deployment of security guards.

Progressive Federal Party spokesman on black affairs, Mr Ken Andrew, said today black schools would never function satisfactorily without trust and co-operation between the community and the authorities.

The success of black education depended on this, but trust would never be built on the ba-

sis of unilateral or heavy-handed action by the authorities, he said.

Principals and teachers interviewed today expressed unhappiness over the new measures, which they said they had been instructed to implement on pain of losing their jobs.

The Argus Correspondent reports from Johannesburg that black pupils trickled back to school today and attendance at black schools under the Department of Education and Training in Durban were described as normal and quiet.

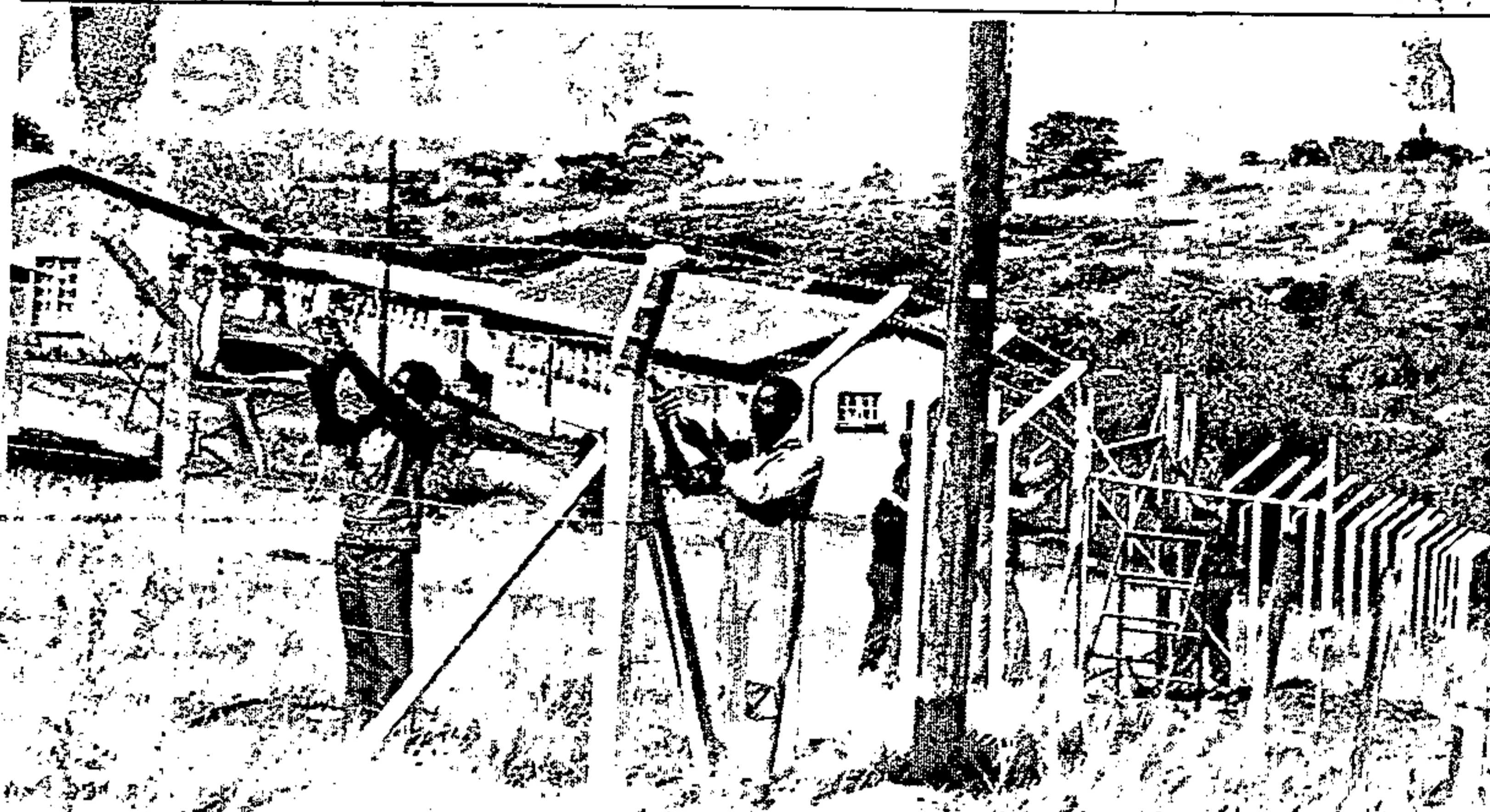
In some areas school attendance seemed good, but in others, noticeably the Vaal, East Rand, Alexandra and Pretoria districts, attendance appeared low, with high schools almost empty.

Most secondary schools in the Vaal complex were without pupils today. Most of the Vaal pupils adopted a wait-and-see attitude. Only lower and higher primary pupils made an effort to enter their schools.

Meanwhile, thousands of pamphlets urging pupils to go to school or remain at home were distributed by security force members in the three townships yesterday afternoon.

The pamphlets, which were purported to be from the Department of Education and Training, warned pupils against the "activities of radicals who want to misuse the opening of schools".

● New regulations, Page 8.



Hundreds of black pupils who went to school yesterday were greeted with barbed-wire security fences erected during the school holidays. The fences are part of stringent security measures introduced by the Department of Education and Training. Here, work is still under way at Klaarwater's Margot Fonteyn Secondary School.

Black pupils flock back to barbed-wire schools

Mercury Correspondent JOHANNESBURG—Most black pupils returned to schools countrywide yesterday to face the Department of Education and Training's introduction of security measures and an emergency regulation gazetted at the weekend.

The emergency regulation stipulated that pupils had to reregister and the DET could refuse to admit pupils without supplying any reason.

It followed the controversial DET measures which include that pupils carry ID cards and that schools be guarded.

At least 80% of pupils returned to school yesterday, according to the DET. This means that about 340 000 of

the 1 700 000 pupils stayed away countrywide.

The DET said in a statement that a preliminary analysis regarding pupil attendance, according to figures and reports available at 2 p m yesterday, showed that with the exception of a small number of schools, pupils reregistered 'en masse across the country'.

Justified

'The atmosphere at the majority of schools is orderly and calm. Pupils and teachers have reacted favourably to the introduction of safety measures,' the statement said.

'The need for the safety measures taken has been proved to be justified as isolated cases of intimidation occurred where pupils

were confronted by outsiders.

'At some schools a reluctance by students to reregister was noted.'

A Mercury reporter writes that attendance was normal yesterday at all but two of the Durban schools under the department's control.

Hundreds of pupils who arrived for the reopening of the Lamontville High School yesterday left after seeing police patrolling the school premises.

The Regional Director of Education, Mr P J Nicholson, confirmed that pupils had arrived but left the school at 9 a m. He said he did not know what caused them to leave.

Some pupils said they had been issued with new

identity cards before leaving the school.

At the nearby Bantu-vukani Lower Primary School, Std 5 boys refused to enter classrooms, quoting the presence of police as the reason.

Klaarwater

Attendances were normal at the Chesterville High School and Klaarwater's Margot Fonteyn Secondary School and the heads of the schools said they were expecting more pupils to come back this week.

Pupils were greeted with barbed-wire security fences which had been erected during the vacations and in some schools workers were still in the process of erecting the fences.

Cape Times 15/7/66

National plan for black education

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Staff Reporter

OFFICIALS throughout the country have met to discuss the lack of effective education in black schools, according to a senior official, Mr Bill Staude.

Mr Staude is the Cape regional director of the Department of Education and Training.

Mr Staude's statement was relayed by the Port Elizabeth office of the Bureau for Information and released this week by the bureau's Cape Town office.

He said that he found the situation regrettable.

"During the winter holiday, therefore, departmental officials consulted with hundreds of inspectors and principals right across the country to seek consensus concerning ways in which the situation could be corrected.

Principles

"Arising out of those discussions a national plan of action was evolved which re-states in very simple terms what may legitimately be expected of pupils, teachers, principals and officials in order that effective education can take place in schools.

"The plan is based on sound, universally accepted educational principles. Any person, therefore, be he pupil or teacher, who does not play the part that is required of him, is clearly not serious about education and his continued presence in our schools may be open to question.

"An important element of the plan is the streamlined subject syllabuses for standards six to nine. These syllabuses have been designed by experts to enable all the necessary fundamental educational concepts to be taught in the 16 weeks of teaching time still available this year.

"Provided that no further time is lost, a pass in November internal examinations is definitely attainable by students who are prepared to work hard at their studies."

Save face
15/7/86

New DET powers under fire

By MZIKAYISE
EDOM

TWO organisations yesterday condemned the new powers given to the Department of Education and Training by the State President, Mr P W Botha.

According to the ruling, DET could expel all pupils who failed to comply with regulations when 7 000 black schools country-wide re-opened yesterday.

Mr Botha, in a special promulgation issued on Sunday, decreed that such expulsions could not be contested in the country's courts of law.

In a statement, the Azanian Students Movement said it condemned the DET's power to expel pupils according to the "whims and wishes" of Mr Botha.

Disturbing

The organisation also stated: "It is disturbing to note that Mr Botha has decreed that the expulsions cannot be contested in a court of law."

The Black Students Society Project said it viewed the Government's proclamation in a serious light. "This insensitive move is geared towards destabilising black education."

"It confirms our view that the black child's education shall never be fruitful as long as it is still in the hands of the Government," the organisation said.

The BSSP challenged the private sector to "prove its interest in the black education by giving financial backing to BSSP for its alternative education programme."

Last week, the Transvaal Students Congress (Trasco) condemned the new measures introduced by the DET which included the introduction of identity cards to all pupils.

Most pupils back ~~to~~ DET

PRETORIA — It was estimated that at least 80 per cent of black pupils returned to school yesterday, the Department of Education and Training (DET) said here.

In a statement, the department said a preliminary analysis, taken from figures and reports available at 2 pm yesterday, showed that with the exception of a small number of schools, pupils re-registered "en masse across the country."

"The need for the safety measures taken has been proved to be justified as isolated

cases of intimidation occurred."

● According to a spokesman for the Port Elizabeth Regional Office of the Department of Education and Training, attendance varied between 30 and 50 per cent of the "possible capacity" of schools, reports a Daily Dispatch

correspondent.

The partial stayaway was in reaction to a national call for worker action in protest against the detention of trade union leaders.

Attendance at Cape coloured schools varied with many schools reporting normal classes. Sapa

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The United States Information Service (USIS) has donated a R4 250 collection of books to the Soweto College of Education — and similar collections are to go to 29 other colleges and non-formal educational organisations in South Africa.

Each "core collection" of 150 titles will assist in teaching English as a second language. READ will also benefit from the scheme, which will involve books worth R127 500.

As part of the USIS programme, 25 English teachers from black institutions left last week for the United States, where they will spend five weeks studying at Iowa State University

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Albus 15/7/86

Attendance at city's black schools now 80%

Education Reporter

ATTENDANCE at schools in Cape Town's black townships swelled to 80 percent today after a poor turn-out at the start of the new term yesterday.

New regulations, announced by the Department of Education and Training last week to avert further disruption of the school year, were cited by teachers as a possible factor in yesterday's attendance of between 30 and 50 percent.

Teachers said resistance to the regulations, which include controlled access to schools and identity cards for pupils, could have been a factor, but it was not unusual for pupils to delay their return to school by a day or two.

Schools were also ordered by President P W Botha in a special Government Gazette on Sunday to re-register pupils.

VILJOEN WARNS

The Argus political staff reports that the Minister of Education and Development Aid, Dr Gerrit Viljoen, has warned that State funds would be withdrawn from black educational institutions where disorder persisted.

He said today that in practice this would mean they would have to close.

Dr Viljoen was elaborating in an interview on a speech he made in Potchefstroom last night at the annual congress of the Afrikaanse Studentebond (ASB).

He also said today that generally the return of pupils to black schools after their reopening yesterday appeared to be proceeding well, except in a few areas.

In his speech last night Dr Viljoen said disorder at certain black educational institutions could not be tolerated indefinitely.

Speaking from Pretoria today, Dr Viljoen explained that in the event of education coming to a standstill at an institution funds would have to be re-channelled to ensure the money was spent productively.

His department's policy so far had been to suspend education temporarily at institutions where disorder persisted.

The temporary closing provided a "cooling-off period" during which negotiations were held to bring conditions back to normal. In most cases this approach proved successful.

If, however, disorder persisted indefinitely then the money spent on the institutions would be spent better elsewhere.

COLOURED STAYAWAY

A stayaway to coincide with a national call for worker action resulted in attendance at coloured schools falling by 30 percent in the Western Cape yesterday.

There were no pupils in at least three schools, two in Athlone and one in Bellville, yesterday, said the Department of Education and Culture in the House of Representatives.

Liaison officer Mr Henry Jansen said attendance, which last week averaged 90 percent, fell to 60 percent.

The stayaway was most marked in Peninsula schools, where attendance ranged from zero to 99,3 percent.

Schools on the Paarl and Worcester circuits reported average attendances of 80 and 90 percent respectively.

BELLS

Sowetan
15/7/86

50

Attendances

fluctuate

at schools

RING

AGAIN

SCHOOLS controlled by the Department of Education and Training re-opened yesterday to fluctuating attendances.

While in some parts most students returned to school, in others many adopted a wait and see attitude.

The numbers were highest at primary schools while secondary schools had lower attendances.

While some areas also issued ID cards to pupils in accordance with the announcement by the department last week, other areas did not issue any ID cards.

The highest stayaway was in Duduza where all schools were deserted, while in Natal and the Free State attendances were normal. In Soweto, the Vaal, Eastern and Western Cape figures fluctuated.

In Soweto some pupils were re-registered and issued with temporary identification cards, authorising them to be in the school premises during school hours.

Deserted

Attendances ranged from dismally low to fairly high while other high schools, mostly in the Diepkloof area, were deserted.

Many pupils who went to school were not in school uniform.

Primary schools reported good attendances.

In the West Rand townships of Mohlakeng, Kagiso, Munsieville and Bekkersdal pu-



PUPILS at Musi High School in Pimville, Soweto, compare their temporary identification cards issued by the school yesterday.

pils went back to school in their hundreds. A check by the *Sowetan* showed many pupils being in classes and none in uniform were seen in the street during school hours in the morning.

Taxis appeared to be doing their usual business, while buses — targets of a boycott for several months, continued to run empty.

Hundreds of pupils reported for classes in Pretoria's three townships — Atteridgeville,

Mamelodi and Soshanguve — yesterday morning.

The Department of Education and Training distributed pamphlets at the weekend warning pupils that an order had been published in terms of the Emergency regulations restricting the activities of "radicals" who want to misuse the opening of schools.

• Hundreds of pupils in the Vaal Triangle stayed away from school while others stayed in school

for a short period as new DET measures came into effect yesterday.

Almost all primary school children in the four townships left school before 11am after being released by teachers. Evaton and Bophelong townships were quiet and most pupils stayed away from school and roamed the streets.

The only high school in Boipatong, Lebohang, reported about 8 percent attendance in the morning but no lessons were being given with pupils staying idle in class.

By
**SOWETAN
REPORTERS**

Relief for Duduza — P3

Warning on transfer of education funds

50
DDIS

POTCHEFSTROOM — Funds would have to be transferred from educational institutions where disorder persisted, and applied elsewhere, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday.

Opening the Afrikaanse Studente Bond congress here, he said "it should be realised now that institutions where disorder continues indefinitely will not be able to carry on."

Funds would have to be applied elsewhere where responsible use could be made of them. The country could hardly afford big sums of money to be spent fruitlessly due to disorder and lack of discipline.

Dr Viljoen said it would be futile for black leaders to negotiate with the government with the false belief that white leaders were "an easy push-over."

The government, especially the whites represented by it, had the will and the ability to



DR VILJOEN

ensure that an orderly and fair sharing of power came into being which would protect minorities and maintain civilised standards, said Dr Viljoen.

Change entailed the "inevitable process to broaden and develop the base of democracy, within the given possibilities of South Africa's population reality."

Dr Viljoen told delegates it appeared South Africa was entering a period of lowered economic growth which would, for whites at least, require adjustments in the standards of living.

He said it was ironic that the foreign onslaught against South Africa intensified as further reform initiatives were being unfurled.

This proved that the country's enemies could not afford to have South Africa succeed in its peaceful reform moves.

"They demand revolution, not reform," Dr Viljoen said.

He told students to oppose attempts to discredit Afrikaans as being "the language of the oppressor."

"If Afrikaans should be an oppressor's language, what series of guilts and blots do not cling to English with its imperialist tradition and the often cultural arrogance of its users, or even to certain African languages, used as arsonist's language or intimidator's language?"
— Sapa

KwaZulu pupils flock back to school

Mercury Reporter

KWAZULU pupils in Durban townships streamed back to school yesterday.

In many senior schools visited by the Mercury yesterday, the heads reported normal attendance.

Three schools hit by class boycotts last term also reported a reasonable attendance.

A spokesman for the KwaZulu Department of Education and Culture said the attendance was normal but he had not yet received the figures.

At Lamontville High School, pupils had left about 11 a.m., the director for Education in the Department of Education and Training, Mr Steve Buys, said.

On Monday, a day of reopening for schools under DET, Lamontville High School pupils left the school after seeing police there.

At other schools in the townships classes continued without problems yesterday.

Reluctant

Our Johannesburg correspondent reports that at least 80% of the 1 700 000 black pupils were back at school, but pupils at 24 schools, mainly in Soweto, were reluctant to reregister or were hit by some form of stayaway action, according to the Department of Education and Training.

The reregistration of pupils had been satisfactory at most of the schools and initial misgivings had been overcome by discussion, the DET said.

The 20% stayaway from black schools affected about 340 000 pupils. Almost total stayaways continued yesterday at 41 schools in the East Rand townships of Duduza and Tembisa and 16 schools in Alexandra were almost deserted.

In the Eastern Cape, attendance was low at 61 schools in Port Elizabeth, and also at secondary schools in East London and in nearby Duncan Village.

Cape Times 16/7/82
**80pc back
at school**

Own Correspondent
(Signature)

JOHANNESBURG. — At least 80 percent of the 1,7-million black pupils are back at school, according to the Department of Education and Training.

The DET said the re-registration of pupils had been satisfactory at most schools and that initial misgivings had been overcome by discussion.

The 20 percent stayaway from black schools affects about 340 000 pupils. Almost total stayaways continued yesterday at 41 schools in the East Rand townships of Duduza and Tembisa and 16 schools in Alexandra were almost deserted.

In the Eastern Cape attendance was low at 61 schools in Port Elizabeth as well as secondary schools in East London and Duncan Village.

DD 16/7/86

History teaching needs negotiation — Viljoen

POTCHEFSTROOM — Historians of various orientations should be given a chance to negotiate over black history syllabuses, the Minister of Education and Development Aid, Mr Gerrit Viljoen, said here.

Delivering the opening address at the Afrikaanse Studente Bond congress, Dr Viljoen said communities could hardly live and work together in peace if their education systems presented possibly one-sided, prejudiced or warped images of each other's histories.

"Historiography in South Africa developed from a predominantly white-centric approach to a wider spectrum of views in recent years, especially with an increasing accent on the role of the black communities in South Africa," Dr Viljoen said.

However, there had been an over-reaction and a switch to a socialist and almost Marxist interpretation of history in some circles, he said.

The state would strongly oppose "people's education" as



DR VILJOEN . . . there is merit in people's education.

it led to revolutionary education, the promotion of violence and disorder, the political brainwashing of pupils, and the passing of educational control from professional educationists to politicised community organisations.

But there was merit in "people's education" — as it offered a chance for

greater community participation and more relevant syllabuses for the communities concerned.

The education authorities would be prepared to negotiate to identify and rectify deficiencies in these respects, Dr Viljoen said, particularly in the designing of syllabuses in subjects like history and literature. — Sapa

July 25 deadline for black pupils to register

Education Reporter

BLACK pupils have until July 25 to re-register and attempts to disrupt the process will not be tolerated, says the Department of Education and Training.

Cape regional director of the DET, Mr Bill Staude, said in a statement that at some Cape schools "sporadic" attempts were being made to interfere with the "orderly re-registration" of pupils.

He also said that a special "catch-up" programme was being distributed to principals to help pupils pass the November exams.

"Work of outsiders"

Pupils have to re-register in terms of an order promulgated at the weekend by President P W Botha in terms of the emergency regulations.

Mr Staude said the disruptions in some cases were the work of outsiders while in others "radical students" were responsible.

"I wish to re-emphasise that my department is very serious in its mission to normalise education in our schools."

Note of warning

The catch-up programme, designed by "educational experts", was aimed at helping students succeed in the November examinations.

Any disruption of the programme would seriously affect the future of all students who are serious about their education, he said.

"In the interests of those students it is necessary for me to sound a note of warning that disruptive behaviour cannot be allowed to go unchecked.

Total stayaways

"I also wish to remind parents and students that, in terms of normal departmental procedure, students have until Friday, July 25, in which to apply for re-registration."

● Twenty percent — about 340 000 — of the 1.7-million black pupils falling under the DET are not yet back at school.

Almost total stayaways at 41 schools in Duduza and Tembisa townships on the East Rand and at 16 in Alexandra continued yesterday.

Attendance at schools in Port Elizabeth, East London and Duncan Village in the Eastern Cape was poor.



'Average of 25% attendance at PE and Uitenhage black schools'

50
DET 12/16/78

Post Reporter

THERE had been an average attendance of only 25% at black schools in Port Elizabeth and Uitenhage since they re-opened on Monday, the regional director of the Department of Education and Training (DET), Mr Bill Staude, said today.

However, he said, principals were reporting a "steady daily increase of 5% to 10%".

Mr Staude laid the blame for the low turn-out on what he called "confu-

sion caused by the trade union-inspired stayaway" this week.

However, according to the Labour Monitoring Group of the Industrial Relations Unit at the University of Port Elizabeth, the work stayaway was probably linked to new restrictions placed on pupils and was not called for by trade unions.

In terms of new regulations published at the weekend, the DET can refuse to register any pupil. No reasons need be

given and no appeals will be heard. The DET will also make pupils wear identity cards.

Mr Staude appealed to pupils to register, saying it was "in their own interests". In terms of "normal departmental procedure" they had until July 25, to do so.

In a statement released yesterday, Mr Staude said that at a few schools in the Cape region "sporadic attempts are being made to interfere with the orderly

re-registration of students for the second school semester".

He warned that "disruptive behaviour cannot be allowed to go unchecked" and emphasised that his department was "very serious in its mission to normalise education in our schools".

A new "catch-up" programme, designed by educational experts, had been distributed to principals, to help pupils pass the November promotion examinations.

(28)

(50) 0016/7/86

DET: disruptions occur at some Cape schools

Dispatch Reporter

EAST LONDON — Radical students and "outsiders" attempted to disrupt the re-registration of students at a "few schools" in the Cape yesterday, the Cape regional director of the Department of Education and Training (DET), Mr Bill Staude, said.

Mr Staude said the incidents had been sporadic.

The DET was "very serious" about normalising the school situation, Mr Staude said.

A "catch-up programme" had been introduced to enable pupils to pass their year-end examinations.

Mr Staude reminded parents and pupils that Friday was the closing date to apply for re-registration.

Sapa reports from Pretoria that a DET spokesman, Mr Peter Mundell, said that at least 80 per cent of South Africa's 1,7 million black pupils went to school yesterday.

● Attendance at Port Elizabeth and at secondary East London schools varied between 20 and 70 per cent, Mr Mundell said, except in Duncan Village.

● Natal experienced an enrolment exceeding 90 per cent, except the township of Lamontville.

● In the Highveld region attendance figures exceeded 80 per cent, except in the townships of Tembisa and Duduza.

● Attendance at Northern Transvaal schools exceeded 80 per cent, except for one school.

(50) 0017/7/86

DV school numbers increasing

Dispatch Reporter

EAST LONDON — About fifty per cent of all pupils in Duncan Village have applied for re-registration and registration was on the increase daily, the Cape regional director of Education and Training, Mr Bill Staude, said yesterday.

He said 519 secondary school pupils and 541 primary school pupils had registered in Duncan Village.

Pupils from all the primary schools were attending classes at the Duvcor buildings and others were still being accommodated at Ebenezer Majombozi Secondary School.

Mr Staude said registration at all other centres in the Border was progressing "smoothly".

The turn-out at King William's Town schools was satisfactory, although one school had experienced a problem.

The problems that had marred schooling in the Stutterheim area had been resolved.

There was a minor problem at Fort Beaufort's Lawson Secondary School but that would soon be solved, Mr Staude said.

Registration was progressing normally at Tubalethu Secondary School and the Cape College of Education.

Regulations on pupils' activities

By **RONNIE MORRIS**
Education Reporter

EMERGENCY regulations banning pupils from being outside their classes during school hours or taking part in non-educational activities, and banning outside speakers from addressing pupils, came into force in the Peninsula on Tuesday.

In terms of the new regulations, no registered pupil in any of six magisterial districts may be outside his classroom unless it is during a break, visiting the change room or when changing classes.

While on the school premises, pupils are also banned from taking part in non-educational activities which are not supervised or ordered by a teacher.

Homes' boundaries

Pupils, if they remain at home, are not allowed to be outside the boundaries of their homes unless they are en route to and from school.

Furthermore, no one except a pupil or a school employee may enter the school premises at any time.

The official syllabus must be adhered to and

no one is allowed to teach, address or speak to any pupils about any matter which does not form part the syllabus or which has no bearing on normal school activities.

Security force members may give written exemption from these orders.

Certain actions were taken by the security forces on Tuesday in terms of these regulations, but they may not be described. However, a total of 57 high school students have appeared in court on yet-unspecified charges.

The regulations were published in the Government Gazette on June 21. In terms of the regulations, the Divisional Commissioner of Police, Brigadier Christoffel Swart, made the regulations effective in six magisterial districts — Simon's Town, Wynberg, Cape Town, Goodwood, Bellville and Kuils River.

Affected areas

The affected areas are:

Simon's Town: Ocean View.

Wynberg: Athlone, Belgravia, Bonteheuwel, Bridgetown, Duinefontein, Durrheim, Glemore, Grassy Park, Hangberg, Hanover Park, Hatten Estate, Hazendal, Heideveld, Kewtown, Lansdowne, Lavender Hill, Lotus River, Mandalay, Manenberg, Mitchells Plain, Mountview, Newfields, Parkwood Estate, Philippi, Retreat, Sherwood Park, Silvertown, Southfield, Strandfontein, Sunnyside, Surrey Estate, Swartdam, Vanguard Estate, Wynberg, Gatesville, Rylands, Khayelitsha, Crossroads, Nyanga, Guguletu, Langa and Zeekoevlei.

Cape Town: Kensington, Schoonekloof, Walmer Estate, Woodstock-Salt River, Schotsekloof, Zonnebloem and Garden Village.

Goodwood: Elsie's River, Bishop Lavis, Kalksteefontein and Matroosfontein.

Bellville: Cravenby, Belhar, Bellville South, Kasselsvlei, Morningstar, Tiervlei South, Scottsville, Ravensmead, the Range-Saberan, Uitsig, Modderdam, Kleinvlei and Eersterivier.

Kuils River: Scottsdene, Scottsdene Extension, Sarepta, Eikendal, Sarepta and Mfuleni.

23 pupils
in court

TWENTY-THREE high school pupils, charged with contravening emergency regulations by not being on school premises during school hours, appeared in Goodwood Magistrate's Court yesterday.

Mr Mark Booysen, 19, Mr Colin Sibritz, 18, and 21 minors were not asked to plead. Nineteen of the minors were released into the custody of their parents. The charges against two others were withdrawn.

They were arrested on Monday and are pupils at Uitsig, Belhar Number 2, Symphony, Florida and Ravensmead high schools.

Mr Booysen and Mr Sibritz were warned to appear. The case was postponed to August 19.

Mr M de Klerk was the magistrate. Mr F Potgieter prosecuted. Mr M R Chetty, Mr K Amien, Mr P Sonn and Mr G Jansen appeared for the pupils.

Cour Times 17/7/86
Emergency:

34 in court

50 Court Reporter

THIRTY-FOUR high school pupils appeared in Bellville Magistrate's Court yesterday charged with contravening the emergency regulations by not being in school during school hours.

Mr Peter Kruger, 20, Mr Andre van der Berg, 19, and 32 minors were not asked to plead. The minors were released into the custody of their parents.

They attend Uitsig, Belhar Number 2, Florida, Symphony and Ravensmead high schools.

The case was postponed to August 14.

Mr E Louw was the magistrate. Mr R W Simpson prosecuted. Mr G Jansen, Mr K Amien, Mr R Chetty and Mr P Sonn appeared for the pupils.

Mercury: 17/07/86

School system

'has failed white pupils'

Political Reporter

THE education system failed white schoolchildren because it did not prepare them for a changed South Africa, the Progressive Federal Party's youth chairman, Mr Andrew Miller, said in Durban yesterday.

Mr Miller, a 22-year-old final-year education student at the University of Cape Town, is visiting PFP youth branches around the country.

He said one of the most important roles of the PFP youth was to point out to white schoolchildren that they would no longer get privileges because they had white skins.

'In these times when there is so much to oppose, we forget our right to affirm certain values such as a free Press, the rule of law and the right to peaceful protest.

'These are insecure and frightening times in which to live, but young people are realising that instead of sitting back and doing nothing they can play a role in determining what's happening in South Africa,' Mr Miller said.

He said the PFP's relationship with extra-parliamentary opposition groups had improved recently.

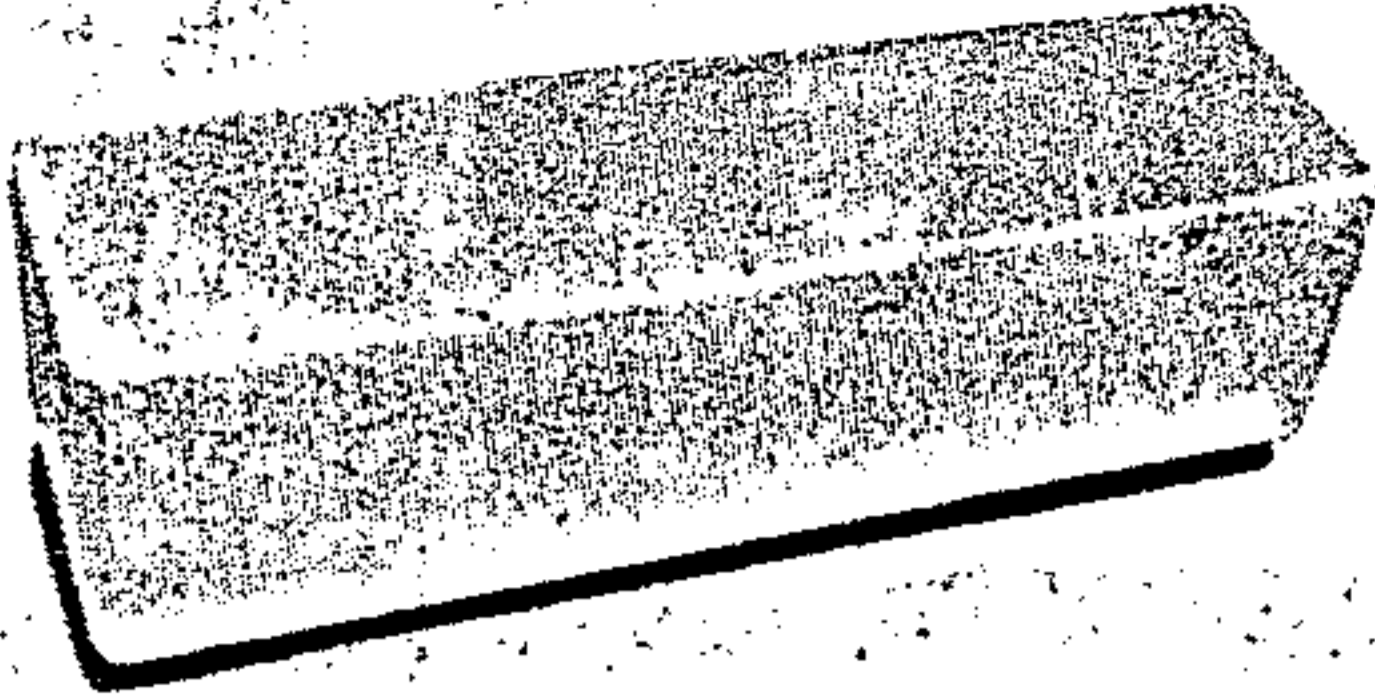
Mr Miller said this was partly because of the PFP deliberately becoming involved with some of the groups and partly because of the state of emergency.

He said the PFP was able to use its limited protection to do things such as urging the authorities to allow visiting rights and food parcels for detainees.

'The groups are accepting that liberal people have a role in the struggle against apartheid,' Mr Miller said.

During his national tour, Mr Miller is also publicising a PFP youth pamphlet called 'The facts of life — beyond the birds and bees — young Progressives building a non-racial, democratic future.'

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Khayelitsha schools face money crisis ⁵⁰

Education Reporter

SCHOOLS in Khayelitsha are in dire need of assistance, says the Read, Educate and Develop (Read) project.

Although the new high school and 10 primary schools in the area are spacious and cater for all facilities, almost the entire community is out of work which means pupils cannot raise extra funds for equipment and furniture.

The need is highlighted in the annual reports of the Western Cape branch's outgoing chairman Mrs Nancy Murray and co-ordinator Mrs Edna Fitzgerald, presented "against a background of violence and deprivation" after the turmoil of 1985 and the Crossroads disaster. Read filled an educational vacuum in black schools in the Western Cape during

1985, the reports say.

New libraries were set up at 16 lower primary and six combined primary schools, including five farm schools in the De Doorns area. Courses and workshops were held for primary school teachers and five high schools were having "sand-dunes and lakes" transformed into paved quadrangles.

But, the reports said, "everything we do or plan is overshadowed by the present crisis". Many of Read's activities have been disrupted.

Funds are badly needed to continue and expand projects and start new ones.

Mrs Murray said: "I urge anyone who can in any way influence Government thinking to impress on them the need to open all tertiary education to all people."

AKGMB 18/7/86

Five die in D...

trate's office, did not lock the office in the afternoon on returning with the The total amount was recovered.

Call for careful river study

Dispatch Reporter
EAST LONDON — A Rhodes University professor has called for careful biological studies of Southern African river systems before water development projects are undertaken.

The professor of limnology at Rhodes University and an associate of the Rhodes Institute of Freshwater Studies, Professor Rob Hart, said water was so scarce that resources should be used in "as many ways as possible where different uses were compatible."

Professor Hart is working on the Lake Leroux research project on the Orange River which was undertaken for the Council for Scientific and Industrial Research by the institute, the J. L. B. Smith Institute of Ichthyology and the Cape Department of Nature and Environmental Conservation.

His work was to determine the fish production potential of the lake and to concentrate on the factors influencing zooplankton as they are the foundation to fish production.

Environmental concerns had been secondary to economic factors in the planning of engineering projects in the past.

Engineering projects on the Orange River had been designed for flood control, hydro-electric production and irrigation but little or no consideration had been given to benefits such as fish production, Professor Hart said.

Staude: pupils must reapply

Dispatch Reporter
EAST LONDON — People wishing to be taught at a school from July 14 this year should apply to be registered as a student at the school, the Cape regional director of the Department of Education and Training (DET), Mr W. A. Staude, said yesterday.

Mr Staude said he had decided to issue a statement because "there appears to be some confusion in people's minds" concerning the question of re-registration of students.

It was compulsory for a person to apply at the school before he could be re-registered for the second semester, Mr Staude said.

The admission of a student could be made contingent upon conditions determined by the authorities.

A pupil wishing to be re-registered at a school would receive an application form which should be completed and signed by a parent or guardian. It should then be signed by the pupil and returned to the school.

The school would then issue the pupil with a "certificate of application for re-registration" which would serve as a temporary means of identification. The certificate should be carried by the student on his person at all times and should be produced on request.

Pupils whose application for registration had been successful would, in due course, receive a "personal admission card", Mr Staude said.

He emphasised that no pupil should be on school premises or attend classes unless he had returned the completed form of re-registration to the school and had received from the school his certificate of application for re-registration.

Principals had been specifically charged with the responsibility of ensuring that these procedures were "carried out to the letter".

Soldati application: rule nisi extended

Dispatch Reporter
UMTATA — A rule nisi calling on the Minister of Commerce, Industry and Tourism, Mr G. Nota, to show why the suspended director of the department, Mr Maivil Bongani Soldati, should not be reinstated was yesterday postponed to August 28.

Mr Soldati had brought an urgent application in the Supreme Court here for his reinstatement.

July 31.

Mr Justice Mitchell had granted a rule nisi on July 7 calling on the minister to show why he should not be ordered to lift Mr Soldati's suspension from duty and emoluments and reinstate him, why the minister should not pay Mr Soldati arrears salary from November 1 1985 and why he should not pay the costs of the application.

The rule had been postponed to July 17.

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PANTIES

CAPE TIMES 18/7/84

Most pupils go back to school—DET

Education Reporter
ATTENDANCE at black schools in the Western Cape ranged between 30 and 50 percent yesterday at the start of the third term as most pupils nationwide returned to face the introduction of new security measures.

According to a spokesman for the Port Elizabeth regional office of the Department of Education and Training, attendance varied between 30 and 50 percent.

The return to school by black pupils was postponed for two weeks by the DET to formulate measures to ensure "a return to normality".

No reasons

In terms of new emergency regulations, the DET is empowered to bar a pupil from re-registering, without reasons, and a principal could place a pupil in the class in line with their previous scholastic achievement.

Pupils would also be compelled to wear identity cards and schools would be fenced in and security guards provided.

- Attendance at coloured schools varied with many reporting normal activities.

- Mid-year examinations started as planned at the University of the Western Cape yesterday with no disruptions reported.

Detention

However, students at the Theological School decided at a meeting yesterday not to write exams because at least

18 of their colleagues were still in detention.

Thelma Tuch reports from Johannesburg that according to the DET, at least 80 percent of pupils returned to school yesterday.

This means that about 340 000 of the 1,7-million pupils stayed away nationwide.

'Outsiders'

At some schools there was a reluctance to re-register and isolated cases of intimidation occurred where pupils were confronted by outsiders, the DET said.

There was a total stayaway from schools in Duduza, the regional director of the Highveld region, Mr J H Booysen, said. There are nine primary and two secondary schools in the township.

In Tembisa, near Kempton Park, about 40 percent of pupils arrived at the four secondary and 26 primary schools but, according to Mr Booysen, many of them left before the end of the day.

90 percent

In the other East Rand townships of Katlehong, Wattville, Daveyton, KwaThema, Vosloosrus, Thokoza and Tsakane, attendance was well over 90 percent.

Pupils trickled back to school in Soweto, reports Sophie Tema.

Pupils in uniform were seen at several schools in the townships, except at Diepkloof where there seemed to be a complete stayaway.

Attendance in Durban was normal, according to DET officials.

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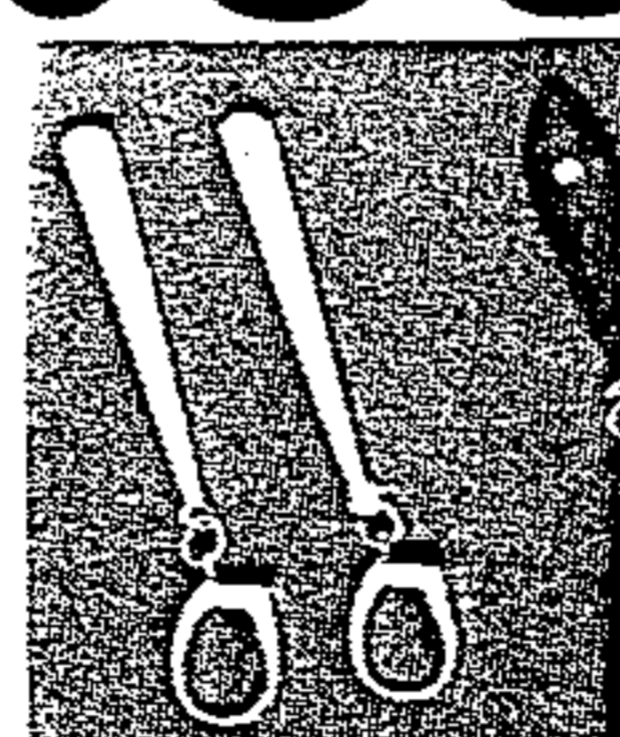
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Staude outlines ways to enrol

By KIN BENTLEY

THERE was confusion about processes for re-registering at schools, said the Regional Director of the Department of Education and Training, Mr Bill Staude.

Schools reopened on Monday and attendances have been below 50% in most places, with high schools being particularly badly attended, averaging about 25%.

Mr Staude said in a statement: "There appears to be some confusion in people's minds concerning the question of the re-registration of students."

They had to apply to be registered as a student at a school and admission was conditional.

Application forms had to be completed and signed by the parent or guardian.

"It must then be signed by the student who must return it to the school. The school will then issue the pupil with a 'certificate of application for re-registration' which will serve as a temporary means of identification.

"That certificate must be carried by the student on his person at all times and must be produced on request."

Mr Staude said: "Students whose applications for registration have been successful will, in due course, be issued with a personal 'admission card'."

He emphasised that:

● "No student may be on the school premises or attend classes unless he has returned the 'form of application for re-registration' to the school, duly completed, and has received from the school his 'certificate of application for re-registration'."

● "School principals have been specifically charged with the responsibility of ensuring that the above procedures are carried out to the letter."

(50)

OK
18.7.76

PRETORIA — The Department of Education and Training was aware of "a concerted campaign to disrupt normal schooling," a spokesman said yesterday.

Mr Peter Mundell said at the Bureau for Information's daily press conference that the campaign was being waged by means of vague rumours and the propagation of ideological untruths.

He said the new ID system at schools was being linked to the "old dompas system," and that slogan-writers referred to "gutter education and Bantu education", "concepts that have been rejected by the department years ago."

It was currently the

DET: rumours fuel school disruption

department's policy not to supply analyses regarding school attendance in order to allow schools "to enjoy a cooling-off period", and to come to terms with the new safety arrangements, Mr Mundell said.

The present unrest confirmed the need for the security measures, he said.

He said thousands of black pupils realised that "the penny is about to drop."

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"Many of them realise that they have wasted an unacceptable amount of time and the price they have to pay is a rather expensive one." Mr Mundell said the department understood that this realisation was traumatic for pupils.

The department said previously that more than 80 per cent of South Africa's 1.7 million black pupils were currently attending school.
— Sapa

N/M (SD) 23/7/86

Vague rumours' spread at schools

PRETORIA—The Department of Education and Training was aware of 'a concerted campaign to disrupt normal schooling', a department spokesman said here yesterday.

Mr Peter Mundell said at the Bureau for Information's daily Press conference that the campaign was being waged by means of vague rumours and the propagation of ideological untruths.

He said the new ID system at schools was being linked to the 'old dompas system' and that sloganeers referred to 'gutter education and Bantu education', 'concepts that had been rejected by the department years ago'.

Confirmed

It was currently the department's policy not to supply analyses regarding school attendance in order to allow schools 'to enjoy a cooling-off period' and to come to terms with the new safety arrangements, Mr Mundell said.

The present unrest confirmed the need for the security measures, he added.

He said thousands of black pupils realised that 'the penny is about to drop'.

'Many of them realise that they have wasted an unacceptable amount of time and the price they have to pay is a rather expensive one.'

Mr Mundell said the department understood that this realisation was traumatic for pupils.

The department had said in previous statements that more than 80% of South Africa's 1 700 000 black pupils were currently attending the country's 7 000 black schools. — (Sapa)

NEW HEAD COUNT OF BLACK PUPILS

FOOTNOTES

1. Annual Leave - Workers
entit.

THE Department of Education and Training will use its new enrolment figures to revise its assessment of the number of black pupils in South Africa, currently estimated at 1,7 million.

A department spokesman, Mr Peter Mundell, said in Pretoria the department would consider figures obtained by the end of this week as reflecting the number of black pupils in South Africa.

The figure of 1,7 million black pupils the department had been using when it said that more than 80 percent of pupils had returned to schools would therefore be adjusted.

Black pupils countrywide had been given until Friday this week to re-register.

The re-registration drive by the department is part of a massive programme to solve the unrest problem at black schools and to "normalise" education under stringent security measures, including a security card-carrying system and a ban on Students Representatives Council meetings.

Mr Mundell said that, "as things stand at this moment, no specific school is being considered for closure".

He scotched reports that teachers at troubled schools were currently at risk of losing their jobs or being transferred to other schools.

However, the possibility remained that schools where unrest persisted and where no "meaningful" education took place would be closed, he said.

(50)

Sowetan
Page 3 23/7/86

THE National Education Crisis Committee has requested an urgent meeting with the Department of Education and Training to discuss the present school situation.

Meet us - NECC

A spokesman told the *Sowetan* yesterday that the NECC sent a telex to the Deputy Minister of Education and Training, Mr Sam de Beer, last Thursday and were still awaiting a reply.

**By NKOPANE
MAKOBANE**

areas of community life will be destabilised," the spokesman said.

The request comes amid pressing demands from black parents that the NECC consult with the DET to resolve the school crisis. The situation has been made more urgent by an alleged DET threat that schools may be closed if unrest continues.

He also said for the authorities to shift the blame to "outsiders" was "an escapist attempt not to face the responsibilities of a situation which could possibly be said to be of their own making."

"We fear that should DET carry out its alleged threat, all other

"They need to be reminded that parents are not outsiders on the issue of education."

Attendances at E Cape black schools lagging

50

26/7/86 W/B Post

By RAYMOND HILL

JUDGING from the latest official figures, attendances at black schools in the Eastern Cape this week were among the worst in the country.

The deadline for registration was reached yesterday. Pupils who failed to register will not be allowed into school again this year, the Department of Education and Training has warned.

The Bureau of Information yesterday said 50% of secondary pupils in Port Elizabeth had registered. It gave no figure for other parts of the Eastern Cape.

The department today released statistics for attendance up to Thursday, and these showed a "very poor" return to school in other East Cape centres.

The situation contrasted sharply with the national one, where attendances at black secondary schools was "very good", according to the department, and an average attendance of more than 80% was achieved.

According to the department, attendance at primary schools was "generally excellent".

Attendance figures at secondary schools in the Cape, up to Thursday July 24, ranged from 50% to 90%.

The figures were, however, "very poor" at certain secondary schools in the Uitenhage, Grahamstown, Graaff Reinet and King William's Town circuits.

The department said: "Attendance at secondary schools is very good throughout the country, in spite of instances of intimidation, disruption and passive class attendance at some schools in the Eastern Cape, Johannesburg and Vereeniging areas.

Complete registration figures would be collated, finalised and made available to the public only on August 1.

The general average attendance for all schools exceeded 80%.

The statement also said more than 250 000 pupils were expected to register for enrolment at the beginning of 1987.

Pupils returning to school in PE

Post Reporter

BLACK pupils started returning to schools in Port Elizabeth today after a mass stayaway yesterday.

Although officials of the Department of Education and Training were unable to supply any details, it was established that pupils attended classes at at least two schools.

There was an almost 100% turnout at the Itembelihle Senior Secondary School, New Brighton, according to a school spokesman.

A spokesman for the Loyiso Secondary School, Zwide, said at least 50% of the pupils were present.

An official public statement, containing details about attendances at black schools, would be released by the Bureau of Information tomorrow, the Department of Education and Training's public relations officer, Mr Peter Mundell, said.

Tomorrow is the deadline for black pupils to register. Those who do not register will not be allowed to attend school this year.

● Pupils stayed away from school yesterday in sympathy with the families of pupils who had been shot at the Phakamisa Secondary School in Zwide last year.

24/7/86
24/7/86
24/7/86

Nest objectives explained ^{5/18/86}

GRAHAMSTOWN — The New Eras Schools Trust (Nest) was not aiming at replicating the private schools' model, Mrs Thelma Henderson, chairman of the local governing body told members of the Grahamstown branch of the South African Association of University Women this week.

"It is pointing the way to a new kind of education. We are looking to educating the leaders of the future."

Mrs Henderson said in post-apartheid South Africa it was necessary that children be prepared to communicate across cultural and racial lines.

"It is our hope that they will unlearn pre-

judice and fear through contact and learn to live, work and play together."

Mrs Henderson said in the Nest environment no one race would predominate.

All would be co-educational. All would have a religious base but none would be tied to any particular religion or denomination.



TWO PUPILS from Pace College in Soweto who were released from detention on Wednesday with their headmaster, Mr Oswald Mshali (right).

School crisis

← From Page 1

President, Mr P W Botha, that they wanted to discuss the school crisis with the Government. The NECC yesterday insisted it wanted to meet with DET to solve the crisis.

The Azanian Peoples Organisation (Azapo) yesterday said South Africa's educational system would not function normally unless the Government heeded the legitimate demands of the people.

A spokesman told the *Sowetan* yesterday that the present educational crisis in black schools is directly linked to the political situation in the country.

He said talks between DET officials and community leaders were "long overdue".

Sowetan 25/7/86



Pupils are freed

FIVE pupils from Pace College in Jabulani, Soweto, were released from detention on Wednesday after being held for 42 days.

By NKOPANE MAKOBANE

united with other pupils. They were welcomed by the staff and pupils.

Meanwhile, the Reverend Molefe Tsele, an executive member of the National Education Crisis Committee (NECC) yesterday said it was true that a telex sent to Mr Sam de Beer, Deputy Minister of Education and Development Aid, had not mentioned a request for a meeting.

This was an error by the person who sent it. The original text contained that point," he said.

Mr Molefe said apart from the omitted request, they had asked members of the Federated Chamber of Industries on July 12 to relay a message to education officials that they wanted to meet them. The NECC had also briefed Bishop Desmond Tutu prior to his meeting with the State

→ To Page 2

There was jubilation at the school yesterday when the five were re-

SD *Sowetan 25/7/86*

A 10-year time bomb for black education?

Has the Government bitten off more than it can possibly chew in its recently announced 10-year plan for black education?

The goals set out by the Minister of National Education, Mr F W de Klerk, are bound to bump against the ceiling of available resources and the consequences bode ill for South African education.

While attempts to equalise educational opportunities for different races is "an impossible task in a segregated system, a problem in the Government's approach to educational reform is that three major challenges have to be addressed simultaneously," the report says.

- These are:
 - More educational provision for blacks.
 - Better education.
 - Higher standards of final exam qualifications to fit in with tertiary technical, professional and vocational training.
- And all this with a projected 4.1 percent annual increase in the next 10 years, when the annual increase in expenditure in the past decade has already been more than double that.
- "Quite obviously the goals are often contradictory in an environment of resource constraints," the report says.

25/10/86 SOMK

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Report hits at moves for 'new look'

The first reaction to Minister F W de Klerk's "10-year plan" for black education was rejection by black pupils and parents of the practical aspects of the plan — the ID cards and guards at schools. More serious doubts have been expressed in the latest report from the Indicator Project on "The Classroom Crisis — black demands and white responses".

The report, by Monica Bot and Lawrence Schlemmer, of the University of Natal, argues that the Government has set itself unrealistic goals. **CLAIRE ROBERTSON** reports.

The three main goals will cause a triple effect on black education and ultimately on society.

The shortage of math and science teachers at the higher level and that blacks take English for matric as a second, or lower level, language, will mean for a long time, "African school leavers will be at a disadvantage in career-competition — and the 'frustration factor' at the higher education level will not diminish".

rates, "anxiety and subsequent frustration after failure will increase among final-grade candidates with very serious consequences for stability among senior African pupils... and there is an ever-present potential for political restiveness in these groups."

The educational reforms will probably lead to a higher pass rate before Stds 9 and 10. While this promises to provide industry with a steady supply of trainable blue-collar workers, they will be a more educated, and thus more politicised labour force. "It will further reduce the 'apathy' factor in African politics and labour relations."

"South African society will steadily lose an already much reduced, artificial, stabilising in its broad political interaction.

"The point of frustration will be shifted upwards to higher academic levels — at which the political consequences become much more serious for the system.

"A lower drop-out rate in the lower levels will also increase the pressure on the educational system at higher levels, "magnifying the serious problems which already exist in high schools," the report says.

Report questions 'outsider' claims

By Claire Robertson

A popular claim by education authorities that school unrest is caused by outside elements or political agitators is contradicted in the Schlemmer-Bot Report.

Our education system itself robs South Africa of "constructive political activity in favour of destructive militancy", the report says.

This arises from a sense of "unconstrained bitterness among those whose greatest single investment in personal progress appears to lead to defeat, failure or a third-class qualification".

Education in this country stimulates political conflict by not succeeding as well as it should in promoting black job advancement, says the report.

It adds: "African education is failing badly to achieve what modern education is assumed to do in divided or unequal societies — draw the emerging young adults from different groups or classes closer together in terms of aptitudes, skills, communication styles and the ability to compete for advancement."

DIFFERENCES IN OUTLOOK

"This will come as no surprise to those who argue, with reference to the expressed doctrines of the late Prime Minister Verwoerd, that the whole intention of South African educational policy until well into the seventies was to create differences in outlook and 'modern' abilities between the races."

Divided education hamstringing even those blacks who pass high school — particularly at student, white collar and executive levels. The report states: "Reactions of employers to these deficiencies are often seen by blacks as evidence of race discrimination (which certainly exists as well) and hence education is a positive stimulus for feelings of relative deprivation and political bitterness."

"By not succeeding as well as it should in facilitating black job advancement, education is stimulating political conflict."

South Africa's divided education created social demoralisation among dropouts, parents and the black community.

It perpetuated feelings of inferiority among the most aspiring and ambitious sections of the black community, says the report.

These problems were worsened by "diploma disease" — emphasis on having a certificate, diploma or degree. In South African the value of these qualifications was deflated as higher and higher qualifications were demanded of blacks to fill jobs previously held by poorly qualified whites.

X

X

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Trust has many appeals for aid

By FRANS ESTERHUYSE, Political Staff

APPLICATIONS for help in black education and development are streaming in to the new Equal Opportunities Trust set up with money made available by the Coca-Cola Corporation of the United States.

Dr Alex Boraine, interim executive director of the trust, said many applications had already been received and were being processed.

He would make recommendations to the trustees over the next few weeks.

Dr Boraine, former MP for Pinelands and former national executive chairman of the Progressive Federal Party, has opened an office for the trust in Claremont, Cape Town.

The work of the trust is being financed with 1-million dollars (more than R4,5-million at the present rate of exchange) made available by Coca-Cola over the next five years for black education and development.

The chairman of the nine-member board of trustees is Professor Jakes Gerwel, Rector-designate of the University of the Western Cape.

Other trustees include Dr Allan Boesak, president of the World Alliance of Reformed Churches; Bishop Desmond Tutu; Mr Arthur Chaskalson, SC, director of the Legal Resources Centre in Johannesburg; Professor P Mohanoe, Professor of Education at the University of the North; and Professor A Thembela, Professor of Education at the University of Zululand.

Dr Boraine said the trustees had decided to seek additional funds in order to give maximum assistance towards meeting the "enormous" needs existing in South Africa today.

Assistance in black education was being sought in the form of bursaries and scholarships, aid to institutions such as schools, colleges, technikons and universities, and for experiments in a non-racial approach to education.

Quality of education 'no longer main issue'

N/M (50) 25/7/86

**African Affairs
Correspondent**

EDUCATIONAL reform along current lines will not reduce conflict in South Africa's divided society but will tend to intensify it.

This point is made in an article in the latest issue of the Indicator, a quarterly publication of the Centre for Applied Social Sciences at the University of Natal in Durban.

The article says the divided education structure is the main obstacle to removal of inequalities in education.

It says black schools have emerged as institutions on the frontline of the ideological conflict and the power contest in South Africa.

The quality of education is no longer the major issue for activists in the field, but rather the way education functions in the white capitalist system and its possible alternative functions in

the liberation process,' the article says.

It says the only effective step for the Government to defuse the situation would be for the Government to move away from separated systems of education and segregated schools.

'If African senior pupils could be exposed to exactly the same educational experience as whites, in both its formal and informal aspects, some of the serious problems of frustration and disadvantage at higher level could be reduced,' the publication says.

It warns, however, that the Government is clearly not ready to entertain a policy shift of this magnitude.

The article suggests special interim strategies to tackle the problem, such as the creation of large, integrated high schools with admission on an optional basis, and the application of 'local option' to the integration of white schools.

25/7/86

Cape Town 25/7/86 50

NECC bid to end crisis at schools

Own Correspondent

JOHANNESBURG. — The National Education Crisis Committee (NECC) yesterday approached the government in an urgent bid to resolve the black schooling crisis.

The Department of Education and Training (DET) has warned that pupils who fail to re-register by today will be automatically barred from school for the rest of the year.

This warning applies to the about 340 000 pupils who have not re-registered this term. According to the DET, 80 percent of the 1,7m black pupils have returned to school.

The NECC yesterday telexed the Deputy Minister of Education and Development Aid, Mr Sam de Beer.

He was not available to comment.

The details of the telex cannot be disclosed because emergency regulations prevent the quoting of the NECC in the Western Cape.

However, it did not contain a request for a meeting with Mr De Beer as was reported this week.

The DET has threatened to close those schools where attendance figures are low and to transfer teachers to other schools.

DET liaison officer Mr Peter Mundell said yesterday: "It's an enormously expensive operation to keep a school open where only a few or no pupils are attending classes."

He said that if attendance was not consistent within a "period of time" the gates would be locked and the schools closed.

If schools were closed, registered pupils would be accommodated at nearby schools and teachers transferred to schools convenient to them.

(50) (278)
NRGWS 25/7/86

Many black pupils reject application requirement

Education Reporter

MANY black pupils in the Peninsula have refused to fill in application forms for re-registration — which means that some schools could be closed for the rest of the year.

Today is the deadline countrywide for pupils to re-register in terms of regulations promulgated under the state of emergency by the State President, Mr P W Botha.

The regulations form part of the "national plan of action" devised by the Department of Education and Training in a bid to "normalise" black education.

SUSPENDED

In terms of the DET regulations, schools at which no pupils re-register by today's deadline will have classes suspended for the rest of the year.

A circular to principals this week said teachers at schools where classes were suspended would be "used elsewhere", while temporary teachers may lose their jobs.

Pupils are required to fill in the forms and then have them signed by their parents. In terms of the new DET regulations, they are then issued with a certificate.

The certificate serves as a "temporary means of identification" and "must be carried at all times and produced on request", according to the circular to principals.

Students whose applications are successful will then be issued with "admission cards". No pupil can be on the premises unless he has received a certificate, it says.

Applications for re-registration after today will not be approved.

DRAWN FIRE

The regulations have drawn fire from principals and teachers who deny DET claims that consensus was reached.

● A spokesman for the DET said yesterday: "Dramatic issues called for dramatic measures".

It was not possible to give details of attendance at black schools this week because pupil numbers were fluctuating, he said.

Bulletins would be resumed once re-registration figures were compiled.

Single education dept 'unavoidable'

THE CREATION of a single educational administration will be unavoidable in South Africa, according to an article in the latest issue of *Indicator*, a publication of the Centre for Applied Social Sciences at the University of Natal in Durban.

The authors, Professor Lawrence Schlemmer, director of the centre and researcher Miss Monica Bot, say that it is hazardous and wasteful to continue along the present lines in South African education.

Only the creation of a single education department, they maintain, will allow an effective allocation and redistribution of human and material resources, in addition to releasing valuable funds presently absorbed by duplication across 19 education departments.

The researchers argue that to seek answers to the present problems solely in an integration of government schooling is likely to be less than effective. This is not only because of political activism and alienation but simply because that option, however essential, is limited in scope.

'A large-scale integration of educational facilities is impossible in the short- to medium-term because of geographic factors, shortages of resources and the carrying capacity of many of the existing white schools, which are more centrally located near major transport routes and hence most suitable for African attendance,' they write.

'In any event, the township schools will remain effectively segregated irres-

By
Patrick Leeman

pective of government policy.'

The researchers say that, if a unification of administrations and integration of resources is not possible at present then effective bridge structures must be created.

One essential step would be for the Department of National Education or the ethnic administrations acting jointly to establish in each region a number of very large, integrated high-schools, by building new schools or adapting certain existing schools.

The writers say that no groups should be expected to send their children to such schools — the system should be optional.

However, the schools should be established as high-quality institutions, with sound equipment and well-qualified teachers and headmasters of any race.

They point out that, by offering the very best quality and quantity of resources, political problems in the schools could be countered to some extent and the schools could become symbols of equality and excellence.

The academics say that, provided these schools are not 'elitist' in concept and if they are built on a suffi-

ciently large scale, they could inject an element of hope and optimism into the African school-going population.

They warn, however, that a problem could arise if the growing political pressure for solidarity among peers continues.

It might be extremely difficult for some youths to attend a high-quality school while their peers attend schools of a much lower quality. Nevertheless, this risk must be taken, the writers contend.

They say that the principle of 'local option' has to be developed as far as the integration of existing white schools is concerned.

The researchers note that a number of white government schools have recently applied for permission to allow non-racial admission.

Local school committees could be allowed a choice of whether or not to allow integration.

They say another major possibility to be explored is far-reaching privatisation without the Government relinquishing its responsibilities to finance African education.

Private colleges run for profit in central business areas could not only absorb significant proportions of high-school pupils but would also have the effect of de-politicising African education.

50 N/M 26/7/82

D-Day for ⁹⁰⁰⁰ return ^{2/17/86} to school

PRETORIA — Details on how many black pupils had registered by yesterday's deadline for those who wished to continue their schooling would not be available until next Friday, the Department of Education and Training (DET) said.

In a statement yesterday the DET also said attendance at all schools countrywide "exceeded 80 per cent" by noon on Thursday.

If up to 300 000 of the officially-estimated 1.7 million black pupils had not registered by yesterday's deadline, they would, in terms of the department's new "no nonsense" approach, be banned from receiving schooling.

The department had previously said the figure of 1.7 million would be revised, and the official number set according to the number of pupils who had registered by yesterday. This means that yesterday's attendance would be considered as 100 per cent.

Critics of the department's approach have expressed grave concern over what they say would be the hundreds of thousands of pupils left without education in this event.

The statement warned that "valuable resources" would be "discontinued" if meaningful education is thwarted". — Sapa

COPY TIMES
26/7/86 50

Pupils register at DET schools

By CLARE HARPER

ATTENDANCE was between 80 and 90 percent at Western Cape high schools subject to the Department of Education and Training's deadline for re-registration yesterday.

However a DET spokesman said pupils were still re-registering late yesterday afternoon and principals had not yet been able to determine what percentage of pupils had re-registered.

All black school pupils from Std 3 upwards, who are at schools which fall under the DET, must fill in application forms and be issued with identification cards.

This affects some 74 schools in the Western Cape and some 5 066 high school pupils.

The department has warned that if pupils failed to re-register by yesterday afternoon they would be automatically barred from school for the rest of the year.

Unhappiness

In many parts of the country pupils refused to accept the proposed "admission cards" and in the Western Cape pupils have expressed "unhappiness" over the ID system.

A DET spokesman said he had heard reports of "unhappiness" when the system was first announced, but that feelings had calmed down.

The spokesman said many of the pupils who had returned to school in the Cape Town area had already filled in their application forms.

However, in the rural areas of Worcester and Paarl, only 50 to 60 percent of pupils have gone back to school for the new term, which began on July 14. This is in spite of the threat that the DET will close schools where only a few pupils attend classes.

The DET has defended the use of the cards, saying that they are "not identification documents but admission cards — the same as used in American schools".

Group plan for four non-racial schools to aid change in SA

Weekend Argus
Correspondent

DURBAN. — A group of prominent South Africans — with the backing of the country's largest corporations — have announced

the building of four non-racial schools "that will contribute to peaceful and sensible social change in South Africa".

Five years of living like "moles" paid off for the founders

of the New Era Schools Trust (Nest).

"We feared that if the Government heard of our plans to build totally non-racial schools in the land of apartheid we would have been finished," Mr Deane Yates, director of Nest, said yesterday.

After five years of lobbying by the trust "in the corridors of power" the Government has given permission for the schools not to be registered under the education department of a particular race group, Mr Yates said.

"The building of the first of the new schools — funded with R9-million from the Anglo American and De Beers Chairman's Fund — is nearing completion near Westbrook, Natal and is scheduled to open in January next year," he said.

Through the support of Mr Chris Saunders, chairman of Tongaat-Hulett, Nest was provided with a strategically situated site of 20 hectares catering for day students from Kwamashu, Phoenix and Durban at Westbrook, close to Tongaat.

"The 'Uthongathi' school will start with 60 pupils and will be co-educational. About 50 percent of the pupils will be boarders drawn from all parts of the country. There were 51 applications for the post of headmaster," said Mr Yates.

Three more schools — one in Cape Town, one between Johannesburg and Pretoria and one in Grahamstown — will be opened in January 1988, he said.

Mr Yates is a former headmaster of St John's College, Johannesburg and of the Maru a Pula School in Botswana.

He was invited to return to SA in 1981 by a group of prominent men and women under the leadership of Professor G R Bozzoli, former vice-chancellor of the University of the Witwatersrand.

Others involved in the project include Mr Steyn Krige, founding headmaster of Woodmead School, Dr A Rosholt of Barlow Rand and Mr Harry Slack of Anglo American.

PEOPLE'S Education — recently much in news — will inevitably become part of a post-apartheid educational dispensation, with white control of the education system crumbling.

Historically, however, there have been two dominant models of education which have operated in South Africa. Both in their own way have been very successful, although neither always producing what might be called "the greatest good for the country".

Christian National Education, the official viewpoint on education of Afrikaner nationalism, has been extremely successful in its major aim, i.e., to serve the cause of Afrikaner solidarity, to ensure the survival of the Afrikaans language and culture, and to produce the bureaucracy needed to run the country.

It has served Afrikaners well, putting them in a dominant position for nearly half a century and proving those Nationalists right who rejected United Party ideals of dual-medium education, promoted so vigorously by educationists like E. G. Malherbe.

If Christian Nationalism has failed the Afrikaner, it is because it has not encouraged sufficiently the independent critical mind, which must have been a handicap in the worlds of modern science, technology and business.

It has failed the country in that it has reinforced the creation of concepts of population groups through 'Bantu', 'coloured', 'white' and 'Indian' education.

This reification of racial, cultural and language differences, when combined with historical inequality of provision, has produced the bitterness and chaos of apartheid education.

Like other aspects of apartheid, what may have appeared in theory to be a fine ideal became an instrument perceived as oppressive, a denial of basic educational rights.

Clearly this dispensation is in an extreme state of crisis and cannot be fully restored to what it was before.

Furthermore, Christian Nationalism failed the country in that it isolated children from each other at the period of their lives

Christian National education has failed. Liberal education has failed. Can 'People's Education' help us to find a model for success?

SYLLABUS FOR A NEW SOUTH AFRICA

AFRICA

developing greater mutual knowledge, tolerance and understanding.

The other section of the dominant white group, the English-speakers, brought with them British and European liberal ideals. The liberal spirit in education has always stood for the development of individuals *qua* individuals to their full potential.

It has been observed in white English-speaking schools and universities in particular, and by mission-aries in black education.

It has served the country well in several respects. By retaining its international links, it has been the sector of the system with the highest educational standards, judged by the development of intellectual skills, recognised and prized universally, and especially in the scientific and commercial areas.

It has contributed, too, by generating a reasonable tolerance among pupils for those different from themselves, and today liberal schools and universities are foremost in the efforts to apply educational and not

workers and pupils, not as persons superior or apart. Third, schools should not function to produce class divisions in society. This is achieved by not allowing elitism to occur, through very democratic admission policies.

Furthermore, they should not create conditions which allow the damaging mental-manual work distinction to develop, and this can be done by linking productive activities to education.

Pupils and students should become involved in productive labour at any level, working side by side with their unskilled comrades.

This is the typically socialist vision which has been implemented in many African countries. It has within it many fine moral ideals of education, contributing to the building of good human communities, and also providing the answers to some of the most pressing educational problems we face.

The idea of linking education to the production of wealth and food for a community must serve this country well. It is everywhere agreed that a bookish education which produces people with a white-collar lifestyle expectation cannot serve the needs of a country with the problems we face.

Similarly, the involvement of teachers in community affairs must be positive as it enables them to become active agents in community upliftment. No one would wish to argue, either, that people should not derive self-respect and confidence from the study of history or any other school subject.

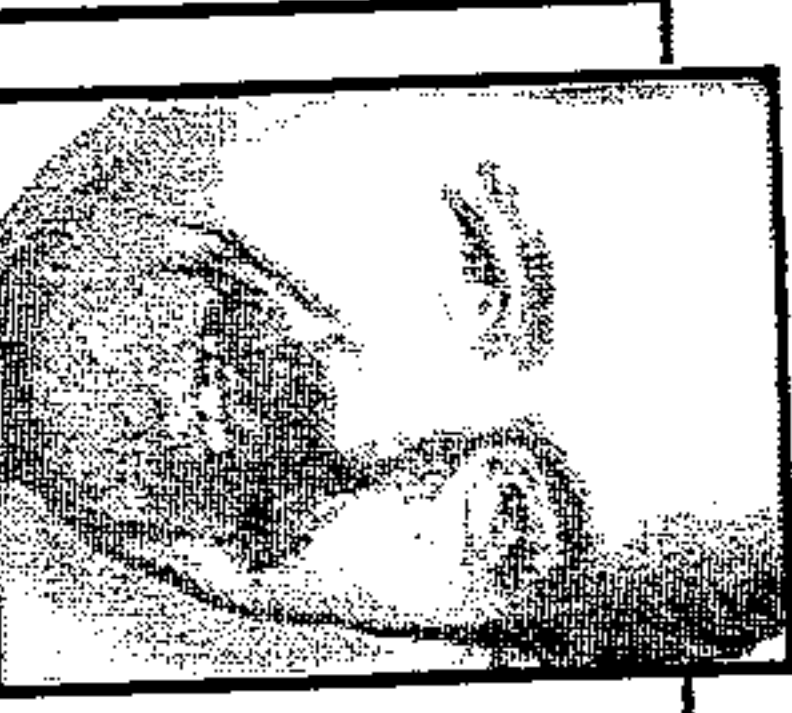
All these conclusions one could come to without the accompaniment of heavy ideological baggage. They are self-evidently good in a country facing such massive problems of development as we do.

There are, however, three areas of "People's Education", or rather its implications, which may create serious problems in my view, and which need to be addressed.

The first concerns standards. The country needs thousands upon thousands of properly trained and educated medical, engineering, agricultural, educational, and financial people to ensure its prosperity. Achieving the necessary standards to ensure competence is an extremely difficult and arduous process, and certainly the burying of individual talent in a sea of mediocrity will positively hinder it.

Good schools, colleges and universities are great

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2 APR 1978



BY MICHAEL ASHLEY
Department of Education,
University of Cape Town

In the world as having historically coincided with race in this country. "People's Education" must, therefore, be geared to equip black pupils to liberate themselves, and this moral commitment, a situation made worse by the exclusive appropriation of national symbols by Afrikaner and African nationalists.

The effect has been the steady loss over the years of thousands of highly skilled and educated people, which the country can ill afford.

There has never been a truly distinctive indigenous and developed black educational viewpoint, but this is what is emerging from the efforts to define a "People's Education", which is essentially a working out of the implications of the Freedom Charter.

The ideological underpinnings of "People's Education" lie in a fundamental critique of the existing South African social order. This is viewed as being an extension of the Western capitalist system, and the inequalities and oppression engendered by that system

treasures in the country, and although every effort should be made by them to be relevant and to open their doors to as many who qualify as possible, they must be protected. This may involve retaining their existing institutional ethos and not subjecting them to heavy ideological pressure.

The second concern is the education of the critical intellect. Minds that question are invaluable, because through their challenge of accepted assumptions stagnation is avoided and progress made possible.

This is one of the major reasons for the Western democratic system being so successful in economic terms, and economic success is desperately needed in South Africa.

Furthermore, one-party or military cliques, unchallenged in their domination, invariably rule over dismal societies which lack political, economic and cultural vitality. Rigid ideological uniformity in the classroom prepares people for this kind of society. There have been signs that this may not always be appreciated.

Finally, although apartheid has made the cause difficult to defend, the evidence is that ethnicity and culture are factors that cannot be ignored in an education system.

Groups surely have a right to ensure the protection of their language, religion and culture, provided in so doing they do not gain huge advantage over others, or engender group hatreds and hostility.

In South Africa, to attempt to ignore group differences entirely would be folly, even though the viewpoint is being forcibly expressed that ethnic differences are dangerous and divisive.

A post-apartheid education incorporating features of "People's Education" is an exciting prospect and offers solutions to many of our pressing educational problems, provided that, in changing the existing system, the baby is not thrown out with the bath water!

To mix metaphors, heavy ideology in education will kill the goose that lays the golden eggs.

SPAR
Monday July 28 1986

Tackling black schools' need of right equipment

The Urban Foundation is tackling a primary drawback at black schools in the Transvaal — the lack of proper equipment.

Since last year, Department of Education and Training schools have followed the same syllabus as all other education departments. This has created a need for apparatus to aid the teaching of physical science.

The foundation has come forward with a Primary Science Kit.

Designed by a teacher, Mrs Ann Griffiths, the state-of-the-art kit is based on that used by the Natal Provincial Administration, and embodies new ideas from Japan, a Californian programme and Unesco guidelines.

The kit is manufactured by the Rehabilitation Centre for the Physically Disabled in Cape Town, and the programme thus aids both science and the physically disabled.

All black primary schools in the Western Cape have been equipped with the kit.

Mrs Griffiths is introducing the programme to schools in the Transvaal and started a course on the use of the kits this week.

A spokesman for the Urban Foundation said it encouraged the private sector to participate "as the project is very costly".

He suggested the adoption of a school near a company's premises or sponsorship.

The kits are offered in varying degrees of sophistication, and cost from about R300 to R525 for a kit suitable for 40 high school pupils.

'Some' black schools in Eastern Cape closed

By GAYE DAVIS
Education Reporter

A NUMBER of schools in the Eastern Cape were closed today — possibly leaving teachers jobless.

A Department of Education and Training spokesman, Mr Pierre du Toit, said from Port Elizabeth that certain schools in the region had been closed but was unable to say how many.

He said schools in the Grahamstown and Uitenhage areas were closed because no pupils turned up to re-register by Friday's nationwide deadline.

The department's Pretoria head office expected to be able to release figures by Friday. He could not say how many teachers were affected. Arrangements would be made for them, but he could not elaborate.

The department warned last week that at schools where pupils failed to re-register classes would be suspended for the rest of the year.

Teachers would be accommodated elsewhere where needed but temporary teachers faced being sacked, principals were told.

Burned forms

In the Western Cape, indications were that a "steady stream" of pupils re-registered and no schools had been closed, he said.

However, no detailed figures were available as re-registration forms had yet to be processed and reports received.

A spokesman for the department's Cape Town office could not confirm that pupils at Langa High School last week burned re-registration forms and pupils at other high schools in the Cape Town area refused to fill them in.

Pupil attendance in the Eastern Cape has averaged 25 per cent since the delayed re-opening of schools two weeks ago.

While a large number of pupils turned up at some schools, others were virtually empty.

A department spokesman confirmed that some members of student representative councils (SRCs) in Uitenhage were expelled for allegedly encouraging other pupils not to re-register.

In Port Elizabeth, SRC members were deemed to have expelled themselves for refusing

to accept the new regulations governing black schools and for refusing to re-register, he said.

Application forms for re-registration had to be filled in and signed by parents by Friday. Pupils would then get certificates as temporary identification to carry at all times and produce on demand. Pupils without certificates could be barred from attending school.

The regulations are part of a "national plan of action" devised by the department in an attempt to end resistance in schools.

New security measures, including the abolition of "illegal" SRCs and the issue of ID cards, have been criticised by principals, teachers and educationists as provocative.

Policeman's wife killed in car smash

Staff Reporter

THE wife of the chief of the police Narcotics Bureau in Springbok has died in a road accident in which a policeman was injured.

A police spokesman said Mrs Doretta Carstens, 40, was killed and Constable C Kotze broke his collar-bone when the car in which they were travelling overturned between Kleinsee and Springbok at 10pm on Saturday.

Lieutenant C Carstens, also in the car, was not injured.

HEX RIVER PASS

Two people died and two were seriously injured when a car left the road in Hex River Pass on Saturday.

Police said the accident was at 9pm about 15km from De Doorns.

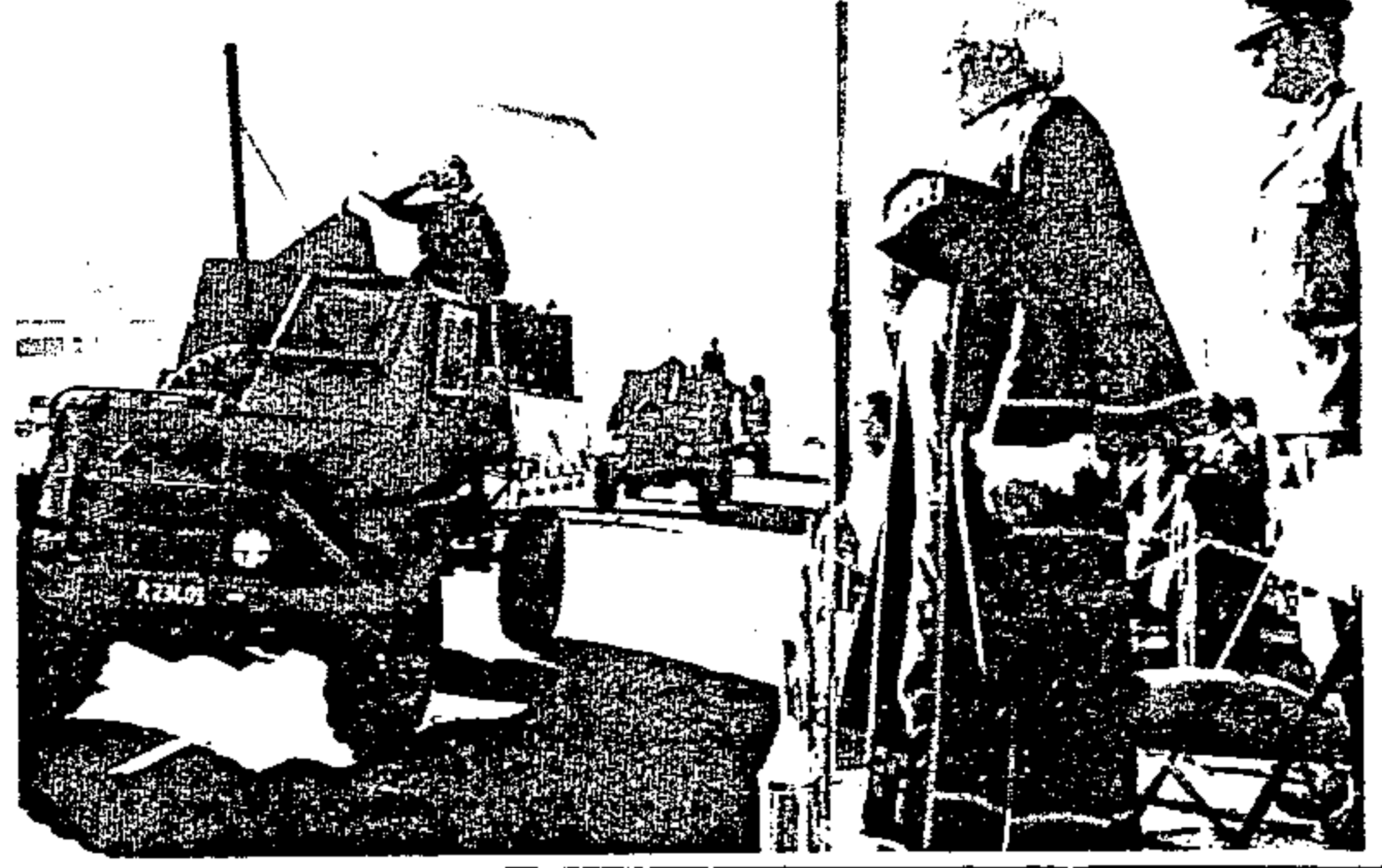
Mr James Mandzendze, 30, employed in the tunnel works in the Hex River Valley, and Miss Nosipo Nququbini, 20, of De Hoop, De Doorns, were killed. The two people injured were taken to hospital in Worcester.

A pedestrian, Mr Andries Sampson, 42, of Skaapkraal, Malmesbury, was killed when he was struck by a car on the N7 10km from Malmesbury about 11.15pm on Saturday.



Pictures: DANA LE ROUX, The Argus

Above: Members of the Cape Corps exercise their freedom of entry into the city of Bellville after receiving the honour on Saturday. Below: Bellville's Mayor, Mr Tienie Meyer, takes the salute. Brigadier A K de Jager, Officer Commanding Western Province Command looks on.



Hi-tech hunt could bring

The Argus Correspondent
JOHANNESBURG. — Space-age technology has triggered a surge in the search for gold.

The Chamber of Mines expects new exploration to result in the launching of at least 15 and perhaps 20 new gold-mine projects across the Witwatersrand within 15 years.

Mr Tom Main, the chamber's assistant general manager, estimates that each of the new ventures will have the potential to produce five to 15 tons of gold a year.

He calculates that this will raise

annual South African gold output from the 671-ton level of last year to around 750 tons in the next decade, even allowing for the exhaustion of some existing mines.

The chamber estimates it now takes between R800-million and R1 500-million to bring a new mine into production.

But measured against the world gold price of about \$350 an ounce and an exchange rate of about R2,50 to the dollar, the extra production could increase gold income by more than R2 200-million a year.

The Anglo American Corporation

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50 28/7/86 DO
PW ordered schools action

Dispatch Correspondent

JOHANNESBURG —

The government's strict approach to the black-schooling crisis — which has led to about 300 000 unregistered pupils being prevented from completing school this year — was ordered by President P. W. Botha.

The Deputy Minister of Education and Training, Mr Sam de Beer, said yesterday the deci-

sion to bar un-registered pupils and close schools where disruptions occurred, was a result of Mr Botha's orders to get as many black pupils as possible back to school.

"This is a positive action. We are not trying to punish people," Mr De Beer said.

He also confirmed that funds and teachers would be relocated to schools where pupils

were trying to further their education. His department had not yet ascertained how many pupils had been affected, and this would be known only on Friday.

This measure would improve the current, inadequate teacher-pupil ratio of one teacher for every 35 pupils.

"The success of our efforts will decide the future of this country," Mr De Beer said.

MISSION TO

DET

10) Kuper
28/7/86



Mr SIMON Nontsele and Mr Moses Mandla Mazibuko who were appointed to meet the DET regional director today.



SOWETAN, Monday, J

Soweto parents want security forces to be withdrawn

A 500-STRONG parents meeting in Soweto yesterday appointed a two-man delegation to meet the Department of Education and Training regional director today to demand the withdrawal of security forces at Soweto high schools.

By NKOPANE MAKOBANE

The meeting was arranged by the Orlando West High School governing council.

There has been tension at the school since the introduction of security measures recently when schools re-opened for the second term.

Also present at the meeting were the school's Student Representative Council members. Those appointed to see Mr Gunther Merbold, the regional director, are Mr Simon Nontsele and Mr Moses Mandla Mazibuko.

Mr Mazibuko told the *Sowetan* yesterday that although the meeting had been called for parents whose children attend school at Orlando West High, points discussed also affected all other schools in Soweto.

Whatever they will discuss with Mr Merbold, would also pertain to the schools crisis in the townships.

He said parents at the meeting had expressed concern at the presence of security forces at schools. They said this was not having the desired effect as indicated by the drop in attendance at some schools.

Urgency

"We are worried as parents and what we would like to see is our children attending school under normal circumstances. We feel this meeting is of urgency because of the deteriorating situation in our children's education," he said.

Among other resolutions taken at the meeting were that:

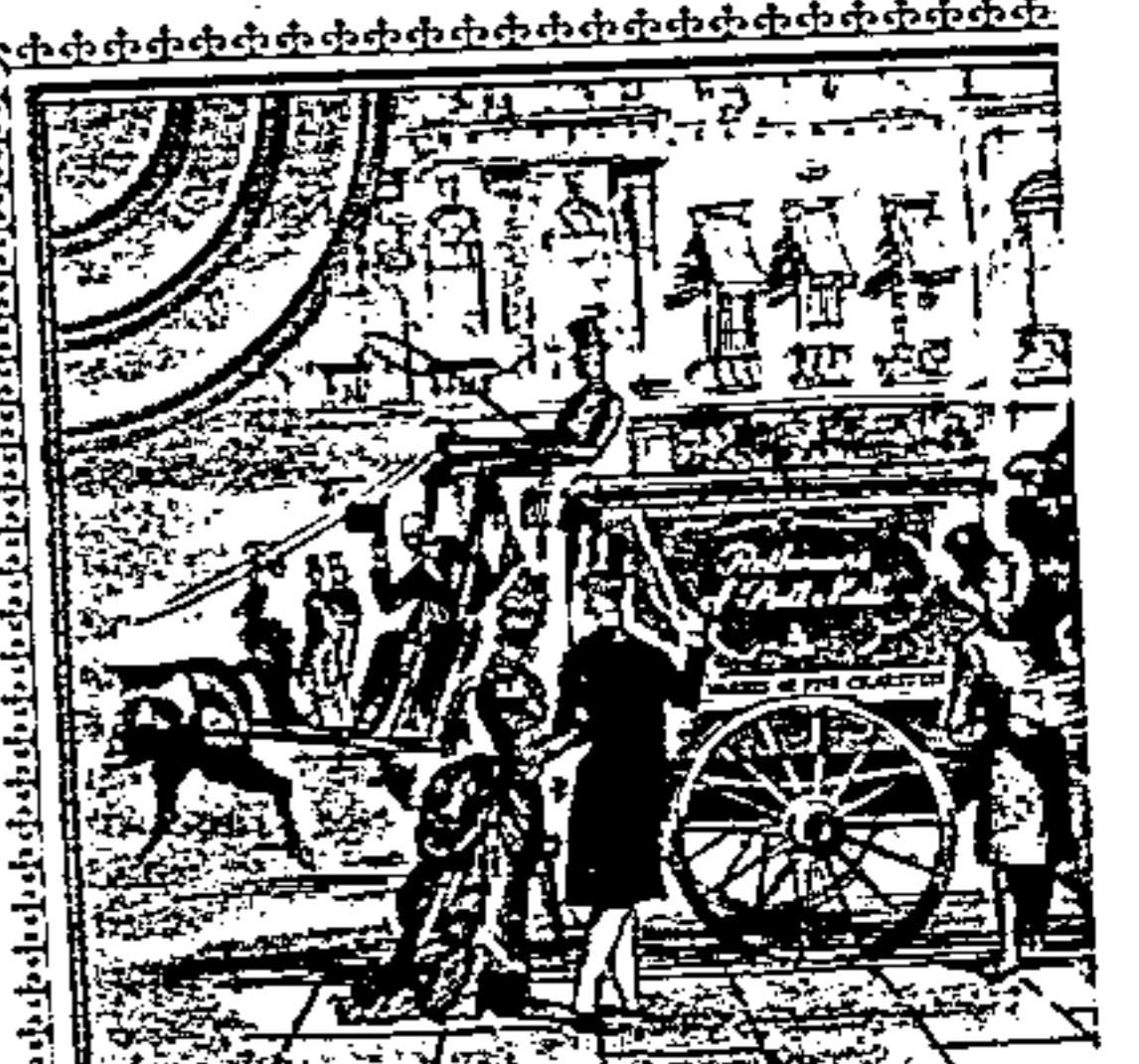
- While awaiting a report back from the delegation, parents will today accompany their children to school and ask members of the security forces to withdraw.
- With the withdrawal of the security forces, members of the SRC provide the security that members of the security

ressure

ty that needs salvaging," added.

frey, acting on behalf of the European Economic Community Commission in Pretoria to release onallst leader Nelson Mandela as the African National

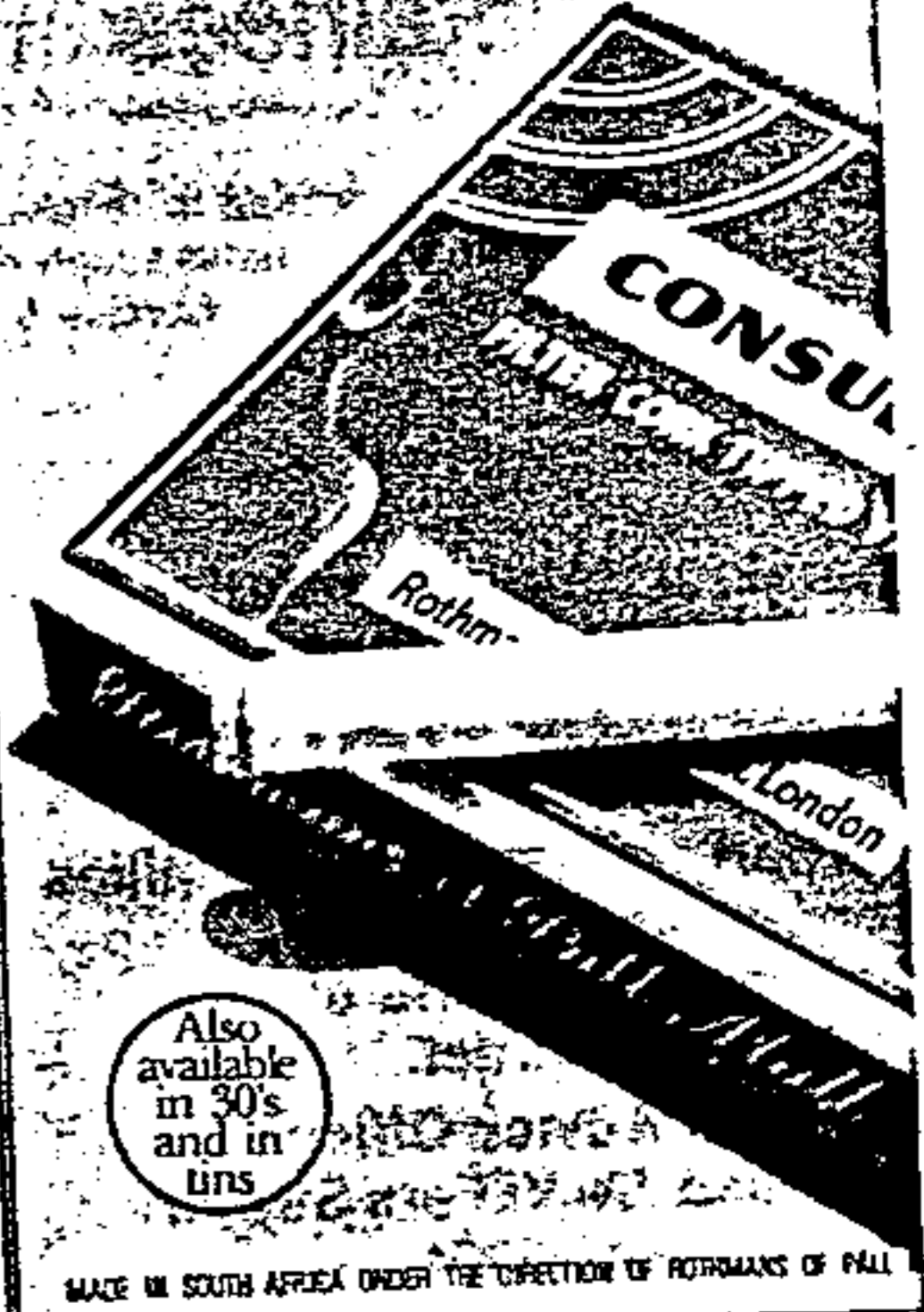
ould be followed by negotiations at eliminating the apartheid of white supremacy, he



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MADE IN SOUTH AFRICA UNDER THE DIRECTION OF ROTTMANS OF PALL

Page 2

Mission to DET

← From Page 1

forces are said to be providing.

• Another parents meeting be called within the next 14 days where a DET official or officials will be present to explain certain issues and

• Parents demand to be consulted from time to time on matters affecting the children's education.

Meanwhile, thousands of pupils who had not re-registered for the second term by last Friday will not be accepted at any school today. A spokesman for DET

said those pupils will have to re-apply for re-admission next year.

According to reports, the department has also announced that it intends closing down a number of schools. The closures could take place as from today. This could mean that many teachers will find themselves jobless, the DET cautioned.

Mr Peter Mundell, a senior spokesman for DET, was quoted yesterday as saying those teachers on permanent staff would be transferred to schools where "meaningful" education takes place.

mission that is in trouble. It is South said, of Sap...

To Page 2

Nest schools to focus on self help — director

JOHANNESBURG — Self-help and community services would play an important part in the daily life of pupils and teachers in the four new non-racial schools being established in South Africa, the director of the New Era Schools Trust, Mr Deane Yates said here at the weekend.

The schools would become community centres, offering their facilities to those who wished to use them. The schools would also have a pupil mix with all race groups fairly represented.

"It will provide an education formula that will contribute to peaceful and sensible change in South Africa ... A functional school appropriate to the changing face of South African society," Mr Yates said.

South African companies — among them Anglo American Corporation, De Beers and Johannesburg Consolidated Investments — had contributed more than R20 million to the project, and other local and

overseas companies had been invited to contribute.

"It was decided to approach South African companies first to see whether there was a serious commitment by them to the concept of non-racial education," Mr Yates said.

"We have been amazed by their response, but no less strongly by the reactions of an overwhelming number of South Africans.

"Elitism is not part of the Nest philosophy. Merit, not wealth, will be the basis of pupil enrolment," he said.

"They want to have an education in which boys and girls grow up together in fair racial proportions.

"In these fully non-racial schools, established from the grass roots, we believe we will find foundations on which the new South Africa may gradually evolve and develop in the years ahead," he said.

● Grahamstown has

been chosen as a site for one of the schools. The other sites are near Durban, in Cape Town and in Johannesburg.

"The school buildings of Uthongathi, near Tongaat, Natal, are nearing completion, the headmaster has been appointed, half the pupils who will be the foundation members have been selected, and the doors will open in January 1987," Mr Yates said.

He said a Nest school would be established near Grahamstown next year, and the Transvaal and Cape Town schools would "hopefully" open their doors in 1988.

Mr Yates said Nest was founded five years ago after he had spent more than 10 years establishing and developing the Maru a Pula school in Botswana.

Similar schools were established at Waterford/Kamhlaba in Swaziland and at Woodmead, near Randburg. The founder of Woodmead, Mr M. Krige, is assistant director of Nest.

Mr Yates said South Africa required "a widely diversified education system with many types of schools".

The style chosen by Nest would form an essential part of such a system. — Sapa

'300 000 pupils left to to roam'

50
EVE Post
22/7/88

By KIN BENTLEY

IT was "shocking and unbearable" that an estimated 300 000 black pupils were being left to roam the streets of the townships after failing to re-register in schools, the Rev Sidwell Thelegane said today.

He made this comment after a meeting scheduled for last Friday between Department of Education and Training officials and a delegation of Port Elizabeth churchmen to extend the cut-off date for re-registration of black pupils, was called off.

The scrapping of of the meeting was disclosed today by Mr Thelegane, the Eastern Cape vice-president of the Interdenominational Ministers' Association of South Africa (Idamasa).

He said a delegation from Idamasa which was to have met the DET's regional director, Mr Bill Staude, to discuss extending the deadline, was told the department did not think an extension in the interests of education.

Mr Staude was unavailable for comment today.

In a statement on Friday, the DET virtually washed its hand of the problem of unregistered pupils.

This means about 20% of black pupils could be idle for the rest of the

year.

However it is not officially known yet how many pupils have registered in PE or how many attended classes today. Neither the local office nor the head office of the DET could give details this morning.

Mr Thelegane said it was impossible to isolate education from broader political issues affecting the black community.

Sapa reports that the department had previously said the figure of 1,7 million pupils at school would be revised. The official number set according to the number of pupils who had registered by Friday would be considered as 100%.

A DET spokesman in Pretoria said today it was "virtually physically impossible" to give figures for PE in isolation.

They have undertaken to give details on Friday on how many pupils registered.

The statement said the attendance at all schools countrywide "exceeded 80%" by late last week.

Attendance in the Cape ranged between 50 and 90% at secondary schools, but was "very poor" at Grahamstown, Graaff-Reinet, King William's Town and Uitenhage. Primary school attendance ranged from poor to good.

28/7/86 (50)
Bantu education a tool for

PROTECTING THE WHITES

By **MONK NKOMO**

THE South African Government enforced Bantu Education to extend and perpetuate apartheid by preparing non-whites, especially black children, for economically and politically subordinate positions in society, Dr Mochacha Kgoale, an educationist, said at the weekend.

"Education is extended to blacks as a charity whereas it is provided to whites, Indians and coloureds as a right — a right derivable from the State itself," Dr Kgoale told delegates at a seminar at a hotel in Pretoria on Saturday.

The seminar was organised by social workers working for the Atteridgeville Town Council. The theme was The Role of the Professional in Paving a Way Towards a Better Future.

Dr Kgoale, a history teacher at the DR W F Nkomo Secondary School, said the Nationalist Party was using education as a tool to protect whites and especially Afrikaner survival.



Dr VERWOERD, architect of Bantu Education.

"Bantu Education was designed to control the direction of thought, to delimit the boundaries of knowledge, to restrict lines of communication and to curtail contact across language barriers."

"They regard their educational problem as inseparable from the political problem. Hence they require equal rights with whites and the elimination of apartheid education," he said.

Dr Kgoale said black educationists were today

faced with the dilemma of satisfying the authorities on the one hand and the black community on the other. The dilemma is that the wishes and demands of the authorities and the black community are at loggerheads, said Dr Kgoale.

"But a choice, which must be a noble one, has to be made. I think the best choice of the one that entails truth — for truth is the pillar for a better future. The Government must immediately implement the recommendations of the De Lange Report of 1981," he said.

Bantu Education, he said, only prepared black children for subordinated positions in such a way that they were appropriately equipped with limited skills.

Dr Kgoale said for black education to be accepted by the black community as representing their wishes and aspirations, black educationists should be involved in the designing and drawing-up of the curricula and the syllabi of black schools.

Black students, Dr Kgoale said, "protest not because they do not want to receive any education, but because they feel that the education they are provided with is designed to halt them."

Smeyen 28/7/86 (50)

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Sweeper 28/7/86 (50)

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TCI appeals for education action

SO MICK COLLINS

TRANSVAAL Chamber of Industries (TCI) has appealed for joint employer-trade union action to counter the problems of black schooling.

In a weekly bulletin, the chamber said growth in the urban black population was between 2,6% and 2,8% a year.

"This is throwing tremendous strain on the black education structure. As a result, young blacks who drop out due to coercion or voluntarily, are usually not able to re-enter because of pressure on classroom capacity."

The TCI called on employers and trade unions to examine the problem jointly.

"Unions and employers have worked together before to set up training schemes, usually through the medium of the industrial council. Many employers have experienced initial difficulties in opening negotiations but these have been overcome."

The chamber also suggested the use of spare-time television as a medium to educate young blacks.

Cape Times 29/7/86

Parents' 'no' to ID cards

By RONNIE MORRIS
Education Reporter

ABOUT 1 500 parents who attended separate school meetings at two high schools in Guguletu and Langa on Sunday have rejected the Department of Education and Training's (DET) new plan of action and have vowed not to commit their children to carrying the proposed identity cards.

Their rejection of the new measures follows similar action by pupils on July 14 — the day schools reopened for the third term — when pupils were told about the measures.

The meetings, held at the ID Mkize and Fezeka high schools, had been called by principals to explain the new measures.

'A new form of pass'

The Cape Times learned yesterday that at the meetings, parents rejected the new measures and labelled the proposed identity card as a "new form of pass".

It is believed that circuit inspectors called a meeting at St Francis Cultural Centre in Langa on July 4, where they told principals that all Student Representative Councils were to be dissolved in favour of the department's Student Liaison Committees. All SRC members were to be told about the move.

Principals were also told that pupils would be issued with identity cards which had to be carried at all times and produced on demand. The cards were to be issued when pupils re-registered.

There was however no guarantee given that pupils who re-registered would be accepted back at school, and parents feared that the re-registration was a disguised "screening process".

Sign re-registration forms

Parents or guardians were required to fill in and sign re-registration forms. Pupils also had to sign the form to indicate that they understood the provisions for re-registration.

At Sunday's meetings parents rejected the new measures as they felt that schools were community efforts and schooling in the Western Cape had been normal; that they could not commit themselves to letting their children carry identity cards; and because they resented the fact that they had not been consulted about the measures.

Parents felt that attendance at schools under the control of the department had been normal and that the measures were not justified.

A DET spokesman said from Port Elizabeth yesterday that no black schools had been closed in the Eastern Cape or anywhere else in the country, even though the deadline for re-registration had passed.

'Almost 100 percent attendance'

The department was still in the process of sorting the re-registration forms.

He confirmed that attendance at schools in the Western Cape had been "almost 100 percent".

The Cape Times's Johannesburg correspondent reports that the Deputy Minister of Education and Training, Mr Sam de Beer, said the decision to bar unregistered pupils and close schools where disruptions occurred was a result of President P W Botha's orders to get as many black pupils as possible back to school.

Mr De Beer confirmed that funds and teachers would be relocated to schools where pupils were trying to further their education.

DET letters sent to parents

● The DET has meanwhile sent out more than two million letters urging parents of black pupils to send their children back to school.

The letters are signed by the director-general of Education in the DET, Mr A B Fourie, and contain a call for parents to help in "the normalization of education".

The letters call on parents to be actively involved in school activities and to support principals and staff so that, they say, meaningful education can take place.

Mr Fourie said pupils found guilty of breaking school regulations could be expelled and would not be accepted at any other school.

Multiracial school for Jo'burg area

Pretoria Correspondent

A multiracial school will soon be built between Pretoria and Johannesburg as part of a project to "contribute to peaceful and sensible change in South Africa".

The project also involves the building of three other such schools, one each near Durban, Grahamstown and Cape Town, the director of the New Era Schools Trust (NEST), Mr Deane Yates, announced at the weekend.

All four these schools will be completed within the next two years.

Funds to build the schools — some R20 million — have all been endowed by major South African companies such as Anglo American, De Beers and Johannesburg Consolidated Investments.

"The companies want to provide an opportunity for education in which boys and girls grow up in fair racial proportions, thus providing a vehicle for peaceful social change," Mr Yates said.

The trust had been astounded by South African companies' spontaneous and constructive response to the project.

Apart from funding the building of the schools, the companies also wanted to ensure that if a pupil deserved a place in one of the schools, he or she would get it. They decided to provide bursaries for a quarter of the fees to pupils who needed such help.

Each school will have 300 pupils and will be fully integrated in respect of pupils, teachers and parent bodies. Merit, not financial worth, will determine entry to the new schools.

The New Era Schools Trust was founded five years ago after Mr Yates had spent more than 10 years in Botswana developing the Maru a Pula school.

"NEST had operated like a mole during negotiations at Government level about nonracial education," Mr Yates said.

But the Minister of Education and Culture's announcement earlier this year that private schools can decide on the admission of pupils made surfacing possible.

Mr Yates said the trust had not been established to create a private school empire, but to show the way by bringing together people of different cultures and backgrounds.

Ninety pupils have already been selected.

Viljoen outlines teaching policy

Cape Times 29/7/86

50 (300) Own Correspondent

JOHANNESBURG. — More than 90 percent of black teachers in South Africa can be regarded as under-qualified as they do not have the minimum requirements for professional registration, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday.

Dr Viljoen, speaking at a press conference in Pretoria, said all teachers should have at least a category C qualification — matric and three years training — and 94,6 percent had not achieved this.

However, within the last few years, the number of black teachers without a matric qualification had decreased from 73 to 62 percent, he said.

Dr Viljoen said it was the policy of the Department of Education and Training (DET) to provide a sufficient number of adequately-qualified teachers so that equal educational opportunities, including equal standards, could be realized as soon as possible.

He spelt out the various in-service and other training programmes which more than half the 46 000 black teachers participate in annually to improve their skills.

Closure of unrest-hit schools

Asked about the threatened closure of unrest-hit black schools, he said the DET would prefer not to close any schools.

The DET would only consider closing them if it was absolutely necessary to ensure the best use of its resources (funds and teachers).

The department, he said, would rather redirect teachers and funds from schools where there was no meaningful education due to boycotts, bad discipline or disruptions, to places where they could be put to better use.

"Additional teachers could be used at virtually any school," he said.

The DET, he said, had asked security forces to guard schools where it was clear that no normal education could proceed.

Attendance figures at black schools will probably be released by the DET on Friday.

An estimated 300 000 pupils have been barred from school for the rest of the year for failing to re-register by Friday last week.

● Parents' 'no' to ID cards, page 3

Stayaway: E Cape schools shut

29/7/86
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PRETORIA — A number of East Cape schools had been closed because of a total stayaway of pupils, a Department of Education and Training spokesman said today.

According to Sapa, Mr Peter Mundell said the department was "doing everything in its power to keep schools open, but the reality is that there are no pupils at these schools".

The schools, in the Uitenhage and Grahamstown areas, were poorly attended during the last term. Intimidation had played a role.

All permanent staff at

the schools, which the department could not identify, would be offered posts at other schools and institutions.

Temporary staff would be offered posts when they became available.

The department employs temporary staff on a 24-hour notice basis by either party.

No date had been set for a meeting between Deputy Education Minister, Mr Sam de Beer, and the National Education Crisis Committee, he said.

Kin Bentley writes that the Government has been strongly criticised for its

handling of the black education situation by Mr Andrew Savage, PFP MP for Walmer, who said it had introduced far-reaching changes in black schooling without prior negotiation with the people concerned.

Mr Savage said yesterday the issue had been handled "in a clumsy fashion".

The DET "professed that parents are an integral part of, and must participate in, the education process, but they are paying lip-service to this".

"They introduced dras-

tic measures without discussions with parents.

"This is characteristic of the Government's dealings with blacks.

"They don't discuss new consitutional structures with them or the administration of education with parents."

He said the far-reaching changes, including the scrapping of Student Representative Councils and Parent Teacher Associations, had been made with no negotiations with the community about what would replace them.

"To say you are not going to give six days in

which to consult parents is the worst human relations one can have."

Mr Mundell says the estimated figure of 300 000 pupils who had failed to re-register at black schools by Friday was "totally hypothetical".

He was commenting on concern expressed yesterday by the Rev Sidwell Thelejane, Eastern Cape vice-president of the Inderdenominational Ministers' Association of South Africa, at the prospect of some 300 000 pupils in the country roaming township streets.

Anger over DET threat

← From Page 1

ing last Friday's deadline. The estimated 300 000 pupils who failed to return to school last week will not be allowed to resume their studies until next year.

It has been reported that the Government's hard-line approach to the registration deadline was ordered by the State President, Mr P W Botha. There has been strong opposition to this approach by the Progressive Federal Party and education crisis committees.

The regional director of DET (Vaal region), Mr F Vorster, said there was disruptions at some schools in Sebokeng and Evaton, adding "in most schools attendance has been fairly good".

Mr Vorster said his offices have received reports that some pupils stayed on the premises and did not go to class because they demanded the abolition of ID cards.

Mr Vorster added that in other areas of Bophelong, Boipatong and Sharpeville attendance was between 80 and 90 per cent.

Children in most high schools in these areas started arriving at school as late as 9am and stood outside their classes while teachers gathered in their offices.

In Sharpeville pupils at a high school left the school while others remained on the premises.

Anger over DET threat

THE United Democratic Front and the Azanian Students Movement yesterday reacted strongly to the Department of Education and Training's threat to close down schools "at which no meaningful education is taking place".

The reactions follow the closure of a number of schools by the DET yesterday in a move that could possibly leave teachers jobless.

Mr Pierre du Toit, a DET spokesman in Port Elizabeth, said that schools in the Eastern Cape region had been closed, but was unable to say how many.

He said schools in the Grahamstown and Uitenhage areas were closed because no pupils turned up to register by Friday's nationwide deadline. No classes



Mr SAM de Beer ... to meet NECC?

could be offered because there were no pupils.

The UDF yesterday said black education is now reaping the bitter fruits of many years of apartheid education.

The NECC for all its reasonableness in handling the education crisis is being kicked in the mouth by the DET, the organisation said.

The UDF added that it is short-sightedness for the DET to think that closing schools and locking out thousands of black students holds the key to its peace of mind. It saw this as sheer victimisation calculated to cover up the DET's failure to accede to the people's demands.

Meanwhile the Azanian Students Movement has condemned DET's intention to expel pupils who had not registered by Friday.

The Deputy Minister of Education and Development Aid, Mr Sam de Beer, is considering a request by the National Education Crisis Committee to meet him in due course.

Meanwhile there is no chance of DET extending

To Page 5

50 Swept 29/7/86

Boys turn school into a shebeen

Post Correspondent

JOHANNESBURG — The situation at some Soweto schools has reached a level of complete chaos.

Headmasters and teachers seem to have lost control of the situation and one school appears to have been turned into a shebeen by schoolboys.

Reporters yesterday observed teachers watching in apparent resignation and fear as drunk pupils, brandishing pistols, staggered around the school premises. Most were teenagers.

"Our children's future is doomed," said one teacher.

He was sleeping in his car, having nothing to do.

Heading for one of the school's classrooms, one reporter walked past a group of schoolboys who were drinking beer. One of them, pistol in hand, was staggering and mumbling.

As the reporter was interviewing teachers in the classroom, the pistol-wielding boy entered. He pointed the pistol at the teachers. "This is not a toy gun," he said laughing.

After the boys had left the reporter asked what had gone wrong in the schools. The teachers simply shook their heads.

50 Repok 29/7/86

Government denies closure of schools

Education Reporter *Arboul 29/7/8 50*

THE Department of Education and Training today denied it had closed schools but said it had been left with no choice but to "discontinue facilities" at certain schools in the Eastern Cape.

Department spokesman Mr Peter Mundell said the word "closed" took on a different meaning "in the current climate".

It was "crucial" to draw a distinction between the department closing a school because of "a lack of meaningful education" through "intimidation and unrest" and a school "ceasing to function" because no pupils had arrived to register and there was no attendance.

He was reacting to a report in The Argus yesterday that schools in the Grahamstown and Uitenhage areas had been closed because no pupils had registered by Friday's deadline.

He said: "The DET has not closed any schools. The truth of the matter is that attendance at certain schools has been zero and these schools cannot continue. They have ceased to be schools."

DISCONTINUE

After two weeks for re-registration there had been no response from pupils at certain schools in the Grahamstown and Uitenhage areas.

"Therefore the DET has been left with no choice but to discontinue the facilities at these schools."

A choice exercised by pupils whether to go to school had led to its "logical conclusion".

He confirmed that arrangements would be made for teachers at the schools to be transferred and that temporary teachers might be laid off, as stated in yesterday's report.

Cape Times
30/7/86
50
62

Call for changes in education

BLACK education is unlikely to return to "normal" until there is both a single education department and some sort of multiracial transformation in government, a Task Force on Education of the Sullivan Code Signatory Companies has found.

In a report released in Cape Town yesterday, the group reports that "Own Affairs" education departments are unlikely to resolve the black education crisis.

Black educationists are unlikely to accept standards other than those applying in the white system unless and until they are part of the process of setting those standards.

The report found that:

Meaningful political change

- Educational reform, to be effective, must be accompanied by meaningful political change, which means bringing all South Africans into the decision-making process at all levels of government.

- Education should be the first financial priority of the government.

- The government's financing of education should be on an equitable and non-racial basis and if local communities are to become involved in school and other educational improvements through levies, then this must be on a voluntary basis. The essential quality of education should not depend on such involvement.

- The education system must be managed under one minister.

Open to all races

- Access to educational institutions should be open to all races.

- Teacher education should be given urgent attention and should be on a non-racial basis, as should membership of all teacher associations.

- There is an urgent need to give attention to pre-school education and supporting facilities, particularly in the rural areas, where such services hardly exist.

Far-reaching changes in the economy and society are needed to upgrade black education in such a way that "we do not just produce unemployable school leavers" which will create a new problem similar to that experienced in other Third World countries, the summary of the report says.

The report says the failure to implement some of the recommendations of the De Lange Commission on education is likely to contribute to the growing failure of the education system to meet either the country's needs or the demands of the population at large.

Hopes largely dashed

The hopes raised by the De Lange Commission were largely dashed by the government's initial response to the report in its Interim Memorandum of October 1981, the report says, in which the government set down five guidelines or "non-negotiables" which involved a continuing commitment to separate schools and separate education departments.

"Black anger and frustration arose initially because of the correct perception that they had of an education system which denied them any semblance of equality of opportunity."

The report notes that the quality of the teaching force is one of the most important factors which contribute to the high drop-out rate and the declining matriculation pass rate.

It says the present theoretical approach in most South African training institutions is out of line with international developments in teacher training — especially in Britain.

No guarantee of competence

The South African approach is no guarantee of competence — which will determine the quality of education.

Among the problems are that many teachers are 30 years old and under, while senior pupils in black schools are either teenagers or in their early 20s.

This bred insecurity in teachers who adopted an authoritarian approach, giving pupils no opportunity to become independent, critical thinkers.

Another problem is "the generally low standard of English in the schools". College lecturers need guidance in developing a programme to help students improve both their spoken and written English.

This, together with low wages which go with their low qualifications, caused poor morale. — Sapa

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Re-registration of black pupils challenged

The Argus Correspondent
JOHANNESBURG. — President P W Botha and the Minister of Education and Training, Dr Gerrit Viljoen, are to be challenged in the Rand Supreme Court within a week on the declaration that black pupils must re-register if they wish to return to school for the rest of the year.

The action is being brought by the National Education Crisis Committee

and two parents, Mrs Maggie Mmaphiose Sole of Dobsonville and Mr Peter Mabaso of Soweto, on behalf of their children.

An attorney, Mr Krish Naidoo, instructed to file the application, said: "We want it to be heard as soon as possible because it is such an urgent matter. If the State does not agree with whatever judgement is made, it can always appeal."

The court will be asked to declare

Proclamation R131, promulgated by the President on July 13 in terms of the Public Safety Act, to be invalid and of no effect in law.

Alternatively, the applicants seek that other regulations of the same proclamation be declared invalid.

The proclamation orders that black pupils should re-register if they wish to continue with schooling for the rest of the year.

For Women 20-21, Finance 22-23, Letters 28, Racing 34, Sport 32, 34-36, TV programmes on

126/30/7/86

DET 'flexible' on registration of black pupils

The Argus Correspondent 50 (20)
DURBAN. — No black schools have yet been closed because of lack of attendance or unrest, the Department of Education and Training said today, and educational authorities have decided to "be flexible" by allowing late registration at several schools.

A senior DET official in Pretoria, Mr Peter Mundell, said today: "Everything possible is being done to avoid closing schools and to retain teachers. Our philosophy is to keep schools open at all costs, even if the situation is alarming, and until all other possibilities have been exhausted."

Schools in the Grahamstown and Uitenhage areas, where attendance this year has been almost zero, have not been closed although the DET is considering moving some teachers to other schools.

"The closing of schools is just part of a possible programme of action against institutions where discipline has totally broken down and meaningful education has ceased to exist," he said. "The intention of our programme is not to create hardship, but to restore stability and create reasonable educational standards."

He added that late registration had been allowed at the Lamontville High School outside Durban, the scene of much turbulence in the past, and many more parents had registered their children.

On Friday, the deadline for registration, pupils allegedly tore up registration forms and prevented parents from entering the grounds. But the parents registered pupils on Sunday and Monday and attendance there now is believed to be close to 100 percent.

Department officials were "exultant" at the interest and determination being shown by parents in Natal, Mr Mundell said.

"Parent involvement is a vital element in education and has an enormous influence on educational standards, but it is largely unexplored in black education. The interest of parents in Natal is a positive sign."

● Sapa reports a DET spokesman said in Port Elizabeth yesterday that black schools in Grahamstown, Uitenhage and Cradock, where no pupils had registered, would probably stay empty for the rest of the year.

Cape Times
30/7/86

DET man queries parents' stance

By RONNIE MORRIS
Education Reporter

PARENTS had a right to object to the Department of Education and Training's new measures, but where these were aimed at normalizing education and protecting pupils and teachers, parents' objections should be questioned, a DET spokesman said yesterday.

A liaison officer for the DET, Mr Job Schoeman, was commenting from Pretoria on the decision by about 1 500 parents on Sunday to reject the measures.

The parents were attending separate meetings called by the principals of two high schools in Guguletu and Langa to explain the new measures, which will require pupils to carry identity cards that must be produced on demand.

The parents felt they could not commit their children to carrying what they labelled as a "new form of pass".

Committee

A committee was elected on Sunday and was mandated to seek an interview with the deputy regional director for the Cape Region of the DET, Mr P J Scheepers, and convey the parents' decision to him. It was also mandated to ask the government to delay the implementation of the new measures.

Mr Schoeman said parents had a right to reject the measures, but where these were aimed at normalizing education and protecting pupils and teachers, he had to question their objections.

"Our experience was that many parents had applauded the arrangements. Many came to thank us for our efforts to get the children back to school," he said.

Regarding the parents' objection to not being consulted about the measures, he said that because of the time limit it was impossible to call countrywide meetings to consult with them.

Mr Schoeman said countrywide statistics on the re-registration of pupils would be made available on Friday — a week after the DET deadline for re-registration expired.

● The Black Students Study Project yesterday said the new measures were a "pathetic failure" and were the best way to ensure a continuing crisis in black education.

SCHOOL ACTION

AN URGENT application to challenge the compulsory registration of black pupils is to be heard in the Rand Supreme Court tomorrow.

The application is being brought by the National Education Crisis Committee (NECC) and two parents, Mrs Maggie Mmaphiose Sole of Dobsonville and Mr Peter Mabaso of Moroka, Soweto, on behalf of their children.

The respondents are the State President, Mr P W Botha, and the Minister of Education and Training, Dr Gerrit Viljoen.

According to affidavits filed on Monday, the court will be asked to declare Proclamation R131 promulgated by the State President on July 13, 1986, in terms of the Public Safety Act 3 of 1953 to be invalid and of no effect in law.

Alternatively, the applicants seek that Regulation 2 and/or 3 and/or 4 of the same proclamation be declared invalid.

In his capacity as secretary of the NECC, the Rev

By NKOPANE MAKOBANE and SAPA

Molefe Samuel Tsele, said the proclamation creates a system of compulsory registration of black pupils.

He also said the Director-General of Education and Training or any officer authorised by him has the power to refuse admission to any pupil.

A school principal is required to place pupils in a class according to scholastic achievement. Pupils who refuse to accept a placement, Mr Tsele said, are "deemed to have left the school voluntarily".

He submitted that the entire proclamation or the individual regulations are invalid in law for a variety of reasons.

Among these are that the proclamation applies to black children only, and as a result they have been singled out for unequal and unjust treatment.

Black educationists yesterday warned of "dire consequences" if education officials continued to delay a meeting between them and the NECC.

Mr T W Kambule, a lecturer at the University of the Witwatersrand, said it was imperative that the authorities meet with NECC. He said it appeared the DET was misreading events.

"The problem with DET is that it does not comprehend the seriousness of the schooling problem. If they want to come to grips with the schools crisis, they have to be realistic and stop their insensitivity.

Political

"We want to tell the Government that what makes this meeting more urgent is that the whole black education system is a political issue.

"We would like to suggest to the Minister that he should not be like Nero who fiddled while Rome was burning. The consequences would be disastrous and the Minister is the only man who could help to defuse the situation," he said.

Mr Fanyana Mazinko, director of the University Preparation

To Page 12 →

Court challenge for DET

← From Page 1

Programme Trust, said the authorities should speak to NECC.

"If the officials do not respond immediately to the request, the situation will deteriorate and the blame will be put squarely on DET's shoulders," he said.

Mr John Samuel, director of the South African Committee for Higher Education (Sached), said the meeting between the two parties was "absolutely critical.

"The whole matter has gone beyond a crisis

educational disaster," he said.

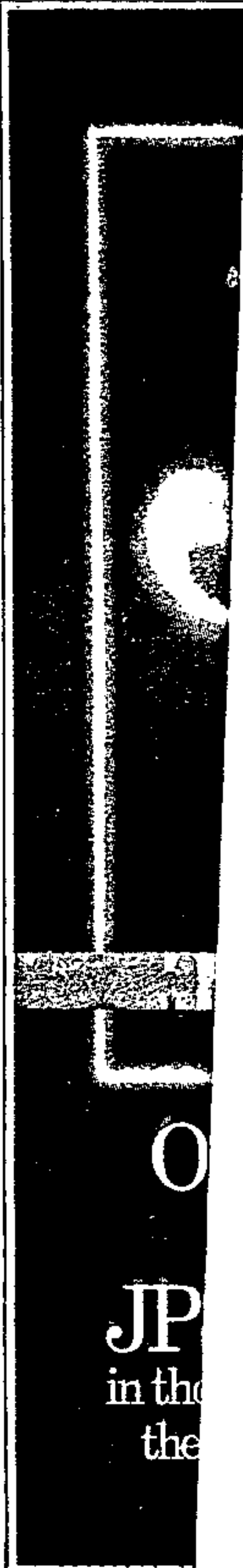
Meanwhile more than 20 state of emergency orders issued in various parts of South Africa were invalidated on Monday when the Rand Supreme Court ruled that the Commissioner of Police was not entitled to delegate authority to divisional commissioners to issue such orders.

According to Johannesburg attorney, Mr P Jenkins, the effect of the court ruling, after an application by the United

that any order by any divisional commissioner, promulgated under Regulation 7(1), had now been effectively invalidated as the regulation no longer empowered divisional commissioners to issue orders.

"The practice arose when the Commissioner of Police authorised divisional commissioners to issue orders. The court found on Monday, that the delegation of authority by the Commissioner went beyond the powers which the State President was entitled to confer upon the

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Security forces to remain - Viljoen

Security

SO

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SECURITY forces at black schools would not be removed until the Government was satisfied that the situation in the townships was back to normal, Dr Gerrit Viljoen, Minister of Education and Development Aid, said.

Speaking at a Press conference in Pretoria on Monday, Dr Viljoen reiterated the Department of Education and Training's stance that certain schools would be closed if the disruption of classes in those schools did not stop.

"Our aim is to achieve equal education and standards of education for every inhabitant of the Republic irrespective of race, colour,

By MONK NKOMO

creed or sex," he said.

Dr Viljoen conceded that there was an urgent need for "full political reform and political emancipation" for blacks but warned that the disruption of classes and the breaking down of education, would not achieve this goal.

The two concepts, he added, could not be separated.

He confirmed that the department arranged to have security forces at certain black schools to protect teachers and pupils against "criminal elements" who were bent on disrupting classes. Dr Viljoen said although they did not want to prolong the presence of the security forces, they would only be removed if the Government was satisfied that the situation was back to normal.

Crisis talks on PE black schools

By KIN BENTLEY

THE MP for Walmer, Mr Andrew Savage, and about 20 church ministers met today to discuss a total class boycott by senior pupils at Port Elizabeth's township schools.

A member of the Interdenominational Ministers' Association of SA, the Rev Nkululeko Tunyiswa, said he had been told no senior pupils had attended school this week.

Mr Savage has been in touch with the Deputy Minister of Education and Development Aid, Mr Sam de Beer, to discuss the crisis.

The department will not release information on the position before Friday, a DET spokesman has said.

Mr Tunyiswa said Idamasa was seeking meetings with the DET's regional director, Mr Bill Staude, and through him with Mr De Beer. It also wanted an extension of pupil re-registration deadline which expired on Friday.

A total of 300 000 black pupils country-wide are understood to have been excluded from schooling for the rest of the year after failing to re-register.

A number of schools have been closed in the Eastern Cape.

SBDC: we lent
R100m in '85

JOHANNESBURG —
The Small Business Development Corporation (SBDC) lent more money in the past financial year than in the previous four years.

to raise an additional R30 million. The SBDC's systems are ready to cope with the expansion, but we now need the funds to do so," said Dr Vosloo.

"Last year we lent more than R100 million, compared to a total of R70 million for the previous four years. This exceptional rise in lending can be ascribed to several factors, among them the availability of funds, the SBDC's ability to cope with expansion and the large need in the small business community," the managing director of the SBDC, Dr Ben Vosloo, said at the company's annual meeting in Johannesburg.

"It will be money well spent. Our clients have over the past five years already created more than 70 000 job opportunities." — Sapa

The SBDC also announced a rights issue, to raise more funds, in order to cope with rising demand.

"We hope that all our shareholders will agree to expand their present shareholding by 40 per cent. This will enable us

CAPE TOWN 31/7/86

DET ban on old-type SRCs

By RONNIE MORRIS
Education Reporter

THE Department of Education and Training appears to be determined to smash student unity by effectively banning old-style SRCs from operating at its schools in the Western Cape.

This emerges from a letter the Circuit Inspector of Education and Training, Cape Town, has sent to members of SRCs.

The letter was attached as an appendix to a letter dated July 7 to parents informing them of steps being taken to normalize education.

Under the heading "Membership of an irregular body", SRC members are told:

"The SRC of which you are a member has not been constituted according to the guidelines stipulated by the Minister.

"The Director-General also gave instructions that before an SRC may be established a copy of the proposed constitution must be submitted by the principal of the school to the Regional Director for his approval. Such a constitution was neither submitted nor approved by the Regional Director.

'SRC forthwith disbanded'

"Because your council did not adhere to the conditions as set out above you and the council of which you are a member are therefore now severally and jointly informed that your council is forthwith disbanded."

According to a liaison officer for the DET in Pretoria, Mr Job Schoeman, there have been no instructions from head office for the letter to be sent. However it was up to the regional offices to make their own arrangements.

The Minister, Dr Gerrit Viljeon, had drawn up guidelines in 1984 and because of the problems experienced with various groups he had decided to limit SRCs to three guidelines. They are:

- That members are democratically elected by secret ballot.
- That they limit their activities to the school at which they have been elected.
- That they are not allowed to affiliate to outside organizations.

These guidelines mean that mass student movements, if not banned like the Congress of South African Students, would effectively be curtailed.

Mr Schoeman said in many cases SRCs had been approved and were working well.

'Pupils used for politics'

By NKOPANE
MAKOBANE

THE National Education Crisis Committee was yesterday accused of politicising education and using innocent pupils for ulterior motives.

The accusation was made by Mr Sam de Beer, Deputy Minister of Education and Development Aid, in a statement released by the Bureau for Information in Pretoria.

Mr de Beer said the NECC has requested a meeting with him concerning the present measures being applied by DET "to normalise the education of our pupils". However, he said, the NECC has simultaneously applied for a Supreme Court order to set aside the measures.

"The department is convinced that the measures taken to ensure discipline and the safety of pupils and teachers at schools are fully justified.

"In the light of recent experience, it is obvious the DET must oppose the application by NECC to set aside emergency regulations aimed at normalising education," he said.

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Innocent pupils used for political motives Govt

By Claire Robertson

The two main forces in black education, the Department of Education and Training and the National Education Crisis Committee, appear to have abandoned attempts to meet one another on the black schools impasse.

Yesterday both went public with their attempts to bring the situation under control.

NECC goes to court over school registration

The National Education Crisis Committee is expected to challenge the compulsory registration of black school children in an urgent application to the Rand Supreme Court next week.

The application against the State President and the Minister of Education and Training was brought yesterday, but was postponed to August 5.

According to papers filed this week by the NECC and two parents — Mrs Maggie Mmaphiose Sole and Mr Peter Mabaso — the committee is to seek an order declaring a proclamation by the State President on July 13, in terms of which black pupils had to be registered in order to attend school, to be invalid and of no force or effect.

Alternatively the NECC is challenging the validity of three regulations of the proclamation in that all or any of regulations 2, 3 and 4 be declared invalid.

Regulation 2 referred to registration at a school, regulation 3 concerned the refusing of admission and regulation 4 was about the placement of pupils.

It was submitted that the proclamation was invalid for reasons which included the following:

- The proclamation was void because of vagueness;
- That regulation 2 was invalid because registration of pupils was an educational matter and not related to any of the purposes for which the State President was entitled to make regulations in terms of the Public Safety Act;
- The power given to the director general to delegate his functions was an unlawful delegation.

The NECC took the Government to court over its "security measures" introduced this term. And Mr Sam de Beer, Deputy Minister of Education and Development Aid, countered this by questioning the NECC's bona fides in the education arena.

"It is clear that the NECC wishes to politicise education and use innocent pupils for ulterior motives," he said in a statement released yesterday.

The NECC asked for a meeting with Mr de Beer a week ago, but although the DET said the request was receiving urgent attention, no meeting has materialised.

Since the request, the NECC has applied to the Rand Supreme Court for an order declaring invalid the proclamation ordering the registration of pupils (and by implication the ID cards linked to this).

In many cases ID cards have been destroyed.

With a strong SADF presence at some Soweto schools, pupils have refused to attend classes.

Parents have asked the DET to remove the troops, and in some cases accompanied children to school to ask the troops to leave.

Mr de Beer said the department would oppose the application by the NECC for a Supreme Court order to set aside emergency regulations "aimed at normalising education."

A month and black education crumbles again

LESS than a month after the reopening of black schools amid tight security measures introduced by the Department of Education and Training (DET), black education throughout the country seems to be crumbling at the edges.

By last Friday, the DET's deadline for registration, 300 000 pupils had failed to re-register, which effectively means they will not be admitted to schools for the rest of the year.

And on Tuesday this week, a number of schools in the Eastern Cape were closed because there were no pupils in class.

Commenting on the closure of schools, DET public relations division spokesman Peter Mundell said the department was "doing everything in its power to keep schools open, but the reality is that there are no pupils at these schools".

But the National Education Crisis Committee (NECC) has warned closing schools will further destabilise other areas of community life.

And the Congress of South African Trade Unions (Cosatu) said workers would throw their weight behind any campaign to oppose or undo DET's closure of schools.

Although no schools have yet been closed in the Transvaal, educationists have warned there might be a spillover and "some solidarity action from pupils from the Transvaal and elsewhere", an educationist who asked not to be named said this week.

In Soweto and other schools in Alexandra, the East Rand and the Eastern Transvaal, several pupils have registered but have refused to go into class or to be taught.

Instead of schoolbooks, pupils are carrying portable radios and tape recorders to school.

Teachers at the Matseke High School in Orlando West, Soweto, disclosed when pupils refused to be taught, Security Forces went into class, trying to force pupils to learn. "This, coupled with the continued presence of the Security Forces in the school yard, has led to a drop in attendance," one teacher said.

Teachers at the schools claim Security Forces were also escorting pupils — boys and girls — to the toilets.

On Monday, angry parents at the school confronted the Security Forces, demanding they leave the school.

A representative of the SA Defence Force, wearing civilian clothes, visited the school during the parents' demonstration and gave parents an undertaking that the issue will be discussed with DET officials.

Gerrit Viljoen, Minister of Education and Development, this week told a press conference on teacher training his department had requested the SADF's presence at some schools.

By SEFAKO NYAKA

"We normally react very positively to requests to remove the Security Forces, but when normal education cannot be restored, the assistance of Security Forces is required," he said.

"We requested their presence. Openly-made threats justified their presence ... otherwise we might as well not have opened schools at all. We cannot allow chaos to continue."

This week 10 Security Force members were still standing guard at the entrance of Matseke, although they never, at any stage, asked to see pupils' ID documents.

At some schools army vehicles were parked inside the yards throughout the day, although pupils had left before lunch or had not turned up at all.

It would seem the ID issue had been quietly dropped, because pupils at all the schools visited this week had no identity documents. Headmasters in Soweto have either refused to issue documents to pupils, or pupils have made a bonfire out of the cards and registration forms.

The NECC has asked the DET for a meeting, but by late yesterday had not yet received any response.

Mundell said the Deputy Minister of Education and Training, Sam de Beer, had sent a telex "to all sources expressing the Department's latest attitude towards the NECC".

Worried parents and educationists warned of dire consequences if DET officials continued to delay a meeting with the NECC.

"The continued detention of parents, teachers, and black children of schoolgoing age, renewed arrests of trade unionists this week and the State of Emergency seem set to plunge the education crisis into an even deeper abyss," an NECC member said.

But the DET seemed to take a different tack.

Mundell said although there are a few incidents of unrest at one or two schools, "I do not remotely think this is characteristic of the school situation in the country."

Asked whether he agreed the situation had deteriorated since the beginning of the year, Mundell said such conclusions would have to be drawn by the public after what "we will tell them on Friday".

The DET, he said, will only be in a position to issue an "analytic overview of the situation" today.

An urgent application brought by the NECC and two Soweto parents challenging the compulsory registration of pupils has been postponed to Tuesday next week.

The application was to have been heard yesterday, but lawyers acting for the respondents, President PW Botha and Viljoen, agreed by consent with the legal representatives of the applicants to postpone the matter.

Schools bar could fan unrest

By PATRICK LAURENCE

THE exclusion of thousands of black scholars from schools by the Department of Education and Training seems set to aggravate the turmoil in the townships.

Exactly how many students have been barred from school for refusing to register or carry identity cards is a moot point.

Most commentators have spoken of school doors being closed permanently on 300 000 recalcitrant scholars, or roughly 20 percent of the total enrolment of 1,7-million in DET schools.

Peter Mundell of the DET, however, thinks that figure may be too high. When enrolment figures finally come in from remote rural schools, the enrolment percentage may be higher than 80 percent and, conversely, the proportion of excluded scholars less than 20 percent. But whatever the final figure, there is little doubt that thousands of

students will be shut out and left to roam the townships as potential leaders of the alienated youth, many of whom serve as the shock troops of the township revolt.

The purpose of demanding registration and identity cards was to prevent young militants from using school grounds to recruit and mobilise pupils for "the struggle".

But while it may restore a degree of quiet to the schools — the signs in some secondary schools, however, are not auspicious — it will certainly not have the same tranquillising impact in the townships *per se*.

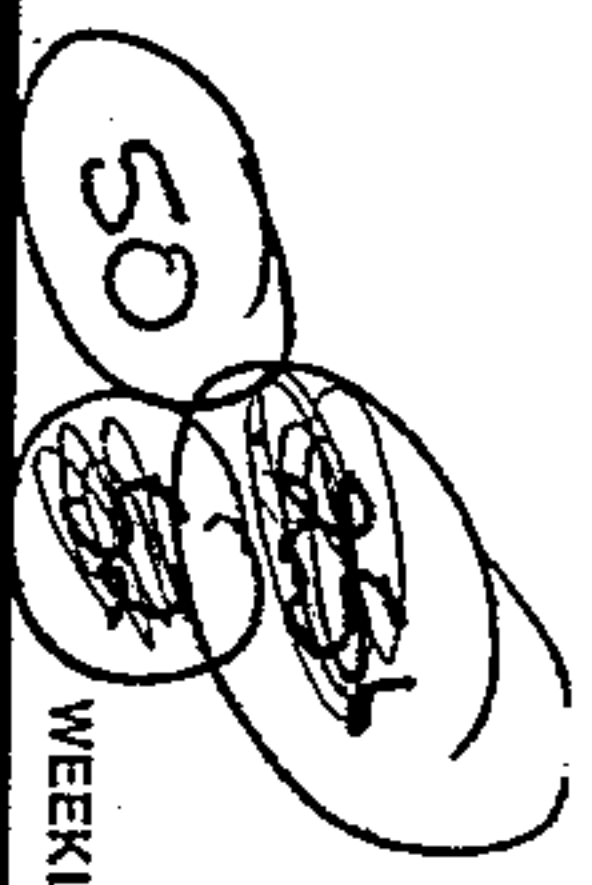
The townships are already plagued by what Ken Hartshorne, former director of education planning with the DET, has called the "street children". They are the "drop-outs", the pupils who cannot make it and who

leave school prematurely.

The drop-out rate is alarming by any criterion. For every 100 students entering grade one, less than 50 survive beyond standard five and only 10 reach standard 10. Of the 10 who write matric, barely over one obtains a matriculation exemption certificate, four get a senior certificate and five fail.

The failure rate at matric means that more than 40 000 pupils leave school each year with enough education to raise their expectations but with little prospect of realising them. In the present recession their chances of getting meaningful jobs without matric are minute.

Writing in the journal, *The Indicator*, Hartshorne put it



succinctly: "For many of those unsuccessful school leavers, with little prospect of obtaining satisfying jobs or employment at all, their outlets are on the streets. Rejected by the education system, they have become the leaders of the street children."

To their ranks now are added the thousands of scholars excluded from DET schools. Most are high school pupils. They are concentrated in regions already characterised by discontent: the Reef, the Vaal Triangle and the Eastern Cape.

But, ironically, if the drop-outs become sergeants and lieutenants of the revolt, the small number who make it through school are by no means neutered politically.

A recent study by Monica Bot and Lawrence Schlemmer of the Centre for Applied Studies, titled *The*

Classroom Crisis, shows that black impatience with their lot increases with rising education.

"The political culture of militancy, pride and an assertion of rights to share South Africa is very substantially the political culture of the African educated elite."

The DET, it seems, is in a no-win situation: many of its secondary school drop-outs become the desperadoes of township streets while its high school graduates become malcontents and potential leaders of rebellion.

Fuelling the crisis are broad demographic forces.

The black population is growing at about three percent annually, against less than one percent for whites. More important, the black population has a youthful profile: more than 40 percent of the black population is 14 years of age or less.

THE Supreme Court was told today that a "desperate crisis" existed in education in the Western Cape, with armed security forces occupying schools, lessons enforced at gunpoint and teachers and pupils in constant fear of arrest and detention.

Mr Yusuf Gabru, president of the Western Cape Teachers' Union (Wectu), one of the applicants for an order invalidating certain emergency regulations and orders made by Brigadier C A Swart, Western Cape Divisional Commissioner of Police, made these claims in an affidavit.

Most of the orders challenged in the application have been withdrawn by Brigadier Swart.

They included the ban on 119 organisations — including the United Democratic Front and Wectu — from holding meetings in the Western Cape.

During a brief hearing this morning Mr Acting Justice King was told that the parties had agreed to postpone the matter to a date still to be decided.

President

The applicants are the UDF (Western Cape Region), UDF secretary Mr Trevor Manuel, Wectu and Mr Gabru.

The respondents are President P W Botha, Brigadier Swart, Commissioner of Police General Johan Coetzee and the Minister of Law and Order, Mr Louis le Grange.

The applicants sought an order declaring:

- Regulations 7 and 11 of the emergency regulations invalid;
- Orders made by Brigadier Swart in Government Gazette 10309 (June 21), 10311 (June 25), 10338 (July 1) and 10339 (July 2) invalid;
- That Brigadier Swart is not entitled to make orders in terms of the Public Safety Act; and,
- That the UDF and Wectu are entitled to hold meetings.

They are also seeking an order restraining the police from rendering lawful UDF and Wectu meetings inaccessible to people entitled to attend, interfering with meetings and prosecuting people attending.

Problems

Mr Gabru said that Wectu needed to meet urgently to discuss how to operate lawfully in the emergency, and other various urgent problems.

Wectu is a teacher organisation concerned with "all matters pertaining to education" and problems relating to pupils, teachers and parents.

In papers before the court Mr Gabru alleged that in Bonteheuvel schools were occupied by security forces daily.

Teachers were expected to teach with armed security forces in attendance all the time.

"School attendance and lessons are being enforced at gunpoint, and teachers are expected to teach at gunpoint.

"Considerable fear and unhappiness about the situation exists among Wectu members."

It was alleged that many teachers and pupils lived in constant fear of arrest and detention.

Many scholars, given permission by school principals to leave school grounds, had been arrested in the streets "simply because they were on the streets and not at school".

Parents, teachers and pupils were "outraged and gravely concerned about these arrests" and lived "in daily fear that our children will be arrested for no

(Turn to Page 3, Col 3)

P.T.O

By SUE LUPTON
Staff Reporter

Mr & Mrs
11/8/76

Judges told of 'crisis' in schools

Principal ⁵⁰ speaks on effects of SM emergency ^{11/8/16}

By Montshiwa Moroke

"Something has to give, somewhere" — This is the view of a Soweto school principal, regarding the state of affairs in black education throughout the country.

His comment was prompted by the tough stand taken by the Government recently in its response to the growing rejection by black pupils of the new security measures introduced in black schools two weeks ago.

The Government has gone so far as to threaten the closure of those schools where no "meaningful" education was taking place and to dismiss or transfer teachers from those schools.

Pupils, on the other hand, have refused to accept the imposition of the new Government measures, including the identity card system, the correct class placement and the presence of security forces at schools.

During an interview, the school head highlighted the invidious position in which teachers found themselves and the lack of communication between the Department of Education and Training (DET) and principals — except when they gave instructions.

DISCUSSION

The principal, who cannot be identified for professional reasons, said that when the schools re-opened on July 14, pupils flocked to classes where "pains" were taken to explain the implications of the state of emergency.

"I sent them back home to their parents, to read newspapers and discuss these regulations which bound them to the status quo.

"There was a howl from pupils about the identity cards, but for the purpose of those who wanted to be in school, I said it should not be an issue to keep them away from school," the school head said.

He said that for the first three days when the schools re-opened, attendance was about 80 percent, but the situation was unstable because of the re-registration regulation.

Now there was the problem of the presence of security forces at schools. Principals were not informed by the DET of such a move.

He said: "We get nothing from the DET. What we are supposed to know we get from newspapers, which we avidly read these days.

IN OCCUPATION

"We found soldiers on the school premises when we arrived at school on July 18. They were just in occupation. The children were concerned, but I spoke to them and pleaded with them to ignore the soldiers' presence and to go about as if they were not there."

The principal said teachers were concerned because there were large numbers of pupils who wanted to be at school and learn. For their sake, teachers had to run a middle course.

He foresaw the situation getting even more difficult and expected the State to come down heavily. In that case the role of the teacher too was increasingly becoming difficult.

From teacher training, teachers knew what their role was, but it had since changed. Teachers had to sit down to re-think, re-define and re-align that role in the light of the present.

"Morale among my teachers is really low at the moment. Something has to give, somewhere. Somebody has to give — for the sake of sanity and human dignity.

"By sheer numbers it seems to me that it is the politicians, the State, which must give," the school head said.

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SINCE 1976 the Government has blundered through the education crisis in a panicked series of ill-advised moves made at the worst times; but, throughout that time an attempt was made by the Department of Education and Training to engage in some semblance of debate.

In the past few weeks the age of reason seems to have waned in the corridors of the DET, and the jackboot has taken over the planning and control of education.

In the past the DET has engaged the best of its adversaries in the endless thrusting and parrying of healthy debate on the education crises. Some people had begun to believe that perhaps some sense may penetrate the thick walls of DET officialdom, and the Government in general, and that the acceptance of the simple and inevitable truths of a non-racial education as the starting point for a normal non-racial society may be near.

Sceptics

Even some of us sceptics were being compelled into an uncomfortable silence. We looked on as the debate raged, as the SPCC (the Soweto Parents Crisis Committee) and later the NECC (National Education Crisis Committee) made their brave rallies in debate. They met everyone they could in the time available, and even the DET.

As already said, the DET acquitted itself very well in handling the debate. The DET may have failed to convince many of us, but to its credit we must accept that they doggedly stuck to reasonably debating the issues and spreading their viewpoint.

We had almost got into a hypnotic trance, watching all the goings on and listening to all the debate, and reading all the departments' views, then, suddenly the jackboot came, and we snapped out of the euphoria we had sunk into.

LEADING educationist Mr FANYANA MAZIBUKO looks at a key issue in the country's current crisis, the education of the black child. He concludes that the jackboot has taken over the planning and control of education because the Government is asserting its position in the political power struggle.



The jackboot steps into education

GUEST COLUMN

An educationist's view

Reality claimed our attention with a very painful crudity. The Government and its black mind-bending machine, the DET had taken off the kid-gloves, and with unparalleled arrogance imposed regulations which by no stretch of the imagination could promote normal academic activity.

There is no need to comment on the new security regulations which headmasters and teachers are expected to apply when there is the bigger disruptive threat in the form of the presence of the police and the army at schools. This action alone reveals what is at the centre of National Party policy on

education. Education is inextricably part of the political power game.

We can better appreciate the central position of education to the National Party political power logistics if we pay attention to the concept that politics is the art and process of gaining, maintaining and using power.

Power

The essence of politics is power, and power is the social capacity to realise one's will even in opposition to others. So, the National Party Government in its present strategy on black education, is simply asserting its position in the political power struggle.

police and the courts which represent the power to make the reality defined to stick.

This reasoning puts the educational system, among other institutions, at the centre of the National Party's logistics for retention of power. Full control of education and the ability to define, undisturbed, the context and process of education, and making sure that that definition sticks is the nub of the matter.

This should to a large extent explain the presence of the army at schools.

Changes

Before the present jackboot approach, some people were beginning to think that the few concessions being made in education and elsewhere could lead to an avalanche of positive

that this ray of hope has been extinguished even before those who could appreciate it have become aware of it.

The explanation given for the reversal of this very welcome move is that the original exemption was an error. That was the best error to come from Government circles considering the many errors of judgment that have come from those quarters.

Is there an explanation for this about-turn? In a recent issue of *Mondstuk*, the official journal of the Transvaalse Onderwysers-Vereeniging it is reported that Afrikaans teachers are intent on blocking any attempt at moving towards non-racial education. Is this not perhaps part of the reason for the official about-turn?

Is there perhaps some pressure to negate the forces of reason coming from Afrikanerdom?

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NECC trying to 'politicize education'

By RONNIE MORRIS
Education Reporter

THE Department of Education and Training, convinced that its measures to "normalize" education were fully justified, will oppose the application by the National Education Crisis Committee for a court order setting aside the measures.

A hardline statement, released this week by the Bureau for Information on behalf of the Deputy Minister of Education and Development Aid, Mr Sam de Beer, accused the NECC of trying to "politicize education and to use innocent pupils for ulterior motives".

"It should be clear that the department will not relinquish its responsibilities towards pupils, teachers and parents, and cannot seek or follow the advice of individuals or organizations that are not primarily concerned with education," he said.

'Meetings in the past'

The NECC has requested a meeting with Mr De Beer over the measures and has simultaneously applied for a Supreme Court order to set aside the measures.

Mr De Beer said meetings had already taken place with the NECC in the past where various demands, many of which were non-educational, were made by NECC.

Educational issues, however, were discussed and replied to in full.

At these meetings the DET stated clearly that it remained responsible for offering "the best possible education" and that it was involved in a "continuous programme aimed at equal education opportunities".

"Ostensibly, the NECC has the same broad objectives as the department, namely to normalize education, to raise standards, to encourage parent involvement and to promote effective communication."

There were clear differences of opinion on how that could be achieved, as was evident from the application for a court order. Furthermore, many of the demands made by the NECC during its conferences were unacceptable from an educational point of view, Mr De Beer said.

"It is difficult to reconcile the so-called educational objectives of the NECC with many of the resolutions adopted at the Johannesburg and Durban conferences.

'Influence pupils politically'

"The NECC clearly stated, inter alia, that "parents should refuse to be members of statutory parents' committees at schools; teachers should become involved in political activities and in influencing pupils politically and should 'stop collaborating with the authorities'.

"No school fund contributions should be paid, 'people's education' should be introduced to 'eliminate capitalist norms of competition, individualism and stunted intellectual development'.

"Boycott and stayaway actions should be commended and 'the role of the Department of Education should be diminished in our schools'."

Mr De Beer said it must be stated most emphatically that the present plans of action to normalize education were the result of educational considerations only.

'Responsibility towards parents'

The interests of neither pupil nor parent could be served by allowing a situation of disruption and disorder to continue. The department had a responsibility towards parents and pupils to ensure that meaningful education was reinstated and that no further disruptions occurred, Mr De Beer said.

"No education department can function properly unless discipline is maintained. Just as parents will not allow their children to prescribe to them, children cannot be allowed to prescribe to teachers or the authorities as to the curriculum, the contents of syllabuses, by whom they should be taught or what the school timetable should be."

Mr De Beer appealed to parents, individuals and organizations to "join hands with the department as partners" in education and make a positive contribution towards maintaining discipline and ensuring that effective education takes place.

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Some schools close early after walkout



Mercury Reporter

SEVERAL schools in Durban townships were closed early yesterday as pupils commemorating the killing of civil rights lawyer and UDF executive member Mrs Victoria Mxenge walked out of classrooms.

Pupils in Lamontville High School refused to attend classes, and at several schools in Clermont and Chesterville, pupils walked out of classes.

Clermont pupils told the Mercury that they had left early to mourn the death of Mrs Mxenge.

Headmasters declined to comment and referred queries to the KwaZulu Department of Education in Ulundi.

But KwaZulu Education and Culture Public Relations Officer Mr E S Khumalo said the Durban office had not forwarded a report yet.

The Director for Education in the Department of Education and Training, Mr J P Nicholson, was not available for comment.

Mrs Mxenge was gunned down by unknown assailants outside her Umlazi home on August 1, last year. Her killing triggered off a wave of violence in Durban townships.

At the time of her death she was a leading member of the defence team in the trial of 15 UDF leaders who faced treason charges in Pietermaritzburg.

The Natal Organisation of Women has organised a commemorative service for her at the Central Methodist Church on the corner of Aliwal and Smith streets in Durban today.

Court told of 'lessons at gunpoint'

By SHAUNA WESTCOTT
Supreme Court Reporter

TEACHERS in Bonteheuwel are expected to teach at gunpoint, many pupils are being summarily arrested on the streets and parents live in fear of their children being detained, according to papers placed before the Supreme Court yesterday.

The papers were filed in support of an application brought by the Western Cape Teachers' Union and the United Democratic Front for an order declaring invalid sections of the emergency regulations and orders issued by the Divisional Commissioner of Police in terms of those sections.

The application, which cited the State President, the Divisional Commissioner and Commissioner of Police and the Minister of Law and Order, was yesterday postponed indefinitely by agreement for a decision on costs.

How to operate lawfully

An affidavit filed by Wectu president Mr Yusuf Gabru said it was "urgently necessary" for Wectu to hold a meeting to discuss how to operate lawfully during the state of emergency.

Wectu and the UDF were among 119 organizations effectively paralysed by orders issued by the Divisional Commissioner which also placed curbs on funerals, pupils and access to sections of Nyanga.

"Events have taken place at various schools. For example in Bonteheuwel schools are daily occupied by security forces during school hours. Teachers are expected to teach with security forces armed with rifles in attendance all the time.

"School attendance and class lessons are being enforced at gunpoint and teachers are expected to teach at gunpoint.

'Fear, unhappiness exist'

"Considerable fear and unhappiness about the situation exist among Wectu members. Many teachers and pupils live a life at school of constant fear of arrest and detention by the security forces.

"Our members say that a large number of school-children who were given permission by their school principals to leave school grounds either to go to a shop or to attend to some or other lawful matter have summarily been arrested on the streets simply because they were on the streets and not at school.

"Parents and teachers, as well as pupils are outraged and gravely concerned about these arrests

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From page 1

and we live in daily fear that our children will be arrested for no other reason but that they are walking on pavements along public streets.

"It is becoming obvious to Wectu that normal schooling is in desperate crisis and is becoming more and more impossible."

Wectu and the UDF sought an order enabling them to hold meetings. Affidavits filed by both said they had reason to fear that security forces would break up meetings.

Mr Gabru said: "I know from my own experience that security forces have intervened in gatherings of large numbers of people. For example at the St Nicholas Church in Elsie's River, security forces surrounded the church and arrested all persons who attended the church service.

"At the Holy Trinity Church, Elsie's River, on Sunday July 20, the security forces swooped once more, surrounding the church whilst a service was in progress.

"Members of the police entered the church and disrupted the service. They remained inside the church inspiring fear amongst those attending for approximately two hours before they departed."

Mr Gabru and UDF Western Cape secretary Mr Trevor Manuel argued that the Divisional Commissioner's now "repealed" order prohibiting "gatherings" was "vague and uncertain besides being grossly unreasonable".

Mr Acting Justice E.L. King presided. Mr S. Desai appeared for the UDF. Mr A.M. Omar appeared for Wectu. Both were instructed by E. Moosa and Associates. Mr R. van Riet, instructed by the State Attorney's Office, appeared for the respondents.

Court told of crisis in W Cape schools

CAPE TOWN — A "desperate crisis" existed in education in the Western Cape, with armed security forces occupying schools, lessons enforced at gunpoint and teachers and pupils in constant fear of arrest and detention, the Supreme Court here was told yesterday.

The claims were made in an affidavit by the president of the Western Cape Teachers' Union (Wectu), Mr Yusuf Gabru, one of the applicants for an order invalidating certain emergency regulations and orders made by the Western Cape divisional commissioner of police, Brigadier C. A. Swart.

Most of the orders challenged in the application have been withdrawn by Brig Swart.

They included the ban on 119 organisations, including the United Democratic Front and Wectu, holding meetings in the Western Cape.

During a brief hearing yesterday morning, Mr Acting Justice King was told the parties had agreed to postpone the matter to a date to be decided.

The applicants are the UDF (Western Cape region), UDF secretary Mr Trevor Manuel, Wectu and Mr Gabru.

The respondents are President P. W. Botha, Brig Swart, the Commissioner of Police, General Johan Coetzee, and the Minister of Law and Order, Mr Louis le Grange.

2/8/86
The applicants sought an order declaring: Regulations 7 and 11 of the emergency regulations invalid; orders made by Brig Swart in Government Gazette 10 309 (June 21), 10 311 (June 25), 10 338 (July 1) and 10 339 (July 2) invalid; that Brig Swart is not entitled to make orders in terms of the Public Safety Act and that the UDF and Wectu are entitled to hold meetings.

They are also seeking an order restraining the police from rendering lawful UDF and Wectu meetings inaccessible to people entitled to attend, interfering with meetings and prosecuting people attending.

Mr Gabru said Wectu needed to meet urgently to discuss how to operate lawfully in the emergency and various other urgent problems.

Wectu was a teacher organisation concerned with "all matters pertaining to education" and problems relating to pupils, teachers and parents.

Teachers were expected to teach with armed security forces in attendance all the time.

"School attendance and lessons are being enforced at gunpoint and teachers are expected to teach at gunpoint," Mr Gabru said.

"Considerable fear and unhappiness about the situation exists among Wectu members."

Many teachers and pupils lived in fear of arrest and detention. — Sapa

Pupils mourn Mxenge murder

DURBAN — Several schools in townships here closed early yesterday as pupils commemorating the murder of a civil rights lawyer and a UDF executive member, Mrs Victoria Mxenge, formerly of Rhayi township near King William's Town, walked out of classrooms.

Pupils in Lamontville High School refused to attend classes, and at several schools in Clermont and Chester-ville, pupils walked-out.

Clermont pupils said they left early to mourn Mrs Mxenge's death.

Headmasters declined to comment and referred queries to the KwaZulu Department of Education in Ulundi.

The department's public relations officer, Mr E. S. Khumalo, said the Durban office had not yet forwarded a report.

Mrs Mxenge was gunned down by unknown assailants outside her Umlazi home on August 1, last year.

At the time of her death she was a leading member of the defence team in the trial of 15 UDF leaders who were facing treason charges.

The Natal Organisation of Women has arranged a commemorative service today in Durban. — DDC

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NECC goes to court over new registers

By MONO BADILA

LAWYERS for President PW Botha and Education Minister Gerrit Viljoen will defend their decision demanding compulsory re-registration for black pupils.

A court application by the National Education Crisis Committee and two parents will be heard in the Rand Supreme Court on Tuesday. The parents are Maggie Mmaphiose Sole of Dobsonville and Peter Mabase of Moroka.

It is the latest of several applications in SA courts challenging the validity of powers granted to government officials in terms of the emergency regulations.

The applicants are seeking to declare Proclamation R131 - promulgated by Botha on July 13 in terms of the Public Safety Act of 1953 and which creates a system of compulsory registration for all black pupils in SA - invalid and of no effect in law.

● Meanwhile, *Sapa* reports that schools in the townships of Grahamstown, Uitenhage and Cradock seems set to be closed as students had not met the registration deadline on Friday.

A Department of Education and Training spokesman said these schools would probably remain empty for the rest of the year.

Principals have also been told that temporary teachers could be sacked.

Each one, teach one'

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CP Correspondent

MAJOR American business interests in SA have called for the urgent participation of all South Africans at all levels of government as a prerequisite for effective reform of black education.

This is one of several reforms called for by Sullivan Code signatories in a report by the signatory association's task force on education published this week.

The long term survival of the free enterprise system in SA depended on such reforms, which could be implemented only with private sector support.

In giving it, business had the right to insist that the government moved "towards meaningful reform of the entire educational system", the report said.

The report calls for the establishment of a single education ministry, opening educational institutions to all, an end to racially based State financing of education and for "urgent attention" to be paid to teacher-training and pre-school education in rural areas.

Black education was unlikely to return to "normal" until the fundamental legitimacy crisis of the State was resolved, the report said.

To be effective, educational reform would have to be accompanied by meaningful political change, which meant "bringing all South Africans into participation in the decision-making process of all levels of government".

Nest's dream will be a reality soon

WHAT seemed like an impossible dream a year ago now seems set to become a reality in 1988 when the New Era Schools Trust will open the last three of its four schools.

The first school Uthongathi, situated near Tongaat, Natal, has been funded by Anglo American and the De Beers' Chairman's Fund.

The headmaster has already been appointed, the building is nearing completion and half of the pupils have been selected, Nest director Deane Yates said this week.

According to Yates the Johannesburg Consolidated Investment Group of Companies has provided funds to complete the Nest school in the Transvaal.

Other SA companies have also responded positively with generous and significant support.

Despite the difficulty in raising the large sums needed to establish the two schools, Yates is confident that the funds will be forthcoming.

"We decided a long time

ago to approach SA companies first to see whether there was a serious commitment by them to the concept of non-racial education.

"We were amazed by their response, but no less strongly also by the reactions of an overwhelming number of South Africans.

"Most of them supported an education system in which boys and girls could grow up together in fair racial proportions, thus providing a vehicle for peaceful, social change in SA.

"In these fully non-racial schools, established from the grassroots, we believe we will find foundations on which the new SA may gradually evolve and develop in the years ahead," Yates said.

Yates said the New Era Schools Trust was established five years ago after he had spent more than 10 years establishing and developing the Maru a Pula School in Botswana.

Another Nest school will be established near Grahamstown next year. A provisional governing body for the area was established

over a year ago and plans are now almost complete.

The building of the school will start at the beginning of next year, he said.

The last Nest school will be situated near Cape Town.

He said Nest's philosophy can be summarised as follows:

- Nest aims to provide an education formula which will contribute to peaceful and sensible change in SA.

- All race groups will be represented fairly at Nest schools.

- Bursaries amounting to one quarter of the total fees will be provided so that merit and not wealth will form the basis of pupil enrolment.

- Self-help and community service will play an important part in the daily life of pupils and teachers.

- The schools will seek to become community centres in the areas in which they have been established, offering their facilities and providing services to the community.

By Kym Hamilton,
Pretoria Bureau

Black education had to be depoliticised by meeting the reasonable political aspirations of blacks in South Africa, warned the Minister of Education and Development Aid, Dr Gerrit Viljoen.

Addressing representatives at the Northern Transvaal regional conference yesterday, Dr Viljoen said this could only be achieved through negotiation and by implementing the principle that every community was entitled to participate in

Depoliticise black education

Viljoen

decisions affecting its future and interests.

The political area was not separate from education and political reform was directly related to stable progress in educational reform, he added.

Recognition had to be given to the progress which had already been made and the Department of Education and Training (DET) should be judged according to realistic-

ly obtainable goals, he said.

Dr Viljoen warned that the DET had a difficult task to meet future challenges. In this regard, pupils had to be prepared to deal with future developments and changes.

At least 60 new schools had to be built by the DET every year and 1 500 teachers and 60 principals found to staff the schools. Every year 50 000 new pupils

had to be provided for.

During 1986/87, 3 030 classrooms were being built in 300 townships around the country, said Dr Viljoen.

However, he said that by the year 2002, it had been estimated that a total of 60 000 primary school teachers and 36 000 secondary school teachers would be employed. This meant an estimated 38 000 primary and 31 000 secondary

school teachers had to be trained between now and then.

Dr Viljoen outlined several strategies which were important in meeting the needs of students of the future.

These included a reinforcement of the educational partnership between parents and teachers. It appeared that "in these times, parents had given up this responsibility and had placed it squarely on the shoulders of their educational partners". Ways would have to be found by which parents were once again made aware of their task as primary educators, he added.

The importance of student participation in their own education had to be emphasised, as well as the importance of various teaching techniques and that education, training and learning should take place throughout life.

Education must also be differentiated and more career-orientated and job related.



Dr Gerrit Viljoen

Staude: DV school plans are underway

Dispatch Reporter

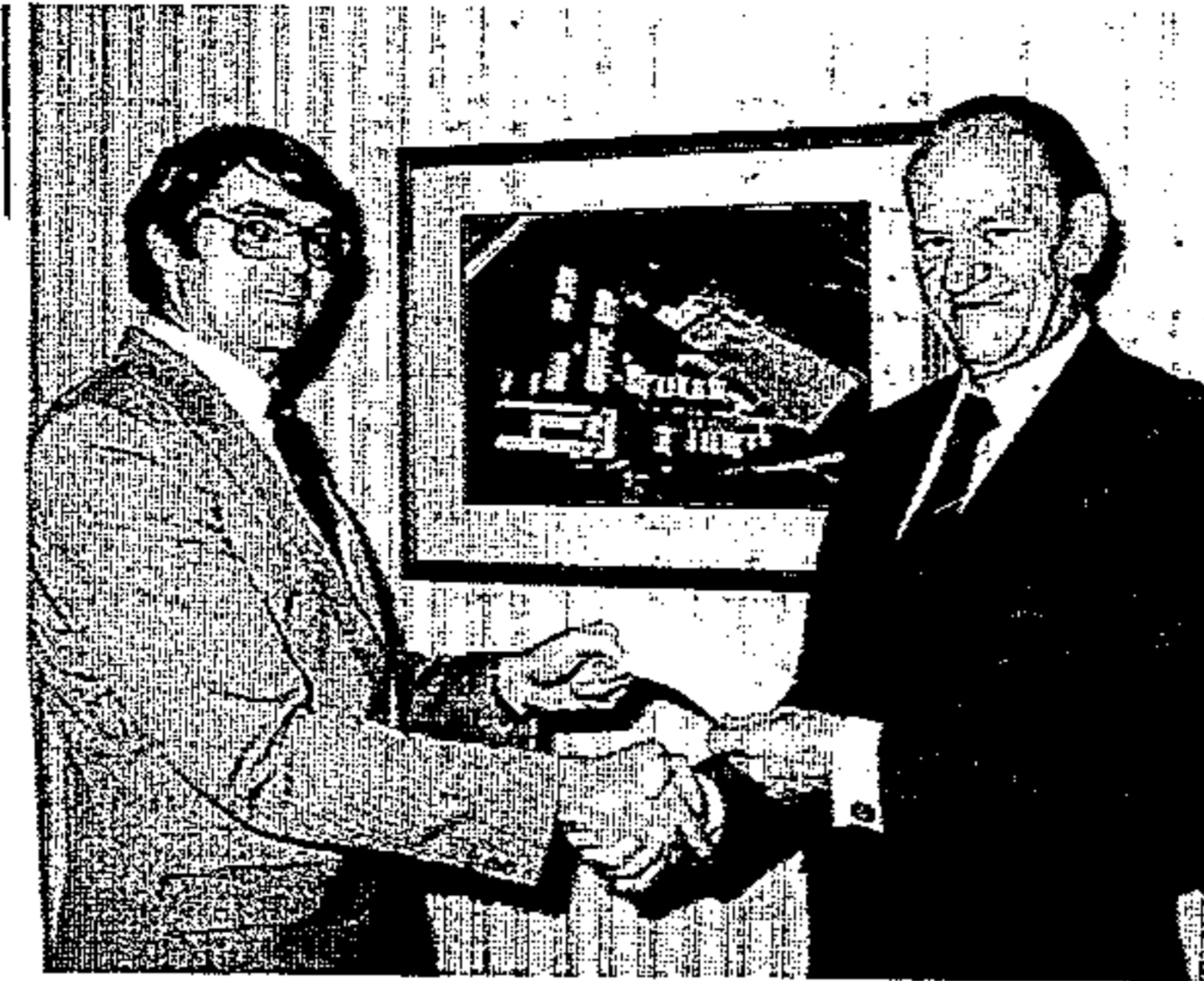
EAST LONDON — Planning had commenced on the developmental programme for the provision of one new secondary and two new primary schools for Duncan Village, the Cape regional director of the Department of Education and Training, Mr W. A. Staude, said yesterday.

In a telexed reply to questions put to him, Mr Staude said Qaqamba and Ebenezer Majombozi secondary schools shared the latter's buildings and facilities.

He said running water and waterborne sewerage had been provided for the new primary school in Duncan Village. Every classroom had two toilets, one for boys and one for girls.

He said following the re-registration of pupils, teaching staff were re-allocated to classes according to normal departmental pupil/teacher ratios and that teachers not placed in the process might have to be transferred elsewhere.

Mr Staude said attendance in Duncan Village primary schools yesterday exceeded 1 000 pupils, but there was no attendance at the secondary schools.



Mr Peter Morum (right) presents a cheque of R126 975 to Mr Dieter Kûsel, director of the Emthonjeni Training Centre in Port Elizabeth, as part of Firestone's donation to black technical education in South Africa.

R1,25m gift for education

Education Reporter

FIRESTONE has given more than R1,25 million to 13 educational institutions countrywide as part of its ongoing commitment to non-racial technical education.

The money, part of a R3,75 million donation from the American-based Firestone Tire and Rubber Co, has been earmarked specifically for black education and training programmes.

The managing director of Firestone SA, Mr Peter Morum, said the money would be used for the upliftment of black education with special emphasis on technical skills.

"We have recognized that too little attention has been given to developing technical skills amongst the black community in South Africa. South Africa is a developing country and Firestone has identified black education and training as the area most in need of the kind of financial assistance we are able to provide."

This year's donation follows a similar one made last year and a further R1,25 million will be donated next year.

This year's donation is to be distributed amongst approximately

thirteen organizations throughout the country which include: The South African Council for Higher Education (SACHED), the Teacher's Opportunity Programme (TOPS), the Emthonjeni Training Centre, the Trinity/St Dominics Adult Education Programme, Promat College and the SOS Children's Camps.

The bulk of the company's financial assistance has gone to the Eastern Cape in view of the high unemployment there, Mr Morum said.

R1,2-m black education gift

Own Correspondent

CAPE TOWN — Black education and training programmes are to benefit from a gift of R1,25 million distributed among 13 organisations across the country.

The money is part of a R3,75 million donation by the American-based Firestone Tire and Rubber Company.

Organisations to benefit include the South African Committee for Higher Education (Sached), the Teachers' Opportunity Programme (Tops) and a number of Cape institutions.

Firestone SA managing director Mr Peter Morum said the bulk of the aid was distributed in the Eastern Cape.

CHE-TWAS
6/28/86
Carr

urges res rethink

Education Reporter
THE acting vice-chancellor of the University of Cape Town, Professor Donald Carr, has called on President P W Botha to reinstate a proclamation permitting all races to stay at university residences.

This follows the reversal by the government of a proclamation made only a month ago and which lifted Group Areas restrictions on "bone fide" students and scholars.

Exemptions now apply only to bone fide students and scholars "for the purpose of daily attending academic lectures at an educational institution controlled or aided by the State".

Professor Carr said it was a "most unfortunate rethink" on the part of the government and urged the State President to act "in the interests of equal education opportunities for all people in this country".

Delighted

He said Proclamation 112 of June 27 exempted various groups from the provisions of the Group Areas Act and that one of these exemptions referred to bone fide students attending universities.

"We were delighted to see this proclamation as a number of black students attending this university are impossible to live, and the conditions under which they have to live, and the (June 27) proclamation made it possible for us to seek alternative accommodation for them," Professor Carr said.

The university's legal advice was that the original proclamation gave it carte blanche with regard to the housing of black students.

The rector of Stellenbosch University and this year's chairman of the Committee of University Principals, Professor Mike de Vries, said: "There are coloured and black students at all universities at present. This is a fact and in the light of it we have to find housing solutions for them."

THE urgent application to challenge the compulsory registration of black pupils is to be heard today in the Rand Supreme Court before the Deputy Judge President of the Transvaal, Mr Justice G A Coetzee.

The application is being brought by the national Education Crisis Committee (NECC) and two parents, Mrs Maggie Mmaphiose Sole of Dobsonville and Mr Peter Mabaso of Moroka, Soweto, on behalf of their children.

The respondents in the matter are the State President, Mr P W Botha, and the Minister of Education and Training, Dr Gerrit Viljoen.

The applicants seek that a proclamation by the State President on July 13, this year, in terms of which black pu-

NECC in court action

pils had to be registered in order to attend school, be invalidated.

Alternatively, the NECC is challenging the validity of three regulations of the proclamation in that all or any of regulations 2, 3 and 4 be declared invalid.

Mr D Kuny, SC, assisted by Mr G J Marcus, instructed by Krish Naidoo appears for the applicants. The respondents are represented by Mr J H Coetzee, SC, assisted by Mr B W Burman.

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JH Coetzee
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Equality 'when schools built, not burned down'

PRETORIA—Equal education in South Africa could only be realised if the attempt to stage a revolution failed, the Minister of National Education, Mr F W de Klerk, said yesterday.

Speaking at a Pretoria Press Club lunch, he said the future of the country depended to a great extent on the ability to achieve the Government's accepted goal of equal education for all.

Although it had to be accepted that this could not happen overnight, the Government was determined to make a full contribution from its side.

Equal education could be expected within reasonable time 'but then everybody must play their part'.

'Schools must be built and not burnt down, teachers must be given the opportunity to teach and children must be at their school desks — not on the streets with petrol bombs and stones.

'The provision of equal education can only succeed if the attempt at revolution fails,' Mr de Klerk said.

The minister said it appeared to him from numerous news items he had not succeeded sufficiently in communicating to the public the essential characteristics of South Africa's education system — restructured since 1984.

The main criticism was that a single department of education had not been established, but a distinction had to be made between one department and a unitary system of education.

A single department would lead to rigid management structures and central control, which was contrary to what existed in most Western countries. A unitary system granted meaningful autonomy and the ability to cater for a diversity of needs.

The 11 principles accepted in 1984 legislation to provide for equal education could be likened to cement, in that they held the system together.

The determination of general policy concerning the financing of education, salaries and con-

ditions of service of staff, the professional registration of teachers and norms and standards for syllabuses, examinations and the certification of qualifications applied to everyone.

'In that sense we now have one education department,' Mr de Klerk said.

'The various components have been combined within the system in such a way that the same educational and teaching goals are being pursued in all education departments.'

South Africa therefore had an education system that satisfied the demands imposed by the fact the country's people shared a great deal with each other.

'At the same time, however, this system leaves room for individual religious and moral value systems, individual languages and cultures and the values of individual communities to be embodied in the education of their children.'

The Department of National Education therefore guaranteed the essential unity of education in South Africa, but did not enforce uniformity. — (Sapa)

Argus 6/8/56

'Equal education in SA but in reasonable time'

The Argus Correspondent ⁵⁰ in time and politics was not involved.

PRETORIA. — The improvement of the education system was governed not only by money but also by time, the Minister of National Education, Mr F W de Klerk, said at a Pretoria Press Club meeting.

He said yesterday: "Simply spending funds would not be meaningful unless it were associated with the increasing effectiveness of the education system."

Mr de Klerk said equal education could only be achieved

Intelligent planning was the key, he said. The responsibility for an educational standard of teaching could not be placed solely on the Government but should also involve pupils and parents.

He said the country's future depended to a great extent on the ability of its people to reach their goals, which was equal educational provision.

The Government would do everything in its power to bring about equal education, but in reasonable time, he said.

6/8/86 (127) 50
Measure attacked

THELMA TUCH

THE emergency proclamation compelling black pupils to re-register was racially discriminatory and had led to a considerable decline in attendance, it was claimed yesterday.

Secretary of the National Education Crisis Committee (Nec) and Lutheran minister Molefe Tsele made the claim in an affidavit submitted to the Rand Supreme Court.

It was part of an urgent application for proclamation R131, gazetted in terms of the Public Safety Act on July 13 — the eve of the re-opening of black schools — to be declared invalid.

Chk Times 7/8/26

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NECC urgent application

Own Correspondent

JOHANNESBURG. — The State President's proclamation compelling black pupils to register discriminated against black schoolchildren, Mr Denis Kuny, SC, said in the Rand Supreme Court yesterday.

He was appearing for the National Education Crisis Committee (NECC) and two parents, Ms Maggie Sole and Mr Peter Mabaso, in an urgent application before the Deputy Judge President, Mr Justice Coetzee, that Proclamation R131 be declared invalid.

Alternatively they asked the court to declare regulations 2, 3 and 4 of the proclamation invalid.

Mr Kuny submitted that the President — in terms of the emergency powers given to him under the Public Safety Act — had imposed a regime on every black school that was racially discriminatory in a partial, unequal way.

The proclamation was gazetted in terms of the Public Safety Act on July 13 and provides for a system of compulsory registration of black pupils.

It also empowers the director-general of Education and Training, or any officer authorized by him, to refuse admission of any pupil, without furnishing reasons for such action.

Mr Kuny said the regulations could not be contemplated to be reasonable and the President had acted beyond the powers given to him in terms of the Public Safety Act. It was also submitted that the regulations were vague.

Mr John Coetzee, for the respondents, argued that Parliament had provided for the President to make different regulations for different areas and different classes of persons.

The State's argument continues today.

53

'Return or else'

7/18/86
Sapa

THE State President has imposed a regime upon every black school in South Africa which is unequal, the Rand Supreme Court heard yesterday.

The court also heard that black schoolchildren are prejudiced and subjected to a regime that from the moment they register they are at the mercy of the director general of the Department of Education and Training.

Mr D Kuny, SC, was arguing in an urgent application brought by the National Education Cri-

'Blacks' education unequal'

sis Committee and two parents, Mrs Maggie Sole and Mr Peter Mabaso, against the State President and the Minister of Education and Training.

The applicants seek an order declaring a proclamation by the State President on July 13, this year, in terms of

which black pupils had to be registered in order to attend school, be invalidated.

Alternatively, they are challenging the validity of three regulations of the proclamation in that all or any of regulations 2, 3 and 4 be declared invalid and of no effect in law.

Mr Kuny told Mr Justice G A Coetzee that the proclamation was discriminating against black schoolchildren as it did not apply to their white counterparts.

He also submitted that the registration of pupils was an educational matter and the State President had acted outside his powers by making the regulations. He argued the regulations were vague and the fact that they were done by Mr P W Botha, did not give them any sanctity. He could not act on powers given to him as he pleases, Mr Kuny added.

(Proceeding).

BLACK high schools and higher primary schools in Port Elizabeth are due to close down for the year tomorrow unless pupils abandon their boycott.

Friday will mean they have been absent for 10 school days, and the Department of Education and Training warned it will invoke a 1981 ruling that after this period of absence without reason pupils can be expelled.

Principals have been notified of the department's intention, and parents are being informed.

The pupils are protesting about the introduction of identity cards and the presence of security forces in their schools.

Closure of the schools will mean some teachers will be dismissed, others will be transferred.

No comment could be obtained from Mr Bill Staude, regional director of the department, yesterday.

According to the prin-

SAPA

cipals it will be the first time the 1981 regulation has been invoked.

It is understood a concerted effort is to be made through the Press and TV this week to encourage pupils to return.

Further meetings on the matter are being arranged between the principals and hopefully between pupils, community leaders and church ministers.

Similar meetings averted a general shut down of schools in the Eastern Cape in 1980.

It is understood teachers on probation will be dismissed if the schools close and those on the permanent staffs will be transferred.

Some are said to have been given notice to this effect already. — Sapa.

NECC Case Judgment reserved

JOHANNESBURG
Judgment was reserved yesterday in the Rand Supreme Court on an urgent application by the National Education Crisis Committee (NECC), challenging the compulsory registration of black pupils.

The proclamation was promulgated by the State President, Mr P. W. Botha, in terms of the Public Safety Act.

Mr Justice G. A. Coetzee said much of the unrest in South Africa was related to schools and "I confess an inability to draw conclusions on facts of which I have no knowledge."

There is unrest and it's connected with black education. I haven't got facts on which I

can base a view on whether the State President is acting beyond his powers or not," he said.

Dealing with the question of delegation of power, Mr Marcus said the Director General of Education could refuse a pupil admission to a school at his own "unbounded" discretion, "with no guidelines which have a bearing on public safety".

Stated in the regulations. The regulations contain no restrictions whatsoever," he said.

Mr J. H. Coetzee, applied to have the application set aside with costs, and cited a case in which the definition of "liberty" did not permit a complete outsider to come to court on behalf of another.

"The NECC does not fall into that category," Mr Marcus said.

Mr Marcus said the state of emergency subjected black children to "a serious threat", causing considerable disruption to their lives and liberty.

He said the regulations were unreasonable. "Black children are subject to a regime which white children are not," he said.

Mr Coetzee challenged the legal standing of the second and third applicants as Mrs Mmaphidse's child had registered and Mr Maba-so's children were in a private school. The regulations only apply to public schools.

Mr Marcus said although Mrs Mmaphidse's child had registered "the powers conferred may be exercised in the future".

Mr Justice Coetzee said: "If you are right, it means every child who is registered and happy at school can go to court and say 'I don't like the situation'." — Sana

'People's schools' go on — despite troops

By SEFAKO NYAKA

CLASSES of "people's education" are still being taught in some schools in Soweto, despite the stringent security measures introduced more than a month ago.

When black schools reopened for the second semester more than three weeks ago, the Department of Education and Training (DET) ruled that "No person who is not a pupil at, or is not employed at, a school shall at any time enter upon or be on the premises or in the building of such a school."

This week a number of students, who asked not to be named, told me how "people's education" goes on right under the noses of the Security Forces.

A group of pupils move from school to school lecturing on "people's education." My informants had attended such lessons.

"As we approached the gate of one school, I saw eight heavily-armed Security Force members. We walked towards them. I was worried about what would happen if they demanded ID cards from us," one informant told me this week.

"The Security Force members looked at us without interest. They let us through without checking. I later learnt that none of the pupils at the school had been issued with an ID card.

"Some pupils were milling around on the verandah of the school."

This was in direct violation of the DET's stipulation that no registered pupil in any school shall on any school day whilst being on the school premises during the hours during which tuition is normally given be outside a classroom of such school unless it is during a prescribed break ... or except for the purpose of visiting the dressing room or to change classes.

"Again the Security Forces present seem to turn a blind eye to everything around them.

"We went into a classroom not far from the administrative block of the school."

After the singing of a "freedom song"; and the chanting of a few slogans, the pupils took their seats and the lesson commenced.

This time the lesson was about the DET's Emergency regulations and

how "some sections of the white liberal press" were playing into the hands of the system by writing negative articles.

"Comrades, there are stories doing the rounds that some schools are used as shebeens and gambling dens," the "teacher" said.

"This is exactly what the DET wants and all those whose sole objective is to see to the destruction of black education.

"This will give those people the excuse they need to close down some schools as they have threatened to do," the teacher told the attentive pupils.

My informant said: "I looked through the window as staff members passed by as if unaware of what was going on the classroom.

"The number of pupils standing outside had dwindled. There was no commotion or loud chanting. It appeared as if all the pupils had gone into their classes, or had gone back home."

He said the teacher continued: "Any normal person would have known that these measures would not work. But let us look at the motives of those who promulgated these highly provocative measures."

A hand shot up: "Comrades, I think the authorities knew quite well that those measures would worsen the situation. This is what they wanted to happen."

A young girl said she believed the DET's plan was to stop the teaching of "people's education".

"The DET realised that it has lost control over schools and that its programmes had crumbled.

"The authorities thought that by giving in to the students' demand for SRCs, which to me meant dual power sharing, we would abandon our demand for the scrapping of unequal education," she said to applause.

Surely somebody — either the teachers or the Security Forces — must have been aware something was going on in this classroom. According to my informant, the class continued undisturbed.

"The DET imposed the measures without consulting our parents or the SRCs. In fact they outlawed the only democratic voice of the students. If the SRCs cannot meet, then how are students expected to air their grievances?" the young girl said.

"Comrade why are we at school when our leaders, both student, worker and community leaders are in detention? Is it not a betrayal of the ideals that led to their arrest?"

The young girl added that some student leaders are in hiding and cannot benefit from "people's education".

"We are in touch with those who are unable to attend classes because of persecution. The fact that we are able to go on with Trasco (Transvaal Student Congress) is an indication that we are all leaders and can take over when executive members are either detained or in hiding," came the sharp retort.

Trasco leaders are either in detention or on the run. But the refusal of students in Soweto to heed the DET's regulations indicates that far from having thrown the students in disarray, the regulations have seen to the emergence of a new layer of student leadership, especially in Soweto.

"But what about those in detention? How do we know what their impressions of us are?" a student asked.

"The decision to prevent classes from being closed is a democratic one taken by the majority of the students. And since we know that if schools are closed that will satisfy the authorities, we shouldn't allow them to have their way," said the teacher.

One pupil pointed out that it has always been the students' decision that whatever happens, the school buildings should be used to implement Trasco programmes.

"Those in detention were here when that decision was taken and they are bound by it."

The debate focused on why some pupils have registered and some not.

"It is a tactical decision because then the government cannot close that particular school if the majority of students have registered."

That pupils made a bonfire of their cards soon after registering is an indication that even those who registered did so on "tactical grounds".

"The lesson ended, and after singing Nkosi Sikelel 'iAfrika, we left the classroom and headed for the gate. It was not an official break but still the Security Forces did nothing to prevent us from leaving the school premises," my informant concluded.

Minister accuses NECC of plotting revolt

WEEKLY M.
8/8/86

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By PAT SIDLEY

THE Minister of Education and Development Aid, Dr Gerrit Viljoen, has accused the National Education Crisis Committee (NECC) of being involved in a plot to overthrow the state and replace it with a structure called "people's power".

In papers this week before the Rand Supreme Court, he claimed the NECC wants to replace the current education system with one called "the people's education system", an instrument to mobilise black communities to overthrow the government and replace it with a black regime.

Viljoen also charged the NECC is carrying out the aims and policy of the African National Congress.

These allegations were made in an affidavit submitted in response to an NECC court application to overturn Emergency regulations relating to black schoolchildren.

Replying to the charges in the affidavit, Rev Molefe Tsele of the NECC has emphatically denied the organisation is doing anything unlawful or that it intends to act unlawfully. The organisation is concerned with the quality of black education, which it finds "woefully inadequate and inferior", he said, and would like the present system of education changed to a unitary, nonracial democratic education system.

Judgement in the case was reserved yesterday.

The outcome of the case is likely to have broad ramifications for 2-million schoolchildren, many of whom are engaged in boycotts involving the same issues as those before the court.

These include the compulsory registration of black students contained in a proclamation gazetted just before schools were due to reopen on July 13.

The NECC has asked the court for an order which would declare invalid the proclamation or the rules that provide for:

- Compulsory registration of black pupils;
- The right of the Director General
- To PAGE 2

Viljoen accuses NECC

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● From PAGE 1 8/8/86
of Education and Training or any officer he delegates to refuse registration

● A procedure whereby any class or standard a student is placed in can be changed, with any student not accepting the change "deemed to have left the school voluntarily".
The NECC is arguing that while the Education and Training Act deals only with black schoolchildren, the Emergency regulations derive from the Public Safety Act, which does not differentiate in the same way. It is not

Tsele's argument to the court is that the regulations in terms of the Public Safety Act apply only to black children and these children have been singled out by the State President for "inequitable, unequal and unjust treatment".
The basic argument of the state in the case is that Parliament provided for the State President to make different regulations for different areas and different classes of persons.

... ..

Firms need to give blacks a chance to the top rung

(Million)	1984/85	1986/86	1988/88
Total expenditure	4 219	5 126	6 292
White	2 289 (52%)	2 738 (53%)	3 222 (52%)
Black	1 046 (25%)	1 148 (22%)	1 441 (23%)
Coloured	639 (15%)	821 (16%)	935 (15%)
Indian	245 (6%)	289 (6%)	395 (6%)

(Source: Department of Finance — figures rounded to millions and excluding general allocation to all race groups included in total)

THERE were 1.5 times as many white as black matriculants last year. The Manpower and Management Foundation predicts, however, that by the year 2000 there will be more than three times as many black matriculants as whites.

Companies that intend continuing to conduct successful business in SA are facing a future where the utilisation of black managers is less a social responsibility, and more an economic necessity.

Black advancement programmes are already established by the equal-opportunity companies — but these are not without their dangers.

"The primary problem facing the organisation with a commitment to black advancement is the internal environment of the organisation," says Anthony 'Doc' Pascoe, personnel manager of Barclays National Bank responsible for its equal opportunity programme.

Malicious compliance by white managers, which boils down to an overt support of the black manager coupled with covert sabotage of his performance, constitutes a real threat to the success of the programme.

Tokenism damaging

Equally damaging to black advancement programmes is tokenism: lip service quota-filling to comply to a performance code. Tokenism destroys credibility both within the organisation and within the black employee group.

"When one embarks on an affirmative action programme of recruitment and staffing complement targets, there are serious environmental problems to be overcome," says Pascoe. Uncertainties among existing staff relate to reverse discrimination, the possibility of lowered quality standards and customer resistance.

"Communicating to our existing staff the reasoning behind the equal opportunity programme and countering possible resistance is vital to the success of the programme.

"We are talking about equalising opportunity: a black matriculant who

has not had the benefit of the white educational system but who has the innate ability to perform the job that he is required to do, must be trained and nurtured by the system to reach the point where he is able to compete with his white counterparts.

"Equal opportunity assumes equal rights. Where equal rights do not exist, compensation must be made by the true equal-opportunity employer," Pascoe says.

The equalising process requires an investment by the organisation to ensure that quality standards are maintained.

Thirty years ago Hendrik Verwoerd told the House of Assembly: "There is no place for the Bantu in the European community above the level of certain forms of labour... education must train and teach people in accordance with their opportunities in life."

Education expenditure

SA is living with the results of that philosophy today. While much has been done recently to increase the mobility of the black workforce — a major stumbling block to opportunity, the historical pattern has affected millions of blacks entering the workplace.

Today the educational scenario is not much improved. From actual expenditure in 1984/85 to the Budget for 1986/87, the ratios of government spending on education for different cultural groups has remained relatively constant, as the table shows:

Bridging programmes, achievement training, mentorship and accelerated training programmes are all part of the equalising process. There are cultural differences and attitudinal differences that have to be overcome.

"We do not ask our black employees to become 'white'," says Pascoe. "What we attempt to do is to prepare them for the business culture — ensure that they are equipped to compete and perform. The culture of the organisation must itself change over time until we can achieve the ideal: a synergy of mixed cultures."

Written by SIOBHAN LOFTUS

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8/18/86 . BUS DAY . ~~8/18/86~~ 50

THELMA TUCH

PW 'exceeded limits'

THE State President was not authorised to impose on black pupils the type of regime contained in the proclamation compelling them to register for school, Gilbert Marcus, counsel for the National Education Crisis Committee, said yesterday.

He was making his submissions in the Rand Supreme Court on behalf of the NECC and two parents — Maggie Sole and Peter Mabaso — in an urgent application that Proclamation R131 be declared invalid.

The proclamation was gazetted in terms of the Public Safety Act on July 13 — the eve of the re-opening

of black schools — and provides for a system of compulsory registration of black pupils.

It also empowers the Director-General of Education and Training, or any officer authorised by him, to refuse admission to any pupil, without giving reasons for such action.

Jack Coetzee, counsel for the respondents — the State President and the Minister of Education and Training — submitted that the applicants did not have sufficient interest in the matter to justify their bringing it to court.

Marcus conceded Coetzee's ear-

lier argument that the Public Safety Act conferred powers on the State President to make different regulations for different classes of person.

However, in this case, the State President had acted in excess of the limits placed on him in terms of the Public Safety Act because the proclamation — applicable only to black pupils — created a regime of inequality, Marcus argued.

The regulations, he added, failed to include guidelines which had a bearing on public safety.

Judgment was reserved.

Business reaches agreement on priority measures

BUS DAY 8/8/86

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SIOBHAN LOFTUS

WHERE does the socially responsible company begin?

Business seems to have achieved some consensus as regards priorities. The allocation of funds and their beneficiaries may differ, but the basic principles seem universal.

First priority is the profitable management of the organisation itself; second are the organisation's employees; thirdly the organisation's shareholders; and finally the community in which the organisation operates.

Those companies subscribing to a code of conduct that demands a certain expenditure on corporate social responsibility (CSR) are more easily able to determine their expenditure and manpower allocation.

Other companies, such as Barclays, allocate a percentage of their pre-tax profits. The Urban Foundation estimates SA companies will spend about R1.5bn on CSR this year.

Most organisations place education first in their external community activities.

Burroughs director of external affairs Ian Burton summarises his company's approach: "Priority is given to education over community."

"We also prioritise teacher upgrading, as investment in the development of one teacher has a recurring result through the number of pupils receiving the benefit of that teacher."

Barclays also places education high on its list of priorities.

Social responsibility manager Rod Cusens maintains "equal opportunity begins with equal educational facilities and standards. These needs must be satisfied to achieve a peaceful future".

However, a simple allocation of funds is not where it ends.

Companies practising social responsibility have learnt they cannot be prescriptive in their activities. It is important to "sell" the project to the community first to ensure its success. To ensure it is not paternalistic in its approach, Burroughs involves its own black, coloured and Asian management in the selection of priority programmes. The community is required to participate in the projects — preferably at a board, executive or management level.

"One way of measuring support for the activities undertaken is to assess the degree to which the activities con-



□ KING



□ ROSHOLT

tinue in spite of unrest or disturbances," says Burton.

IBM strives for a balanced portfolio covering the spectrum of what it perceives the society's needs to be. Education and economic development are taken into consideration.

In an attempt to provide an umbrella body for co-ordinating and researching CSR in SA, the Social Responsibility Management Association (SRMA) was formed in 1985. However the SRMA seems to have come to a grinding halt.

The SMRA is being wound down, and is unlikely to be replaced by another similar body.

SA business is in the unique position of having to act outside of generally accepted business roles to protect its future operating environment.

Recent advocacy by business of a redistribution of income from one population group to another is a step that could be considered the ultimate in CSR.

Kirsh Trading CE and Operation Hunger chairman Mervyn King believes only socially responsible companies will survive the current socio-political changes.

"For the past 40 years, we have had a nationalist-socialist economic system controlled by bureaucrats. Thousands of millions of rands have been spent on wasteful policies such as forced removals, separate development and apartheid in general.

"To pre-empt a socialist system of wealth distribution, the private sector must take up the cudgels and start a pro-active course of conduct," he maintains.

This necessitates a voluntary distribution process by companies, as has been successfully demonstrated in Kirsh Trading subsidiary Cash-build.

King believes profit sharing and participation in management decisions by the labour force is the only way to bring the majority of the population into the economic system — so changing its negative perceptions of

free enterprise.

Barlow Rand executive chairman Mike Rosholt maintains the end objective in any redistribution of income process must be to make people equally wealthy as opposed to equally poor.

This can be achieved, he believes, through a national economic strategy of increasing exports and import substitution.

Redistribution of capital will have a negative effect on the economy and will jeopardise the ongoing possibility of income redistribution.

While SA-owned companies may find these solutions viable and perhaps inevitable, the multi-nationals are in a different position. Companies such as IBM are unable to follow this course.

IBM's Neville Davies says: "Management decisions are determined largely by the US. Our company is founded on a principle of equal opportunity and reward. This applies worldwide."

"We operate extensively within the community on a large number of social responsibility projects and have a very real concern for the future of SA, but we would be unable to operate as a partly nationalised or worker-owned organisation."

Barclays believes as a responsible financial institution, it has an obligation to its staff, customers and business partners to be pro-active in its attempts to create a more stable operating environment.

Criticism

The activities of the bank have led to Barclays MD Chris Ball being criticised by certain sectors for his outspoken views on the need for reform.

The Allied Building Society does not have the redistribution of wealth as a goal.

"Under usual circumstances, the tax system should adequately provide for the redistribution of wealth, as this is not in the hands of private enterprise," says marketing GM David Waugh.

Food for thought comes from the ultimate free market protagonist Milton Friedman, who maintains CSR is fundamentally subversive because "few trends could so thoroughly undermine the foundation of our free society as the acceptance by corporate officials of a social responsibility other than to make money for their stockholders".

50 8/8/86
N/M

Education system 'must meet new era'

Mercury Reporter

THERE is an urgent need for change in the curriculum at schools and for one education system to meet the political and social change in South Africa.

This was the call which emerged at the 21st annual conference of the Association of Professional Officers of Education of South Africa in Durban yesterday.

Speakers outlined problems faced by educationists.

Prof A J Thembela of the University of Zululand, speaking on the curricula for the coming decade, said an educational system had to operate in the context of a given social, political and economic environment.

'One ministry of education must be established so that one syllabus is introduced for all pupils in the post-apartheid era of the next decade,' he said.

Prof Fatima Meer of the University of Natal outlined the problems faced by black pupils in South Africa.

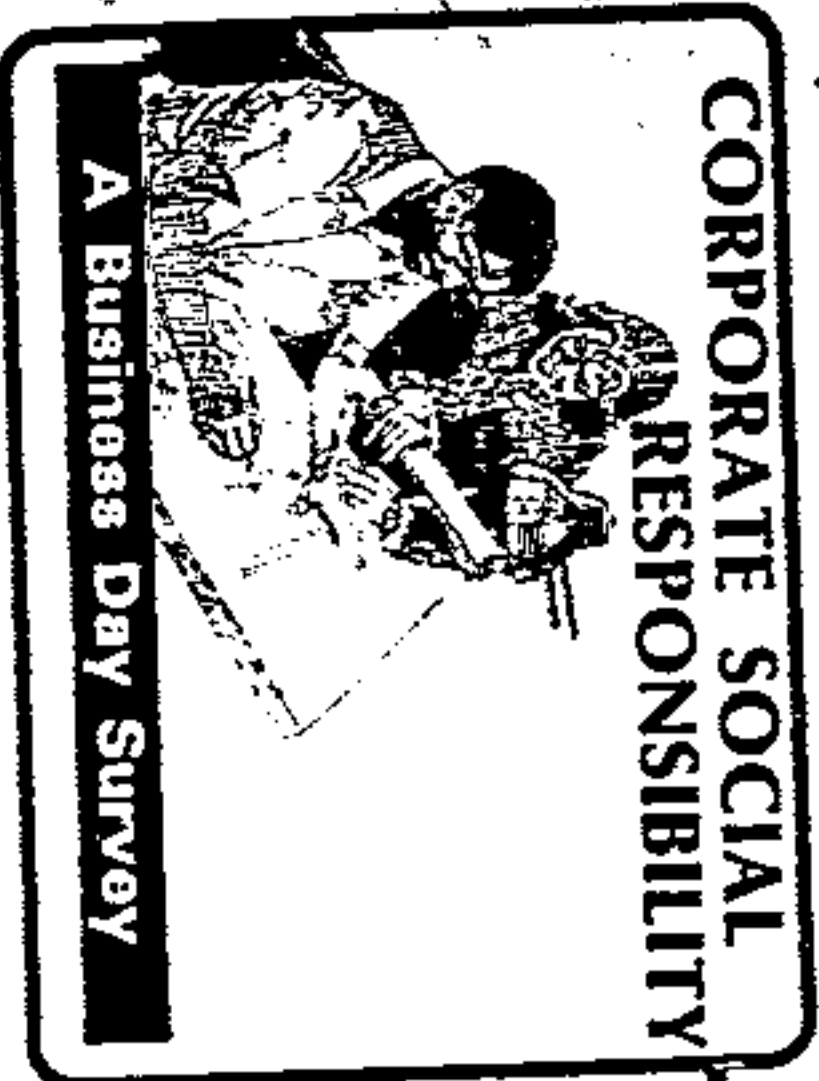
Theme

She said when schools become non-racial the State would continue to struggle to raise the standard of black education.

The conference theme was 'education for South Africa's tomorrow' and speakers included, Prof P E Spargo of the University of Cape Town;

Prof A J Thembela of the University of Zululand, Prof Fatima Meer of the University of Natal, Mr C D Beukes, House of Representatives, Mr Pat Samuels, president of the Teachers Association of South Africa;

Dr Morgan Naidoo, House of Delegates, Mr H Davies, chief superintendent of Education of the Transvaal Education Department, Mr T G Mann of the Tongaat Hulett Group and Mr C J Fauconnier of Gencor.



Emphasis given to education

HIGH on the corporate social responsibility (CSR) agenda at Barclays Bank is education.

CSR manager Rod Cusens says: "Equal opportunity begins with equal educational facilities and standards. "These needs must be satisfied to achieve a peaceful future."

However, a simple allocation of funds is not where it ends. Companies practising social responsibility have learnt they cannot be prescriptive in their activities.

It is important to "sell" the project to the community first to ensure its success.

To ensure it is not paternalistic in its approach, Burroughs, for instance, involves its own black, coloured and Asian management in the selection of priority programmes.

The community is required to participate in the projects — preferably at board, executive or management level.

Barclays will also continue with its efforts to encourage dialogue with the various interest groups.

"We are looking at the future of this country and we believe that by extending our CSR activities as we are doing, we are constructively working towards a better future for all our people," says Cusens.

Social involvement concept still vague

FOR most companies the concept of corporate social responsibility (CSR) is, as one executive observed, "despite all attempts, still a pretty vague, uncharted area."

The scope of CSR projects varies widely from company to company, as does the importance attached to such programmes.

Although more organisations are appointing executives charged specifically with administering CSR programmes, many are still uncomfortable with the concept, treating it more as a burdensome afterthought than as a priority.

For the same reasons, there is little uniformity in the way SA companies determine how and how much they will spend on social responsibility.

Political pressure

For some companies controlled by foreign parents, the subject is a sensitive one, discussed only in the vaguest terms or not at all.

CSR spending on educational and cultural programmes is monitored by watchdog groups in the US and the UK, and the political pressure these groups exert may determine whether some foreign-owned companies can afford to continue their SA operations or not.

Sullivan Code signatories have a set of guidelines for corporate activity devised by the Rev Leon Sullivan of Philadelphia. They are evaluated,

KEITH HAMMOND
Economies Reporter

among other criteria, by the percentage of the wage bill they devote to CSR spending.

The Sullivan Group does not divulge the percentage amount companies must spend to get the most favourable rating, but it is said to be between 12% and 13%. "And nobody can afford to spend that amount of money," one executive said.

Companies that do release CSR spending figures fall into two major categories: Those that set general parameters for spending, in terms of a portion of turnover, profits or wage bill; and those that do not overtly attach a price tag to social responsibility *per se*, choosing instead to evaluate the merits of prospective projects on a case-by-case basis.

Another view, championed by SA Permanent Building Society MD Bob Tucker, is that CSR is better treated in the context of daily business operations: "A way of travelling," he says, "rather than a fixed amount spent out of profits."

But many more executives believe in the traditional approach of devoting certain profits to specific CSR projects.

At Shell SA, the local subsidiary of the American oil company, CSR spending varies widely from year to year, depending largely on the merits of the projects under consideration.

Says public affairs director Colleen Bracher: "CSR spending in the next two years will approach R10m."

Bracher says she has discretion to approve projects costing up to R25 000. Above that, proposals are directed to the board of directors, which evaluates them on a cost-benefit basis similar to that used to analyse other major capital spending.

"The benchmark used to evaluate CSR projects is how many people they will affect," Bracher said. "We look for a ripple effect."

Similarly, IBM, which put R37m into CSR projects last year, determines spending by "identifying a need, then finding the cash," according to a spokesman.

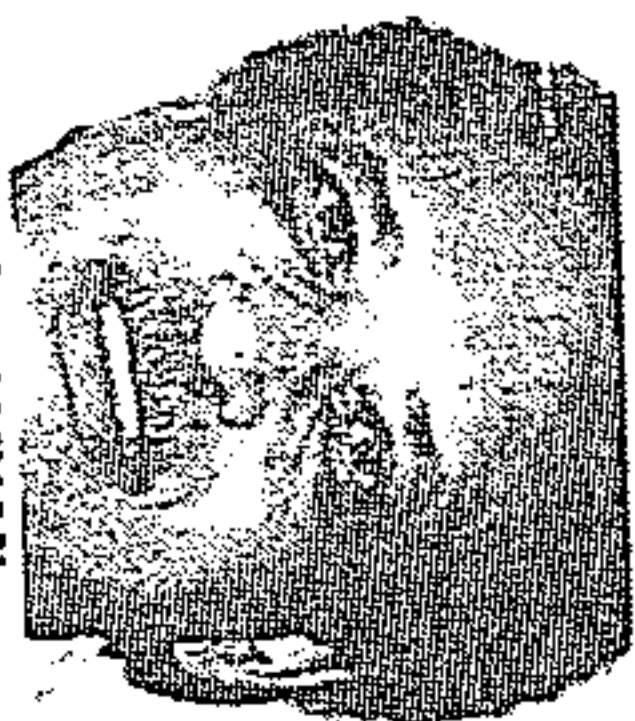
'Economy not right'

If these companies have a limit on such spending, they do not discuss it.

Barlow Rand holds CSR spending by its companies within a parameter of 1% of after-tax group profits.

"When we did an assessment of what the entire group was doing, we felt comfortable with that figure," said Barlow Rand Foundation director Charles Lipp.

"We don't feel that the economy of the country is right at this stage to start hauling money out of the industry at this level," Lipp said. "If we didn't keep making profits, we wouldn't be able to exercise CSR at all."



□ SULLIVAN

Private sector plans select all-race college

AN all-race college, to be funded by the private sector, has been mooted for the old Escom training centre at Henley-on-Klip, south of Johannesburg.

"The aim of this type of education is to select the potential leaders of the next decade and prepare them for tertiary education," said Richard Todd, a member of the newly-formed Henley Senior

Business Day Reporter

College Trust. (50)
"The college will be modelled on All Saints, which was set up at Bisho, outside King William's Town, in January and will cater for highly motivated youngsters of all races."

Programmed to learn by 'Writing to Read'

APART from the critical shortage of qualified teachers in the black educational system, education is further hamstrung by a lack of English language comprehension.

Especially noticeable in the higher grades, it has been found that a lack of comprehension severely impairs the learning process, particularly in the sciences.

First-year enrolment at 8 000 black primary schools is approximately 1.2 million pupils, of which 93% do not complete secondary school. By standard two or three, 600 000 will have left the school.

To assist in building the foundations for language development at the beginning of the learning process, IBM has installed 14 "Writing to Read" literacy laboratories in black primary schools. IBM plans to install 250 laboratories by 1990. The current budget allocated to the project is R20m spread over five years.

"Writing to Read" takes the form of what educators call the "language experience approach", utilising the child's own vocabulary, which in kindergarten is more than 2 000 words. More than just sophisticated computer software, the programme is a multi-sensory, multi-activity, learning process.

Children spend an hour a day in the "Writing to Read" laboratory and visit six or seven work stations in that period.

Moving from station to station, the children interact with the computer — activating the digitised voice attachment card by pressing certain keys. The system requires the child to actively participate, do things and answer questions by typing on the keyboard, to speak the words and sounds out aloud and in some cases, to clap their hands and stamp their feet.

Work journals, used in conjunction



□ Two pupils knuckle down to work in the language laboratory

with cassette instruction tapes, enable the children to say and write the words they learned on the computer, re-inforcing and extending their newly-gained experience.

At the typing station, the typewriter promotes letter recognition and the distinction between upper and lower cases. The children gain in fluency because of the ease with which the letters appear, and they then apply the alphabet principle.

Other activities include writing with chalk and crayons, motivational games and puzzles, usage of plasticine, paints and sand. These are all geared towards learning through feeling, touching, creating and doing. The listening library allows the children to follow text with a supporting voice-over.

A major benefit of the programme is that it allows the teacher to dispense with the repetitive elements of the learning process — thus providing more time for individual tuition.

Judgment reserved in NECC case

SOVEREIGN
8/18/70
50

A RAND Supreme Court judge yesterday reserved judgment in an urgent application challenging the validity of a proclamation by the State President concerning the registration of black pupils at schools.

The application against the State President and the Minister of Education and Training has been brought by the National Education Crisis Committee (NECC) and two parents, Mrs Maggie Sole and Mr Peter Mabaso.

The applicants seek an order that the proclamation by the State President on July 13, this year, in terms of the Public Safety Act 3 of 1953, be invalidated.

Argument

Alternatively they ask the court that certain regulations of the same proclamation be declared invalid.

Continuing his argument yesterday before the Deputy Judge President of the Transvaal, Mr Justice G A Coetzee, Mr J H Coetzee, SC, for the respondents asked the court to dismiss the application with costs.

He said to draw an inference that the State President in enacting the regulations had acted in bad faith or without applying his mind was not correct.

Judgment reserved in court challenge to pupil registration

By Jenni Tennant

Judgment was yesterday reserved in the court application by the National Education Crisis Committee (NECC) challenging a proclamation on the compulsory registration at public schools of black pupils.

At the conclusion of legal argument yesterday in the Rand Supreme Court the Deputy Judge President, Mr Justice G A Coetzee, said he needed time to consider his judgment.

In issue is the validity of a proclamation made by the State President on July 13 this year about the registration of black pupils and regulations concerning the attendance at the public schools.

INVALID

The urgent application was brought by the NECC and two parents, Mrs Maggie Mmaphiose Sole and Mr Peter Mabaso, against the State President and the Minister of Education and Training.

The NECC asked for an order declaring the State President's proclamation invalid, alternatively that three individual regulations be declared invalid.

Yesterday Mr Gilbert Marcus — for

the NECC and the parents — who was replying to argument, submitted that the NECC and Mrs Sole had the authority to bring the application to court.

The proclamation and regulations created a regime of partiality and inequality, he contended.

Mr Marcus also submitted: "In enacting regulations which deal purely with educational matters and have no bearing on the public safety, the State President has exceeded his powers."

Mr Marcus said the director-general could refuse a pupil admission to school and that no guidelines had been given.

Earlier yesterday Mr J H Coetzee, SC, for the State President and the Minister, asked that the application be dismissed with costs.

He said the inference could not be drawn that the State President had acted in bad faith or had not applied his mind.

Mr Coetzee said that the delegated authority was of an administrative nature and was not unlawful.

Deputy Judge President, Mr Justice G A Coetzee, was on the Bench. Mr DA Kuy SC, assisted by Mr G Marcus, instructed by Mr K Naidoo, appeared for the NECC and the parents. Mr J H Coetzee SC, assisted by Mr B W Burman, appeared for the State President and the Minister of Education and Training.

KEEPING

Uitenhage teaches employees self-building skills

By DENISE BOUTALL

WHEN it comes to social responsibility there is one Uitenhage company that puts its money — and its drawing boards, scaffolding, spirit levels, trowels and any other building essentials — where its mouth is.

Five weeks ago 10 staff members from Borg-Warner were taken off the production line and started building a house at the company's premises in the Uitenhage industrial area.

When they complete the four-roomed building in two weeks' time they will have enough skills to tackle the real thing — their own houses in Kwanobuhle.

In an interview this week the personnel manager, Mr Etienne Schutte, said the 10 men were on full pay while they built the house at the company's premises under the supervision of a training officer from Emthonjeni In-service Training

Centre in Port Elizabeth.

In the process they would acquire all the necessary masonry and carpentry skills to build their own homes.

The training scheme was the company's way of trying to relieve the chronic housing shortage faced by its staff. There had been an enthusiastic response from staff members and it was expected that, once the first houses had been completed, more and more of the 500-strong staff would want to get involved.

Temporary staff had been hired to take the place of the workers on the line for the duration of the seven-week training course. The company provided all the tools and materials and also paid for the instructor from Emthonjeni.

The 10 workers had bought adjoining plots in Kwanobuhle and the company would provide them with materials to build their houses. Once complet-

ed the owners would bond their houses with a building society.

Mr Schutte said the workers had decided to call their area in Kwanobuhle Extension 4 "Borgville".

The first group of workers had decided they would build their houses as a team in their free time over weekends. The company's own mason-carpenter and the Emthonjeni instructor would check that the work was up to standard.

The workers had a choice of four house types ranging in size from a 56-square-metre, two-bedroomed house costing R6 952 to a 91-square-metre, three-bedroomed costing R8 895. The houses had been designed by a company draughtsman.

If the houses were built by contractors they would probably cost twice as much as self-built houses. In addition, people who had built their own homes tend-

ed to take enormous pride in them.

The only part of the houses that would not be built on site was a precast concrete corner column.

The instructor, Mr George Holtman, of Emthonjeni, said the use of the column reduced the construction of the corners from days of painstaking work with a level, to a single hour for all the corners.

He said the men he had been training were very keen on the work and he was confident that they would be able to build their own homes. "They've done very well for people who knew nothing about building, not even how to hold a trowel, five weeks ago."

The second group was already champing at the bit to start their training. The house at the Borg-Warner factory which is the smallest of the four types will be furnished and used as a show house.

**Itching
to build
own
homes**

WITH five weeks as first-time masons and carpenters these 10 employees of Borg-Warner in Uitenhage are eager to finish off the prototype house and get down to the real thing — building their own homes in Kwanobuhle. Their instructor, Mr GEORGE HOLTMAN, (far left) is confident that once they've completed the seven-week hands-on course they will tackle the construction of their homes with skill and confidence.

Pic at back

DET: suspended DV classes not school closure

50 DD9/P/86
[Signature]

Dispatch Reporter
EAST LONDON — Black schools in the Eastern Cape, including Duncan Village, had not been "closed", a statement released yesterday by the Bureau for Information on behalf of the Department of Education and Training's director-general, Dr Braam Fourie, said.

Classes, the statement added, had been "suspended".

Dr Fourie said "various conflicting reports concerning the 'closure' of schools in the Eastern Cape are doing the rounds".

He added he wished to state "quite clearly" that the Department of Education and Training had not closed any schools in the Eastern Cape.

"In isolated cases it has been necessary to suspend classes temporarily due to disruption or the absence of pupils.

"However, a clear distinction must be drawn between the temporary suspension of classes and the closure of a school."

In cases where pupils had been involved in stayaway actions, it has been pointed out to principals and parents that if a pupil has been absent for a period of

ten days, their names would be removed from the register.

"Any future decisions concerning individual schools will, therefore, depend on the attendance figures at such schools," the statement said.

● Meanwhile Sapa reports from Port Elizabeth that no final decision has yet been taken to close post-primary black schools there, the chief liaison officer for the Department of Education and Training in Pretoria, Mr Job Schoeman, said yesterday.

"If the situation does not improve by Monday we will have to consider the position seriously and we will have to implement the regulation instituted in May 1981 about non-attendance. We will also look at the staff position. Some staff members will have to be transferred and others laid off," he said.

The Port Elizabeth branch of the Inter-denominational African Ministers' Association of South Africa (Idamasa) yesterday morning sent an urgent telex message to the Deputy Minister for the DET, Mr Sam de Beer, asking for a postponement of the threatened closure of schools "pending a promise by

students to review the continuation of the boycott."

The chairman of Idamasa, the Reverend D. Soga, said the association had called for an urgent meeting with Mr de Beer.

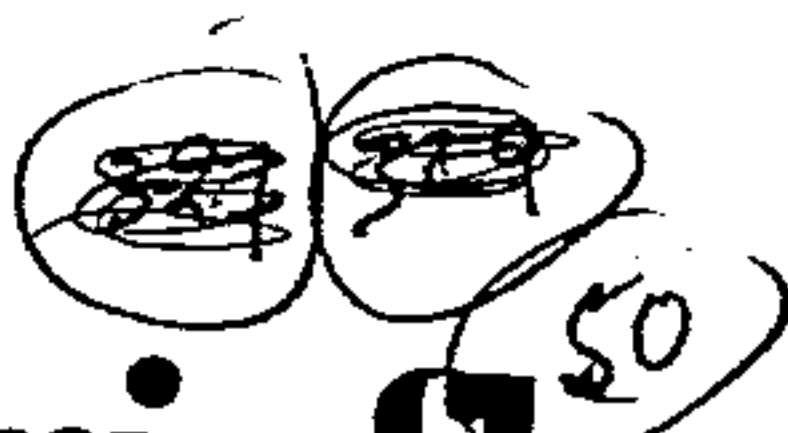
He said Idamasa had met with the Cape Students Council and the Port Elizabeth Students Council this week. Pupils had shown a willingness to return to school.

"But they told us that they were totally against the presence of security forces, some of whom they claimed walked into classes, as not being conducive to normal study. They were studying under a state of fear, they told us," he said.

Mr Soga said the pupils were also opposed to carrying identity cards.

"They believe that since the cards carry their names it will be easy for the security forces to victimise them or their leaders," he said.

Mr Soga said the parents had not been consulted properly by the regional director and they felt that this coupled with some irregularities could form the basis for a court case.



Suzman briefly held at school

JOHANNESBURG. — Mrs Helen Suzman and Mrs Winnie Mandela were briefly detained while visiting a school in Soweto yesterday.

Mrs Suzman said her "irritating" 45-minute wait for police clearance at the Phefeni Secondary School was blown out of proportion "be-

cause of the ridiculous regulations made by the government".

Mrs Suzman, Mrs Mandela and an African Self-Help Association worker, Mrs Phillipa Newton Thompson, were visiting the school near Mrs Mandela's home in Orlando when they and a group of foreign and

local journalists were instructed not to leave the school grounds.

"I don't like to say we were detained, we were just delayed, asked to remain where we were," Mrs Suzman said.

Mrs Suzman said the group waited for about 45 minutes before they were told they could leave the school.

She said the incident was "quite melodramatic".

Mrs Mandela said she had invited Mrs Suzman to visit her in Soweto "to see for herself what the education crisis is all about".

'Outrageous'

The Leader of the Opposition, Mr Colin Eglin, said the police interference with Mrs Suzman was outrageous.

Meanwhile in Port Elizabeth, black pupils boycotting classes in protest at registration procedures and the presence of troops faced a showdown with education officials threatening to close schools.

Officials, declining to estimate the number of pupils staying away, said some classes were suspended but no schools were closed in spite of yesterday's back-to-class deadline.

Classes were also disrupted at about 30 schools in the three main townships.

Mr Braam Fourie, director of the Department of Education and Training, said some classes were empty.

"A clear distinction must be drawn between the temporary suspension of classes and the closure of a school.

"In isolated cases it has been necessary to suspend classes temporarily due to disruption or the absence of pupils," he said. — Sapa, Political Staff and UPI

PW's new school rules 'are unjust'

(50)

CITY D/CS
10/8/86

STATE President PW Botha has singled out black children for unequal and unjust treatment, the National Education Crisis Committee said in an urgent application in the Rand Supreme Court challenging the compulsory registration of black pupils.

Denis Kuny, SC - representing the NECC and parents Maggie Mmphose Sole and Peter Mabaso - told the court Botha's proclamation under the Public Safety Act was "grossly unreasonable" and "so vague".

He said Botha had exceeded his powers as the regulations were "racially discriminating, partial and unequal", as well as being "so vague" that parliament could never have contemplated such action.

Kuny said there were no "clear guidelines" given to the conditions the director-general or "delegated officers" could impose on the registration of pupils.

The law was also "unfair" because if pupils objected to arbitrary placements according to "scholastic achievements", they would be regarded as having left the school voluntarily.

He further submitted that the definition of "officer" - who has the power to override a principal's decision - was so wide that it could mean anyone employed in the civil service, even a "raw recruit."

JH Coetzee, representing Botha and Education and Training Minister, argued that the President had the "explicit power", even though discriminatory or impartial, to impose different regulations on different categories of people.

Coetzee submitted that although the definition of "officers" was so wide and could apply to anyone employed in the civil service, it was part of the legislation and must have been contemplated by parliament. He therefore argued that it was not "so vague" or "unreasonable".

Coetzee also argued that the applicants did not have *locus standi* (legitimate interest) in that they were not directly involved in the case or their interest was "too remote."

He said the NECC was not a representative of the pupils concerned as they had "no real or direct interest" - Sole's child had already been registered and Mabaso's children were at a private school, he said.

ARCAS 11/1/86

Schools workers outline grievances

Labour Reporter

SCHOOL caretakers and cleaners in the Peninsula have a long list of grievances including discrimination, arrogant principals and poor salaries.

At a meeting of the Public Servants League (PSL) in Hanover Park on Saturday they also complained of long working hours and the lack of protective clothing.

Regulations said they had to

work at least 48 hours a week but caretakers said they were often expected to work a 12-hour day.

Because schools could not be left unguarded, when security guards failed to arrive they had to stay on duty until the following morning. However, there was no provision for them to be paid overtime.

There was general dissatisfaction with salaries. Several

caretakers with long service, some had from 21 to 29 years, were earning R451 a month.

They were all temporary staff, which led to insecurity about jobs and they had to wait two years before being eligible for the pension scheme.

Many said they had never received protective clothing in spite of the cleaning and grounds care work they had to do.

Bongiwe Dhlomo expresses the role played by black women

Putting the art into Alex

By Kate McKinnell

Drawing maps in geography was Bongiwe Dhlomo's closest encounter with art at school — and she says the same could be true for most black children.

Ms Dhlomo, however, was fortunate to discover a talent which flourished, and she is now an established artist with work appearing in the "Artists for Alexandra" exhibition opening soon.

She has also just become co-ordinator for the budding Alexandra Art Centre and she believes this organisation has a role in realising an ideal — to bring art into every black home.

"After school I worked as a secretary for two years, but I didn't enjoy it at all," she says.

"Then I read an advertisement for the Rorke's Drift art school, and I knew art was what I wanted to be doing."

Applicants had to submit five examples of their work, but Ms Dhlomo

had never painted or drawn seriously, so she had to start from scratch.

She was chosen amid stiff competition. Characteristically, she now shrugs at this achievement.

Working at the African Art Centre in Durban, which was then run by the South African Institute of Race Relations, she was deeply affected by workers' reports of forced removals in the area.

"I drew those scenes of bulldozers ploughing down houses, and I discovered this as a way to express my feelings and to communicate to others the experiences my people were enduring," she says.

Ever since, she has been recording events in South Africa, particularly in the townships. The stark reality in her line drawings hits hard.

She works in themes, and her popular women's theme conveys the many demanding roles South

African women play.

"I think it's important for black women to be describing their experiences which are often very different from those of men, and so much wider.

"But there is still quite a lot of prejudice — a black woman artist is still regarded as strange," she says.

Her first exhibition was held in Durban in 1983, and in 1984 an exhibition in Botswana was sold out the night it

opened. Shows in West Germany have also been highly successful, and a lot of her work is bought by overseas collectors.

But over the past few years, circumstances have forced Ms Dhlomo to largely sacrifice her artistic career.

Since she and her husband, artist Kagiso Mautloa, moved to Johannesburg, the couple (now with two children) have lived in a small back room of a crowded house, and there has been no space to work.

Ms Dhlomo has also had full-time and often flat-out employment.

Her first job was to establish and run the Federated Union of Black Artists (Fuba) art gallery. Later she moved to the Linda Goodman Gallery, where she worked until she joined the Alexandra Art Centre.

The centre, which started operating this

year, was established by Alexandra residents who felt the township needed a cultural centre. At present it holds art, drama, music and literature classes four afternoons a week.

The "Art for Alexandra" exhibition, featuring the work of 100 prominent South Africans, is being held to raise funds to buy premises for the centre.

"It's through centres like these that we can bring art into the lives of the black community.

"Not only will people start expressing themselves through art, but they will also begin to value work that has something to say about themselves," says Ms Dhlomo.

● The "Art for Alexandra" Exhibition runs from August 17 to 23 at Sotheby's new premises in Biermann Avenue, Rosebank, Johannesburg.



BONGIWE DHLOMO: "We want to bring art into black homes."

● Picture: RUPHIN COUDYZER

PE boycotts continue despite DET warning

CAP 7/1/86 12/1/86
Own Correspondent

PORT ELIZABETH. — School stayaways continued here yesterday in spite of the Department of Education and Training's back-to-school deadline and warning that it will close secondary schools here if pupils do not return to classes.

DET officials met in Port Elizabeth and Pretoria, to review the school situation.

DET public relations officer, Mr Job Schoeman, yesterday said from Pretoria that no decision had been taken to close the affected schools as officials were "still studying the situation".

The department warned last week that unless the boycotting pupils at higher primary, junior secondary and high schools in Port Elizabeth returned to classes on Friday, the schools would be closed for the rest of the year and teachers would be transferred or laid off.

CALL 7078
12/18/55
Wynberg
polls on
non-racial
schools (50)

Staff Reporter *CP*

THE parents of pupils at Wynberg Boys' High and Junior schools are the latest in the Peninsula to be polled on their attitudes towards the opening of the two government schools to all races.

The committees of both schools last month sent letters and questionnaires to the parents of pupils at the two Wynberg schools on the issue of non-racial admission.

Parents were asked to return the questionnaires — in which their attitudes to the existing admissions policies at the schools are sought — by yesterday.

The parents of pupils at South African College Schools (Sacs), Westford High School, as well as Rondebosch Boys' High and Preparatory schools, have all overwhelmingly voted for a non-racial admission policy at their children's schools.

The government spelt out its position on admission to State schools in May when, in reaction to attempts by the Sacs committees to have the schools opened to all races, it was made plain that "no amending legislation now or in the near future" was being contemplated which would allow non-racial admission to Sacs or other State schools.

Cape parents polled on open schools

Dispatch Correspondent

CAPETOWN — The parents of Wynberg Boys' High and Junior school pupils have become the latest in the Cape Peninsula to be polled on their attitudes towards the possible opening of the two government schools to all races.

The committees of both schools last month sent out letters and questionnaires to parents on the issue of non-racial admission.

Parents were asked to return the questionnaires, in which their attitudes to the existing admissions policies at the schools are sought, by yesterday.

The parents of South African College Schools (Sacs), Westerford High School, as well as Rondebosch Boys' High and Preparatory school pupils, have all voted for a non-racial admission policy at their children's schools in recent months.

In June, the South African Teachers' Association (Sata) conference supported a call to open state schools to all races.

But the government spelt out its position on admission to state schools in May when, in reaction to attempts by the Sacs schools' committees to have the schools opened to all races, it was "made plain" that "no amending legislation now or in the near future" was being contemplated which would allow non-racial admission to state schools.

The chairmen of Wynberg Boys' High and Junior schools, Mr R. M. Friedlander, and Mr R. L. Lumb, respectively, both said yesterday it was still too early to gauge the results of the poll.

Dispatch Reporter
EAST LONDON —If reform in education were to be effective, it had to be accompanied by meaningful political change which brought all South Africans into participation in the decision-making process at all levels of government.

This view was expressed in a report on black education in South Africa by a Signatory Association task force.

The Johannesburg-based association consists of different companies which have combined to influence social conditions in the country.

The task force said education should be the first financial priority of the government.

A single education department under one management should be created in the country.

Racial disparity in the provision of funds for education was cited as one cause of dissatisfaction. And the task force dismissed the government argument that the differences were due to the lower qualifications of the majority of black teachers.

It said the government could transfer savings to other areas in the education department to upgrade the education system.

It also noted the gov-

Real change must back reform in education

Task force calls for a fair cash distribution

ernment spent seven times more on white education than it did on black education.

It recommended the government's financing of education should be on an equitable and non-racial basis, and if local communities were to become involved in school and other educational improvements through levies, then this should be on a voluntary basis.

Educational institutions should be free to open their doors to all races, provided this was not in direct opposition to the wishes of the community concerned.

"Without this element it is difficult to see how equality can be

achieved," the task force argued.

The report emphasised the upgrading of teachers, suggesting that the private sector should be intimately involved in such programmes.

The private sector should also be involved in the financing of education. This included teachers' salaries.

In-service training for teachers and the upgrading of teacher training colleges should also be given priority.

The report noted the key to sound education hinged on competent and well-qualified teachers.

Low salaries for black

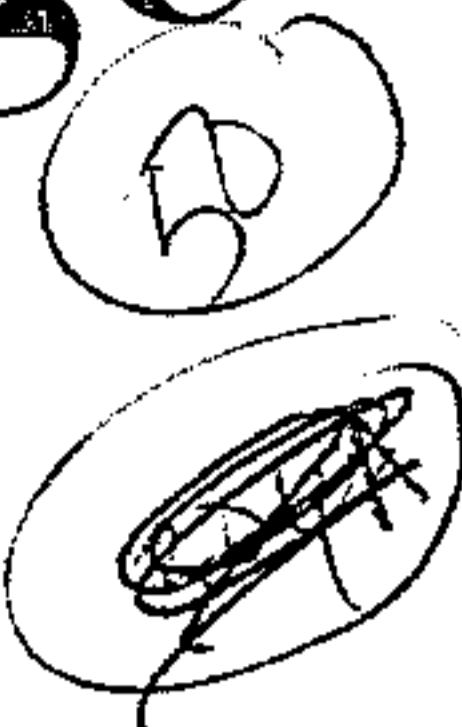
teachers and the education system they were operating in had a negative effect on their performance in the classroom.


This had resulted in low morale, and teachers had joined parents and students in their "clamour" for better education, the task force said.

It recommended the introduction of pre-school education and supporting facilities in rural South Africa where such services hardly existed.



The task force concluded its report by saying it had set out fundamental issues and had cited events in 1985 which had marred black education.

DD 14/8/86





Students reject identity cards



Dispatch Reporter

EAST LONDON — The East London Students' Council (Elsco) has condemned the introduction of student identity cards and the re-registration of students for the second semester.

In a statement signed by the organisation's publicity secretary, Mr Mongameli Goci, the students said they saw no need for carrying identity cards at school since wearing of school uniforms was enough identification for students.

The students said they registered at the beginning of the year and felt it was not necessary to register twice for one year.

They claimed that, a few weeks ago, the Department of Education and Training's regional office had allowed students in Duncan Village to attend classes without having to obtain identity cards as long as there was "proper tuition" taking place at schools.

"We are seriously concerned about the suspension of classes while there was normal attendance of classes. This proves the DET does not have educational interest at heart," the students said.

The students pledged solidarity with the resolutions of the National Education Crisis Committee.

The DET's Cape regional director, Mr Bill Staude, was not available for comment yesterday.

Education in Africa 'facing serious crisis'

The Star's Africa News Service

Africa's education system was experiencing a serious crisis, Professor P Smit, chairman of the Africa Institute of South Africa, told members at the institute's annual general meeting in Pretoria today.

Professor Smit said it was becoming increasingly clear that the neo-colonial education system did little or nothing to advance development and there were experts who believed the system was counter-productive.

Syllabi were too academic, and bore no relationship to needs and community interests.

The great financial sacrifices made by the majority of Africans, mainly small farmers, in the interests of national education systems generally benefitted a privileged minority.

FUNDAMENTAL CONFLICT

Professor Smit said Africa's declared national objectives and the realities of African education were in fundamental conflict.

"African countries seek, most of all, freedom from overseas economic and cultural domination in order to give more meaning to their own constitutional independence.

"While they regard education as the major key to these objectives and ideals, it is becoming increasingly clear that the present neo-colonial education system does little or nothing to advance development."

Resistance to mixed schools ⁽⁵⁰⁾ ^{N/14} ^{1/28/86}

ers'

THE congress in Durban came out strongly yesterday against mixed schools and urged the Government to resist extra-parliamentary pressures aimed at enforcing integration.

The congress noted 'with concern' that escalating assaults were being made on the 'group character' of white schools by various extra-parliamentary pressures, especially regarding South African English institutions.

A resolution brought to the congress by the party's E G Jansen branch in Pietermaritzburg urged the Government to resist such pressures and continue to enhance the educational aspirations of different race groups in accordance with basic National Party policy.

Responding to the call, Mr Piet Clase, Minister of Education and Culture in the House of Assembly, said he was aware of the 'increasing onslaught' made on education as an own affair by the official Opposition in Parliament and by extra-parliamentary groups.

The aspirations of extra-parliamentary groups were clear in that they wanted non-racial education that would lead to a non-racial society.

'They see education, incorrectly, as an instrument by which social and political aims may be achieved, something that education cannot and may not be.

'Their argument is that one department of education and mixed schools will ensure better inter-group relations and national unity.

'The attack on the present education system is therefore not an attack on the education system per se, but on the constitutional dispensation,' the minister said.

Emphasising that the National Party's acknowledged educational principle that education must take into account cultural differences was sound, he said the Government was determined to secure the self-determination of each group by the education of its children, in order to retain group identity. — (Sapa)

(Report by N Bissety, 36 Westguard House, Durban)

School committee No ^{DD 15/8/84} to IDs for black pupils

JOHANNESBURG — It was "totally unacceptable" that black school children had to carry identity documents and that 300 000 were out of school because of the Department of Education and Training's demand that they carry them.

These pupils had no hope of returning to classes for the rest of the year, the Private Schools' Steering Committee (PSSC) said in a statement yesterday, and "this situation has the most serious implications for the future of education in our country".

It was also alarmed at the deterioration of public education in the townships.

Because of the state of emergency and the attitude of the DET, the National Education Crisis Committee (NECC) and other organisations had not been able to function to try to redress problems, the PSSC said.

"We also view with alarm the failure of the DET to consult parents or the NECC over the presence of security forces or the issuing of identity documents."

The refusal of the

DET to accord pupils the right of "democratic assembly" meant black pupils were being treated as if their norms, values and cultures were worth nothing.

Even in comparatively peaceful times the children had to struggle to get places in schools.

The problems faced by township children were ultimately the problems of all South Africans, the PSSC said.

"It is irresponsible for those who are not immediately affected by these happenings to proceed as if the country were totally normal."

A unique seat of black learning in Sandton

By Claire Robertson

Last week Johannesburg celebrates gathered to blast clay pigeons out of the sky to raise money for charity. A few kilometres and a thousand miles away from the champagne and caviar, the recipients of the funds studied a live pigeon in a science class at Witkoppen School.

This small school in Sandton is unique in South Africa — and not only because it is a black school where classes continue normally. It is the only black school left in a "white" group area.

Far from staying open in defiance of the Government's policy, it was left there at its insistence.

When Bantu Education was introduced in 1953 the Anglican church closed its schools rather than teach the department syllabus. Witkoppen School, opened as St Justin's in 1943, was one of those marked for closure.

Parents opposed its closing, and a committee was elected to contact Dr Hendrik Verwoerd, then Minister of Native Affairs, to ask that the school stay open.

The department agreed and St Justin's became Witkoppen School under lay management.

It has grown slowly but steadily, and at times, literally brick-by-brick. In the early days parents and pupils made the clay bricks themselves.



Mrs. Vera Mufhandu brought a live bird into the classroom for a Std 5 lesson on pigeons.

and even in recent years pupils paved the inner courtyard a brick at a time.

The school now boasts 12 classrooms, a chapel, library and a laboratory, built around a leafy, shaded courtyard.

A peaceful and friendly air pervades the white and blue buildings. Its Grade 1 to Std 6 pupils are drawn from the nearby smallholdings and villages, providing relatively convenient schooling for those far from Soweto and Alexandra.

The school's involvement in its pupils does not end when they go on to high school. There is no black high school in the area, so it has arranged for every child who passes to board at a State school.

"We don't just send them on if they are brilliant scholars. If 32 pass, we must just find the money for 32 to study further," said headmaster Mr Samson Matlou.

Four years after pupils leave Witkoppen they still benefit from its intense interest in each child: this year it launched a university bursary fund to assist in tertiary education.

DEDICATION

The love and dedication shown the school by Mr Matlou and his wife Eugenia have been a large factor in Witkoppen's growth. When the couple arrived there in 1957, there were only three teachers and not many more classrooms.

They have helped it grow to a point where it now boasts 12 fully-qualified teachers.

"Love" is a word Mr Matlou (56) uses often when discussing his pupils. They need to grow up in an atmosphere of loving encouragement, he says.

"We Africans are a rigid people, but I believe the children must feel free, then they will learn better. They must know I am their father at the school."

Parents of pupils who misbehave are called to his office for a chat — "and that parent will 'remind' his child that he lost a day's pay to come and see me".

The school enjoys a good relationship with its neigh-

bours. Local people donate money and their time to teach the children, and several white schools in Sandton have donated equipment or sports logs.

Once a year the mayor of Sandton visits the school to hand out prizes for a colouring competition run by the Sandton Traffic Department. And sometimes, as happened today, dignitaries from the big city arrive with the welcome gift of a cheque.

The clay-pigeon shoot netted R3 800 for the school. The Governing Council will meet to decide whether the money goes into maintenance, sending pupils on to university or for the temperamental school bus.

Picture by Kevin Carter.

Period of grace for pupils to register

W/K Post 16/8/36

By JIMMY MATYU
BLACK pupils who did not register when schools reopened have been given until August 22 to do so.

The Rev De Villiers Soga, chairman of the Inter-Denominational African Ministers' Association of South Africa (Idamasa), who met officials of the Department of Education and Training in Pretoria yesterday, said pupils who were in detention in terms of the state of the emergency would have their cases dealt with when they were released.

Mr Soga said today the talks were held in a friendly spirit.

"I came out of the meeting with a strong feeling that the Deputy Minister for the DET, Mr Sam de Beer, would like to see all

the pupils back in class," he said.

Mr Soga was accompanied by the Idamasa secretary, Mr Patrick Pasha, Canon Welile Kani and Mr Andrew Savage, PFP MP for Walmer.

He said among the DET's officials were Mr Bill Staude, Cape Regional Director, Mr Job Schoeman, the department's chief liaison officer, and Mr Phillip Engelbrecht.

Mr Soga said the delegation tabled a memorandum signed by 33 members of Idamasa and a list of grievances from the Port Elizabeth Students Council (Pesco).

Some of the grievances listed were the presence of security forces at schools, the obligatory carrying of

identity cards by pupils and the expulsion of pupils who were elected for students' representative councils that had been agreed upon by the DET.

He said Idamasa strongly criticised the "granite attitude" that the DET had adopted with regard to the issue and the department's non-consultation policy.

"We discussed these with Mr De Beer and his officials in a friendly spirit. It was obvious the Deputy Minister was worried about the situation and was anxious that all pupils return to classes," he said.

Mr Soga said they pointed out to Mr De Beer that they would like to hold report-back meetings with parents, but the restrictions under the state of emergency made this difficult.

He said Mr De Beer promised to look into matter and delegated Mr Staude to take up the matter with senior police officers in Port Elizabeth.

†Mr J H VAN DER MERWE: It is not an aspersion; it is an accusation that they fail to do their duty! [Interjections.]

†The CHAIRMAN OF THE HOUSE: Order! This is not a debate. We are busy with questions.

Mr B R BAMFORD: Mr Chairman, on a point of order: May I perhaps just ask the hon the Minister who has just sat down whether he is not aware of the fact that if the Deputy Minister replies to a question, it is much more likely that the House will be given the benefit of an answer to a supplementary question than when an alien Minister replies. [Interjections.]

The CHAIRMAN OF THE HOUSE: Order!

The MINISTER: Mr Chairman, may I just reply to the hon member? That does not really follow like day follows night because there are certain things with which the Minister deals himself and other subjects with which the Deputy Minister deals. It may be that the Deputy Minister is not aware of any of the matters raised in the questions which are addressed to the Minister. That is how the parliamentary system works. [Interjections.]

†The CHAIRMAN OF THE HOUSE: Order! Hon members' parties all have Whips and I am quite sure that they can pursue the matter further if they should find it necessary.

Question standing over from Tuesday, 8 July 1986:

Pamphlets distributed in Black townships
*1. Mr L. F. STOFBERG asked the Minister of Defence:†

areas were requested by means of the above-mentioned pamphlets not to go to work on 16 June 1986; if not, what was the purport of the pamphlets; if so, why;

(3) whether any of the Black employees of the South African Defence Force who live in the areas concerned complied with this request; if so,

(4) whether such employees were or will be paid wages for that day; if not, why not;

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


†The DEPUTY MINISTER OF DEFENCE:

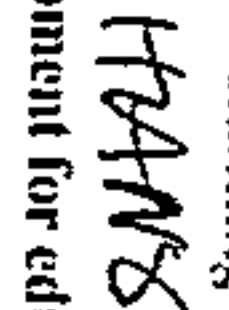
(1) and (2) Yes, pamphlets were distributed on various occasions in Black residential areas in the vicinity of Pretoria to inform the inhabitants of the proposed actions of radical elements during the period 16 to 26 June 1986 and to discourage them from taking part therein. The distribution took place on the instructions of the Officer Commanding Northern Transvaal Command.

(3) It is not known whether any of the Black employees of the SA Defence Force stayed away from work on 16 June 1986 as a result of the distribution of any of the pamphlets.

(4) Falls away.

(5) No.

Own Affairs: 

Questions standing over from Tuesday, 1 July 1986:  50

Equipment for educational purposes

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

(2) whether he or any provincial education department has determined a policy re-

arding the provision to schools of (a) electronic, (b) audio-visual, (c) scientific and (d) any other specified equipment for educational purposes; if not, why not; if so, (i) what is this policy, and (ii) when was it determined, in each case?

The MINISTER OF EDUCATION AND CULTURE (Reply laid upon the Table with leave of House):

The required information is furnished separately in respect of each provincial education department and the Department of Education and Culture:

Cape Province

(a), (b), (c) and (d) Yes.

(i) It is the policy of the Department to provide, within the limits of the available funds, the equipment needed to

- * meet the syllabus requirements
- * introduce or make known new developments
- * provide teaching staff with teaching aids.

Natal

(a), (b), (c) and (d) Yes.

(ii) There is no specific date on which this policy was determined but it has already been applied on this basis for many years. New apparatus is introduced from time to time and others withdrawn depending on the changing requirements of the syllabuses and of developments in educational technology.

Orange Free State

(a), (b), (c) and (d) Yes.

(a) (i) Electronic typewriters: The Department provides fully. Micro computers: The Department provides fully to five training centres only, in the OFS for the training of teachers. The Department does not supply micro computers to schools. Pocket Calculators: The

Department does not supply pocket calculators to schools.

(ii) Typewriters—in 1985
Micro computers—in 1983
Pocket calculators—in 1984.

(b) (i) Equipment is provided on a subsidised basis.

(ii) As far as known it has all ways been done.

(c) (i) The Department supplies fully.

(ii) As far as known it has all ways been done.

(d) (i) The Department supplies fully.

(ii) As far as known it has all ways been done.

(i) Acting upon expert subject advice, the department draws up, revises and regularly updates lists of the equipment required for the teaching of the various subjects in the different standards, and equipment of general application across the curriculum (eg projectors, tape recorders, etc). Such lists normally distinguish between essential items and those which are desirable but not essential. Schools may purchase listed items against their normal annual monetary allocations, or in special circumstances (eg where a subject is being introduced for the first time) against a special grant made for the purpose. Wherever provincial or state contracts exist in respect of items, they must be purchases from the contractors. For items not covered by such contracts,

ad hoc arrangements are entered into between the department and suppliers, following a laid-down procedure of calling for quotations.

Schools wishing to purchase items not on any approved list, for educational purposes, may not use official monetary allocation to do so, but may use school fund monies, provided that departmental approval is obtained for the curricular use of the items concerned.

Special financial arrangements may have to be made for large-scale provisioning (eg the supply of micro-computers to high schools for the teaching of computer literacy; the impending changeover from manual to electronic typewriters in the teaching of Typing).

(ii) The policy outlined above has been applied for many years, and it is not possible to give a specific date of origin.

Transvaal
(a), (b), (c) and (d) Yes.

(i) Policy is that subject committees, who are familiar with the particular syllabus content and requirements, as well as the available electronic, audio-visual, scientific and other equipment which can be used as teaching aids, make recommendations on the minimum requirements in respect of equipment which complies with particular specifications and which should be used by schools for educational purposes. Should a recommendation be approved, the equipment is listed in Departmental catalogues and supplied to schools according to the quotas laid down and the availability of funds. These catalogues are subject to continuous evaluation and amendments are considered and made where necessary.

HOA

ies concerning the closing, extended use or possible transfer of any colleges or schools; if so, (a) from what bodies and (b) on what dates;

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

The MINISTER OF EDUCATION AND CULTURE (Reply laid upon the Table with leave of House):

(1) No, not at present. This matter is, however, receiving continuous attention, and decisions will be made when necessary.

(a) and (b) Fall away.

(2) No, cf (1) above.

(a) and (b) Fall away.

(3) Falls away.

(4) No.

(a) and (b) Fall away.

(5) No.

For written reply:

General Affairs:

Dictionaries

1153. Mr R M BURROWS asked the Minister of National Education:

Whether he or his Department provides any funds for the (a) compilation and (b) distribution of dictionaries; if so, (i) in respect of which dictionaries are funds so provided and (ii) (aa) what amounts are allocated to each of these dictionaries and (bb) what is the breakdown of each such amount?

The MINISTER OF NATIONAL EDUCATION:

(a) Yes.

(b) No.

HOA

(i) The Woordboek van die Afrikaanse Taal, the Dictionary of South African English on Historical Principles, technical dictionaries compiled by the National Terminology Service itself and/or professional assistance given by the National Terminology Service in connection with projects undertaken elsewhere.

(ii) (aa) For the 1986/87 financial year the amounts are as follows:

The Woordboek van die Afrikaanse Taal: R645 000.

The Dictionary of South African English on Historical Principles: R157 000.

National Terminology Service: R556 000.

(bb) The Woordboek van die Afrikaanse Taal:

	R
Salaries.....	400 701
Leave gratuities.....	12 667
Pensions.....	60 300
Services bonuses....	33 400
Housing subsidies..	38 450
Printing.....	60 000
Sundry administrative expenses.....	39 482
	645 000

The Dictionary of South African English on Historical Principles:

R157 000 is used for salaries, pension contributions and pension stabilisation fund contributions, service bonuses and medical aid contributions.

The National Terminology Service:

Allocation by dictionary is

(SB)

THE twinning of schools across the colour line has been hailed as an excellent idea by Port Elizabeth headmasters.

In Cape Town last week white pupils from the Muizenberg Junior School and the Stephen Road Primary School for coloureds in Lotus River announced they would be working closer together.

On Arbor Day they planted a tree on both the premises before exchanging trees as a symbol of growing friendship.

The schools are the first in South Africa to twin. The school committees will also work closer together in future.

Schools' twinning seen as good idea

After reading about the twinning of the Cape Town schools, he thought it was a "very good" thing.

Mr Singh said he tried to have sporting links between his pupils and those of other schools, but this could not be implemented because of politics. He felt twinning would benefit pupils.

"I intend pursuing the twinning idea after being motivated by reading about the Cape Town schools," he said.

Mr Harold Levack, principal of the Frank Joubert Primary School in Schauderville, was unaware of the Cape schools twinning.

He said the idea could be discussed at the school's next Parent-Teacher Association meeting.

The principal of the West End Primary School, Mr Billy Jenneker, said he believed people should meet as people — not as white, black or brown.

Although he knew of the twinning of the Cape Town schools, he was not prepared to encourage his pupils to do the same as he

felt the link-up was "completely artificial".

"If the Government allowed people to live wherever they wanted to live and not 'khaal' them off into separate departments, I would go along with the idea of communicating with everyone," he said.

Mr A E Carrels, principal of the Triomf Primary School in Salsoneville, said he would discuss the twinning of the schools with his staff before commenting.

The principal of the Abraham Levy Primary School in Schauderville, Mr

E A Coetzee, could see nothing wrong with the idea.

Mr J Griesel, principal of the North End Grey Primary School, said: "I cannot see any harm in the idea of twinning, but there would have to be clear guidelines."

The principal of the Sydenham Primary School, Mr D Filmer, said that, although there were five black pupils at his school — children of Transkei consulate officials — he had not considered the twinning concept.

He agreed it would not cause harm if implemented.

The principal of the Greenwood Primary School in Park Drive, Mr M J Callaghan, said he was not opposed to the idea.

"The more contact we have with people of other groups, the better."

Mr Callaghan believes closer contact between groups could lead to better understanding.

His pupils already engaged in sport events with those from a local coloured school.

The principal of the Clarendon Park Primary School, Walmer, Mr R C Riggien, said twinning was good if it promoted a better relationship between pupils.

His school also had regular sporting ties with schools of other population groups.

Ev Post

Open schools inevitable, teachers told

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By BARBARA ORPEN

SHEER arithmetic was forcing South Africa to move inevitably towards the concept of open schools.

By coming to grips with the problem now, educationists would be able to contribute constructively to the transition.

This was said last night by Mr Richard Hawkins, vice president of the SA Teachers' Association (Sata), when he presented a model of open schools to a meeting of the Port Elizabeth branch of Sata and the SA Onderwysers Unie.

Mr Hawkins said by the year 1990, the anticipated enrolment of Africans in schools would be 9½-million out of a total of 11½-million schoolgoing children.

He stressed although Sata supported the concept of open schools, it by no means advocated a way of solving the problem of numbers.

"But if we don't try to do something now, we will be irrelevant and lack credibility in a new education system," he warned.

There was a surplus of white teachers and the economic conditions necessitated open schools.

"Economic viability depends on sharing resources — as the country becomes more industrialised, so the need for trained skilled technicians becomes more important.

"But we are not producing people who can operate effectively in our society — separate education has not led to greater respect among population groups who cannot communicate with each other."

He said 91% of whites could not speak, read or write an African language and 59% of Africans could not communicate in English and Afrikaans.

Stressing that parental and local choice would remain a priority, he also proposed a compensatory education system to cope with the the adult backlog and to maintain the standard of education in white schools.

Questioned about his political point of departure, which was perceived as "moving in the direction of the PFP and the ANC", Mr Hawkins said that while what he was saying did have political implications, his proposals were "profoundly educational.

Regarding fears that the future of white children would be endangered, Mr Hawkins said it was the current educational and political crisis which was endangering the future of children.

News 20/8/80

Insurance set to soar — warning to householders

The Argus Correspondent

JOHANNESBURG. — Householders should brace themselves for huge insurance increases. Industry sources say they will be between 50 and 70 percent.

The average insurance claim has doubled this year due to increased crime, usually burglary.

Companies have also reported exaggerated or fraudulent claims, high inflation and replacement costs because of the weak rand, all of which have squeezed the companies' margins and necessitated insurance premium increases.

Police statistics show the number of burglaries has soared above 166 000 a year, robberies have climbed to 40 000 and about 6 000 cars are stolen each month.

Mr Bill Rutherford, managing director of Commercial Union, says some insurance increases have already been instituted and others are in the pipeline.

He said there had been few "fire department claims" — which include natural disasters such as floods and hail — and this had helped keep premiums down.

The brunt of the increases is expected to be borne by domestic householders and all-risks policies.

The chairman of the South African Insurance Association, Mr Rodney Schneeberger, said increases had become necessary "after the dramatic increases in the number of claims following burglaries and car thefts".

"There was also a very noticeable rise in fraudulent claims."

The general manager of the Mutual and Federal, Mr Sean Lehane, said the number of claims was increasing. The higher cost of reinsurance and the effects of inflation on the cost of settling claims had necessitated the rise in short-term premiums.

Mr C J Oosthuizen, managing director of Santam and past president of the South African Insurance Association, said: "Increases in premiums are inevitable."

Meeting to debate schools' closure

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Dispatch Reporter
EAST LONDON — The Duncan Village Parents' Committee is to meet soon to consider the closure of schools in the township.

This was said yesterday by a member of the committee, Mr Rufus Rwexu.

Mr Rwexu had been asked to comment on the closure of schools in the area by the Department

of Education and Training (DET).

The Deputy Minister of DET, Mr Sam De Beer, met a delegation of Port Elizabeth ministers of religion at the weekend and agreed to extend the re-registration deadline to August 22.

Mr Rwexu was also asked if his committee intended following the example of the Port Elizabeth delegation and consult with Mr De Beer for the re-opening of schools in this area.

The previous deadline for re-registration for all pupils falling under DET, was July 25.

When pupils failed to register by then, DET suspended classes at all the affected schools, including all Duncan Village schools.

Mr Rwexu said the parents' committee had not met because some of its members were "not available".

He said as soon as all the members were available, a meeting would be held to consider the school situation.

Nest nurturing

Uthongathi, the first of four New Era Schools Trust (Nest) schools planned for SA, opens its doors at Tongaat next January. It marks the launch of a deliberate community-orientated, non-racial education aimed at enhancing peaceful social change.

The three other Nest schools, where children will have the opportunity to learn together regardless of race and religion, are earmarked for the eastern Cape, western Cape and the Transvaal. Nest's director, Dean Yates, hopes to establish its eastern Cape school in Grahamstown next year, and the next two in 1988.

Uthongathi was financed by donations

from the Anglo American and De Beers Chairman's Fund, while JCI provided funds for the Nest school planned for the Transvaal.

The Nest concept was born from a belief that peaceful social change can be promoted by allowing children from the various race groups to grow up together. Says Yates: "SA requires a widely diversified education system with many types of schools. The style chosen by Nest will form an essential part of such a system."

He adds: "Nest provides an education formula that will contribute to peaceful and sensible change in SA. It will have a pupil mix with all race groups represented fairly. Bursaries amounting to one-quarter of the total fees of each Nest school will be provided, so that merit — not wealth — will be the basis for enrolment."

Yates stresses that elitism is not part of the Nest philosophy, and that self-help as well as community service will play an important part in the daily life of both pupils and teachers. Enrolment in a Nest school is limited to 300 pupils, with each form consisting of two streams of 30 each.

By supporting the Nest project, South African companies have shown commitment to the concept of non-racial education, explains Yates. "We have been amazed by their response, but no less strongly by the reactions of an overwhelming number of South Africans.

"They want an education in which boys and girls grow up together in fair racial proportions, thus providing a vehicle for peaceful social change. In these fully non-racial schools, established from the grass roots, we believe we will find foundations on which the new SA may gradually evolve and develop in the years ahead," he says.

Nest was founded five years ago, after Yates had spent more than 10 years establishing and developing the Maru-a-Pula school in Botswana. He points out that what he did in Botswana was no less successful at the Waterford-Kamhlaba school in Swaziland founded by Michael Stern in 1962, and at Woodmead, Johannesburg, under Steyn Krige.

SMAL 22/8/86

Body to plan for future education is called for

A national conference to co-ordinate South Africa's educational resources and plan for the reconstruction of education has been called for by the director of READ, a body devoted to furthering literacy among children in this country.

"The educational system in South Africa needs to be totally reconstructed," Mrs Cynthia Hugo said at the organisation's annual general meeting in Johannesburg last night.

"The existing separate system of education means our children grow up without any knowledge of each other's lives."

Such a workshop would lead to a definition of an education reconstruction plan, she said, and to the establishment of working groups to take the ideas of the conference and develop them into practical plans.

These plans would need financing on a grand scale — and to achieve this, overseas countries should "put their money where their mouths were" in helping to finance societal reconstruction.

Mrs Hugo said she agreed with President P W Botha that contributions of two or three hundred million dollars from South Africa's major trading partners was "chickenfeed".

"I am all in favour of disinvesting in apartheid, but I am equally in favour of investing in the process of reconstruction that will enable a more just society to emerge from the present chaos," she said.

British 'uplift' airlift' plan for 5 000 blacks

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SUMMER
28/1/88

Sunday Times Reporter

London

FIVE thousand black South Africans may be flown to Britain to be educated as part of a bold new plan by business brains aimed at bringing an end to apartheid.

And South Africa's two other chief trading partners — the United States and West Germany — will be asked to back the multi-million-rand scheme in order to avert a tit-for-tat sanctions war.

Even though the ambitious scheme is only in its embryo stage, the man behind it, former British Oxygen chairman Sir Leslie Smith, is confident it will receive the blessing of Mrs Margaret Thatcher, President Reagan and Chancellor Kohl of West Germany.

Sir Leslie is chairman of the British Industry Committee on South Africa, whose 54 member firms include a host of household names.

Among them is Burmah Oil, whose subsidiary Quinton Hazell, the Midlands car parts maker, has the British Prime Minister's husband, Denis, as a director.

Sir Leslie, a strong opponent of apartheid, said that during a visit to South Africa a fortnight ago businessmen there gave his scheme a "tremendous welcome".

Boost

He wants black leaders in South Africa and President Botha's government to link up in what would be the biggest-ever boost to black education in the sub-continent.

Community groups like the Urban Foundation would act as go-betweens to get the projects off the ground.

Sir Leslie said: "Nobody can gain if the blacks take control in South Africa — as they will — and inherit an economy destroyed by apartheid.

"The level of education there is so low among blacks that there is little hope of poverty being relieved, even if the blacks get control.

"The only way to compel Mr Botha's government to react is from pressure from inside South Africa — from a new, educated middle-class.

"The West can help accelerate that growth with what amounts to a kind of Marshall aid programme. It would cost millions a year.

"But it would be a hell of a lot cheaper than a sanctions war."

Sir Leslie said the scheme might be labelled "blood money" by some on the grounds that millions were being pumped into the education of South African blacks to clear people's consciences for their "sins" of the past.

But he declared: "We want the active assistance and involvement of the blacks and their leaders. We see this as the only way out of the misery."

R131 000 for education

CITY P. 29/8/86
ELI Lilly, the American multinational company based on the East Rand, has donated R131 000 to black educational and community development organisations. (50)

This brings the company's distribution to the black communities to R200 000.

Corporate affairs manager Louis Odendaal says the donation is aimed at helping people in the black community to help themselves.

"This is done in conjunction with the respective community leaders and by concentrating our efforts in two main areas - education and community development," he said.

Part of the R131 000 was divided among educational projects, including:

- Promat - a private college catering for teachers - which, apart from other forms of training, enables them to achieve matric in one year.
 - Read - an organisation which encourages reading by establishing libraries in schools, etc.
 - Educative Alive, a non-profit-making black educational organisation, which is active in the main SA cities, Lebowa, Bophuthatswana, Zimbabwe and Namibia.
 - The three schools adopted by Eli Lilly - Letsa Primary School, Heidelberg District; Nyiko Combined Primary, Tembisa and Mvelaphanda Primary School.
- The rest of the money was channelled to community development and health programs, including:
- Friends of Baragwanath - to buy video equipment for a hospital in KwaZulu.
 - Senaoane Clinic in Soweto, for medical equipment.

Literacy growing in S A

Mercury Reporter

LITERACY among South Africans is increasing, according to a recently-released Human Sciences Research Council study.

Using an educational level of Std 3 and higher as the criteria for literacy, the percentage of literates among those 20 years and older in 1980 was 45% for blacks, 69% for coloureds, 80% for Indians and 97% for whites.

Some problems were encountered in the survey, the council said.

One was the definition and measurement of literacy. In South Africa with its variety of population groups a person could be completely literate in one social context and totally illiterate in another.

According to the report, various interesting trends emerged. Literacy is more widespread in cities than in rural areas and more men than women are literate. So, too, are more young people than old.

In contrast to other population groups and world trends, a greater percentage of urban black women are literate than black men.

Encourage blacks to study abroad — PFP

Political Staff

THE Progressive Federal Party has taken issue with the Government over attempts to discourage programmes to educate blacks overseas.

Minister of Education and Development Aid, Dr Gerrit Viljoen, put the stamp of Government disapproval on a British scheme to educate blacks in Britain.

Dr Viljoen said ample opportunities existed in South Africa for the education and training of blacks to the highest academic and professional levels.

"The best preparation for becoming useful citizens in adult life can doubtlessly be achieved most effectively in South Africa for South Africans, particularly at school level."

Dr Viljoen said his department was engaged in a programme for "implementing the Government's declared commitment to achieve equal education opportunities for all people in South Africa".

Contributions

He welcomed contributions from the private sector to help to improve the quality of black education but such efforts and investments could be made more cost effectively and beneficially within South Africa.

Mr Roger Burrows (PFP Pinetown), said that while accepting the Minister's argument that action was being taken to improve education for blacks, he should be supporting and not criticising education for any South African overseas.

"He studied in Holland for many years and many other prominent Nationalists have also studied overseas," Mr Burrows said.

(Report by B Cameron, 122 St George's Street, Cape Town).

R2,5-m dagga found in lorry

Crime Reporter

GEORGE Narcotics Squad detectives confiscated dagga worth about R2,5-million and arrested four men when they stopped a truck travelling between Middelburg and Hanover.

It is one of the largest consignments of the drug confiscated in the South Western Districts police division.

The truck, a pantehnicon belonging to a Benoni transport firm, contained 158 sacks of dagga with a total weight of 2 535kg, he said.

A police spokesman said the men were arrested about 11am on Sunday.

Top travel firms in new bid to save Budget group

The Argus Correspondent

JOHANNESBURG. — The top two travel agencies in the country, Thomas Cook Rennies Travel and TFC Tours, have asked airlines to grant the Budget Travel group of companies a 21-day moratorium on debts in a bid to rescue the company.

TFC Tours chairman Mr John Foggitt said the request was made at yesterday's meeting of the group's creditors and insurers.

"SYMPATHETIC"

The airlines, which include South African Airways, British Airways, Lufthansa, Sabena and Swissair, went behind closed doors to confer on the issue but had not made a decision when the meeting broke up at 5pm.

They were due to resume discussions today.

"One or two airlines are sympathetic but they are bound by strict regulations of the International Air Transport Association. I don't think they can make the decision unilaterally and will have to ask IATA in Geneva," Mr Foggitt said.

Mr Foggitt and Mr John Trathen of Thomas Cook Rennies asked for the moratorium so that they could look into the possibility of salvaging the Budget companies.

"We will guarantee all airline tickets issued by Budget during this time, so the airlines have nothing to lose."

Today the airlines will decide whether to agree to the request or place Budget in default and withdraw their airline tickets stocks.

It is believed the other major creditors will follow the airlines' lead.

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27/8/86

DAILY DISPATCH, WEDNESDAY, AL

Viljoen praises SA education system

Dispatch Correspondent
CAPE TOWN — The best preparation for becoming useful citizens in adult life was education "in South Africa for South Africans", particularly at school level, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday.

He was commenting on offers emanating from Britain to educate large numbers of black pupils in that country.

Dr Viljoen said "ample opportunities" existed in South Africa for the education and training of blacks "to the highest academic and professional levels".

He said his department was involved in a programme of implementing the government's declared aim of achieving equal educational opportunities for all South Africans.

Proof of what had already been achieved, he said, was that almost 714 000 Std 8 certificates and more than 191 000 matric certificates had been issued to black people since 1960.

In addition, in spite of

historical and departmental backlogs, the number of blacks matriculating annually had increased from 7 700 in 1977 to more than 40 000 in 1984, while in the past 30 years almost 15 000 degrees had been awarded to blacks.

At present, Dr Viljoen said, there were 43 000 blacks enrolled at university while approximately 110 000 black teachers had been trained in the past 25 years.

He welcomed contributions by the private sector for the improvement of black education "but such efforts and investments can be made more beneficially and cost-effectively within South Africa than abroad".

Local efforts to improve education, he added, would also stimulate growth and development for the benefit of a much larger section of the black population than would be possible abroad.

Soweto tense as death toll rises

28/8/85
TUESDAY

AT least 21 Sowetans died and 70 were injured in police gunfire when violence erupted in the township on Tuesday night.

It was the worst 24-hour casualty toll under the emergency laws. Official reports put the death toll at 13 but government mortuary sources said yesterday that 21 bodies were brought in.

Councillor Sydney Ndeshe Mkwana, of Zola, was hacked to death with a "variety" of weapons, Councillor Sigfried Manthata fled with his family from their Naledi home as it was set alight by youths and adults and Councillor SM Tshabalala underwent an operation yesterday after he was accidentally shot by council police.

Four policemen and a municipal policeman are known to have been injured.

Repeated denials by authorities that Tuesday night's violence was related to the rent boycott and evictions have been rejected by residents and met with widespread criticism.

Last night a "shocked" Progressive

SCHOOLS FACE CLOSURE

MOST Soweto secondary schools might be closed after holidays starting on Friday. Attendance has been erratic for weeks.

After the killing of 12 people in Soweto on Tuesday attendance is expected to drop even further.

A DET spokesman said it was for several reasons that "we will have to re-evaluate the whole position".

Federal Party (PFP) called for an urgent special debate in Parliament on the Soweto shootings and said it would ask for a judicial inquiry into the matter.

Conveying his deep concern, PFP leader Colin Eglin said a "tinder-box situation" had developed.

Outraged statements were yesterday issued by the Azanian People's Organisation (Azapo), the Congress of SA Trade Unions (Cosatu), the SA Council of Churches (SACC) and the International Federation of Journalists (IFJ).

The SACC appealed to government to prevent "this madness" by stopping evictions and to "start talking to the credible community leaders".

SACC's Beyers Naude warned that the

● To Page 2 →

PFP calls for riot probe

rent issue had become a "political time-bomb" which could soon explode in Soweto and other SA townships if it was not wisely handled.

From reports received yesterday, it emerges that the following happened: Early in the evening, Mkwana was hacked to death by a group of youths angered by a colleague's death. The dead youth was said to have been shot by guards at his home.

28/8/85 TUESDAY

50 ← ● From Page 1

Later about 300 people gathered behind a barricade at a liquor store in the White City Jabavu area.

The Bureau for Information said a hand-grenade was hurled at security forces who arrived in the area at about 10pm, which injured four policemen.

Thereafter fierce fighting broke out.

Gov't's 'basic policy' on education

50/11/11
30/8/86

CAPE TOWN—The Government stood by its 'deep basic philosophy' that education should be given 'by whites to whites', the Minister of Education and Culture, Mr Piet Clase, said yesterday.

Replying to debate on the Second Reading of the National Education Policy Amendment Bill, he said Mr Pat Rogers (NRP King William's Town) had urged that if a community wanted a particular form of education it should be allowed it.

"The question is, who is the community?" said Mr Clase.

Was it the parents of a particular school, or was it the entire town in which the school was situated.

If only 20% of the community of say King William's Town voted for schools to be open to all races, was that to be taken as a community decision?

And should parents in a particular year decide what was to happen in future?

Objection

"Then we would have to have a referendum every two to three years," said Mr Clase.

It was easy to call for a local option like this in education, but not so easy to implement it.

Referring to the Federal Teacher's Council, and to the objection of Mr Horace van Rensburg (PFP Bryanston) that the body was for whites only, Mr Clase said other races had had the opportunity to create their own teachers' registration bodies but had chosen not to. This was their right.

Even if a central registration body were established one day for teachers of all races, it would still be the right of white teachers to retain their own all-white council.

This would not be in conflict with the all-race council. — (Sapa)

"EDUCATION," says Dr Penny Enslin, "is about developing autonomy in the individual. Schooling is what happens in schools — which is not necessarily education."

Enslin, deputy head of the Department of Education at the University of the Witwatersrand, was awarded a PhD last month for a thesis in defense of a liberal theory of education.

It is a liberal position to characterise education as "the development of autonomy". South African education has different goals reached by different routes.

The dominant approach here is Fundamental Pedagogics — "a coverup," she says, "for Christian national education".

Under the system born of Fundamental Pedagogics, one "prevents radical questioning of the system and excludes political issues from theory of education. The system is authoritarian and serves the interests of capitalism."

"There is obviously some variation," she says, "but in schools children tend to be prepared for the kind of society we have now, slotted into jobs or unemployment, taught the appropriate attitudes to working in a hierarchical and unfree society — and not taught to think independently."

Not surprisingly, the rightwing conservative establishment does not much like liberalism in education, assuming liberals "are in favour of licence and anarchy".

But the Left is no more flattering, accusing the liberals of supporting the status quo and training students to support it, assuming an irrevocable link between liberalism and capitalism, denying the liberals their claim to the promotion of individual freedom.

"The ruling class has forced us to

Attacked from all sides: Liberal education theory

Castigated by the rightwing and sneered at by the Left, the liberal has been having a hard time — even in the classroom. According to a leading educationist, much of the trouble stems from a misunderstanding. BARBARA LUDMAN reports.

see freedom in terms of the freedom of different groups," she says, "but what's important in the end is the freedom of the individual."

Criticisms of liberal theory from the Left describe various educational philosophers mistakenly as liberals.

The critics rightly identify such philosophers as John Locke and John Stuart Mill as proponents of liberal theory. But some mistakenly identify liberalism with capitalism because they miss an important point.

When Locke defended the right of the individual to his property, he was addressing problems relevant to 17th-century England — and in any case, he wrote that "every man has property in his own person". Similarly Mill translated liberal theory to the issues of his day.

"It is its central concern for the principle of individual freedom which distinguishes (the liberal point of view)," writes Enslin in her thesis.

"While the content may vary, it is this central principle which gives

unity to the liberal tradition. To fail to recognise this leads radical critics to make the mistake of identifying 'liberalism' with 'capitalism', or of treating the ideas of Locke or Mill as timeless statements of the liberal point of view, abstracted from the circumstances in which they were located."

The circumstances in which the South African liberal tradition is located are very different from those Locke or Mill dealt with.

"There are strong grounds for arguing that the most clearly liberal political organisation in South Africa in the mid-20th-century was the African National Congress," she writes. "This is reflected in the Bill of Rights of 1945, calling for, among other things, one man, one vote, equal justice, freedom of residence and movement and the removal of discrimination against blacks" — all goals in the liberal tradition of individual freedom.

"Strong liberal tendencies are also reflected, perhaps more controversially so in the light of its socialist element, in the Freedom Charter of 1955.

"The socialist principles in the Charter ... and the ANC's move towards more radical methods than those favoured by most white liberals in the late 1940s and early 1950s,



illustrates the variations of which liberal ideas are capable, as expressions in particular contexts of the fundamental principle of individual freedom."

And to translate these principles into educational theory: "A liberal theory of education must have as its linchpin the promotion of individual freedom, it being taken as read that for a liberal freedom is valuable in itself ... The role of education is to help people, mainly children, to become autonomous persons."

Autonomy includes three important features:

- Personal autonomy revolves around the individual's ability to choose his or her own life-plan. The development of one's capacities, the choice of activities are up to the individual, not imposed from above.
- Moral autonomy is what keeps one from trampling on the autonomy of others.

The individual who has achieved personal autonomy "has an enlarged sense of her own well-being which includes a concern for the good of others," Enslin writes.

"The emphasis on moral autonomy

implies, in taking into consideration the good of others, the principle of impartiality or equality. These in turn rest on the liberal principle of respect for persons and their human dignity; each individual is entitled to moral consideration as having needs and goals of her own."

● Democratic participation — both in broad political terms and in institutions — is necessary for one to achieve moral autonomy, particularly in the workplace.

"Hierarchical structures and an elitist distribution of education are incompatible with this principle," she writes, "which incorporates a notion of persons as active agents ..."

"The crucial features of education for democratic participation would be, in the first place, that authority would not be accepted unquestioningly. In the second place, to be able to participate rationally and with some independence, individuals would need to acquire skills of critical thinking. And in the third place, individuals ... need to be well-informed about a range of issues — social, political and economic."

She finds Marxist criticisms of liberal theory useful.

"The problem is that Marxism under-theorises certain questions. It explains in a very illuminating way how schooling in capitalist society works. But it has too little to say about what education should be like.

"What we need to ensure we don't lose during the process of transformation in South Africa during the next few years is a sense of the important principles that the liberal tradition has given us: that in the end, individuals are the final authority on what they want and need; that individual freedom is a good thing; that participating democratically with other people is a good thing."

'SA schooling is the best way'

Political Staff

THE best preparation for becoming useful citizens in adult life was most effectively achieved by education "in South Africa for South Africans", particularly at school level, the Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday.

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ment was involved in a programme of implementing the government's declared aim of achieving equal educational opportunities for all South Africans.

Achieve

Proof of what had already been achieved, he said, was that almost 714 000 standard eight certificates and more than 191 000 matric certificates had been issued to blacks since 1960.

In addition, in spite of historical and departmental backlogs, the number of blacks matriculating annually had increased from 7 700 in 1977 to more than 40 000 in 1984, while in the past 30 years almost 15 000 degrees had been awarded to blacks.

At present, Dr Viljoen said, there were 43 000 blacks enrolled at university, while about 110 000 black teachers had been trained in the past 25 years.

Contributions

The minister said he welcomed contributions by the private sector for the improvement of black education, "but such efforts and investments can be made more beneficially and cost-effectively within South Africa than abroad".

Local efforts to improve education, he added, would also stimulate growth and development for the benefit of a much larger section of the black population than would be possible abroad.

Coasting the black political waves

As the first Emergency ended, black political groups loudly and confidently bounced back. But the heady days ended with the second, far harsher Emergency in June. SHAUN JOHNSON reports

EVERY now and then a political commentator comes up with a phrase that really means something, captures complexity and simply rings true.

Historian Colin Bundy of the University of Cape Town achieved this in an extraordinarily prescient piece of political prediction written at the end of last year. South Africa's is a "switchback crisis", he said.

Fluctuation is the structural feature of our times, punctuated by the upward swoops and downward plunges of the fairground roller-coaster.

Confronting the interwoven fabric of capitalist economics and racial politics, he implicitly pooh-pooed the claims of apostles of both reform and revolution, who predicted linear progress for themselves in the coming year.

To read Bundy's piece in the last days of 1986 is to arm oneself with some understanding of the wildly fluctuating fortunes of black resistance politics in the extraordinary year now ending.

Bundy's focus was primarily economic. But his scenario holds for and highlights the astounding victories and defeats of resistance organisations in 1986. For theirs has indeed been a bone-jarring journey of declivity and ascent.

The year began in the declining days of Emergency I. Having recovered from the initial shock of the gravity of the government's decision, resistance groups were bouncing back.

The case can be put even more strongly: organisations such as the United Democratic Front (UDF), although they had suffered detentions and restrictions, were cautiously cock-a-hoop. They felt that the behemoth had hurled its might against them, and lost. Their organisation was largely intact, and, so the argument ran, activists had matured under Emergency I.

The lifting of the Emergency in February gave credence to their confidence. It ushered in a period — only three months long, but pivotal nevertheless — of bellicose and public resistance.

This was encapsulated in the myriad youth organisations which spanned the country. They turned funerals into stunning displays of political theatre, they built people's parks in dusty townships, they took journalists on tours of "liberated zones", displaying all the assurance of Jonas Savimbi. But this was Alexandra, not Jamba, and a phalanx of Casspirs stood a stone's throw away. No matter, said the youths, freedom is near.

One event which captured the soaring confidence of the resistance movement was the inaugural — and only — full gathering of the National Education Crisis Committee (NECC) in Durban in April. Those who were there will not lightly forget the defiance and resolve of the streams of delegates from every nook and cranny of the country.

The issue was education, and its import unified resistance. The naive (or romantic) observer could have been forgiven for believing he was witnessing an unstoppable force making ready for a final assault.

And the ringing rigour of the keynote speech supported this. The moment is not yet, said NECC member and newspaper editor Zwelakhe Sisulu, but this is the



Rivals at rest: School children and lounging soldiers

Picture: STEVE HILTON-BARBER, Afrapix

moment before the moment.

How things changed on the morning of June 12. The country had long been bracing itself for the tenth anniversary of Soweto '76. Students, parents, teachers and workers in multifarious structures from Paarl to Potgietersrus has been planning ways of marking the anniversary — attending to local minutiae, and preparing their people.

They were pre-empted by Emergency II, which was entirely different in form and ferocity to Emergency I. Referring to the press, the Bureau for Information's initial public face, Dave Steward, warned: "We're not kidding". The Security Police clearly were not kidding either. Detention sweeps were nothing if not comprehensive, the Security Force presence in the townships and even cities was unprecedented, and overt resistance activity was stubbed out with vigour and attention to detail.

One corollary was the escalation of internecine conflict in the face of a seemingly impregnable state. Another was the debilitating legislation which followed — such as the declaration of the UDF as an "affected organisation", barring it from getting overseas funding.

A pall descended, replacing what had been called the "liberation mania" which had swept the townships. The stadium in Alexandra, which had been regarded as part of a "liberated zone", was transformed overnight into a military staging post. The auguries could not have been clearer.

The state, let it be said, proved its point. And it did so without mobilising even a fraction of its repressive capacity. It showed that if it wanted to, it could put a stop to widespread public resistance of the form that had characterised populist campaigns. But could it actually destroy the structures that gave birth to that resistance and usher in another decade of silence, reminiscent of the 1960s?

This was the challenge which fell to the resistance organisations: they had to prove they could adapt to new conditions and survive. There was no question that they had been hurt. Public pronouncements aside, leaders admitted this freely. But despite the damage inflicted on community structures — in some cases three or four layers of leadership were removed — they could point to residual rebuilding, a sign that many

structures enjoyed grassroots support rather than being mere top-down impositions of regional or national leadership.

It took some months for the first tentative signs of such resurgence to emerge. But emerge they did. And with the release of many detainees, a new and striking factor asserted itself. In many cases, the very leaders themselves who had spoken in sanguine terms about their immediate political potential now talked of protracted struggle, of shifting from the drama of the mass funeral, of the unglamorous task of localised, painstaking organisation.

The apparent lack of success of the campaign for National United Action, as against the clear recuperation of community structures, underlines the tactical shift.

Slowly but surely youth congresses, action committees and civic associations stirred once more. Many of the militant youths were coming out of a period of shock, and the result was a new pragmatism and a long view. Many came to terms with the possibility of having to operate "from underground" indefinitely.

There were other encouraging factors for the extra-parliamentary organisations. Court decisions — most notably the Tsenoli judgement — provided respite, albeit brief, from the tide of restrictive legislation. The unexpected popular defeat of KwaNdebele's "independence" renewed faith in mass resistance.

And, to a lesser extent, the fact that some leaders had escaped detention and could continue to issue statements on behalf of their beleaguered organisations provided some feeling of continuity between the two halves of the year.

This, broadly, remains the position as the year ends. The stuffing may be knocked out of the extra-parliamentary groups, but the residue remains — to the extent that campaigns can still be embarked upon, and the survival of structures counted upon.

It is a switchback crisis, and sooner or later the lever will be pulled the other way. Things may never again be the same as they were before June 12, but we can be equally certain that they won't stay as they are now.

itions of education meeting

tions of the Kingdom of God in order to resolve conflicting views and interpretations of these views.

Attention should be given to distinguish the reformational perspective from philosophies the identify the Kingdom with the status quo or with any other specific political views.

The conference recommended that:

The government is urged that equal pay be paid for equal work for all races and for both sexes.

This equality will enable more parents to afford adequate education for their children.

The State be called upon to terminate immediately the unchristian practice of retaining individuals, and especially children.

The Council of the Potchefstroom University for Christian Higher Education provide integrated hostel facilities at the university.

A ministry and a department of education be created to determine national education policy and which will serve as a co-ordinating ministry for the regional educational authorities to be formed on non-racial lines.

The policy-making structure for SA education as a whole be composed at the highest level of proportionately elected representatives of the national community.

The one educational ministry should allow for schools which are subsidised by the State but which are initiated and governed by the local parents organisations in which the parents determine the spirit and the direction of the institution with state control of standards.

This would allow for both Christian schools and the possibility of giving positive content to "people's education" as well as satisfying the demands of relevant, freedom of choice, affordability and an acceptable success rate.

The education department be requested to see to it that history is taught to further educational and not ideological ends by accommodating the history of all South Africans and removing emphasis in the teaching of unavoidable facts which could be hurtful, offensive and misleading.

All Christians (scholars and teachers) be urged to further a true Christian perspective on South African history.

Remaining legal barriers to social contact between groups be removed so as to facilitate communication between population groups, especially among children.

The process of communication between children be enhanced by removing policy barriers to social

contact between schools.

The IRS send a delegation to Education Minister Gerrit Viljoen to hear his views of why negotiations with the National Education Crisis Committee failed and to request him as a matter of urgency to meet with the organisation on an open agenda.

Rev C Molebatsi be requested to accompany the committee delegated to undertake this.

All teachers and teacher training institutions foster education practices in which young people are sympathetically guided to develop critical thinking skills and to become committed to an open search for truth.

The Biblical injunction of respect for parents and authority does not justify authoritarian and penalistic teacher-pupil relationships which inevitably leads to the inhibition of the development of critical abilities of students.

Because of the misunderstanding of Biblical injunction it is essential that the churches play a leading role in encouraging the development of sound critical thinking.

Teachers of Bible education or religious instruction be practising Christians.

That some contacts be established on the formal level through for example black people teaching the languages to white children and whites teaching their languages to black children.

The teacher education curriculum of white teachers make explicit provision for a greater degree of sensitisation to black experience in South Africa.

Technical education ought to be promoted to meet the economic needs of the country more adequately.

It should request Christian educationists at the Potchefstroom University and other educational institutions to study the possibility of developing Christian resource material in modern technological media such as educational computer software, video and computer games and video programs.

More bursaries be made available to black teachers in the light of the tremendous shortage and that empty places in white and Indian teachers' training colleges be made available to black student teachers.

In view of the over-supply of white teachers these teachers be utilised in black schools and that equal service conditions and opportunities for promotions be accorded to all.

The institute for Reformational Studies convey the gratitude of the conference to members of the teaching staff of the Department of Education and Training who, in these turbulent times have often had to bear the brunt of the onslaught.

The educational structures have to be kept going as a "life support system while changes are being effected".

The time available for these churches however is rapidly running out.

The Potchefstroom University, for example the Department of Political Science, should make an urgent study of the influence of political and economic policies which are detrimental to the establishment of normal family life and the way in which legislation, for example the Groups Areas Act, has resulted in the prolonged absence of parents from their families and which have materially contributed to alienation of youths.

The private and the public sectors increase efforts to improve the general living conditions of black people, since the existing situation has in no small measure contributed to the present education impasse.

That Christian parents be encouraged to become involved in school committees and other civic associations and to initiate civic services such as churches.

The committee approach white churches to request them to invite black Christians to meet in order to encourage a better understanding of one another.

This will be a valuable move in the direction of removing reciprocal stereotyped prejudices.

In line with the above it is recommended that churches should be urged to initiate special programs to promote awareness among white Christians, concerning black experiences and perception of the current crisis.

The IRS study ways in which active guidance and practical help can be given by the church to enable parents to fulfill their Christian calling in the education of their children.

Prominent church and educational leaders who are members of secret organisations to reconsider their positions and their organisations' claim to a Christian basis and come into the open or disband in the interest of Christian community.

The IRS initiate a thorough investigation in Na-

and the implementation of Resolution 435 of the Security Council of the United Nations of 1978 and compile a report which is to be publicised widely so as to inform the people of South Africa about the true situation in the territory.

This is an urgent issue and the investigation must include all parties involved - South Africa, the transitional government, Swapo and local churches.

The Faculty of Education of Potchefstroom University compile an urgent responsible analysis under the auspices of the IRS of the problem areas caused by the system of apartheid which is a hindrance to Christian education and that the practical suggestions be made to the authorities as to how these could be resolved.

One such problematic structural arrangement is the segregated schooling system.

A study be made from a Christian perspective of the implications of a formal, academic nature of a education system in South Africa which does not address the real needs of the peoples of the country.

The IRS be requested to write a critical evaluation of the development of the education policy of the NECC.

Inter-disciplinary specific research be undertaken by the Potchefstroom University to identify areas where educational changes can be effected.

This sort of research should be of a very practical nature and address problems of smaller but no less urgent nature.

The question of mother tongue instruction in school be investigated fully as there is a diversity of opinion concerning the desirability of such instructions.

Where the medium of instruction is a second language special attention should be given to the ability of both teachers and children to speak the language adequately.

The IRS should sponsor a publication which is to be publicised widely among school teachers to motivate them to become sensitively involved in efforts to bring about reconciliation among various groups.

The IRS be requested to initiate a study of Christian perspectives on educational change in a context of conflict and that the results of this study be published.

Special Report by DAN DHIAMINI

THE BLACK community sees the present education system as a tool which the government is using to subtly sell the reform program not acceptable to black people - and to accept it was dangerous.

This was the opinion of Soweto Parents Crisis Committee spokesman Siza Molebatsi at the International Conference on Educational Challenges in Southern Africa in a Christian-Reformational Perspective.

The conference was organised by Potchefstroom University's Institute for Reformational Studies.

Addressing more than 100 participants from Zambia, Lesotho, Botswana, Zimbabwe, Netherlands, Namibia and some parts in the Republic, Molebatsi said the only solution to the present education crisis was that progressive white Christians who have voting rights must unite and pressurise education and Training Minister Dr Gerrit Viljoen to sincerely talk to the National Education Crisis Committee.

He said the sincerity of the government concerning the volatile education crisis in black schools was doubted and the aims and objectives of the red tape reform

WHITES MUST PRESS FOR TALKS WITH NEGRO

plans were suspect.

Responding to a question as to where God featured in the "People's Education", Molebatsi, who is a Minister of Religion said "God is with the people, but Bantu Education was never meant to bring us nearer Christ".

He added that the enactment of the Bantu Education Act of 1953, whose aim it was to create an education suitable for black people, with a view to their envisaged role in white South Africa of "baaskap", was seen as the beginning of the road which led to the educational explosion of 1976.

In her contribution to the conference, Zambian delegate Hilda Phiri Chibwe, said Zambian education policy is to attain universal primary education which is nine years of basis education for all Zambians at their fully integrated schools. She said the most burn-

ing issues were that a quarter of all students in the country who enrolled for grade four, cannot find a place in grade five - hence a high number of dropouts.

She cited population explosion, illiteracy and the low income of parents as one of the most burning issues. She also said there was a great shortage of teachers and that religious education was taught at all schools in Zambia.

Iron McGregor, a Christian Educationist from Zimbabwe, said the the number of secondary schools have rocketed from 177 in 1979 to more than 1 300 this year with a total of 4 898 fully-qualified teachers.

He said the schools were fully integrated and that there was a national literacy campaign, run jointly by the Education Ministry, Community Development Ministry and women's affairs and that it was gain-

ing momentum.

McGregor said the school population has increased tremendously since the independence - despite the government's expensive family planning program.

He said Christians can play a leading role in the policy of reconciliation and this was the policy often emphasised by Zimbabwean government since independence.

"Christian teachers are needed and are more than welcome in Zimbabwe and religious studies is a popular subject in this country," McGregor said.

Asked to comment on allegations that Zimbabwe was ruled by a Marxist-inclined government, McGregor declined to comment saying this could put his position in jeopardy.

ernment. According to the conference organiser,

Malawi's Institute of Education's Dr IC Lamba of the Malawian Institute of Education could not attend the conference because his government allegedly refused him permission to participate.

There was an interesting new spirit in the conference after Potchefstroom university Senior Lecturer in Philosophy and History of Education, Willie Postma had delivered his paper calling for Christian parents as educators in the contemporary educational situation.

Postma said education must take place in a suitable home in which its individuals can realise its full potential and that parents must stand firm in their calling for peace, order and love for others.

In questioning this statement, Prof Jaque Kric said it was impossible for black people to live

Christian life because they did not have suitable houses. The families were forced to live separately as migrant labourers live in hostels and seldom see their wives and children who are either living in shacks or matchbox houses.

The audience burst in laughter when Pretoria educationist SW Seboni said it was strange that white Christians should say that they teach their children to love and respect their fellowmen.

He cited an incident where a small white child refused to take her mother's instructions to greet him (Seboni) as "Oom" and preferred to address him as "boy".

He challenged the credibility of Christianity in white families saying that it was theoretical rather than practical. Speakers from Namibia told the conference that the education system in their area was

bad and that white schools were empty while there were classroom shortages at black schools. They said whites in Namibia rejected integration at schools outright and that about 70% of the teachers in that area were not fully qualified.

Lesotho educationists J Anderson, Tsepo Mokgethi and Rev I Mgathazane said that of the 50 000 children born in a particular year after independence, only 200 managed to go to university.

They said unemployment was one of the greatest handicaps in Lesotho. Dutch educationist Dr CM van den Oeck said the aim of Dutch education system was basically to enable a child to manage in a society in an independent way.

Conference organiser J Marais said the resolution of the conference would only be made available to the Press at a later stage.

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Pretoria educationist SW Seboni at the education conference at Potchefstroom University at the weekend.

Resolu

By DAN DHLAMINI

THE Institute for Refomational Studies conference at Potchefstroom University resolved that:

● In the final analysis apartheid is based on a humanistic philosophy and is therefore not only incompatible with the Christian faith and with the reformational world view, but is the outcome of a hardened heart.

● The churches should be encouraged on the one hand to call for the abolition of every aspect of apartheid, but on the other hand all be helped to understand that that alone does not address the real spiritual barrenness of the country.

● The churches should be called upon to preach and practice the gospel in such a way as to address the whole man in everyday life.

● Issues like relationships, the practice of righteousness, the rejection of the use of violence, condemnation of oppression, the need for compassion with one's neighbours and finally hope should not be evaded.

● It will call on those Christians still clinging to the unbiblical theology of apartheid to repent, but then also on the other Christians to extend a loving and forgiving hand.

The conference noted that it is urgent to give attention to the diversity of possible doctrinal interpre-

THERE are many ways, Helen May, national organiser of Early Childhood Education for Bophuthatswana suggests, of setting up Early Learning Centres. One would be to impose a state-run system equalising all children under the Western way of education. Or there is her

Trailblazer's way

PKBWS
10/12/86
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Interview

by GORRY
BOWES-TAYLOR

SHE has sea-change eyes and wears sand-dune colours. She has short dark hair and a lilting voice that tips up at the end. Right, she says, and OK and hmm.

You picture her, certainly, in her Victorian house in Mafikeng: "I persuaded the government to buy me an old Victorian house. It was fairly derelict, but it had the soul I needed — particularly the ballroom, where I could hold courses for 50 at a time." (Ah, so that's what ballrooms are for.)

But you see her more clearly sitting on the swept earth with shiny, tiny children under a tree in rural Bophuthatswana.

Helen May is the national organiser of Early Childhood Education for Bophuthatswana.

When she arrived at the beginning of 1982, there were 1 400 children in 16 creches, looked after by 22 women. Today there are 1 108 women working with 28 000 children.

"We are very fortunate in having President Lucas Mangope. He sees the child as our sacred obligation," she said.

THERE are many ways, Helen suggests, of setting up Early Learning Centres. One would be to impose a state-run system equalising all children under the western way of education.

Or there is her way.

"I saw there were only 1 400 children in creches. I saw women unemployed and uneducated — it was a tradition to take women out of school when they'd finished Standard 6. So there were a great many children left at home, and these bored, unhappy women.

"When you see a situation like that, and you are in a country that is committed to development, to multiracialism, to change, you ask yourself: what is development?"

"I saw development as the need to share a load, to share responsibility. If the Department of Education could take care of the in-service training of those women interested in working with children; if the Department of Health would look after the health regulations, and if the local authorities (who are usually the chiefs) and the families could look after the food and shelter of the children, we would then utilise a fund which has already been set up to provide educational toys for all the Early Learning Centres that wish to register with the Department of Education.

"In the middle of this bal-

anced proportionate load, in the centre of it all is the child.

"So not only are we providing employment for women, but we are giving the child back to the family by giving the family the responsibility for food and shelter, and we're giving the government a chance to contribute. One of the answers to my question — what is development?, is that it is putting the child in the centre."

WHEN six members of the British Parliament were invited to Bophuthatswana by President Mangope, Tim Rathbone, Education Minister, spent an hour or so with Helen at her Resources Centre in Mafikeng.

"He wanted me to outline the rationale behind this structure — he wants to take it to Parliament in the spring — and to discuss the mind of the third world child.

"Children from third world families are socially and emotionally well-balanced and physically extremely well-co-ordinated — depending on whether the area is drought stricken or if there's typhoid, or whatever.

"You see, I've been convinced for years that integrated education (meaning all subject matter links at some point) is what little children respond to because they function from both sides of their brains. And I've worked with, gosh, Brazilian, Peruvian, Italian, Chinese, Japanese, Ukrainian, Greek, Negro, native Indian, African, English, French, Canadian and so on, children.

"Then something dreadful happens when the formal system takes over and subjects are broken up into pieces.

"Children from third world families are socially and emotionally well-balanced and physically extremely well-co-ordinated . . . then something dreadful happens when the formal system takes over and subjects are broken up into pieces. Third world children are whole-brained. Their culture is whole-brained. So when a white Western system, which has forgotten what learning is about, cannot teach these children, they, in a sense fail."

Third world children, be they brown or yellow or black or red or white, are whole-brained. Their culture is whole-brained. So when a white western system, which has forgotten what learning is about, cannot teach these children, they, in a sense fail. To a whole-brained person disintegrated information cannot make sense.

"You see, love, I am very fortunate — Zulu is my mother tongue. There are some linguists, psychologists, educationists (all the ists!) who've done research on the first language that a person speaks and the way it affects that person's approach and attitude. The language we speak is of course the person that we are. It's an emotive base.

"My mother tongue has helped me through hell and high water to hang to my whole-brainedness."

HELEN grew up on a farm in Natal. She was brought up, she says, by two sets of parents. She was born at the beginning of the war when her father wasn't around very much: "My mother went into a huge decline. So I was really brought up by a woman called Florence Mgunu and her family."

She came to Cape Town, to Berkley House, met her hus-

band, a Polish Jew, married him and took off for Brazil. "An interesting thing happened in Vancouver . . ." she says. It took eight and a half months from Rio to Vancouver where her first son, Mark, was born three weeks after they arrived. Her second son, Michael, was born 19 months later.

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"An interesting thing happened in Vancouver . . ." she says. It took eight and a half months from Rio to Vancouver where her first son, Mark, was born three weeks after they arrived. Her second son, Michael, was born 19 months later.

" . . . where, having left the nursery school I started in Brazil, I began to look about at little children again. I found that the children were

well-fed, sheltered and clothed, articulate, quite precocious, socially unafraid, but I detected a kind of creative hunger in them. I thought now what."

With her gifts for music and storytelling, she began travelling around Vancouver playing with children — her drums, her songs, their songs. She blazed a trail in what she calls sensory integration.

"Music, movement, sound, storytelling, drama and drawing. Ah, it was wonderful! I met thousands of children, then the parents began to notice, then the colleges and the university got interested, so I began to teach courses in sensory integration.

"It was at that time that the native Indian people found me.

"They asked me to attend a council meeting where I was interviewed by 12 chiefs (they live in reserves and are for-

bidden by law to speak their own language). It was probably the most daunting interview I've ever had. One of the chiefs wanted to know what my totem (my animal spiritual symbol) was. One is an eagle, I know that from being raised by the Zulus. That pleased the Indians because there are eagles both in Africa and in North America.

"I got them to recycle their culture by . . . my workshops there were designed in such a way that the women taught me and by teaching me, they were able to see their culture and then I cradled it gently and put it into some sort of organisational frame and gave it back.

"That was a great learning period."

She has sounded her drums and sat with tiny children, she has swept the earth and walked the world. She has talked third world braininess to presidents and MPs, parents, chiefs, teachers, trainees. She has put her decorative ballroom to instructive use. Her book, *It Works* has been published by International Educational Publishers. Now?

"I want to go back to Natal. I am lonely and it's time to go home."

She has just 15 months in that dappled shade under those sheltering trees in Bophuthatswana. She has signed a contract that when she has gone she will be their consultant from Natal. She will miss her children: "The little Tswana children are probably the most well-balanced children I have met." She says again that Bophuthatswana is lucky to have President Mangope.

"If it weren't for him, I don't think Early Childhood Education would have been accepted as something that the government could do for the young. This is nation building stuff."



Picture: PIERRE OOSTHUYSEN, The Argus

BLACK students are enrolling in increasing numbers at private schools throughout South Africa and there's nothing to stand in their way except the fees.

Since October, private schools have been able to admit black, coloured and Indian pupils at their discretion without fear of running foul of the education authorities. Previously, permission was necessary.

"The schools themselves now decide on which pupils to admit," said a spokesman for the Department of Education and Culture in Pretoria.

"They used to have to get permission and there were certain quotas, but all this has fallen away since the promulgation on October 31 of Regulation R2281, section 9 of the Private Schools Act 104 of 1986."

The Association of Private Schools confirmed that the number of black students being admitted to private schools was on the increase.

"The numbers have increased and we welcome them," said a spokesman, "but we don't have statistics on blacks in private schools because a number of schools won't discriminate on grounds of colour."

This week the Sunday Times approached several schools in South Africa to assess the situation.

KINGSMEAD College, Johannesburg: "Before school closed last week we were dealing with about three applications a day for 1987. Black applications have increased by more than 150 percent," a spokesman said.

MICHAELHOUSE, Balgovan, Natal: "In 1986, out of a total of 469 students, 18 were black, nine Indian and two coloured," said a spokesman.

"In 1987 the numbers will increase to 28 black, 11 Indian and one coloured, with the total intake for 1987 being 458."

ST STITHIAN'S College, Randburg: A spokesman said: "We have had a 500 percent increase in applications by blacks compared with last year, and until we closed recently we were processing about 50 applications a week from blacks wishing to attend standards seven to nine."

Exception

DAMELIN College, Johannesburg: The principal, Dr Isaac Kriel, said: "Up to and including this year we had to apply to the Transvaal Education Department for permission to accept black, coloured and Indian students."

"This permission was given in a small number of cases, but permission was the exception rather than the rule."

"The new arrangement allows private schools to accept students as they deem fit. The only restriction is age. If a student is over 19, special permission must be obtained."

"Our total enrolment for 1986 was 1 272 (from Standard Seven to matric), and 19 blacks, coloureds and Indians obtained permission to attend," Dr Kriel said.

High

ROEDEAN School, Johannesburg: A spokeswoman for this exclusive girls' school said: "We don't count our students as black and white. We do have some black students, but not that many, as our fees are high."

"It is a limited group, but we have a lot more than we used to. Some years ago we had one Indian girl; now we have quite a few."

PARTOWN Convent, Johannesburg: The principal, Miss Jackie Welch, said: "All Catholic schools have been accepting black pupils for more than 10 years. This year, out of our total of 390 pupils there are 37 black, 20 coloured and 57 Indian children."

CONVENT, Belgravia, Johannesburg: A spokeswoman

Schools fear new onslaught

By DON JACOBS
Harare

ZIMBABWE'S Ministry of Education plans to force private schools which have large white enrolments to take on more black teachers, a top official warned this week.

A spokesman for the ministry appeared to contradict recent assurances by Education Minister Dzingai Mutumbuka that Zimbabwe's private schools have "nothing to fear" from the government's impending socialist-style innovations.

White parents and teachers have been particularly worried by the government's plans for a unified teaching service for all schools throughout the country, which they say will enable ministry officials to control all appointments and promotions, even at private, fee-paying schools.

Mr Mutumbuka said this would not detract from private schools' autonomy and was only aimed at giving all teachers equal access to pension funds and other benefits.

But in a letter to the Herald this week a ministry spokesman noted there were only two black teachers at Eaglesvale school, formerly the Ned Geref Church school "Bothashof".

"This position will change as soon as we have effected a single teaching service which will enable all staffing to be done by the Ministry of Education and not by the responsible authority as is the case," he warned.

He said an inquiry had exonerated the Harare school from accusations of racism made by the Herald but it had failed to meet "ministry policy" that blacks should constitute at least 60 percent of all enrolments at any school.

said there was a 10 percent increase in applications from blacks this year. "We can't give statistics because we don't accept pupils according to race, but we can confirm that more blacks are attending our school," she said.

ST ALBAN'S College, Pretoria: Despite high annual fees of R8 858 for boarding and R4 929 for day scholars, St Albans has had an increase in black applicants for next year. "The school is now full," a spokesman said.

ST ANDREW'S College, Grahamstown: "The increase in black applicants is slighter higher this year, but not that much, due to our high fees and unemployment," a spokesman said.

"Fees are R8 700 for boarders and R4 400 for day scholars, and, although the school offers assistance in some cases, most blacks in the region can't afford the school."

Sensitive

WATERFORD Kamhlaba School, United World College of Southern Africa, Swaziland: Headmaster Richard Eyeington said: "It's a sensitive area. We do have black South Africans from Soweto, but some had to return home under threat to their families this year."

"Fortunately, the students and their families sorted out the problems with these organisations, which found Waterford perfectly acceptable."

"I'm wary of revealing details, but we have about 45 South Africans, not all black, but the majority are black. We have a link with an organisation, Protec, in Johannesburg which is helping to

Blacks roll into private schools

SUN Times 14/12/86

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Schools 'no go' areas

ABOUT 250 000 black pupils enrolled at schools at the beginning of 1986 were out of school by the final term, according to leading educationist and former Department of Education and Training (DET) official Dr Ken Hartshorne.

In a paper on "The Disintegration of Urban Education," published in *Indicator SA*, Hartshorne says the DET's closure of schools indicates that security control measures — including the carrying of ID documents — introduced at schools in July had not succeeded.

The DET, he says, was losing any authority to influence the education crisis in many urban townships.

"Against a backdrop of endemic civil unrest, many urban African schools have become 'no go' areas for departmental officials," he says. With the clo-

Education Correspondent

sure of schools, says Hartshorne, it is probable that DET policy has stepped on to "a slippery slope" which can lead only to the shut-down of more schools.

Teachers, he says, are demoralised, pupils are restless and disturbed by events, regular learning habits are breaking down and pupils do not even bring their books to school.

Further, he adds, there is considerable lack of trust in the reliability of the senior certificate examination.

"Things have gone so far that even radical changes in the political dispensation in SA are unlikely to bring about immediate and positive restoration of an educational environment in which learning can take place."

A year black education took a caning

1986 — the 10th anniversary of the Soweto unrest — saw a deepening of the black educational crisis as the issues underlying the previous two years of school boycotts continued unresolved.

It also marked the year which saw the mooting of the concept of "People's Education" — an alternative to what is considered an "inferior" government education — and its informal implementation at numerous black schools.

This year, hundreds of thousands of pupils opted out of the formal schooling system by either boycotting schools, refusing to re-register or insisting on "People's Education".

Conditional

The situation at the beginning of the year looked optimistic, as pupils heeded the call by the Soweto Parents' Crisis Committee (SPCC) to put an end to the two-year-long boycott and return to school.

At the SPCC conference held at the University of the Witwatersrand in December 1985, the SPCC called on pupils to go back to school on January 28 — rather than the scheduled government re-opening date of January 8.

However, the SPCC stipulated that the back-to-school call was conditional on the Department of Education and Training (DET) meeting a number of their demands before March 31 — the scheduled date of the SPCC's second conference to evaluate the schools crisis. The demands includ-

THELMA TUCH

test against the presence of troops in the township. Later that month, the DET suspended classes at the township's six high schools.

Later that month, the DET suspended classes at six secondary schools at Mangaung, in the Free State, due to sit-ins staged by pupils.

On the eve of the 10th anniversary of the Soweto unrest — June 15 — police banned the entrance into school premises and buildings in a number of townships on the Reef and Eastern Cape until July 1, in terms of the emergency regulations.

Soweto schools had broken up for the holidays on June 4 — two days before the end of term date for schools in the rest of the country.

The state of emergency was introduced on June 12, compounding the schools crisis as more pupils and parents were detained.

Surprise

Then, in a surprise move, the DET postponed the re-opening of schools for two weeks — from July 1 to July 14 — in order to finalise an action plan to prevent further disruptions at schools. This postponement was slammed by educationists as a waste of valuable educational time.

Before schools re-opened on July 14, the DET announced its security measures to be introduced to "normalise"

NORMAL seasonal distortions in money market rates were exaggerated last week when funds were being put together to pay R526m to Barclays Bank plc to complete the local buyout of Barclays National Bank.

The payment of the R526m will not result in an outflow of funds from the market, let alone from SA.

Barclays plc repatriates its capital only through the financial rand pool, and in the prevailing disinvestment climate more financial rands are being created than there is a demand for the "currency" from would-be foreign investors seeking a cheap entry into this market.

The probability is that the British bank will be able to export its capital in small tranches, leaving large balances "frozen" in this country and invested in marketable, interest-earning assets. Interest payments due to London will be made in commercial rands.

The money market reported on Friday that, during the past week and more, big "money shuffles" had been noted as the buyers — Anglo American, De Beers and Southern Life — moved assets around, converting investments into cash to meet the deadline.

This dealing might have marginally affected some rates, but on the whole trading was skilful and the overall hardening of money market rates was primarily a function of the large seasonal withdrawal of funds

ed the unbanning of the Congress of SA Students (Cosas), the release of detained pupils and parents and the withdrawal of the SADF from the townships.

Heeding the call, pupils flooded back to school on January 28. But it was an uneasy calm which hung over the townships. Within days gangs of panga-wielding youths disrupted classes in Soweto and ordered pupils to leave school.

By February, attendance rates in certain areas had deteriorated with education at schools in Alexandra, Witbank, Atteridgeville, Kagiso, Tembisa, Mamelodi, Potchefstroom, Klerksdorp, Katlehong and some parts of the Northern Transvaal coming to a standstill.

At the beginning of March, an SPCC delegation met the DET to discuss the sustained educational crisis. The outcome of the meeting was the DET's agreement to supply free stationery and textbooks from 1987.

Later that month the DET suspended classes at schools in the three Witbank townships of Ackerville, Lynnville and KwaGugha following pupils' protests against the detention of colleagues and the presence of troops in the townships. Classes at more than 20 schools in Ika-geng (Potchefstroom), Kanana (Orkney), Khuma (Stilfontein) and Jouberton (Klerksdorp) were also suspended.

Complied

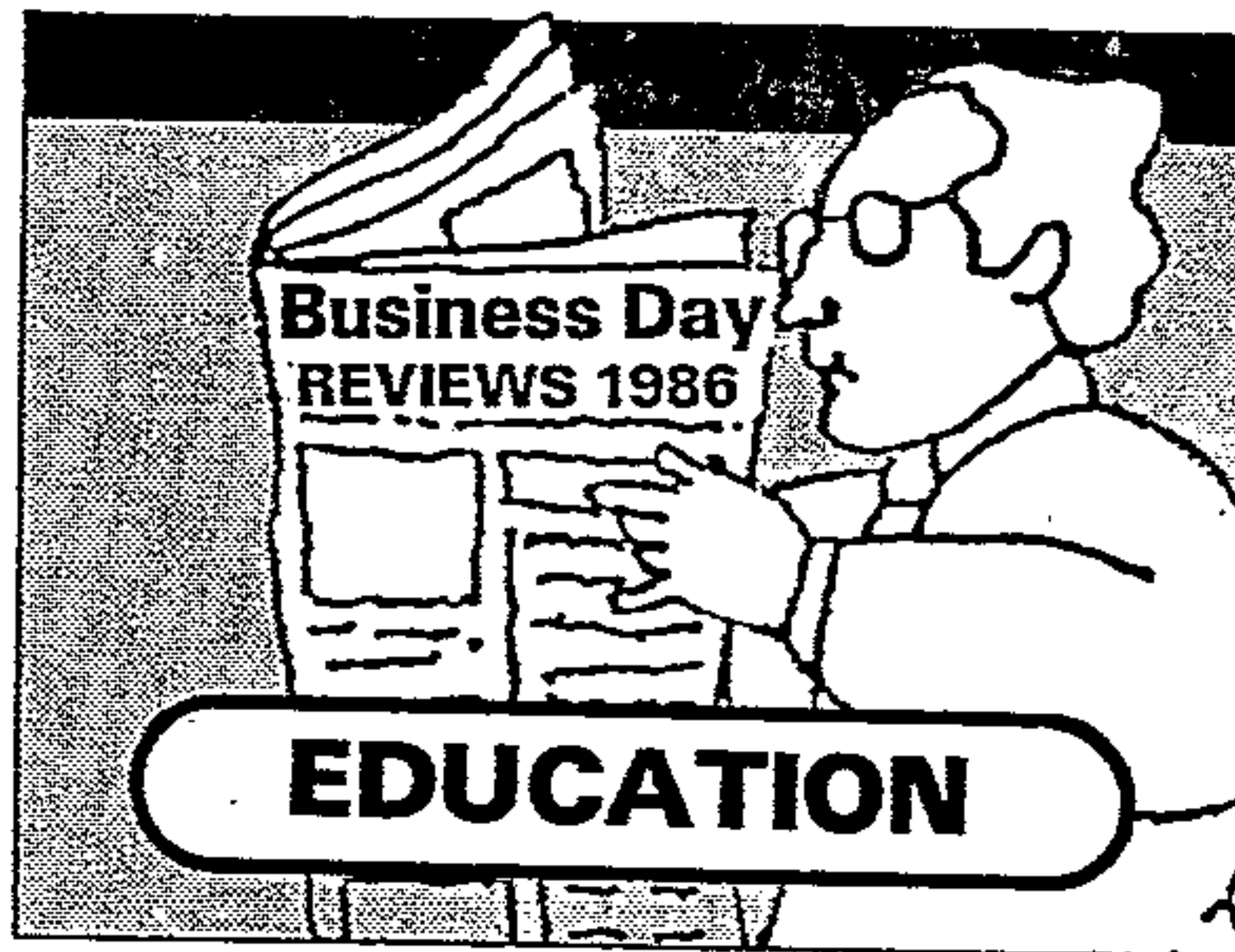
A week before the scheduled National Education Crisis Committee (NECC) conference on March 31, black schools closed for the end-of-term holidays amid widespread boycotts, stayaways and the suspension of classes affecting more than 80 000 pupils.

At the conference in Durban more than 1 000 delegates resolved that pupils return to school for the second term on April 2. The majority of pupils complied with the resolution and, according to the DET, attendance at most schools was more than 80%.

However, attendance was reported as low in the Western and Eastern Cape, with schools in the East London township of Duncan Village hit by a total boycott.

On April 10 classes were suspended for up to three weeks at certain schools in Sebokeng, in the Vaal Triangle, Parys, in the Free State, and Katlehong, Germiston. Student leaders described the suspensions as DET efforts to suppress the implementation of "People's Education". Most schools emptied on May Day as pupils responded to the call for a stayaway.

On May 4, Atteridgeville schools were hit by a 25 000-strong stayaway in pro-



education, including the compulsory carrying of ID's and the employment of security guards at schools.

Tension mounted with the gazetting of an emergency regulation on the eve of the re-opening of schools — July 13 — stipulating that pupils had to re-register at every school.

The regulation empowered the DET to bar any pupil it wished from school without having to supply a reason for such action.

On July 14, about 80% of pupils went back to school and most re-registered. However, 20% — 340 000 of the 1,7m black pupils under the jurisdiction of the DET — refused to re-register. These pupils were subsequently barred from school for the rest of the year.

In August the NECC lodged an urgent application in the Supreme Court challenging the validity of the emergency regulation compelling black pupils to re-register. The NECC lost the case.

In response to the continued boycott of schools, the DET announced in September that it would close more than 20 schools in the Eastern Cape and some in Soweto. Later that month, the DET announced the closure of another 13 schools — 10 in Soweto, two on the East Rand and one in Natal.

Disrupted

In October about 80 000 pupils stayed away from schools in Soweto, Alexandra, the Vaal Triangle townships, the East Rand and the Eastern Cape in response to calls from pupils' organisations to boycott until their demands were met.

Black matric examinations were disrupted in November. Police were alerted to guard centres. Thousands of candidates boycotted examinations in various parts of the country.

The DET has announced that 40 Eastern Cape schools will remain closed next year unless pupils demonstrate a willingness to return to classes.

This month the NECC backed a call by several churches that pupils return to school next year. However, it warned that the onus of removing the obstacles that stood in pupils' way remained with the DET.

Has the school boycott been a tragic waste?

FOR three years now there have been no exams in some areas. What effect do you think this will have on the future generation?

With thousands of students in detention, and more and more joining the militants' ranks, one can only conclude that the stage is set for another cycle of challenge and confrontation which may subside after a long period.

This obviously bodes ill for the future of our country. For one thing, the student leaders are being schooled in a way that no other system could teach them. They mature instantly and learn to skilfully lead.

We are producing leaders who have little respect for rhetoric and artistic speeches. They are strategists, planners, executors.

However, their followers are affected differently by these conditions. They overreact, radicalise and often step out of the line set by their leaders.

The other long-term effect of this crisis is that by the time this group enters the labour market, in four to five years' time, we are going to witness a new era in labour history. They will enter the market conversant with trade unionism, fearless and sure of their power.

The short-term effect of the situation, however, presents nightmarish probabilities for all parents. These students are going to plunge the community into action, whether it is ready or not. There could be internecine attacks, with parents resisting being involved or involving their children. There may be vigilante groups against the students.

The call for solidarity from students in other education centres will be strengthened and the result will be heightened conflict within the community.

There is talk that the class boycott has been a waste. Have there been any gains to justify it?

Any boycott of education is very costly, both in time and money. A boycott of education is a self-infliction of pain.

Any gains that have been made must be viewed in the context of the sacrifices made.

The only gain that can be said to have been made in terms of the demands is the supply of free text books and the abolition of school fees. More than that, the boycott has not made any gains in terms of correcting administrative structures at schools by introducing Parent-Teacher Associations and SRCs. We failed to have Cosas (Congress of South African Students) unbanned, and we failed to have detained students released.

In short, none of the demands have been met. However, the gains achieved in terms of advancing the struggle against apartheid and exposing the fraud in the current system are worthwhile.

Therefore, the boycott was not a waste, nor was it in vain. It has achieved something. The clock cannot be turned back. The DET knows that their system is being rejected. No amount of protestation over the past 30 years has been able to communicate that fact.

There are parents who earn very little and keeping a child at school is for them a real sacrifice. Is the boycott not going to lose credibility for your organisation in the eyes of such people, and in the community as a whole?

The school boycott has achieved few of its goals and exacted a heavy cost. But it has still been worthwhile, says the Reverend Molefe Tsele, outgoing publicity secretary of the NECC (National Education Crisis Committee)

Interview with SEFAKO NYAKA

longer meet, their leadership is either in detention or in hiding. Most SRC leaders are not back at school because they fear being arrested by the ever-present army.

The harassment of the student leadership has resulted in student masses engaging in action with no reflection or analysis. There is a temptation amongst the masses to equate political relevance with radicalism.

With the student leadership, not all radicalism is taken at face value. What counts is the impact of that radicalism in the broader struggle. The student leaders have also tended to become suspicious of those students who become militant and radical for its own sake. They believe that is the sign of a police agent who has been instructed to pose as radical and relevant.

However, without this leadership, especially when it operates from underground, we find the student body taking unilateral decisions and implementing them without consultation and reflection.

How do you hope to stop this type of action?

The only way to stop this type of action is to begin a process of reproduction of leadership and responsible positions. Out of every three students, let one become a leader. In that way, it will be easy to replace leaders the moment they are taken.

How do you justify the fact that in some areas students have been writing their exams undisturbed since the boycott started? Doesn't this sow division?

The sad thing about the struggle is that not all people pay their dues to the same extent. The same is true with the education struggle.

It should be noted that students in effected areas had no option but to lose the opportunity of writing. Most of them would sit for exams, but they are prevented by prevailing conditions. If no solution is forthcoming, and if they realise that they are going to be faced with another lost year, they are going to demand that, in solidarity, other students from other areas join them.

So far there has not been division amongst students. For instance, students in the western Cape resolved to continue with the exams this year, even after they understood that students in the Transvaal (especially Soweto) were not going to write. Students in Soweto understand that east Rand students will sit for exams, even though they themselves won't.

However, there is going to come a time when practical expressions of solidarity will be called for.

Also, the exams have not been boycotted as

Has boycott been a

●From PAGE 17

persuasion should be used.

What effect do you think the armed disruption of exams will have on parents?

The community needs to be jolted out of its sleep. Parents need to be challenged in a very special way. They can reprimand the students over their behaviour only when they merit that role.

Schools were closed in Soweto and all that parents did was protest in the press. The army moved into the schools and the parents did nothing. The children were forced to carry "passes" and parents made verbal protestations. They need to be jolted out of their big sleep of indifference, apathy and servility.

Maybe these actions by students will achieve that. I personally think it is necessary. Students are desperate. What they are doing should be taken as a deep cry of anguish.

The parents need to interpret these

semi-suicidal act, a desperate call to t. role. I personally are achieving t. parent is now ask wrong with this ec

That is the galvanising their they might alienate the children, but some alien visitor ignore. They are end, their death is

So the recent act to parents that decency in a ti Emergency. That modesty in an opp you cannot ratio society.

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Big grants to better black education

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Post Reporter

FIRESTONE SA on behalf of its US shareholder, the Firestone Tire and Rubber Co made grants-in-aid totalling R487 000 to five educational and training institutions in Port Elizabeth today.

The grants form part of a R3,75 million three-year programme. Grants totalling a similar amount were made last year.

A total of R1,25 million to go towards "the improvement of black education and community facilities" is to be handed over this year.

The chief executive of Firestone, Mr Peter Morum, said: "If South Africa has not got an educated group of people from which it can educate the country, it cannot go anywhere."

He said there was a pool of talent available

which had to be developed. Thus far, not enough had been done. He said he saw the programme as a small endeavour to set this right.

He handed over cheques to the following institutions: Sached (SA Counsel for Higher Education), which received R187 500; TOPS (Teacher's Opportunity Programme), which received R125 000; The SOS Children's Villages received R25 000 for its children's home in Grahamstown; Promat College of Pretoria received R75 000; and Cence (Centre for Continuing Education, University of Port Elizabeth) received R75 000.

Further donations of R25 000 each are to be made shortly to the Bethelsdorp Technical College and the Iqhayiya Technical College at New Brighton.

EDUCATION HURTS

THE Government has still to make amends for the damage apartheid education has done to black people, Mr Leepile Taunyane, president of the 33 000-strong Transvaal United African Teachers Association said at the weekend. He was addressing

more than 400 teachers at the 80th annual conference of Tuata which was held at Malebo High School in the north western Transvaal.

The theme of the conference was "South Africa's Apartheid Education — Problems and Solutions". "The fabric of education has been all but de-

stroyed in many areas and it is not overstating the case to say that the environment in major parts of the Transvaal where our schools lie is not conducive to learning," Mr Taunyane said in his presidential address.

"In other words, I believe we are already in a dark age in which the

values we as a community cherish — respect for one another, support for the weak and elderly and a place of honour for true education — are under siege."

Roots

The roots of this sad situation went back to the foundation of bantu

education and the authorities have still to come to terms with the deep hurt and damage we suffered through this betrayal of the true nature of education and human development," he added.

Dr Gerrit Viljoen, Minister of Education and Training, had come close to officially repu-

diating the architect of bantu education, Dr H F Vervoerd, by publicly disassociating himself from the "rotten" foundation of "bantu education".

Fault

"However, Dr Viljoen and his Government have yet to move from acknowledging the grievous fault of apartheid education to making amends for the scars in our peoples' minds and hearts," he said.

"Until the Government does this — and how they do it is for them and their consciences to work out — there will neither be stability nor progress in our schools and colleges."

Mr Taunyane said he aligned himself with the view that there could be no sound education in South Africa while the country was ethnically or racially fragmented.

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Mr Taunyane said the roots of this situation went back to the foundation of Bantu education and "the authorities have still to come to terms with the deep hurt and damage we suffered through this betrayal of the true nature of education".

'Blacks pupils scarred'

Dr Gerrit Viljoen, Minister of Education and Training, had come close to repudiating officially the architect of Bantu education, Dr H F Verwoerd, by publicly disassociating himself from its "rotten" foundation.

"However, Dr Viljoen and his government have yet to move from acknowledging the grievous fault of apartheid education to making amends for the scars in our people's minds and hearts," he said. — Sapa.

Repression made breeding ground for youth rebellion

Cape Town 1/9/86

1/9/86



STATE repression was the major cause behind the rebellion by youth in Cape Town in 1985-86, according to studies by two UCT academics.

This rebellion, which gripped large parts of South Africa, including greater Cape Town, shared several features of revolutionary struggles in Russia, China, Spain, France and Latin American countries.

The studies are "Resistance and Rebellion in Greater Cape Town, 1985" by Dr Martin Hall and "Street Sociology and Pavement Politics: Some Aspects of the 1985 School Crisis in the Western Cape" by Professor Colin Bundy.

The papers were delivered at the Western Cape Roots and Realities Conference at the University of Cape Town last month.

Dr Hall's paper outlines the chronology of events, from the rent boycotts in August 1984 to the height of the crisis in street battles and burning barricades in the streets of Athlone, Hanover Park, Guguletu and other parts of the Peninsula during 1985-86.

Brutal response

He points out that the 1985 rebellion should not be seen as an isolated event but rather as "part of an ongoing political process that was accelerated by the martial and political repression of the state".

The sometimes brutal state response to political opposition may have increased in sophistication from the '60s and '70s, but hardly any shift is noted in its content and creativity.

Many people are familiar with the actions of security forces, which were well documented in some sections of the media before the gagging of the press in terms of the state of emergency.

For them the following passage, as documented by Dr Hall, of events 10 years ago will revive a mixture of *déjà vu* and tragic disbelief at the crisis of last year:

"More obscure are the ac-



By
**EBRAHIM
MOOSA**
Political Reporter

tivities of the police in deliberate destabilization. Clergy monitoring revolt and repression in Cape Town townships in December 1976 repeatedly insisted, in public statements and in evidence submitted to the Cillié Commission of Inquiry into the revolt, that the police had actively encouraged and aided migrant workers in Nyanga in attacks on other residents after tensions had developed over shebeens and proposed work stayaways."

Crossroads 1985-86 proved that, after a decade, the state's security apparatus had moved from treasured operational anonymity to blatant destabilization tactics — in many ways an accurate barometer of the psychology of the South African state.

Dr Hall's analysis shows that despite the rapid spread of the school boycott in 1985, at times "student initiative ran ahead of the decisions of the elected leadership".

This surfaced when a call by the student leadership to return to school was not heeded. It is difficult to tell whether this was a genuine case of the student leadership lagging behind its constituency, or if it was just a tactical ploy to get pupils to back to schools for purposes of effective organization.

Prof Bundy notes that "immediatism — an impatient anticipation of imminent victory ... and a naive underestimation of the resources of the state" were among the weaknesses of the student revolt.

"This is not a surprising outcome. The fact that for many young people their political baptism was a heady mix of exhilaration, raw courage and

a sense of group solidarity meant that expectation could easily outrun actuality.

"The political cost of immediatist expectations is that they all too easily feed into demoralization and disarray when events reveal the balance of forces to be far less favourable to the youthful militants and their allies than had been anticipated."

Both Professor Bundy and Dr Hall agree that the state was the most effective agent of unity between the workers and students.

"The indiscriminate violence against protesting scholars won them (pupils/students) sympathy — and the closure of schools, more than any other single action, outraged both middle class and working class coloured parents," says Prof Bundy.

"The formation of PTSA's not only made concrete the terms of youth/community unity, but also posed a radically alternative conception of how schools should be administered."

The "generation unit", as he describes it, where young people generated political activism on the basis of a distinct form of self-consciousness was perhaps the most distinguishing character of the 1985-86 youth rebellion in the Western Cape.

A comparison to this "consciousness", which is analogous to group or class consciousness, can be found in the 1966 student revolt in Mexico City or the attitude of students in the closing years of the Franco regime in Spain.

"Conscious revolutionism arises when people confront the apparent failure of all alternative ways of realizing

their objectives, the closing of all doors against them."

If someone is locked out of their house, among the several possibilities of getting back inside would be "hopeful patience".

In this context he quotes Hobshaw, who believes that "it is only when none of these appear realistic that we think of battering the door ... even so we are unlikely to batter in the door unless we feel that it will give way. Becoming a revolutionary implies not only a measure of despair, but also of some hope".

Decades of political and social conflict caused by the "non-incorporation of the majority of its working class into its social and political institutions" are primarily responsible for the current economic malfunctions in South Africa, according to Prof Bundy.

Authoritarian

"Take politically rightless, socially subordinate, economically vulnerable youths; educate them in numbers beyond their parents' wildest dreams, but in grotesquely inadequate institutions; ensure that their awareness is shaped by punitive social practices in the world beyond the schoolyard — and then dump them in large numbers on the economic scrap heap."

The alternative to regulate existing social relations is to resort to authoritarian measures where "coercion, not consensus, is the social cement of the state edifice".

Prof Bundy adequately sums up the state's contribution to alternative education. "Tear-gas, beatings and detentions provide a crash course in class struggle. There were thousands in Cape Town who learned the practical science of making a petrol bomb, the street sociology of taunting armed soldiers, the pavement politics of pamphlet distribution and slogan painting, the geography of safe houses and escape routes; and the grammar and dialectics of undercover operations."

(ee) Practising attorney and member of the Commission of Inquiry into Township Establishment and Related Matters.

of his Department are required to observe a policy of race quotas or restrictions in regard to the admission of students; if so, what is the policy of his Department in the case of each technician?

(ff) Retired Town Clerk of Welkom with wide experience of housing at local government level.

The MINISTER OF HEALTH SERVICES AND WELFARE (for the Minister of Education and Culture) (Question laid upon the Table with leave of House):

(d) The Chairman receives R219,40 per meeting and the other members receive R156,67 per meeting of the Board and R176,14 per meeting of the Regional Committees of the Board.

Yes. According to the policy laid down in August 1984 by the Minister of National Education after consultation with the other Ministers responsible for education, the admission of Coloureds, Indians and Blacks as students to the formal teaching programme of a technikon is at the discretion of the Council of the technikon, with the proviso that for a specific year the ratio of the total number of White full-time equivalent students enrolled to the total number of full-time equivalent students enrolled is at least larger than the percentage prescribed per individual technikon (Cape 98%; Natal 94%; Witwatersrand 98%; Pretoria 99%; Port Elizabeth 91%; Vaal Triangle 99% and OFS 99%); the admission of Coloureds, Indians and Blacks as students to the individual national diploma courses is at the discretion of the Council with the proviso that for a specific course the ratio of the head-count of White students to the head-count of the total number of students by the middle of each semester is at least larger than 80%; the admission of Coloureds, Indians and Blacks as students to the non-formal teaching programmes on the campus or elsewhere, is also at the discretion of the Council with the proviso that for a specific course the ratio of the head-count of White students to the headcount of the total number of students is at least larger than 70% at the beginning of the course; the technikon Council may, with full explanation of the circumstances which apply, approach the Minister with a view to the adaptation of the above-mentioned percentages.

(2) No.
(3) Falls away.

Transport of pupils
Mr R M BURROWS asked the Minister of Education and Culture:

Whether the various provincial education authorities have differing policies on the financing of the transport of pupils to and from school; if so, (a) why, and (b) what are these policies, in each case?

The MINISTER OF HEALTH SERVICES AND WELFARE (for the Minister of Education and Culture):

Yes.

(a) because transport schemes are administered in each province in terms of the provisions of the ordinance of that province, and

(b) the policies have already been furnished in the reply to oral question no. 2 dated 24 June 1986

Technikons: race quotas/restrictions
Mr R M BURROWS asked the Minister of Education and Culture:

Whether technicians under the control

Libraries/museums

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

Whether libraries and museums under the control of provincial administrations have been transferred to his Department; if so, with effect from what date; if not, under which State Departments does the control of such libraries and museums fall at present?

The MINISTER OF HEALTH SERVICES AND WELFARE (for the Minister of Education and Culture):

The Cabinet has decided that libraries and museums under the control of provincial administrations which have been identified as White own affairs, be transferred to the Administration: House of Assembly. Furthermore the Ministers' Council, Administration: House of Assembly has decided that such services be temporarily allocated to the Department of Education and Culture. No date for such transfer has as yet been set.

For written reply:

General Affairs:

State of emergency: persons killed/injured
Mrs H SUZMAN asked the Minister of Law and Order:

(1) Whether he will furnish statistics on persons involved in incidents related to the current state of emergency; if not, why not; if so, how many persons (a) had been (i) killed and (ii) injured by (aa) members of the South African Police and (bb) any other specified persons and (b) had been (i) detained and (ii) arrested by the South African Police in connection with such incidents since 12 June 1986 as at the latest specified date for which information is available:

(2) whether any members of the South African Police were (a) killed and (b)

injured in unrest during the above-mentioned period; if so, how many in each case:

(3) what were the causes of the (a) deaths and (b) injuries in respect of (i) civilians and (ii) policemen during this period?

The MINISTER OF LAW AND ORDER:

(1) to (3) No, because I do not deem it in the public interest to furnish this information.

Mr P A MYBURGH asked the Minister of Defence:

(1) Whether, with reference to his reply to Question No 31 on 19 March 1985, any further electrified fences have been constructed on the borders of the Republic; if so, (a) in what areas, (b) when in each case, (c) where do these fences (i) begin and (ii) end in each case, (d) what is the voltage carried by these fences, (e) who constructed them and (f) what was the total cost involved:

(2) Whether notices warning that the fences are electrified have been erected on both sides of the fences; if not, (a) why not and (b) what steps are taken to warn members of the public; if so, (i) at what intervals are the warnings placed and (ii)(aa) in what languages or (bb) by what means are these warnings conveyed:

(3) whether any persons have died as a result of coming into contact with any of these fences; if so, (a) how many, (b) when and (c) what was the nationality of these persons?

The MINISTER OF DEFENCE:

(1) Yes, only one.

(a) Eastern Transvaal.

Call to step up education campaign

The Education Charter Campaign (EdCC) has called for the intensification of the campaign for an alternative education system.

Saying the EdCC is the only hope for the resolution of the black education crisis, a campaign spokesman called on students in particular to form campaign committees and to strengthen existing ones.

"The EdCC is not separate from the present crisis as it strives for the establishment of an education system wanted by the people," the spokesman said.

In recent months black schooling has been disrupted by pupil boycotts to back demands including the withdrawal of troops from school

3/9/86 SAM 50 premises and the abolition of identity cards.

Since the campaign began four years ago, the organisers have had to contend with the state of emergency and the banning of the Congress of SA Students, one of the organisations which founded the campaign.

Despite this, EdCC structures have been established at local, regional and national level.

"Education concerns us all. Parents pay school fees and many of them cannot read or write and thus need education themselves. Teachers are, in some cases, sacked from their jobs if students boycott classes for a long time. All people must have a say at all levels," the EdCC spokesman added.

CAT Trib 3/9/80 (58) 226

De Beer: Students ID 'for security reasons'

HOUSE OF ASSEMBLY. — The Department of Education and Training did not intend introducing identity cards for pupils enrolling in its schools, the Deputy Minister of Education, Mr Sam de Beer, said yesterday in reply to a question from Mr Ken Andrew (PFP Gardens).

It was, however, necessary for students to be identified "for security reasons".

Each institution determined the form of identification it required, he said.

This was necessary to ensure protection of pupils and teachers and to prevent disruption of the school programme.

All secondary schools "where it might be considered necessary at local level" were to be included in this project.

Cards had been issued at certain schools, but no central statistics were kept on how many schools or pupils were involved.

Objections to the poor quality of the cards had been received. It had also been said that they "could be just another 'dompas'."

Mr De Beer said he had received no complaints from teachers about having to act as security guards as well as educationists. — Sapa

Tuata calls for one education ministry

THE only solution to the crisis in black education lay in desegregating schooling and placing all education under a single ministry, the 33 000 strong Transvaal United African Teachers' Association resolved at the weekend.

The more than 400 delegates also noted "with great concern" that apartheid had resulted in public facilities being utilised by one section of the community,

leading to an over-supply of classrooms for white pupils while black children in many cases had shockingly inadequate facilities.

Unjust

This unjust distribution of facilities led to the present high level of dissatisfaction in black education and the present approach of the authorities would not bring about any normality in black schools.

Tuata also said another aspect of the present system which made it unacceptable to blacks was the exclusion of black educationists from the highest levels of decision-making on education matters.

Education could only take place in an atmosphere where justice and fair play were the guiding ideals.

Apartheid in education failed, and would always fail, to achieve this.

Pupils urged to return to school tomorrow

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9/9/82

Post Reporter

THE Eastern Cape Students Council chairman, Mr Madoda Luse, today made an impassioned plea for pupils to return to classes, after a meeting between the Deputy Minister of Education and Training Aid, Mr Sam de Beer, and a delegation of church ministers in Port Elizabeth last night.

Mr Luse said in a statement that pupils had decided yesterday to suspend the boycott and return to classes, on condition that the department would consider their demands before September 23.

He said negotiations between the department, church ministers and parents' committees were continuing on pupils' short and long-term demands.

The conditions are:

● The release of detained pupils, teachers and parents.

● That Std 10 pupils be allowed to write examinations on January 10 and Standard 9 pupils in March.

● The relaxation of restrictions placed on schools, including withdrawal of identity cards, the right of students representative councils to operate and reinstatement of all expelled pupils.

A sanctioned report-back meeting will be held at Presbyterian Church of Africa in Njoli Road, Kwazakele, at 6pm today.

According to Pastor Patrick Pasha, secretary of the Interdenominational Ministers' Association of Southern Africa (Idamasa), the pupils told the association after last night's meeting with Mr

De Beer that they would go back to school tomorrow.

Mr Pasha described the talks as "positive" and said they had taken place in a friendly atmosphere. He declined to give full details about the items discussed, saying that Idamasa would issue a statement after today's report-back meeting.

● Sapa reports from Johannesburg that schools under the department of Education and Training (DET) will open tomorrow burdened with the possibility of pupils not writing end-of-year examinations in less than two months time.

Educational and political demands have resulted in little education for almost the whole of the academic year when the opening of schools was delayed

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'People's Education' call grows louder, warns Steyn

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9/9/86. STAR

Disillusionment with the black education system in South Africa was giving rise to a growing cry for "People's Education", the chairman of the Urban Foundation, Mr Justice Jan Steyn, said today.

Black people, particularly younger blacks, had in recent years become increasingly disenchanted with both the educational system and the urban economic system, Mr Justice Steyn said, speaking at a graduation ceremony at the Mangosuthu Technikon in Umlazi, Durban.

The black education system was seriously deficient and black school-leavers with qualifications that were regarded as inadequate bore the brunt of unemployment.

Blacks missed the benefits of South Africa's economy and in this context there could be little rejoinder in the black community to the growing argument for a centrally planned, welfare-orientated economy in a South Africa beyond apartheid.

"The clamour for socialism has its parallel in the cry for 'People's Education' in black schools," he said.

"We do not yet know what the concept of 'People's Education' will produce by way of specific content.

"Certainly it is to be endorsed if it is the commencement of a demand for an education which builds pride and which eliminates the white or 'colonial' bias in the teaching of history or literature."

The judge said there were, however, early signs it might seek to build solidarity at the expense of what its proponents referred to as "competitiveness".

He warned that no nation could develop and prosper without keen competition for excellence.

"WHAT was once regarded as the most noble profession in our community is now tormenting and frustrating. We no longer derive pleasure from teaching — only miseries."

This message of despair is contained in an anonymous letter written by a teacher from Sebokeng, near Evaton.

The teacher is one of thousands who probably do not look forward to the re-opening of the schools today.

Thousands of pupils face similar or worse problems than their teachers.

Today they will either drag their feet to school or not go at all.

Those who will go will most probably stay in the classroom for a few hours, after which they will move out and roam the schoolyard, the streets or go home.

Lost

As happened before the schools closed at the end of last month, no effective schooling is likely in some parts of the country. Which means that another year of schooling could be lost.

Over the past two years various unsuccessful attempts have been made to resolve the education crisis. The crisis is getting worse with each passing day.

The Department of Education and Training, pupils and "agitators" have been blamed for the crisis. A list of pupils' demands has been in circulation for some time and very little seems to have been done about it.

After all is said and done, it would appear that it is the DET which holds the key to ending the education crisis in this country.

First of all, it is essential that there be free and healthy debate among all interested parties before a consensus can be reached on what should be done.

The key to



PUPILS standing in street corners . . . will it end?

schools crisis



The DET might want to argue that it has negotiated with organisations such as the National Education Crisis Committee on a number of occasions.

Detained

But whether debate with this body has been free, is another story.

NECC members and some pupils have been detained a number of

FOCUS

By SAM MABE

is hard to understand why it would oppose the gagging of other parties involved in the search for an end to the present crisis.

The complexity of the problems of black education go far beyond the supplying of free stationery, pumping more money into black education or even using barbed wire fences around township schools.

Attention

It is until serious attention is given to the alternative system of education that has been spoken about by both pupils and their parents, that our efforts can convince pupils that there is anything to be gained by ending the school boycott.

tors, have been labelled part of the problem because they are seen not to be playing any role in solving the problem.

Freedom

But how can they play any role if they have no freedom to speak out on their frustrations and to voice their feelings about what is happening in education?

Black teachers have not been gagged by the Ministry of Law and Order, but by the DET.

If the DET can do this to its own employees, it

times. This has only added another item to the list of pupils' demands.

In response, the DET has said that demands on detainees are unrelated to education and that it has no control over the Department of Law and Order, under whose ministry the detentions have been carried out.

This does not sound convincing.

It may be true that DET has no control over the police or the security forces, but it should be able to raise objections over the detentions which are disrupting or standing in the way of constructive negotiations.

There is also the element of the teachers' role in the present crisis. They, together with principals and inspec-

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SIS MUST BE FOUND... SOON



The Media Council

THE South African Media Council is an independent body established to deal with various matters affecting media reporting and comment.

One of the council's functions is to receive and act upon complaints from members of the public who have not been able to get satisfaction by approaching a newspaper or other news

D D 10/9/86

Classes suspended at E Cape schools

Dispatch Reporter
EAST LONDON — The Department of Education and Training (DET) has suspended classes in more than 20 schools in the Eastern Cape until December 31, the Bureau for Information in Pretoria announced yesterday.

The statement, made on behalf of the director-general of the DET, Dr Braam Fourie, said the department had also "reluctantly" concluded that the closure of more schools in the Eastern Cape, the Johannesburg region, as well as a few schools in other areas, had become unavoidable.

The reasons advanced for the closure were:

- No pupils had registered at certain schools and there was, therefore, no demand for education at those schools;

- Pupils had registered at some schools but continued disruption and poor attendance had resulted in a situation where no effective education could take place for the third term;

- Many of those schools also experienced serious disruptions during the first and second quarters;

- As a result of disruptions in 1985, many of those schools used the first term to complete the syllabuses and examinations of the previous year and only started with this year's syllabuses at the beginning of the second term.

The statement said it was quite clear that, in those cases, it was no longer possible to reach scholastic standards set for this year, that there was no sense in considering the resumption of education in those schools and that the schools would have to be closed for the rest of the year.

"This decision will obviously affect the teachers at these schools and everything possible will be done to minimise the effect of this.

"Wherever possible, teachers will be transferred to other schools where education is continuing normally. Many of the affected teachers are already involved in various in-service training programmes.

"Unfortunately, the services of some temporary teachers will have to be terminated," the statement said.

The statement said the DET had taken several steps recently to normalise the situation and to create opportunities for pupils to continue with their education in an atmosphere of "order, calmness and discipline.

"It is heartening that, with the exception of those schools referred to above, parents and pupils throughout the country support these steps and that effective education is taking place in the overwhelming majority of schools.

"The department will do everything possible in consultation with the

communities concerned to ensure that effective education can be resumed in January 1986."

The DET public relations officer in Pretoria, Mr Job Schoeman, said the names of the schools affected by the closure would be made known later this week.

- Some schools where education was seriously disrupted might continue functioning subject to certain conditions, a separate statement issued yesterday by the bureau said.

The statement was drawn up at a meeting held in Port Elizabeth between a delegation of the Interdenominational African Ministers' Association, parent representatives from Port Elizabeth and Uitenhage and the Deputy Minister of Education and Development Aid, Dr Sam de Beer.

The conditions state that pupils should return to school on September 10 and maintain a daily attendance rate of at least 80 per cent.

Technical training urged

Dispatch Reporter

EAST LONDON — All out efforts are to be made in coloured schools to right the bias toward academic education and lure pupils into technical fields where there was great scope.

This was decided at at the Coloured Management Committee's monthly meeting which was attended by two principals, Mr Eldred Fray and Mr Ossie Crisp, as well as the principal of the Bethelsdorp Technical College, Mr B. de Swardt.

They were invited to the meeting to try to find the reason for the poor intake of coloured apprentices in the municipal services.

The former chairman of the CMC, Mr Johannes Temmers, said they felt the intake was unfair and had decided to discuss the matter with the heads of departments.

Various reasons were given for the low intake.

"Councillors underwrite equal opportunities and there should be no job reservation or apartheid," he said.

He praised the city electrical engineer, Mr Ken Robson, and said his department had produced coloured

electricians even before the municipality became an equal opportunity employer.

He wanted to know why this had not been done in the other departments and what the problems with the standard of the pupils was.

Mr Mike Bentall, of the Department of Environmental and Cultural Affairs, said his department had a coloured horticulturist already together with two whites.

Mr Robson asked whether it was not the fault of the teachers themselves who did not guide pupils.

Mr Temmers said he had been told coloured pupils were at a disadvantage compared to white pupils because there were three technical schools for whites which supplied candidates for apprenticeships but there was no coloured technical school.

Mr Fray said a start would be made this year on a technical school for coloureds which could solve the problem. He said coloureds were at a slight disadvantage because if a pupil passed matric with mathematics and physical science, he started on an N2 grade while a white from a technical institution started on an N4 grade.

THE Department of Education is to close more than 20 schools and dismiss a number of teachers.

The decision, which was taken on the eve of the re-opening of schools, could affect more than 20 000 pupils.

The Department of Education and Training issued a statement through the Bureau for Information yesterday saying that more than 20 schools in the Eastern Cape would be closed until the end of the year.

It was also announced that some schools in the Johannesburg region and other areas face closure.

DET gave the following reasons for closing the schools:

- No pupils have registered at certain schools and there is no demand for education at these schools;
- Pupils have registered at some schools but because of continued disruption and poor attendance no effective education could take place during the third term;
- Many of these schools also experienced serious disruptions during the first and second quarters; and
- Due to disruptions in 1985, many of these schools used the first term to complete the syllabuses and examinations of the previous year. They therefore started with this year's syllabuses at the beginning of the second term.

"It is quite clear that in these cases, it is simply no longer humanly possible to reach the scholastic standards set for this year, but that there is no sense in considering the re-

sumption of education in these schools and that these schools have to be closed for the rest of the year," the department said.

DET said because of the continued absence of pupils in the Eastern Cape the closure of more than 20 schools until December 31 1986 was imminent.

Besides the Eastern Cape schools, schools in the Johannesburg region and in other areas will be closed. The decisions will seriously affect teachers at these

schools and everything possible will be done to minimise the effects of this.

"However, teachers will be transferred to other schools where education is continuing normally.

"Furthermore, many of the affected teachers are already involved in in-service training programmes.

"Unfortunately, the services of some temporary teachers will have to be terminated," the statement from the department said.

Commenting on the DET's decision, the director of the University Preparation Programme and former teacher, Mr Fanyana Mazibuko said the closure of schools would have "grave" consequences for black people.

"We cannot allow a whole generation to go illiterate. If it happens, we are going to have a serious problem should we win the political battle.

The DET's action could almost be seen by some as an attempt to provoke a reaction by the students.

"We have to be very careful not to play into the hands of the department," Mr Mazibuko said.

Military

He said that while the black community could not expect its children to learn at schools that are occupied by the military, alternatives had to be found.

Another danger that could develop, Mr Mazibuko said, was that of young people with a lot of energy with nothing to do.

This could lead the youth to engage in activities that could cause many social problems.

A spokesman for the United Democratic Front said: "The Government clearly exhibits a lack of insight into the real problems facing black education.

"Rather than closing schools, the DET should be addressing itself to the demands made by the students and the National Education Crisis Committee.

"It is 10 years after '76 but the Government still believes that closing schools will solve the problems."

DET TO CLOSE 20 SCHOOLS

10/9/86
Gerald Mwan

By NAT DISEKO AND LANGA SKOSANA

Cape Times
10/9/86

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DET closes 20 schools

Education Reporter

THE Department of Education and Training (DET) has decided to close 20 schools in the Eastern Cape, Johannesburg and other areas — because of “zero attendance” — until the end of the year and temporary teachers will be sacked as a result.

This was announced yesterday by the Director-General of the DET, Dr Braam Fourie.

Dr Fourie said disruptions and boycotts made it impossible to pursue “meaningful and effective education” and the DET had no alternative but to suspend classes at individual schools from time to time.

Black schools crisis warning

(50) Eve Post 11/9/80

JOHANNESBURG — Educationists have warned that the growing crisis in black education will leave South Africa with hundreds of thousands of virtually unemployable youngsters.

Black schools reopened for the fourth term yesterday after being closed in some areas since July 25.

There have been on-off boycotts for two years in many parts of the country and the Department of Education and Training (DET) has announced the "imminent closure" of some schools. Twenty have already been closed in the Eastern Cape.

However, the department said today it was satisfied with the attendance percentage at post-primary schools in Port Elizabeth's black townships yesterday.

The chief liaison officer for the DET in Pretoria, Mr Job Schoeman, said his department was pleased with the attendance in the Cape region and to learn there was some improvement today.

"It was fairly satisfactory, but still about 6,5% of schools had attendances below 80%."

In a snap survey today an Evening Post team found more pupils in uniform on their way to school than yesterday.

Mr Schoeman repeated that schools could be closed if attendances fell.

At the meeting with the Inter-Denominational African Ministers Association of South Africa (Idamasa) this week, it was made clear that, if a school did not

maintain an 80% attendance daily, it would be closed.

If there was any disruption, the school would be closed for the rest of the academic year.

Mr Ken Andrew, PFP spokesman on black education, yesterday criticised the way the DET had handled the crisis.

"Obviously there are complex problems needing to be solved in black education, but the unilateral, heavy-handed tactics adopted by the DET since July have aggravated, rather than alleviated, these problems. One gets the impression that these are desperate acts by desperate men."

A leading educationist said: "Closing a school is a very final step — and an admission that the situation is out of your hands. It is a signal that the DET has lost control."

The National Education Crisis Committee (NECC) has called on the Government to hand over education to "the people" in the wake of the decision to close schools.

A lecturer at the University of the Witwatersrand and former headmaster of Orlando High School in Soweto, Mr T W Khambule, described the decision to close schools as "tragic for South Africa".

"We know the disastrous effects on children denied an education. This is building up great resentment, not only among children, but among parents."

DD 11/9/86 (50)

Court drops bid on pupil registration

JOHANNESBURG — An urgent application brought before the Rand Supreme Court by the National Education Crisis Committee (NECC) and two Soweto parents challenging the compulsory registration of black school children at public schools, was yesterday dismissed.

The deputy judge-president of the Transvaal Division, Mr Justice Coetzee, said in his written judgement that the applicants did not have the right to challenge the promulgation in the Government Gazette on July 13.

Meanwhile the Department of Education and Training (DET) is still to draw up a list of schools that are to be closed in Soweto.

The chief liaison officer for the DET, Mr Job Schoeman, said officials would still investigate class attendance before deciding on the number of schools to be closed.

● Pupils in Port Elizabeth's townships trickled back to classes in boycott-hit post-primary schools yesterday, but walked out en masse from the Ithembelihle High School in New Brighton.

The developments yesterday coincided with a statement from Mr Schoeman that no schools in Port Elizabeth would be closed in terms of Tuesday's announcement, but that 20 schools in the Eastern

Cape yet to be identified, would be closed.

Schools that were closed at present were in Duncan Village, Queenstown, Grahams-town, Fort Beaufort, Cradock, Graaff-Reinet, Kirkwood, Addo, Humansdorp and Hankey.

Permanent teachers at these schools would be transferred or sent for in-service training. Temporary staff would be retrenched.

However, Mr Schoeman said yesterday: "We are still looking at the situation in Port Elizabeth."

"Where re-registration had taken place schooling will continue but where the attendance drops below 80 (per cent) schools will have to be closed".

The walkout at Ithembelihle followed a demand for identity cards.

News of the demand for identity documents was received with "shock" by the secretary general of the Inter-denominational African Minister's Association (Idamasa), Mr Patrick Pasha, who claimed DET had undertaken not to demand identity documents from pupils.

There was a good turnout at other Port Elizabeth schools where pupils said they were not instructed to produce identity cards. —

DDC-Sapa
NECC statement, page 17

Challenge to rule on pupils fails

11/9/76
JOHANNESBURG—An urgent application brought by the National Education Crisis Committee challenging the validity of a proclamation demanding the compulsory registration of black schoolchildren was dismissed with costs in the Rand Supreme Court yesterday.

In a written judgment, the Deputy Judge Presi-

dent, Mr Justice G A Coetzee, found the applicants did not have the right to bring the action (did not have locus standi).

The application was brought by the NECC and two parents, Mrs Maggie Mmaphiose Sole and Mr Peter Mabaso, against the State President and the Minister of Education and Training.

NIM (S)
An order was sought declaring a proclamation made on July 13 to be invalid and of no force or effect, alternatively that three regulations contained in the proclamation be declared invalid.

It was argued that, among other things, the proclamation and regulations were grossly unreasonable.

In terms of the proclamation, the Director-General of the Department of Education and Training or an authorised officer could refuse pupils' admission or set conditions for their admission.

They could also act without furnishing reasons or hearing anyone.

An officer also had the right to change the placement of the pupils and pupils refusing such a placement were considered to have left the school voluntarily.

The respondents claimed that the applicants did not have the right to bring the application.

It was conceded in argument that Mr Mabaso did not have locus standi.

Referring to Mrs Sole's interest in the case, Mr Justice Coetzee said the allegations she made in papers about the regulations were 'indicative of no more than an abstract or intellectual interest'.

The NECC, the Judge said, had also failed to make out a case for its right to bring the application. — (Sapa)

Back to school in Durban townships

Mercury Reporter

PUPILS returned to their classrooms in Durban townships yesterday as Department of Education and Training schools reopened for the fourth term.

Schools visited by the Mercury in Lamontville, Chesterville and Klaarwater yesterday had a fair attendance. Attendance at Hambambathi township schools was reported to be satisfactory.

The Assistant Director of Education, Mr S J Buys, said the average attendance at all schools in the Natal region was more than 80%.

However, at the Lamontville High School, the attendance was lower than at other schools.

Reporters were barred from talking to the school principal. Lamontville police said authorities had ordered that reporters be not allowed inside the school premises.

Meanwhile a stayaway by pupils at senior schools in Kwa Mashu entered its second day yesterday. The stay-away began on Tuesday in protest against the execution of three members of the African National Congress.

Sapa reports from Johannesburg that no lessons took place at almost all Soweto secondary schools yesterday and most pupils left for home just after before midday without going into classrooms.

As schools reopened, pupils said they stood by their demands for the withdrawal of troops from schools and the township and the release of detained colleagues.

In Pretoria, the Director-General of Education and Training, Dr Braam Fourie, announced that more than 20 schools in the Eastern Cape and others in the Johannesburg area would be closed for the rest of the year.

Finding the critical path

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FIN MAIL
12/9/86

Faced with the problem of completing more than 200 new schools throughout the Botswana bush in just five years, project consultant Construction Management Finance (CMF) has turned to a computer planning system.

The R126m project is being jointly financed by the World Bank, the African Development Bank and the Botswana Ministry of Education. But after experience in so many other parts of Africa, the foreign aid donors have insisted on strict cost controls and guarantees that all the schools will be built within the loan period.

To meet these tough requirements in a country where materials will have to be delivered punctually over long distances to many sites over poor road links, CMF has written a critical path program (CPP) using Hornet software, which was developed in Britain, but is used extensively in construc-

tion project management in SA.

CPPs monitor materials and skills resources and schedule construction tasks so managers can ensure that building projects are kept on track. Marketing company Brett Schachat Kalamazoo's Sydney Brett says Hornet is particularly useful when a project involves several building sites, because it is also capable of "resource levelling" — or scheduling activities so that a limited skills pool can be put to optimum use.

CMF director Robert Castro says it will also provide significant cost savings because all the schools will be "virtually identical." Building materials, fittings and construction programmes will be standardised.

First, he says, this means that construction quotes will be competitive. "So far, 12 contractors have been appointed, and more tenders are to be awarded. Using the CPP, we know what the cost range will be and we will

be able to keep a tight rein on building activity at every site."

This is particularly important in Botswana, because of the lack of adequate roads and the huge distances between sites.

Secondly, the computer system will help to ensure that the entire project is completed on time, "rather than dragging on over several extra years as often happens in Third World countries." This also saves costs because of inflation and price rises and bigger labour bills.

Finally, standardisation will have a long-term advantage for Botswana's education department, because a smaller inventory of replacement materials need be maintained. It will also have records of the closest skills resource to any project.

As Castro says: "We are using Hornet not to assist builders, but to help the ministry monitor the whole project."

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Call for hand over of schools

JOHANNESBURG —

The National Education Crisis Committee (NECC) said yesterday the government was not in a position to resolve the present black education crisis on its own and control of black schools should be handed over to the community.

A NECC spokesman, Mr Vusi Khanyile, said the committee viewed the Minister of Education, Dr Gerrit Viljoen's refusal to negotiate with it as a "serious snub."

"Despite Dr Viljoen's snubbing and despite what our members have been through in the past few months we would still like to discuss the handing over of schools to the community and that no schools should close in the country and that no child should go without education, which we regard as very important."

The publicity secretary for the NECC, the Rev A. Tsele, said if the administration of black schools was handed over to them, they would be committed to a higher standard of education.

He added they were involved with "people's education" and that the black community had the right to define what this meant.

"If subjects to be studied are of an ideological or political nature, so be it. If they refuse history, so be it. To us the present education is a ghetto education. Our people are not free to compete on the international scene," said Mr Tsele.

Mr Khanyile said it was ironic that many people talked so much about politicising education, but black children were taught National Party politics. "We want to move to an holistic education."

He added they hoped in the future to introduce a matric certificate which would cover a broader range of interests.

Mr Khanyile said he knew of no official boycott being called to oppose the closing of certain schools, but it was possible students would take action.

A boycott would be "contrary to wishes of the organisation, the parents and the students themselves". — Sapa

'Let's see the Government black youth camps' — PFP

By DAVID BRAUN
Political Staff

THE Progressive Federal Party was trying today to gain access to the Government's black youth centres.

Mr Graham McIntosh, PFP monitoring co-ordinator, said the party's monitoring groups had received information on at least two occasions that camps were being used for holding and instructing black juveniles who had been or who were being detained in terms of the emergency regulations.

The Department of Education and Training confirmed yesterday that the youth centres, run by private consultants, had been established in various parts of the country. However, only one centre, at Rooi Wal in the Free State, is understood to be functioning at the moment. Attendance at the centres is understood to be voluntary with the written permission of parents.

Mr McIntosh said: "I have already been in touch with the Deputy Minister of Education, Mr Sam de Beer, with regard to arranging a briefing and visits to these institutions for the PFP shadow minister of education and training, Mr Ken Andrew.

GIVEN CHOICE

"It seems imperative that the Department of Education and Training should play an open hand about these centres so that the public in South Africa and abroad can be reassured that the centres have no sinister purposes."

The Argus Correspondent reports from Pretoria that former state-of-emergency detainees say they were given the choice of going to the camp or remaining in detention. One of the camps, La Boheme, is near Rustenburg.

Former detainees, who attended the camp, have been invited to return for a further 11-day course on "leadership and study methods".

A letter signed by a Mr J M Vermaak to a former detainee from Soshanguve invited the detainee to return to the camps and to bring friends and relatives along. The only condition was that anyone attending the course should be 16 years old.

The course, said the letter, was free of charge and transport from central points would be provided.

THREE COURSES

There are three courses, the first starting on Monday. The others start on October 13 and November 10.

A spokesman for the DET confirmed the existence of the camps, emphasising they were voluntary. The spokesman referred to the camps as "youth centres" and said there were five or six in the country. Two are at Barkly West and Thaba Nchu.

The camps, he said, were established about three weeks ago to provide detained children with courses from which they could "benefit to be re-absorbed" into their communities.

On August 19 about 75 detainees, ranging in age from 16 to 40, were taken by bus from Pretoria Central Prison to the camp near Rustenburg. They say the bus was escorted by police.

The bus arrived at La Boheme about 9pm. After supper, which some described as a vast improvement on their diet in detention, they were shown to dormitories.

In the morning lecturers gave them brochures entitled *The Human Resources Associates ... Training For Results*.

Former detainees said they saw the courses as "an extension of their police interrogation" as most of the time the lectures concerned their personal feelings on their detention, how they felt and what their plans were.

The gates were not locked, and some said they left on the first night. Others protested on the third day and demanded to go home.

50 Swelke
12/19/86

NECC 'committed to talks'

By NKOPANE
MAKOBANE

THE National Education Crisis Committee is still committed to holding talks with the Department of Education and Training.

NECC executives told a Press conference in Johannesburg yesterday that the organisation would do anything to get talks going.

The Rev Molefe Tsele, NECC's publicity secretary, said they were disappointed that the Minister of Education and Training, Dr Gerrit Viljoen, had previously snubbed them when they requested a meeting with him.

"He instead delegated his junior, Mr Sam de Beer to consult with us.

"We are committed to our children's education. We have even risked our credibility among the youth by holding talks with education authorities.

"However, we say that our desire to meet him (Mr Viljoen) is not a permanent one. It depends on a mandate from the students. The day we are told to stop we will do so," he said.

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01/29/84

Call for hand over of schools

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4 Eve Post
12/9/87

Pupils 'bypass' schools decision

By JIMMY MATYU
MORE than 200 pupils in an area where schools have been closed by the Department of Education and Training have decided to "circumvent" the decision.

They have now registered with adult education centres as private matriculation candidates to sit for this year's examinations.

This was disclosed to the Evening Post today by a leading Border sports administrator close to one of the adult education centres in the area.

The man, who asked not to be identified, claimed he helped with the registration of these pupils, some of whom were known to him.

"They made it clear they were not happy with the decision of the department and intended returning to school. They said they could not afford being forced by arbitrary decisions to lose out another year, and had decided to make alternative arrangements by circumventing the decision. More are still coming forward."

He said parents in the Border had also expressed their disappointment over the decision which had been taken "without consultation".

The DET has closed 20 schools in the Eastern Cape.

Meanwhile, the Inter-denominational African Ministers' Association of South Africa (Idamasa), is pleased with the attendance of pupils at post-primary schools in Port Elizabeth's black townships.

Mr Patrick Pasha, secretary-general for Idamasa, today said that when they conducted a snap survey of schools on Wednesday, they found the attendance "very encouraging".

He said that Idamasa had also noted that there was gradual improvement in attendance figures since the re-opening of the schools.

Mr Pasha said Idamasa planned to hold report-back meetings in the Old Apostolic Church in Walmer tomorrow at 4pm, and at Motherwell on Sunday afternoon.

Govt 'camps' for detainees

CARE TRIPS 12/9/86

Own Correspondent

JOHANNESBURG. — Children detained during the emergency are being sent to State-owned "reabsorption" camps in preparation for re-entry into their communities, government officials confirmed yesterday.

The Department of Education's (DET) Mr Job Schoeman said the camps — which he calls Youth Centres — are controlled by the DET, situated on Department of Constitutional Development and Planning property and run by "outside consultants" whom he refused to name.

Mr Schoeman confirmed the existence of "five or six" of these camps countrywide.

He said the DET had made the camps available three weeks ago to provide detained children with "courses".

Monitoring groups have estimated that about 4 000 children have been detained during the emergency.

When asked if our correspondent could visit one of the camps he said: "There's nothing sinister about it. I know some people think we may be involved in brainwashing and indoctrination but that is far from the truth."

PFP Missing Persons Bureau chief Mr Neil Ross claimed authorities were breaking the Prisons Act and the Children's Act, while authorities contend that occupants of the camps are there on a voluntary basis and are technically free.

Mr Ross said he was able to confirm the disclosures in the Free State and Port Elizabeth and said the PFP would immedi-

ately try to gain access to these camps.

Our correspondent established that one camp exists at Rooi Wal near Thaba N'chu in the Free State, to which 20 children detained at Grootvlei were moved about two weeks ago.

Another camp — named by detainees' parents in the Rustenburg area — was confirmed by a DET source.

However, Mr Schoeman yesterday declined to say exactly where these camps are.

He did not keep his undertaking to come back on the matter and later did not accept further calls.

Other sources who yesterday approached a high-ranking security policeman on the matter said the policeman was "very reticent" to answer questions but "left no doubt that something is afoot".

Following up on inquiries, the PFP's Free State bureau said there were allegations that certain detainees had been coerced into signing documents committing themselves to "reabsorption" and training at these camps.

Well-placed sources claim children have been given the option of either remaining in detention or committing themselves to the camps.

Some children have run away

from these camps, others have been able to inform their parents by phoning from the camps.

Children mentioned they had access to television and that security measures were less stringent than in the prisons.

A DET source said children and adults are being taken by bus to the camps to "study leadership" but several had run away from the camps. Mr Schoeman confirmed this.

Mr Schoeman said the courses, which last up to a month, are based on study techniques, youth leadership and vocational guidance — which he said are provided on a "purely voluntary" basis.

The detainees have to sign a form which Mr Schoeman says is non-binding and from which they can withdraw.

Asked how those who decide to leave the camps are able to reach their homes he said: "We try to take them to the nearest railway station. For the rest once the course is over we take them back to main centres, and depending on where the centre is, put them on a bus or train."

He denied that the camps were a precondition for their release, saying that was a matter police had to decide on.

A DET source confirmed that "volunteers are few and far between".

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By SAMKELO KUMALO, DAVID JACKSON and JEREMY McCABE

HUNDREDS of black students forced into limbo by the closure of trouble-torn township schools are sending out an educational SOS to neighbouring states.

Anxious parents, fearing the total disruption of their children's education, are trying to enrol them at schools and colleges in independent homelands and in the Commonwealth countries of Swaziland, Lesotho and Botswana.

But the message this week from South Africa's black neighbours, already struggling to cope with the influx of political refugees of school-going age, was a blunt: "We don't have room for you."

And, say spokesmen for some of the countries concerned, strict pre-conditions are being enforced for the admittance of "foreign nationals".

The would-be exodus of pupils comes in a week in which 20 schools were closed in the Eastern Cape — while the Department of Education and Training told the Sunday Times yesterday that up to 15 more schools countrywide may have to be closed this week because of "widespread intimidation from comrades".

DET officials will have comprehensive statistics on boycotters and affected schools only later today, but the overall percentage of stay-aways still remains low given the huge national school-going population. Neighbouring states made it clear this week that the days of unrestricted admittance for South African black pupils were over.

The permanent secretary to the Minister of Education in Botswana, Mr Keella Masogo, said there were not even enough schools for Botswana pupils.

South African pupils can get places in Botswana schools only if their parents are residents or citizens in the country, or if they are refugees," he said.

Shortage

Mr Moses Khutlape, Director of Education in Botswana, while saying there was no stated policy of refusing admission to SA students, stressed that there was a shortage of schools in his country.

In Transkei, admission of South African pupils is also difficult. A spokesman for the Department of Education, Mr Sydney P Kikhudi,

SOS save our schooling

Sunday Times News Analysis on the crisis in black education

said Transkei would accept pupils only if they were Transkeian citizens or their parents were residents.

The situation is similar in Swaziland. A Swaziland Ministry of Education spokesman said South African pupils in their schools were either resident, nationals or returnees.

The kingdom also had a shortage of schools, he said. The schools would not be able to cope with a large invasion from South Africa. More schools may be closed this week on the East Rand, in the Soweto area and possibly in Natal. Mr Job Schoeman, Press Liaison officer for the DET said yesterday.

Fears

A final decision on the number and location of schools to be closed has yet to be taken.

According to Mr Schoeman, there have been "many reports of intimidation", particularly on the East Rand and in the Vaal Triangle, where pupils have been accosted and threatened by "comrades". There has also been a drop in school attendance in the Eastern Cape and on the Rand this week, although the department has not yet supplied specific attendance figures.

The rise in intimidation coincides with a call by the "comrades" to declare a "Biko week" in commemoration of the anniversary of the death in detention in

1977 of Black Consciousness leader Steve Biko. More teachers are likely to be laid off this week because of pending closures. Others will be transferred or given "in-service training".

According to township sources, many teachers fear the department will post them to schools far from their homes. The spate of closures is threatening to widen the rift between the department and the black educational leadership. Mr Vusi Khanyile, chairman of the National Educational Crisis Centre, said the organisation was totally against closures.

He promised that all schools would have 100 per cent attendance if the DET met community demands that "soldiers leave our schools, compulsory registration be discontinued — including the carrying of identity documents — and all detained pupils and political leaders are released".

Concern

He added: "The pupils and parents are more concerned about education than the Government. We would like our children to have a bright future.

"We have never encouraged them to boycott classes, but they have found themselves unable to attend classes, particularly since the appearance of soldiers and the introduction of registration in our schools.

"The Government's actions and attitudes to black education, as inferior as it is, precipitated the present crisis," he said.

Mr Khanyile said the Government must give control of schools to the community. "By that we don't mean privatise the schools. The Government will still have to finance them, but they must be run by the community.



Government will still have to finance them, but they must be run by the community.

"We know what is good for the black nation. We have all the necessary facilities, resources and insight into education as we have highly qualified and educated people.

"We want to resume the duty of setting syllabuses, appointing staff and setting examinations... education itself must rest in our hands and boycotts will be a thing of the past," he said.

In the Eastern Cape, boycotting black pupils at most of Port Elizabeth's post-primary schools returned in their thousands this week.

The sudden return to classrooms, which have stood empty since July 25, followed extensive discussions between a group of local black clergymen, the Inter-Denominational African Ministers' Association of South Africa (Idamasa),

and the Department of Education and Training. The Idamasa clergymen also held a meeting with the East Cape Students' Council this week, as a result of which it was decided to return to school.

There appeared to have been a slight drop in the number of pupils attending

some schools on Friday but this was put down to the distribution of pamphlets by the Azanian Students' Organisation (Azapo) appealing to pupils and residents to observe "Biko week".

Mr Patrick Pasha, secretary-general of Idamasa, said a snap survey of schools which opened on Wednesday had been "very encouraging". He said it had also been

noted that student attendance had continued to improve through the week. Mr Schoeman said the DET was satisfied with class attendance, but it was below 80 percent at about 6.5 percent of Port Elizabeth schools.

He said that during a meeting with Idamasa, the DET had made it clear that schools not maintaining a daily attendance rate of 80 percent would be closed.

Tension as schools are under guard

15/9/86 Eve Post

JOHANNESBURG — Soweto schools closed today by the Department of Education and Training were under heavy guard as some pupils appeared defiant over the closures.

The DET yesterday announced the closure of 13 secondary schools, 10 in Soweto, two on the East Rand and one in Natal.

Today at least eight Soweto schools were placed under guard. They were Tladi, Anchor, Meadowlands, Mapetla, Emadwaleni, Matseliso, Kelokitso and Sekano-Ntoane secondary schools.

Some pupils said they hoped parents would hold a meeting to try to resolve the problem.

Pupils were seen today at Emadwaleni and Anchor secondary schools despite the closure.

At Sekano-Ntoane, Meadowlands and Mapetla there were no pupils. At Tladi pupils stood outside the gate and at Kekitso, Anchor and Emawaleni a few gathered inside the yard.

At Matseliso pupils arrived and left.

In a statement DET di-

rector-general Dr Braam Fourie said: "Although pupils registered at these schools, continued disruption and poor attendance made effective education impossible.

"It is simply no longer possible to make up lost time and to reach the scholastic standards set for this year.

"There is, therefore, no sense in keeping these schools open for the rest of the year and thereby squandering valuable financial resources and teaching manpower which can be better transferred to other schools where proper use can be made of education facilities.

"I wish to emphasise once again that this decision is the result of virtual zero attendance and continuous disruption at the affected schools and that the closure of these schools should not be interpreted as depriving pupils of education opportunities.

"Such opportunities have been at the disposal of pupils and communities all along, but have been squandered and rejected in these cases."

— Sapa

8 000 Soweto pupils are affected by latest move

DET CLOSES 13 SCHOOLS



BLEAK FUTURE ... From today 10 Soweto schools will be shut until the end of the year.

By MZIKAYISE EDOM

THIRTEEN more schools have been closed by the Department of Education and Training. The closure takes effect today.

The department has closed 10 schools in Soweto, two in the East Rand and one in Natal.

They will remain closed until December 31.

Dr Braam Fourie, DET director-general, yesterday said that continued disruption and poor attendance had made effective education impossible at the schools.

Lost time

"It is simply no longer possible to make up (for) lost time and reach the scholastic standards set for this year," he said.

He added that there was no sense in keeping these schools open for the rest of the year and "thereby squander valuable financial resources and teaching manpower which can be better transferred to other schools".

Mr Gunther Merbold, DET's regional director in Johannes-

burg yesterday said the following schools have been closed in Soweto: Tladi, Anchor, Bopasentla, Meadowlands, Mapetla, Emadwaleni, Matseliso, Kelokitso, George Khoza and Sekano-Ntoane.

He said the closure of the schools will effect about 8 000 pupils in the area.

He further said the teaching staff at these schools would however report as usual at their various schools where in-service training courses will be conducted.

Said he: "Some of the teachers will be transferred to other schools in the area".

• The closure of the Soweto schools follows that of 20 other schools in the Eastern Cape.

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Unrest stories

THIS issue of the *Sowetan* has been produced under conditions that amount to censorship.

Some stories that relate to unrest, the state of emergency and the activities of the security forces have been heavily vetted by our lawyers to conform with emergency regulations.

Additional facts of information which we may have had relating to unrest had to be approved by the bureau or cannot be published.

Upgrade scheme for East Rand

By MZIKAYISE EDOM

A MASSIVE multi-million rand upgrading scheme has been proposed for three East Rand townships which will later form one huge township, something like Greater Soweto.

The three townships are Tsakane, KwaThema and Duduza.

This was confirmed yesterday by Mr J H Opperman, the chief director of the East Rand Development Area (Erada), formerly the East Rand Development Board (Eradebo).

Mr Opperman said 28 000 stands would be created during the consolidation plan.

"This will go a long way towards alleviating the chronic shortage of housing in these areas.

"A blueprint for the amalgamation of these three townships had been drawn back in the 1950s by the Mentz Commission. It is only now that we are embarking on

To Page 2

08-00-31 A03

NECC slates closure of 13 more schools

Education Reporter

The National Education Crisis Committee (NECC) has sharply condemned the decision of the Department of Education and Training to close 13 more black schools from today.

The closures come one week after the DET closed 20 schools in the PWV area and the Eastern Cape.

In a statement at the weekend, DET director-general Dr Braam Fourie announced the closure of 10 schools in Soweto, two in the East Rand and one in Natal.

They will remain closed until December 31.

A spokesman for the NECC today urged the DET to reopen the schools immediately.

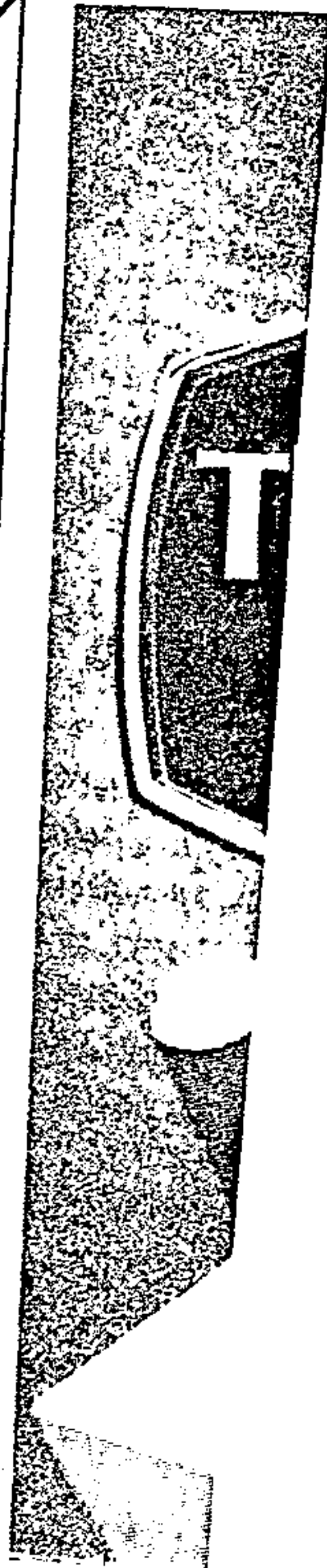
"This move will only deepen the crisis," he said.

"Parents will not stand by and see the schools closed."

The NECC appealed to the white and black community to support parents in calling for the DET to change its decision.

Local Lesotho
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● See Page 6



If you can read this, that's half the battle won

By Claire Robertson

★*▽□▷* ■□* [X]—
The above is not a typographical error. If you could not read, the rest of this article would be the same unintelligible mixture of symbols which look tantalisingly significant but mean nothing.

Those hieroglyphics should read "Fundela ukuphila", a loose translation of Gustave Flaubert. Still mystified?

You are being asked to solve a puzzle that six and seven-year-old children are faced with every school day: Mastering the twin concepts of reading and a language other than your mother tongue at the same time.

Of those black pupils who left school in 1985, more than 22 percent left without passing grade one and 27 percent left before Std 2.

That means more than 350 000 left school as illiterates or semi-illiterates last year.

Even given the fact that many of these pupils may have returned to school at a later stage, there are too many children who never learn to read. Educationists are agreed they must be caught young if they are to become literate adults.

A project run from Rhodes University's Institute for the Study of English in Africa ap-

proaches the problem from a different angle: First teach the child to read her own language, then move her on to English once she has mastered the concept of reading.

not struggling with two problems — reading, and learning a second language — at the same time. The Molteno Project is a ten-year-old research and development project focused on the

black junior primary school. Says project research officer Mr Vic Rodseth: "With an eye on the transition to English in Std 3, the project has developed a Grade 1 vernacular literacy course ('Breakthrough') and a

Grade 2 English course ('Bridge to English')." Work is continuing on English courses for Stds 1 and 2. The project has been extremely successful. More than half a million lower primary

children are now using the materials.

Technical expertise more in demand than general education, says Clase

Black and white South Africans relied too heavily on a general education when the market place demanded technical expertise, the Minister of Education and Culture in the House of Assembly, Mr P J Clase, said at the weekend.

Only 40 percent of whites and between 20 and 30 percent of blacks could be accommodated in jobs which required a general educational background, Mr Clase said.

Speaking at the opening of academic buildings on the Doornfontein campus of the Technikon Witwatersrand, the Minister said official statistics showed that only 10 percent of South Africa's manpower was being trained in a technical field whereas 75 percent was needed.

"One is alarmed by the realisation that in technologically advanced countries, the ratio of engineers and scientists to technicians is 1:2 whereas we in South Africa have three engineers for every one technician.

"It has been said that well-trained technologists can perform

30 percent of the work currently done by engineers."

"This is to the detriment of both the engineering profession and the untapped talents of the thousands of young people who could be fruitfully employed as highly skilled technologists.

"Clearly, something is wrong and we traditionally have set unproductive priorities.

"The legislature decided there should be technikons for vocational training, but your role and exact function were not spelt out clearly. You have gone through a period of uncertainty which has brought about its own challenges, but also its own share of problems," the Minister told students.

There was a tendency among certain professions blindly to put academic training for a degree as a pre-requisite.

"For many, it primarily centres around so-called degree status."

He said many forgot that some professions also required a strong technological expertise.

Teachers are also trained in this method of teaching and at the end of last year 5 000 educators had been trained and issued with materials. Given the low standard of teacher qualifications in black education, the project proposes an even stronger "teacher development" programme which would include correspondence courses for in-service training and teacher discussion groups.

The system, with its colourful textbooks and thorough teacher-training packages, has been adopted officially in Bophuthatwana, Lebowa and the Ciskei.

The programme in the urban areas is extensive. 198 schools use the system in the Soweto, Alexandra and West Rand area, where 12 000 pupils and 380 teachers are involved.

In 1985 its entire income of R210 000 was derived from private sector funders and trusts. If it is to expand, it needs more money.

And Fundela ukuphila? Flaubert wrote to a friend in 1857: "Do not read as children do, to amuse yourself, or like the ambitious, for the purpose of instruction.

"No, read in order to live" — Fundela ukuphila.

(50) 1/19/86
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Leader of LP tells why teachers withdrew

Political Reporter

THE Cape Professional Teachers' Association (CPTA) acted on an indirect instruction from the African National Congress when it withdrew from the House of Representatives' committees, Labour Party leader Allan Hendrickse said in Durban yesterday.

Speaking at the LP's Natal annual congress, the Rev Hendrickse said he had been told by sources which he could not name that the African Teachers' Association (Atasa) followed an ANC instruction to withdraw from discriminatory educational structures and this had led to the CPTA's decision.

Mr Hendrickse said unbanning the ANC would bring disagreements within the ANC into the forefront.

'It is not only the ANC who are on the outside. Let them all come back. You will have a situation where they will be more divided than they are now, and there are the means to deal with anyone on a personal basis.'

Mr Hendrickse also said coloured pensions might be raised by more than R18 a month in October.

He said the LP annual congress on January 2, 3 and 4 next year would consider whether the LP should continue to participate in Parliament.

He said the Group Areas Act and the Race Classification Act should be repealed.

In the past two years the LP had helped influence many reforms. 'Apartheid is already being dismantled.'

~~SA~~ (SD) 19/09/86

DET closes another 13 black schools

PRETORIA — Thirteen more black schools will be closed from today — one week after the Department of Education and Training (DET) announced the closure of the first 20 schools in a deepening education crisis.

The DET's director-general, Dr Braam Fourie, has announced the closure of 10 Soweto schools, two on the East Rand and one in Natal. They will remain closed until December 31.

"Although pupils registered at these schools, continued disruption and poor attendance made effective education impossible," Dr Fourie said in the statement released by the Bureau for Information at the weekend.

"It is simply no longer possible to make up for lost time and to reach the scholastic standards set for this year."

"There is, therefore, no sense in keeping these schools open for the rest of the year and thereby squandering valuable financial resources and teaching manpower which can better be transferred to other schools where proper use can be made of education facilities.

"I wish to emphasise once again that this decision is the result of virtual zero attendance and continuous disruption at the affected schools and that the closure of these schools should not be interpreted as depriving pupils of education opportunities.

"Such opportunities have been at the disposal of pupils and communities all along but have been squandered and rejected in these cases," Dr Fourie said. — Sapa

CNF Trip 12/9/86 50

Thirteen black schools closed

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ferred to other schools where proper use can be made of education facilities.

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"Such opportunities have been at the disposal of pupils and communities all along, but have been squandered and rejected in these cases," Dr Fourie said.

Schools that will close from tomorrow are:

Natal: Lamontville Secondary.

East Rand: Katlehong and Lethukuthula secondary schools.

Soweto: Ancor Secondary, Bopasenatla Secondary, Meadowlands Secondary, Emadwaleni Secondary, Kelo-kitso Secondary, Tladi Secondary, George Khoza Secondary, Sekano Ntoane Secondary, Mapetla Secondary and Matseliso Secondary. — Sapa

Cape Times 15/9/86

PFP, press visit children's camp

JOHANNESBURG. — A chilly reception was given to the PFP and some journalists who were allowed to visit a so-called "re-absorption" camp in the Free State.

Their visit to the camp at Roodewal, near Thaba 'Nchu, where children released from detention are "voluntarily" undergoing some form of training, was organized by the Department of Education and Training.

The group was led by Mrs M Webber, head of the PFP's Missing Persons Bureau in the Free State.

A PFP spokesman, Mr Neil Ross, said yesterday the group met a Mr Labuschagne, who was in charge, and a Mr Steyn.

He added: "These men were extremely hostile, impolite and unco-operative. They appeared far removed from educationists.

"They refused access to the inmates of the camp and when they were asked to obtain permission from their superiors in Pretoria, they said they had no telephone although there was a tele-

phone in the room where this discussion took place."

On the way back to Bloemfontein, Mrs Webber said she and her party were stopped by a group of about eight policemen carrying guns.

"There are often road blocks on this route. They asked us to open the boot and asked us where the television equipment was. I heard one policeman saying into his radio, 'We have them, it is the right number', which indicated to us that it could only have been from the farm that they got the number."

Approached for comment last night, Mr Leon Mellet, Director of Information for Internal Media referred the Cape Times to the re-promulgated emergency regulations and said it was for the Cape Times to decide whether the incident was unrest-related or not.

"It's impossible at this time of night to give you a balanced comment. I would like to say there that you approached us at 11 05pm on a Sunday which I feel is unfair and unreasonable."

New DET FOCUS chief speaks out

THE problems in black education are getting worse every day and as the new minister, I want to work out short-term and long-term solutions that will get the situation back to normal.

I will start by focusing my attention on the administrative structure in my department, which I believe is the immediate cause of trouble in the schools. The closure of 20 schools in the Eastern Cape and a further 13 on the Reef is an unmitigated blunder for which many heads in my department will have to roll.

I have sent a memorandum to the State President, Mr P W Botha, recommending that my deputy minister, Mr Sam de Beer, be given another post outside of the education department.

Memo

In that memorandum, I recommended Mr John Samuels, director of, the South African Council for Higher Education (Sached), for the post of Deputy Minister of Education and Training.

MR Samuel has his finger on the pulse about the needs of black education in this country. His vision of education is broad and empasses life even outside of the classroom.

Zambia's education system, which many blacks in South Africa seem to envy, was designed by Mr Samuel after that country's independence.

In fact, one only has to look at the impact that Sached has made in black education. It has published books and magazines on labour and community pro-



MR SAM MABE, in this article takes the role of the new Minister of Education and Training. Here he reflects on the problems besetting black education and tries to offer solutions.

dealings with black teachers and principals he showed a serious lack of diplomacy.

He was very bossy and paternalistic to people who were more knowledgeable about what was happening in Soweto than he was. He also became very unpopular with many teachers because he used the stick more than the carrot.

Servile

As a result, he ended up being surrounded by a group of servile principals and inspectors who saw their role as more to please him than anything else.

One often heard of back-biting and character assassination among certain teachers who tried to ingratiate themselves to him. He would also not accept that his idea of white teachers in black schools, especially those in military uniform, was viewed with suspicion and resented by blacks.

Some of the regulations which deny teachers the freedom of expression will be scrapped immediately.

With a poor communication structure, we would repeat the same mistakes of 1976 cited by the Cillie Commission of Inquiry.

Within the next few days, I will visit a few prisons and police stations throughout the country to have a word with some of the pupils detained in connection with the education crisis.

Views

I believe there is a lot my predecessor have missed out by ignoring the views of pupils. Tomorrow morning I will be looking at a pile of letters I have just received from some of the leaders and organisations

against the language issue were made by the Press, school boards, bantustan governments, teachers associations and political parties, but all what they said fell on deaf ears.

This is what I would like to avoid. I have sent invitations to education, student, teachers, cultural, labour, church and community organisa-



Mr JOHN Samuel . . . tipped for senior post.

I invited for next month's meeting.

The commission blamed education officials for not properly informing the minister of education of the growing unrest in the townships.

Before the unrest, there had been many appeals for the reversal of the policy requiring that Afrikaans be used as a medium of instructions. Representations

tions to send representatives to a meeting where I want everybody to take off their gloves and tell it as it is about black education.

I am also trying to set up a meeting with my colleague, Mr Louis le Grange, the Minister of Law and Order to work out how we can get some of the pupils who are in detention to be allowed to participate in this meeting.

The Media Council

THE South African Media Council is an independent body established to deal with various matters affecting media reporting and comment.

One of the council's functions is to receive and act upon complaints from members of the public who have not been able to get satisfaction by approaching a newspaper or other news



Anger as schools closed



HUNDREDS of pupils flocked to their schools yesterday morning, only to be told they had been closed by the Department of Education and Training.

And yesterday reports reaching the *Sowetan* said that these pupils then went to several unaffected schools and chased pupils out of classrooms.

The DET has said it closed schools because of continued disruption and poor attendance. As a result, this had made effective education impossible.

However, staff members at some of the closed schools visited by the *Sowetan* yesterday disputed the DET's statement.

They said they were surprised that their schools had been singled out.

They said some schools were worse off. However, these were still open although teaching had stopped.

Mr Edgar Posselt, DET public liaison officer, yesterday rejected these claims.

"At all these schools there was extremely low and sporadic attendances as well as serious disruption of the normal education programme," he said.

The DET's action was yesterday sharply condemned by the National Education Crisis Committee, the Azanian Student Movement (Azasm), the End Conscription Campaign (ECC), and the Azanian National Youth Units (Azanyu).

The four organisations called on the DET to immediately reopen schools.

The NECC said closing schools would deepen the education crisis.

The NECC added that parents would not stand by and see the schools closed.

The ECC and Azasm, also condemned the DET's "re-education" camps. The ECC said it was extremely concerned about recent evidence of former detainees being admitted to camps particularly about the SADF's reported involvement.

"We call for the immediate closure of these camps. It comes as no surprise that at a time when DET is choosing to have no education rather than 'people's education', they are opening up what appear to be Nazi-like re-education camps," an ECC spokesperson said.

Mr Qolisile Mnyaka, Azasm vice-president, said the camps are obviously aimed at winning the hearts and minds of former detainees. He said Azasm demanded their immediate closure.

- The director of Pace Adult Centre, Mr Alfred Fanie Makhuza, yesterday appealed to the centre's pupils to start attending classes.

He said lessons resumed yesterday.

Mr Nhlanhla Lebea, national organiser of Azanyu, said they viewed the closure as one of the calculated designs to "frustrate and stultify" the progress of black pupils.

I have just completed reading the letters from the people I invited for next month's indaba on education. The enthusiasm with which leaders and some organisations received the invitation is incredible.

None of them has attached any conditions to attending the meeting except for four organisations which demanded that the meeting's agenda be publicised beforehand.

There are about 15 letters from teachers who were overjoyed to hear that I am going to fire some officials. They even list names of certain principals and inspectors they suggest I should fire because they were appointed to their positions for being the regional director's blue-eyed boys and not because of ability.

One teacher expressed anger at the utterances of Dr Andries Treurnicht, who was deputy Minister of Bantu Education when Afrikaans as a medium of instruction in black secondary schools was introduced in the mid-70's.

Reacting to protests against use of that language, Dr Treurnicht said the Government had the right to decide which language was to be used in schools since it supplied buildings, gave subsidies and paid teachers.

Mistakes

I thought that was a very irresponsible statement from a man holding such a senior position in the department.

I will be watching out for some of the serious mistakes made by some of my colleagues on black thinking.

Early in June 1976, Mr Mannie Mulder, head of the West Rand Administration Board, was quoted as saying the broad masses of Soweto were perfectly content and happy. The events of June 16 and the two years after that proved him wrong.

Even on the eve of the Sharpeville massacre in

Now for the big indaba

FOCUS



SAM Mabe imagines what would happen if he was Minister of Education and Training. Yesterday we gave you the first part of his reflections on the crisis in black education and the solutions to it. Today he continues on his reflections.



MR KAMBULE . . . list tomorrow.

1960, the then Minister of Bantu Administration and Development, Mr Daan de Wet Nel, was quoted as saying race relations had never been better in South Africa.

This shows something about blacks: they are a very tolerant people who will smile even when they want to cry.

I have also seen press reports in our archives in Pretoria where Mr Punt Janson, once a deputy Minister of Bantu Education, was

asked in parliament whether he had consulted blacks on the introduction of Afrikaans as a medium of instruction.

He replied that he had not and was not going to. I have taken note of this type of arrogance, and I will not tolerate it from anybody in my department.

I have also learnt that the decision on the medium was taken despite recommendations that it should not be implemented. This confirmed the accusation often made against my department that in most instances the right hand does not know what the left hand is doing.

Demands

It also seemed that Mr W A Ackerman, the regional director for Johannesburg who introduced the language issue at Soweto schools and refused to listen to advice to drop it, thought he was championing the cause of Afrikanerdom.

He made a serious mistake because he underestimated the antagonism of young blacks towards the white establishment.

Another intransigent official was Mr Thys de Beer, the then circuit inspector for the Transvaal. He insisted that the demands of pupils should not be met because that would lead to demands for more.

This is one of the reasons why the Government has refused to meet the demands made by labour, student and political organisations in this country.

Although I share the belief that the more you give the more will be demanded from you, I still believe that it all depends on the circumstances under which you give in to some of the demands.

I remember in 1977 when the Soweto Committee of Ten was formed and it presented a blueprint of what it saw as an ideal local government. The Government locked up all members of the committee but behind closed

doors, it worked on a structure that was more or less similar to the committee's proposals.

That structure has now been rejected even by the Committee of Ten which has refused to have anything to do with the local government bodies.

This has taught me that the days when blacks were prepared to accept anything tailor-made for them by the Government without their involvement are over.

Change

At the moment I know that most blacks are aware that the damage done to black education since the days of Dr Hendrik F Verwoerd cannot be corrected overnight. They want to see a bold move by the Government, to assure them that we are beginning to introduce real change.

I have instructed one of my chief advisers, Mr T W Kambule, to list the priorities of our department in the order of their importance.

Since I have realised that people seem to take educational matters very seriously and show willingness to talk, I am going to instruct Mr Kambule to publicise this list tomorrow and invite public comments.

This list will form part of the agenda for our big indaba.



Political comment in this issue by J Latakgomo and A Klaaste. Sub-editing, headlines and posters by S Matlhaku. All of 61 Com-mando Road, Industria West, Johannesburg.

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US^{DD} gives^(SD)
R10 000
to school

GRAHAMSTOWN — The United States embassy has donated R10 000 to the Seventh Day Adventist (SDA) school in Fingo Village, which has been limping along with one teacher for more than 30 years.

The school had 100 pupils last year.

Friends of the school have begun making plans to build two new classrooms and toilets, and to hire a teacher to assist the principal and only teacher, Mrs N. Kioliti.

The Reverend M. Fesi said the school was financed by the SDA congregation. Fees were higher than Department of Education and Training schools. — DDR

Row in PFP over 'camps'

Cape Times 18/9/86

By MAX DU PREEZ

A MAJOR row has erupted in the Progressive Federal Party (PFP) about the Department of Education and Training's (DET) "re-absorption camps" for young blacks.

Bryanston's rebel MP, Mr Horace van Rensburg, has angered party colleagues publicly by coming out in full support of the camps.

He was immediately attacked by some of his caucus colleagues, and yesterday the affair had all the signs of developing into another serious split between the "reformists" and the "progressives" in the party.

It could also mean the end of Mr Van Rensburg's political career — at least as a PFP member.

The rift in the party coincides with the PFP's new offensive to gain more support countrywide in order to pose a real threat to the ruling National Party.

Mr Van Rensburg yesterday defended his support for the controversial DET camps, despite earlier sharp criticism by other PFP MPs.

He called it a "wonderful, positive idea" and said he wished it were possible for "all detainees and other black youths who have suffered trauma and shock in the townships to have the opportunity to attend facilities of this nature".

He added that he had known about the camps for a long time and that these were not a new thing.

He said the camps were totally voluntary and claims that they were used for brainwashing or recruiting police spies were "dangerous and irresponsible".

Maritzburg North MP Mr Graham Mackintosh, who has been closely involved with the PFP's unrest-monitoring service, said yesterday: "If Mr Van Rensburg has information on these camps, it seems curious that his caucus colleagues have to receive his information via the Citizen, a newspaper sympathetic to the NP."

Mr Van Rensburg's reaction to this was: "If I were to report to my colleagues every positive, constructive or joyful activity or event that I come across in South Africa, I would be occupying a great deal of their time."

Several other PFP MPs also attacked Mr Van Rensburg's statements, one saying that Mr Van Rensburg's "days in the PFP are numbered".

Eglin to react later

But MPs spoken to did not want to go on record, saying that PFP leader Mr Colin Eglin should react publicly.

Mr Eglin's secretary yesterday said he knew about Mr Van Rensburg's statements and would react later. Mr Eglin was not available for comment.

Houghton MP Mrs Helen Suzman and Gardens MP Mr Ken Andrew were invited by the DET to visit the camp at Roodewal near Dewetsdorp today. Last week, a PFP delegation got an "extremely hostile, impolite and unco-operative" reception at the same camp.

Mr Van Rensburg said last night that he was an "uncompromising liberal", totally opposed to anarchy. But he had changed from being a "confrontationist politician to one supporting consensus politics", and was not prepared to "shoot down something wonderful just because it's politically fashionable".

NM
18/9/86

(50)

readers won't be left in the dark

Pietermaritzburg
Bureau

AN AGREEMENT between the Pietermaritzburg City Treasury and the Natal Society Library to include fines for overdue library books on residents' electricity bills is to be scrapped immediately following a decision by the Management and Finance Committee yesterday.

City Treasurer Peter Cox yesterday confirmed that no action would be taken against readers who had faced the prospect of being left in the dark if they did not pay up.

However, he warned that other means would be investigated to put a stop to the continuing loss of library books.

This cost is met partly by the City Council which gives an annual grant to the Natal Society Library.

Mr Derek Wicks, deputy Town Clerk, said the Treasury Department had thought they would help out the chief librarian but in fact the Finance Committee had found they were not entitled to include library fines with the electricity bills.

The library, although housed in a municipal building, was an autonomous body, he said.

There was an outcry earlier this month when residents who had failed to return books or pay fines received the 'account' in conjunction with their electricity and water bills.

Namibia schools to be opened to all races

WINDHOEK — All schools in Namibia will be completely open from 1987 and race and colour will no longer play a role in the admission of pupils to any school, the Minister of National Education, Mr A N Matjila said in Windhoek yesterday.

Addressing a press conference in the Tintin Palast, Mr Matjila said the decision to open schools was a "unanimous Cabinet decision" and would be applicable to all schools, including schools in which education is provided by a representative authority.

Asked whether he expected objections to this decision, especially from the National Party of Namibia which is against open schools, Mr Matjila said he had "constant talks" with the NP and did not expect the decision would lead to any court action.

GIVE EFFECT TO RECOMMENDATIONS

Mr Matjila said the Cabinet had in fact taken a decision which finally gave effect to a recommendation in the report of the "Education Committee, 1985", which the Cabinet accepted in principle in March 1986, on the admission of pupils to all schools in the country regardless of race and colour.

"As recommended in the report of the Education Committee, the parent of a pupil will have the right to send his child to the school of his choice, within the restrictions of inter alia education related cultural aspects such as school preparedness, medium of instruction and the specific curriculum followed.

"While the latter will, among others, be taken into consideration for admission, race and colour will as from 1987 not be a factor in any school. It will also not be possible to reduce culture to race and colour on these grounds to refuse a child admission to a school.

"The Department of Governmental Affairs will ensure that arrangements are made and relevant legislation be amended before the end of the calendar year so that all schools will be open to all pupils from the beginning of 1987," Mr Matjila said. — Sapa.

Is 'people's education' key to post-apartheid schools?

Problems at black schools have worsened steadily since 1983. This year has been punctuated by boycotts and disruptions and there is pessimism about end-of-year examinations.

However several educationists at a symposium in Fourways, near Johannesburg, yesterday said there was room to be positive. A new form of education could be found, but action must be taken soon.

The symposium, "Education Beyond Apartheid", was attended by about 200 educationists and business people and the general feeling was echoed in the words of educationist Dr Ken Hartshorne who said that although the education crisis was daunting, there was hope.

MORE HARM

Despite slogans rejecting present schooling there was a common appreciation of the importance of education.

The rector of the Rand Afrikaans University, Professor J P de Lange, warned the audience that the longer it took to create a new political, economic and social structure the more harm would be caused to the education of young people.

"No society can afford this," he stressed.

At the forefront of the discussion was "people's education", a relatively new but pop-

The crisis in black schools has led educationists to examine new forms of education as a possible solution to the problem. A symposium attended by about 200 delegates yesterday discussed "Education Beyond Apartheid". Education Reporter Sue Plening was there.

ular concept in the black community.

Dr Hartshorne described it as "the working out of the educational consequences of the Freedom Charter".

"It is inextricably bound up with the concept of people's power which is the collective strength of the community," he explained.

Its broad goals included the setting up of a "free, unitary, compulsory, non-racial and democratic system of education relevant to the establishment of a unitary, non-racial, democratic South Africa".

Teachers would play a critical role in its development and the rector of the Soweto College of Education, Mr Mike Morapeli, said teachers would have to be trained for this.

"Teachers are under conflicting pressures from the DET, parents and pupils. We must prepare our teachers to handle these realities. We must equip our teachers to handle objectively what is happening,"

he said.

Dr Hartshorne stressed that no "post-apartheid education" would be possible without sufficient teachers. "In the end, teachers remain the most potentially powerful group of change agents," he said.

Dr Hartshorne pointed out that "apartheid education" had been damaging and destructive in both the white and black communities, dividing black and white children into different camps.

"It has generally been authoritarian in nature, influenced strongly by Christian National ideology. It has been marked by strong and often arrogant bureaucratic control with little freedom for parents, teachers or pupils — particularly those outside the Broederbond establishment — to exercise much influence."

He said it was naive to believe politics could be kept out of education.

"Education policies, systems and values in any country re-

fect its political options, its history and traditions, its values and mores and, most important, its future," Dr Hartshorne said.

Private schools and universities could play a major role, he said, in moving towards post-apartheid education. He pointed out that the so-called "bush campuses" could be transformed into credible institutions.

"For example, the University of the Western Cape has developed from a creature of apartheid to one of meaning and relevance."

SUGGESTED

Pre-primary, adult and worker education should be major focuses.

The director of the University Preparation Programme, Mr Fanyana Mazibuko, said it was essential to start desegregating schools at pre-primary level.

He suggested that companies provide non-racial pre-primary schools.

"This would give companies the opportunity to improve the skewed position of pre-school facilities," he said.

Mr Mazibuko pointed out that State schools would be very difficult to desegregate "therefore we should focus on private schools".

Schools crisis
WEEKLY MAIL 50
19/9/80
prompts new
non-racial ideas'

By SHAUN JOHNSON

THE crisis of black education has had the ironical effect of giving birth to new ideas for truly alternative, non-racial schooling in South Africa.

So says Dr Ken Hartshorne, Consultant to the Centre for Continuing Education at the University of the Witwatersrand.

Speaking at a McGraw Hill symposium on "Education Beyond Apartheid" in Johannesburg this week, Hartshorne said the cumulative disintegration of the state schooling system in the townships had galvanised community leaders, parents, teachers and pupils into devising alternatives to the legacy of Bantu Education.

Hartshorne called on all South Africans concerned with the education crisis to look carefully at "what answers the communities themselves are producing. Unless we support these initiatives, it will be a tragic situation". He said the enormity of the problems faced were no justification for "paralysis". What was needed was an open approach to the future.

In particular, he called on the private sector to make funding available, and to ensure that "funds are channeled towards those projects and groups which are a part of the process towards a post-apartheid system of education in a non-racial, unitary, and just South Africa".

● See PAGE 7

Yesterday was the most hectic day for me since I became Minister of Education and Training.

I visited a number of townships in the Eastern Cape and in the Transvaal to get a feel of what was going on in the schools that have been closed.

Back in my office in Pretoria, I spent the rest of the day agonising about the future of black education in South Africa. I could not see why my predecessors had problems in resolving the current crisis.

Later in the evening, I had a brainstorming session with some of the old and the new officials in my department. An inspector I promoted to regional director last week was on the verge of tears when talking about the senselessness of some of the things that had been done by the education department.

He queried the establishment of Vista University which he described as third rate and one of the worst disasters in black education.

He said that if universities such as Ngoye, Turfloop and Medunsa were controversial because they were created to perpetuate apartheid, he could not understand why Vista was created when there was talk of reform in South Africa.

I agreed that the money spent to build Vista was wasted. There are many white universities and technical colleges that are becoming white elephants because of low enrolment.

If my colleagues in the National Party took the scrapping of apartheid seriously, they would have agreed to the opening of all universities to all races.

A retired professor from Turfloop University suggested that I fire certain white professors who hold key positions in most black universities.

He accused some of them of being members of the Broederbond and of being in the universities to retard rather than to promote black education.

He said blacks who wanted to pursue their academic careers in the fields of science and engineering were discouraged from doing so or frustrated into changing their minds.

FOCUS



SAM MABE imagines what would happen if he were Minister of Education and Training.

Today he continues with his thoughts on education.

Sack all those profs

He also said a black university should be run by blacks and they should draw the curricula that will suit them and not the dictates of the Afrikaner ideology of apartheid.

Europe

One lecturer gave me a list of about 20 names of black lecturers from South Africa who hold, or have held, very senior positions at some of the most prestigious universities in Europe and America. One such lecturer is E'skia Mphahlele.

From personal experience I have known blacks to do exceptionally well overseas when they get exposure to what they are denied in this country.

Concern was expressed over the establishment of youth camps by my department. I was told that a number of unemployed youths and some recently released detainees are trained at these camps.

At these camps it is alleged that black youngsters are being indoctrinated into thinking the



PROFESSOR Mphahlele... top post.

way some bantustan leaders do and that they are taught to see the ANC as the enemy of the people.

I was just wondering if my department was not wasting time and money in trying to win the loyalty of blacks at this point in the history of the liberation struggle in South Africa.

What I fear is going to happen is that these youngsters are going to play along with their instructors and give the impression that they agree with whatever they are taught.

But they will sooner or later turn against us when the crunch comes.

I have sent someone to visit these camps and to give me a first-hand

account of what is going on there.

A suggestion I found most interesting is that of allowing black pupils to openly debate the school boycott issue.

What I gather from most people I spoke to is that the youth in the townships are determined to fight Bantu Education to the bitter end.

But because of poli-

tical immaturity and the fact that no proper structures have been worked out on how to achieve their goal, there is confusion in the townships.

Suggestions made to me are that I should get all schools to divide pupils into various groups with each group given a subject to discuss.

The subject will cover the following:

- Advantages and disadvantages of school boycotts;
- What have boycotts achieved;
- How long are the boycotts to go on; and
- Are there alternatives to boycotts?

Such debates should be held in the schools and each group should report to the class on its conclusions.

I get the feeling that such debates will give pupils a deeper and better understanding of what boycotts are all about.

search

In whatever they do in the ongoing search for an alternative system of education, they will have clearly defined goals and methods of achieving those goals will be properly worked out.

What I do not agree with — and on this one I have the support virtually all parents — is the idea of having youths idling in the townships.

You see, my predecessors' mistake was to have introduced age restrictions a few years ago.

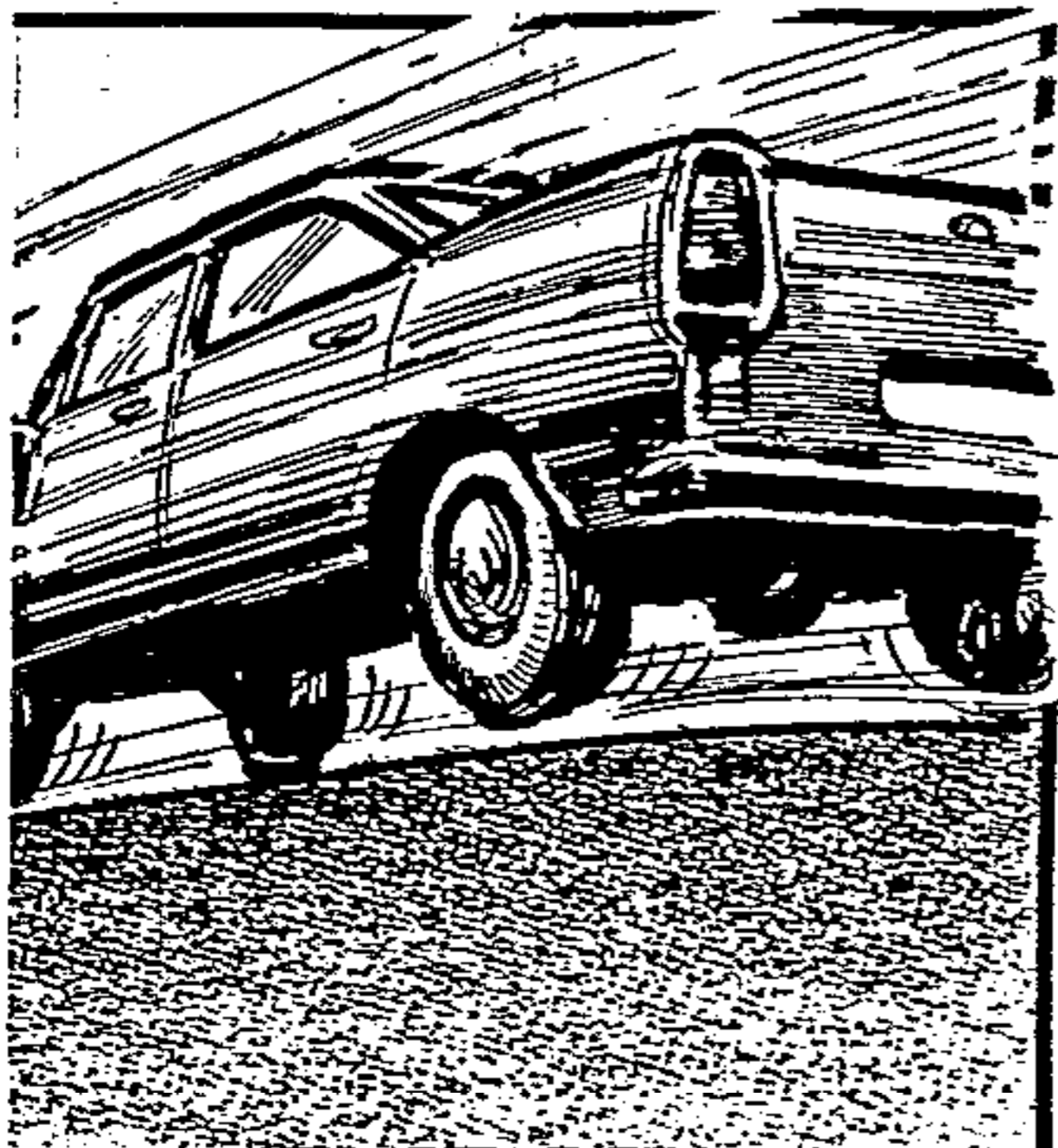
This resulted in a number of angry youths being thrown out of schools and obviously, they had to find targets to vent their anger.

Many have picked on pupils who are still at school and have engaged in all sorts of violent activities.

The Media Council

THE South African Media Council is an independent body established to deal with various matters affecting media reporting and comment.

One of the council's functions is to receive and act upon complaints from members of the public who have not been able to get satisfaction by approaching a newspaper or other news



Press, MPs visit DET camps

CM & T 18 19/9/86 50

Own Correspondent

JOHANNESBURG. — Some children at the only operative DET "re-absorption camp" in the Free State said they had been given a choice either to stay in detention or attend a 10-day course at the camp.

This emerged from brief interviews with some of the children by MPs and journalists taken on a government-sponsored tour to the Roodewal camp near Thaba Nchu.

However Mr Sam de Beer, Deputy Minister of Education and Development Aid, said the children were free to leave the camps at any time.

PFP education spokesman Mr Ken Andrew, who was on the invitation-only tour, yesterday said he would push for the Department of Education and Training to disassociate itself from further involvement

in the camps.

He would demand that more information on recruitment for the camps be made available.

Mrs Helen Suzman, also a PFP member on the tour, said it was "highly likely" prison authorities had exercised some form of coercion over the children.

She said the intentions of the DET appeared to be above board. However, it had been "unwise" of the DET to involve itself with the camps in the first place.

Mrs Suzman and Mr Andrew said any decision by the youths while in detention was unlikely to have been voluntary. They said technically the youths were detainees when they agreed to join the camps. Journalists were barred, after speaking to some youths, from fur-

ther interviews.

After an argument between DET officials and journalists, MPs were able to spend 15 minutes more with four of the children.

Mrs Suzman said she was told by one boy that prison authorities had told him he would have to stay in prison if he did not agree to attend the course. However, another told her he had joined the camp of his own free will.

One youth told journalists he still supported the "freedom struggle". However, notes in children's handwriting lying in the classroom under the heading "What did the people want" read: "I want money to buy everything. I want business protection... employment... qualified teachers... security and comfort... the people's needs iden-

ity" (sic).

The names of the three "outside consultants" who jointly offer a package-deal course to the DET, which was sanctioned at ministerial level according to Mr De Beer, were disclosed yesterday.

They are industrial psychologist Mr Sedge Berger of the Human Resources Institute; management consultant Mr Louw du Toit of Louw du Toit and Associates, who has a background in psychology; and a Free State industrialist who is director of several organizations involving education and training, Mr Frikkie van Kraayenburg.

All three hotly denied security police involvement in the courses. They said their intentions and their courses were above board. Two school inspectors were also

involved in the course, officials said.

The 46 boys at the camp, all minors, will be discharged tomorrow.

At a news conference at Roodewal, Mr De Beer said there was "no question of secrecy, indoctrination, brainwashing or political persuasion" in the courses.

He accused the PFP's Missing Persons Bureau and the Detainees Parents' Support Committee of "unsubstantiated rumours, insinuations and blatant untruths".

He categorically denied that the police and defence force were involved in the running of the courses or that coercion was used.

Minors were allowed to participate only with the written permission of their parents or guardians, Mr De Beer said.

The party's spokesman on black affairs, Mrs Helen Suzman, and its spokesman on black education, Mr Ken Andrew, visited a camp yesterday in the Free State and they would report back to him today, he said.

In Bloemfontein last night, Mr Andrew said that although he and Mrs Suzman had limited access to the Roodewal camp the youths in them "certainly had the impression that if they did not go on the course they would stay in jail".

No major split over camps, says Eglin

By BARRY STREEK
Political Staff

THE PFP yesterday played down reports of a major row in the party over the views of its MP for Bryanston, Mr Horace van Rensburg, on "re-absorption camps". The Progressive Federal Party Party leader, Mr Colin Eglin, said there were "certainly" differences of nuance on the issue, but denied that the issue had the proportions of a major split.

Mr Van Rensburg said last night: "I am not aware of any extraordinary tensions."

Mr Eglin said he believed that once facts had been established "particularly in regard to the alleged coercion of young black people into the camps... there will be agreement by party members".

Youths in track-suits given by the State listen to the Deputy Minister of Education and Development Aid, Mr Sam de Beer, at a press conference at the Roodewal camp.



Picture: Reuters

Education chief lashes the youth camp critics

Political Staff

THE Deputy Minister of Education and Development aid, Mr Sam de Beer, today lashed out at critics of his department's youth camps for detainees.

This followed a Government-sponsored visit to the Roodewal camp, near Thaba 'Nchu in the Free State, yesterday by Progressive Federal Party MPs Mrs Helen Suzman and Mr Ken Andrew and other MPs and journalists.

Mrs Suzman said today she believed detainees should be freed instead of being sent to places such as the Roodewal "re-absorption camp".

She believed offers to detainees to go to such a centre should be made after, and not before, they were freed.

Both she and Mr Andrew, PFP MP for Gardens, were unhappy about aspects of what they saw and what they were told during their visit. "We do not think it is a suitable thing for the Department of Education and Training to be involved in," Mrs Suzman said.

"Rumours"

In a statement issued through Sapa today Mr de Beer noted surprise at what he called "the unsubstantiated rumours, insinuations and blatant untruths" in connection with the department's programme of youth activities and the youth centres.

He said the director of the PFP's Missing Persons Bureau (Mr Neil Ross) had issued a one-sided Press release which had been the basis for many of these rumours. Representatives of the

Detainees' Parents' Support Committee were also responsible for spreading rumours.

"Extensive use is made of experts from the private sector in the planning and presentation of these courses which are limited to study methods, leadership, community development, vocational guidance and sport. There is no question of secrecy, indoctrination, brainwashing or political persuasion.

"... ex-detainees were offered the opportunity of voluntarily attend these courses. No conditions are set and no coercion is used. Those attending can withdraw at any time. Minors are only allowed to participate with the written permission of their parents or guardians.

"A total of 167 ex-detainees have up to now voluntarily attended courses at the centres. Only 46 (the group at Roodewal) are minors.

Discredit

He said the fact that these course participants have been branded as police informers and, as such, have become targets for intimidation and persecution, was evidence of the irresponsibility of those trying to discredit the department.

He denied claims that the police and army were involved in the courses, that participants were taught to identify weapons, that they have been forced to attend courses, and that they were still being held at the centres.

Mrs Suzman said she was told by one boy that prison authorities had told him he would have to stay in prison if he did not agree to attend the course. Another had told her he joined the camp of his own will.

The total Lusaka experience

by DALE LAUTENBACH,
Weekend Argus Reporter

“LUSAKA... what's it like? Well... funny this, but with all the jacarandas in bloom now, a bit like Pretoria.”

Professor Jakes Gerwel, rector-designate of the University of the Western Cape, returned this week from his first visit to that African capital. And he brought back a rich package of memories... from impressions of high-level meetings with African National Congress delegates to the incidental little memory of caterpillar stew at Pamodzi Hotel.

An invitation from the University of Zambia enabled a combined 12-member delegation from UWC and the University of Cape Town to travel to that distant, but news-making, capital. A three-member delegation from UWC — next year's rectorate, which includes Professor Gerwel at the helm, Professor Jaap Durand and Professor Jairam Reddy — arrived last Friday. The UCT representatives, led by principal Dr Stuart Saunders, arrived on Sunday.

“It was my first visit to an African capital, and that in itself was a singular experience,” says Prof Gerwel. “It was also the first time the new UWC rectorate has acted together, and I think it was an auspicious beginning.”

“On Friday night... just standing on the hotel balcony and watching the African night setting over the city... that was a moving experience and it reminded me just how cut off we are from that which is so immediate to us.”

“It was sobering to think, as we took off from Johannesburg, that I had so often left this country on my way to Britain, or the States, and that, within my own continent, this was really the first time I was setting out to explore.”

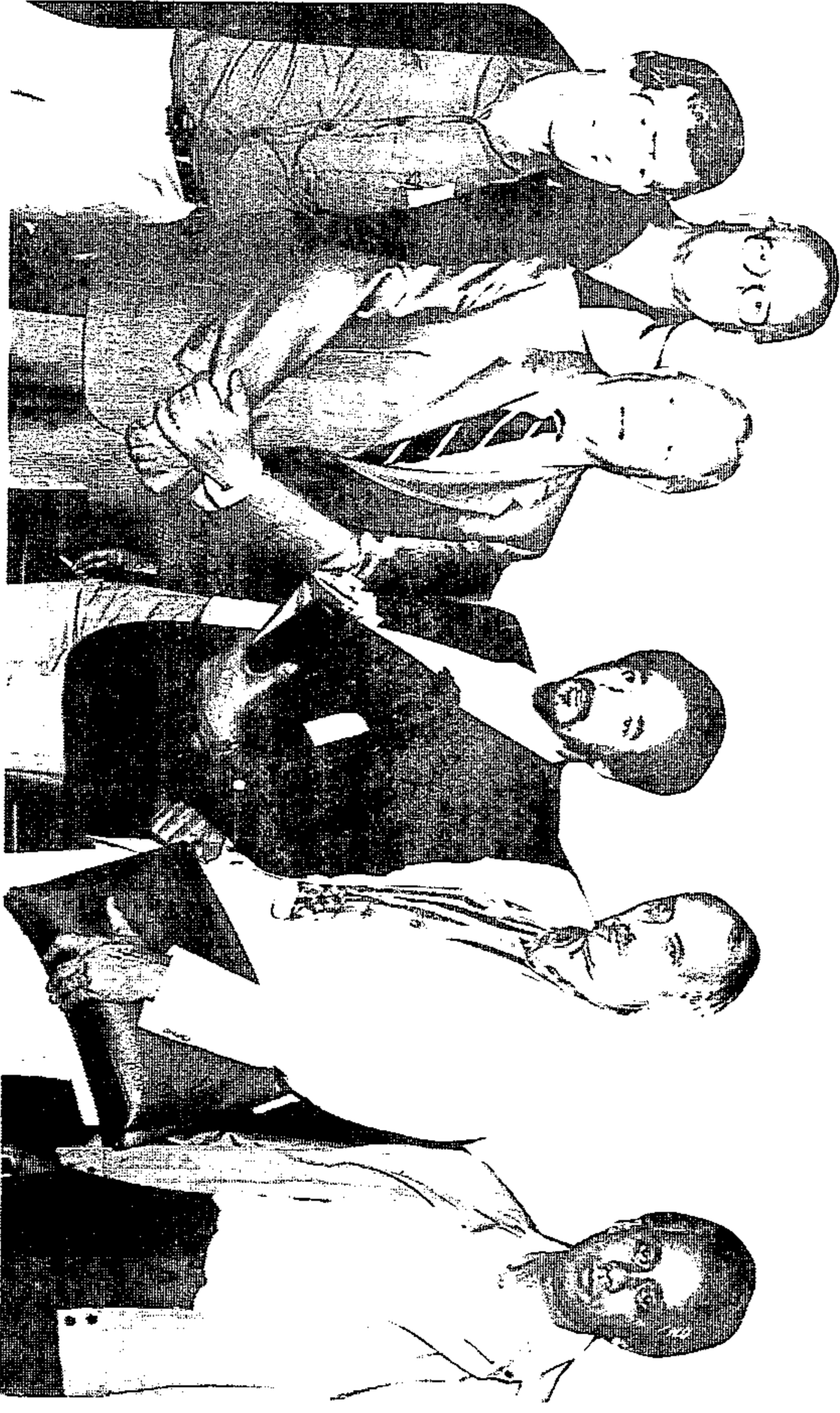
THE delegation left South Africa with the understanding that the invitation from the University of Zambia would provide an opportunity for talks with the ANC, says Prof Gerwel. They were met by the secretary-general, and second-in-command of the organisation, Mr Alfred Nzo, and a number of his most senior personnel.

“That we were received so hospitably was in itself an experience... a simple little thing like the fact that we were met on the tarmac by an ANC representative, taken to the VIP lounge and introduced to Mr Oliver Tambo, the president of the ANC, who was leaving Lusaka that night.

“He welcomed us and said how good it was to meet South Africans.

“And that was the general impression too... the anxiousness of compatriots in exile to meet people they encountered... refer to as ‘people from home.’”

Professor Jakes Gerwel, rector-designate of the University of the Western Cape, was one of a 12-member delegation which returned from a visit to Lusaka — and talks with the African National Congress — this week. The professor gave Weekend Argus his impressions



The men who met the ANC. From left, the acting-deputy vice-chancellor of the University of Cape Town, Professor James Leatt, the UCT medical faculty dean, Professor George Dall, the vice-chancellor, Dr Stuart Saunders, University of the Western Cape rector-designate Professor Jakes Gerwel, the vice-rector Professor Jaap Durand and Professor Jairam Reddy.

THE professor and his team stayed at the Pamodzi Hotel just outside the centre of the city.

“All very fine,” he says. “We were told it was their best hotel and it was certainly standard five-star fare. With the idea one has of African cities — an idea formulated out of ignorance largely — one would have expected more squalor, more drabness. Lusaka is certainly not a Johannesburg or Cape Town in terms of opulence and wealth, but yes, one could live there. It is quite a garden city; there are many trees, and with street names like Cairo, Addis Ababa and Nassau, you are constantly reminded that you're really in Africa, compared with the rather Mediterranean atmosphere of Cape Town.”

The main street, Cairo Road, has some historical significance, says Professor Gerwel. Local legend has it that it was part of the great plan for a road from the Cape to Cairo and the profes-

“WE have all returned with the impression of what an exciting, and even prosperous, sub-continent we could have if we were unhindered by political constraints.” — PROFESSOR JAKES GERWEL, rector-designate of the University of the Western Cape.

sor and his colleagues strolled its length on Saturday morning. “One striking thing was the number of informal businessmen — guys sitting on the pavement mending watches, selling their wares. But the roads were all tarred, and one wasn't struck by ethnic dress... the people wore

“Western’ clothes mainly, and everywhere English was the language spoken with ease.

“It all seemed to be quite a natural blend of what remains of the Western heritage with a survival and an appreciation of the indigenous cultures... really what I suppose South Africa will be like one day.”

Even “Africa Night”, the theme at the Pamodzi Hotel every Tuesday night, merged easily into this cosmopolitan mix.

“I suppose it's done for the benefit of tourists, but it didn't feel artificial in the way that watching the gum-boot dance in South Africa feels. Everyone participated happily in an expression of a culture which is theirs and about which they feel secure — even a number of students from a university dance group took part. That was the night they served some local food including a caterpillar stew. I dished

myself a taste, but didn't get round to trying it.”

The UWC-UCT delegation were invited specifically to talk about the education crisis in South Africa and they were shown the facilities at the University of Zambia.

“Physically it's a very beautiful campus, but not unlike campuses around the world. What I found so instructive was that it is a university designed to serve the nation. There is a veterinary school — an impressive new complex built and equipped by the Japanese — and there is a mining school. Seeing it all brought home to me just how the politics of South Africa hinder what should, and could, be a normal pattern of contact for the benefit of the entire sub-continent and beyond.

“Indeed, considering the total Lusaka experience, I think we have all returned with the impression of what an exciting and even prosperous sub-continent we could have if we were unhindered by political constraints. And as an educationist, I am strengthened in my resolve that the political problems of this country should be solved for broader cultural and educational purposes.”

Referring to the ANC delegation, Prof Gerwel said: “One thing that will remain with all of us is that these guys and women are South African... there was an immediate chord struck between us, and I am thoroughly convinced of their patriotism. They were so interested to hear about home; they asked touching little questions; asked whether we had brought newspapers and we were sad that we had not.”

THE subjects they discussed were primarily educational — the role of the university in the education crisis; its relationship to schools and technicians, to the community and to other universities in Africa; academic boycotts; the role of women at university; the development of the manpower needs of the country.

They discussed too the experimental projects run by the ANC in the Front-line states, experiments in alternative education, health care and community development... “They are not just a group of ideologues in exile,” says Professor Gerwel.

“I certainly didn't come away feeling that I'd been talking to a bunch of hard-line communists. I think it's well known by now that they see a mixed economy for South Africa, but what was striking was the degree to which they are vehemently anti-racist.

“I've called consistently for the unbanning of the organisation and for its inclusion as a major political force in South Africa... such are my political convictions.

“But now, as a human being and having met them as human beings, I feel a responsibility to apply and commit myself to making possible the day when they can come home.”

Spectrum

SPECIAL REPORT

Crisis in South African black schools

by SUSAN PLEMING, in JOHANNESBURG

A HIGH-powered meeting of about 200 leading educationists and private sector members have urged the Department of Education and Training and the National Education Crisis Committee to discuss the re-opening of the 33 schools closed by the DET this month.

The delegates, who were attending a symposium in Fourways entitled Education Beyond Apartheid, also said they would take up the issue of the closed schools with their respective organisations.

A prominent educationist, and a consultant at the Centre for Continuing Education at the University of the Witwatersrand, Dr Ken Hartshorne, said education was taking place within an "untidy maze of interactions that themselves were volatile and unpredictable".

He added that there was a continuing deterioration be-

tween the department and its teachers and pupils. This had worsened in July this year following the introduction of new security controls at the schools.

The chairman of the Soweto Parents' Crisis Committee and the director of the Careers Centre in Soweto, Mrs Sebelo Mohajane, said there were thousands of children out of school following the closures.

"We must look at the black child who is in the midst of a crisis. We must start assisting that child now. The schools may be closed, but we must go on," she stressed.

Dr Hartshorne pointed out that official records of 80 per cent attendance in some urban schools was no guarantee that any learning was taking place. "Regular learning habits are breaking down, pupils do not bring books to schools, are not prepared to do their homework, or have their work evaluated by means of tests and examinations," he explained.

Teachers also held a negative image of themselves and

their morale and confidence was at a low ebb.

Another disturbing factor was the influence in education of the young people not at school — this included the "active" boycott, those who had dropped out, or failed, or been rejected by the system.

"In the townships, there is a new and different generation of 'street children', led by young adults rejected by the education system, disillusioned by failure and lack of work opportunities."

In the next five years, it was unlikely that the Government would make any fundamental changes in the education system. The Government showed no signs of giving way on the principle of segregated education systems.

"This is a basic tenet that has been reiterated again and again at the highest levels. It will be more difficult for the Government to change on this than to free Mandela, negotiate with the ANC, or repeal the Group Areas Act, because it lies at the heart of the ideology of separate development."

Education beyond apartheid

THERE IS ROOM TO BE POSITIVE — BUT ACTION MUST BE TAKEN SOON

SINCE 1983, the crisis in the black schools has continually deepened. This year has been punctuated by boycotts and disruptions, and there is pessimism in education circles about the end-of-year examinations.

But, said several educationists at a symposium held last week, there is room to be positive. A new form of education can be found, but action must be taken soon.

Attended by about 200 leading educationists, and people from the private sector, the symposium was entitled Education Beyond Apartheid.

The general feeling of the conference was echoed in the words of educationist Dr Ken Hartshorne when he told the conference that although the present education crisis was daunting, there was hope.

In spite of slogans which rejected the present schooling, there was a common appreciation of the importance of education, he stressed.

The rector of the Rand Afrikaans University, Professor JP de Lange, warned the audience that the longer it took to create a new political, economic and social structure, the more harm would be caused to the education of young people.

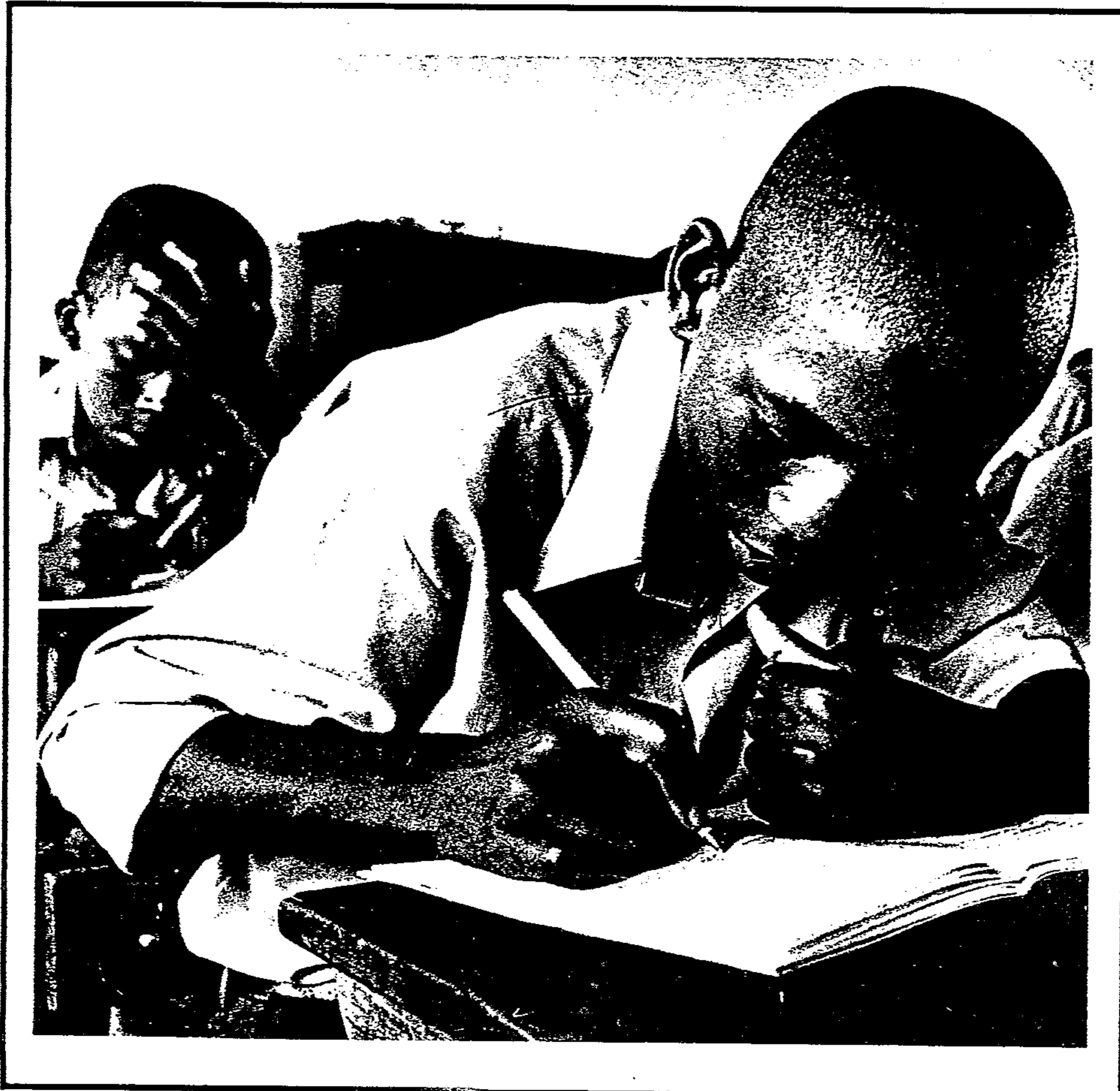
"No society can afford this," he stressed.

At the forefront of the discussion was "people's education", a relatively new, but popular, concept in the black community.

Dr Hartshorne described people's education as the "working out of the educational consequences of the Freedom Charter".

"It is inextricably bound up with the concept of people's power, which is the collective strength of the community," he explained.

THE broad goals of people's education included the setting up of a "free, unitary, compulsory, non-racial



and democratic system of education relevant to the establishment of a unitary non-racial, democratic South Africa", he added.

Teachers would play a critical role in the development

of people's education, and the rector of the Soweto College of Education, Mr Mike Morapeli, said teachers would have to be trained in this regard.

"Teachers are under con-

flicting pressures from the DET, parents and pupils. We must prepare our teachers to handle these realities. We must equip our teachers to handle objectively what is happening," he said.

Dr Hartshorne stressed that no "post-apartheid education" would be possible without adequate teachers. "In the end, teachers remain the most potentially powerful

group of change agents," he said.

Dr Hartshorne pointed out that "apartheid education" had been damaging and destructive in both the white and the black community. It had divided black and white children into different camps.

"It has generally been authoritarian in nature, influenced strongly by Christian National ideology. It has been marked by strong, and often arrogant, bureaucratic control with little freedom for parents, teachers or pupils, particularly those outside of the Broederbond establishment — to exercise much influence."

It was naive to believe that politics could be kept out of education. "Education policies, systems and values in any country reflect its political options, its history and traditions, its values and most important, its conception of the future," said Dr Hartshorne.

IN the process of moving towards post-apartheid education, private schools and the universities could play a major role. He pointed out that the so-called "bush campuses" could be transformed into credible institutions. "For example, the University of the Western Cape has developed from a creature of apartheid to one of meaning and relevance".

Pre-primary, adult and worker education should be major focuses.

According to the director of the University Preparation Programme, Mr Fanyana Mazibuko, it was essential to start desegregating school at the pre-primary level. He suggested that companies provide non-racial pre-primary schools.

"This would give companies the opportunity to improve the skewed position of pre-school facilities," he stressed.

Mr Mazibuko pointed out that state schools would be very difficult to desegregate. "Therefore we should focus on the private schools."

Eglin ^{Cont Links 22/9/86} urges DET to shun detainee camps

Staff Reporter

IT WAS in the interests of both education and the Department of Education that the DET "should stop having anything to do with courses for detainees — better still, the whole system of detention without trial should be scrapped".

This was said last night by Mr Colin Eglin, leader of the Progressive Federal Party, following discussions with PFP MPs Mrs Helen Suzman and Mr Ken Andrew, who recently visited one of the government's "re-orientation" camps for ex-detainee children.

Mr Eglin said the MPs' visit to the Roodewal Youth Centre in the Free State made it clear that youth camps which had been organized since 1980 as a

part of youth leadership training were "appropriate".

But a "new dimension" had been added by the linkage of camps with the state of emergency and the security situation by providing training courses for detainees.

"At a time when the DET needs to enjoy increased trust and credibility if it is to play a meaningful role in the field of education, it is against the interests of the DET itself for it to be linked in any way with the security functions of the State," Mr Eglin said.

He said two persons interviewed by Mr Andrew indicated they did not feel they were free to choose between attending the course or to go home, but rather "to attend the course or stay in detention".

Black schools' closure is 'not punishment'

PRETORIA. — The Minister of Education and Development Aid, Dr Gerrit Viljoen, has rejected suggestions that black schools were being closed as a form of punishment that was robbing children of their education.

He also denied that it was driving children on to the streets where they could cause trouble.

Dr Viljoen was responding to a resolution at the Transvaal National Party congress at the weekend calling on the government to satisfy the "reasonable educational requirements of the black people".

He said that only schools which had been "effectively deserted" by their pupils were being closed.

"You cannot keep teachers at a school where there is nobody to teach," he said.

The children who should have been at these schools had been "on the streets" for months before the schools were closed.

"They pulled out months ago," he said.

It was extremely unfortunate as they were falling "irrecoverably" behind the children who were still attending classes.

□ The Minister of Constitutional Development and Planning, Mr Chris Heunis, told the congress it was widely accepted that the constitutional solution for South Africa should be based on the group concept, but the strong resistance to this concept among

Call for input on Bill of Rights

Political Staff

PRETORIA. — The Minister of Justice, Mr Kobie Coetsee, has appealed to South Africans to participate in the quest for a Bill of Human Rights.

He said the government was committed to it in principle. The question was no longer "whether" to have a Bill of Rights but "how".

Mr Coetsee welcomed a resolution at the Transvaal National Party congress at the weekend calling on the government to introduce a Bill of Human Rights as a matter of urgency.

He said the matter was being investigated by the Law Commission and appealed to people to make an input before the end of November.

blacks would have to be broken down first to make this possible.

"It will not help if we devised the ideal system and other communities did not accept it. Solutions cannot be dictated. Many people see the group concept and definition as synonymous with discrimination."

Mr Heunis said the only way to eradicate the negative connotation to the concept would be get

rid of all racial and group discrimination and to promote equal opportunities. Only when the sting of discrimination had been taken out of the group definition could self-determination of groups gain some acceptability in the broader community.

□ The Minister of Law and Order, Mr Louis le Grange, said the government would not hesitate to take steps against certain people in the interests of the country, and that it had done so in the past.

He was replying to a question on why the government did not take action against people like the Archbishop of Cape Town, Archbishop Desmond Tutu, who was said to be in favour of sanctions against South Africa.

□ Mr Le Grange said the South African Police were also developing a smaller version of the Casspir armoured car.

He said the SAP were continually working on improvements, sending senior officers overseas, where there was good access to other countries' police forces.

He said intimidation in the black townships was one of the most difficult aspects of unrest to combat.

The most effective way was to ensure an adequate physical presence of security forces in the townships, with enough men on the scene over a long period, but there were limits to available manpower.

PARENTS of pupils at private schools decided at the weekend to call for the re-opening of all those schools closed by the Department of Education and Training.

The decision was taken at a meeting held at the University of the Witwatersrand and attended by about 800 parents and a sprinkling

of pupils and educationists.

The parents decided that private schools should continue providing education for all, but at the same time show a commitment in the case of township pupils who are being denied proper education.

Mr Fanyana Mazi-

buko, an educationist, suggested that parents should put pressure on the authorities by starting a letter and telegram campaign protesting at the closure of schools.

A member of the Transvaal Students Congress (Trasvo) said by closing the schools, the Government was on the

road to promoting illiteracy to ensure that the privileged position of the whites remained.

Pleas

Two headmasters of private schools said they had received a flood of applications from township pupils wanting to

enrol for 1987. One said he was at a loss as to how to respond to the thousands of pleas for space.

CALL TO OPEN SCHOOLS

I HAVE been told that tomorrow's meeting has created euphoria among many people. What seems to be pleasing them is that some of the problems in education have already received serious attention from my department.

In fact, I do not expect the meeting to last for very long. I know some of the demands that are going to be tabled and I find most of them fairly reasonable and justified.

My priority will be to concentrate on the demands that will get all the children back into the classrooms so as to create an atmosphere of calm in the townships.

I am going to start by ordering the re-opening of the 33 schools closed recently since I find that to have been a very counter-productive move.

As things are now, there seems to be no likelihood of normal schooling taking place anywhere in South Africa. The pupils who are out in the streets seem to be doing their utmost to get everybody else to join them.

The regulations prohibiting people other than teachers and pupils from entering school premises have to go. One of the major weaknesses in our education system has been the lack of parental involvement in educational matters.

Boycotts

What happens in the classrooms has a lot to do with what happens in our everyday life and as a result, parents, community, church and trade union leaders should be allowed access to educational institutions to make a contribution to the training of pupils.

If our children are going to become workers when they leave school, why can't we have trade union leaders addressing them on various subjects relating to work and the relation-

ship between workers and employers.

Things like rent boycotts affect their everyday life and you cannot treat those issues as unrelated to education.

For education to be relevant, it has to prepare children on how to deal with such issues later in their lives, and the contribution of community leaders is imperative.

Schools and prisons serve different functions and it is important that they look different too. People have to volunteer to go to school and must be made to feel that they are free to

leave; the same does not apply to prisons. But the type of fences that are used at black schools today, cannot make schooling something to look forward to.

It seems the people who are trying to keep certain people out of school premises should themselves not be on school premises.

Screened

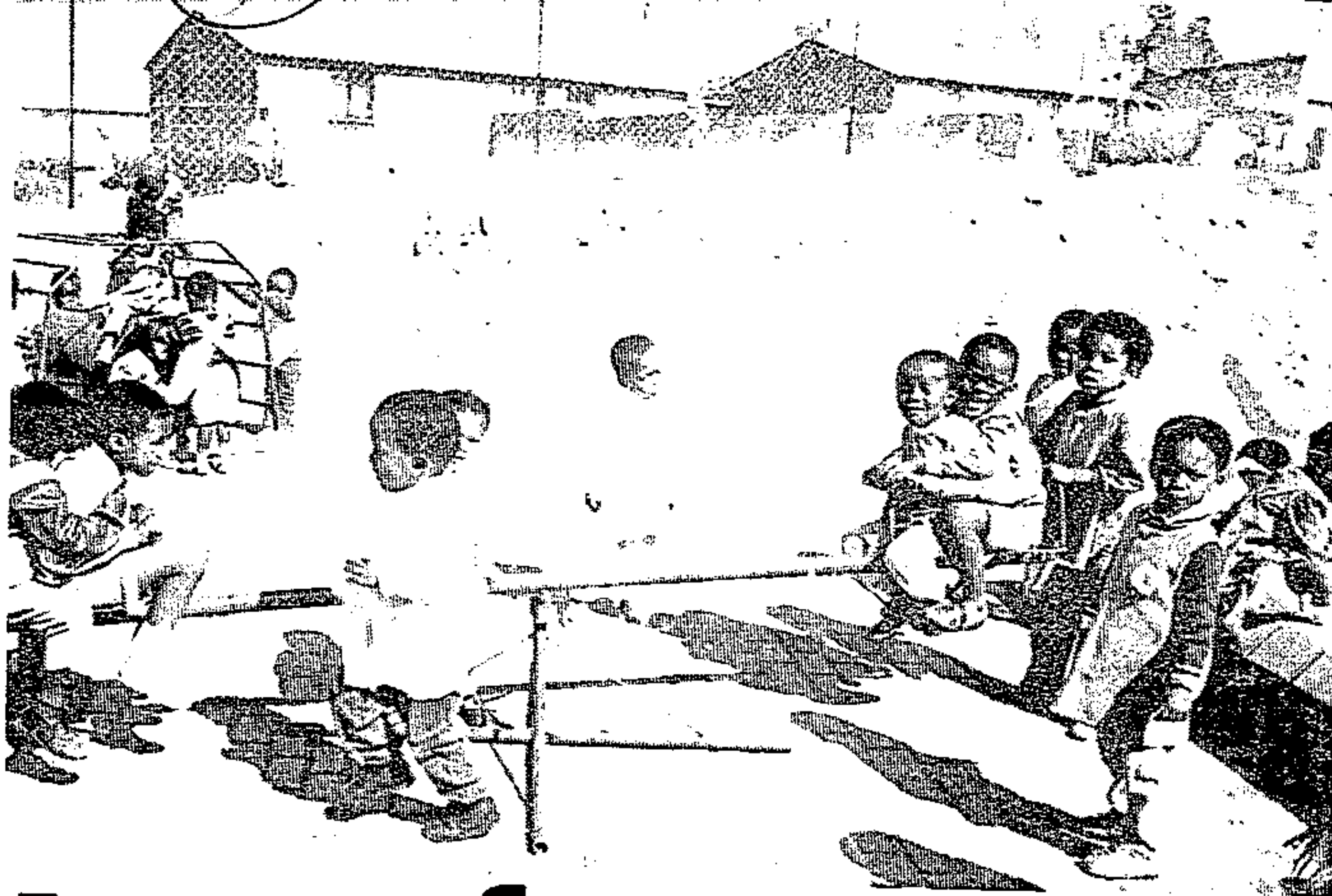
Some parents and a good number of black teachers are very suspicious of some of the white teachers in black schools and have suggested that they be screened.

You see, some of them ought to have been on pension long ago. The argument that having them is better than having no teachers at all does not hold water.

There are hundreds of black teachers who have quit the profession to join other industries because of frustrations created by the Department of Education and Training.

If the problems that led to their departure can be addressed now, many of them might come back.

The reports I have received about the youth camps is not very satisfactory as it does not give a clear picture of



NURSERY school kids ... there must be schools for them when they grow up.

A turn for the better

FOCUS



SAM Mabe imagines what he would do if he were suddenly Minister of Education and Training. In this the final article in the series, he is preparing for a big conference on the crisis in black education...

what the camps are all about. I believe that re-orientation camps are necessary, though not for the purpose that my predecessors established them for.

Against

In fact, I see the role of my department in such camps being only to fund them and to provide certain facilities, but they should be controlled by parents, who will use them to unteach

their children what they have been taught under the Bantu Education system.

Most of the children who have turned against the authorities over education are adolescents. It is known that unless they are handled with velvet gloves, adolescents can become a very unwieldy lot.

Drastic

Schools have become battlegrounds today. What started as protests against the educational system have now become protests against the whole political system in the country.

It is for this reason that I do not see my department alone being able to resolve the present crisis. There are drastic changes that have to take place in many other spheres of life if the changes I am likely to introduce after tomorrow's meeting are to have lasting and positive effects.

But I do see tomorrow's meeting with parents, teachers and other black leaders as a watershed not only in education but in South Africa's political life.

22/9/86

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SOWETAN

(SD) DD23/9/86

Talks on more land for EL

Dispatch Reporter
EAST LONDON — A meeting between the East London City Council and the Divisional Council of Kaffraria is scheduled to discuss the future incorporation of land into the municipal area.

The municipality's administrative officer, Miss Abbey Cronin, said no date had yet been set for the meeting.

The secretary of the divisional council, Mr Cas Naude, said the divisional council had accepted the city council's invitation to the meeting and had asked for more details about the land to be discussed.

"We have forwarded

our letter to the city council and are waiting to be informed of the date as well as to be told what land is to be discussed," he said.

Miss Cronin said there was no specific land on the agenda.

"A general discussion is envisaged about land for housing and industrial development in view of the guide plan for the area which will be released soon."

The Reeston area is expected to come under discussion following earlier talk about it being declared a light industrial area because of its proximity to Wilsonia.

Meanwhile, the divi-

sional council has called for nominations for area representatives in Reeston.

Mr Neville Larter, of the divisional council, said one of the representatives of the area, Mr A. Burse, had left Reeston and the other, Mr A. Crossley, had decided age was against him in the performance of his duties.

"The area representatives are really the council's representatives in the area, although they do not sit on the council. They do liaison work and make an input when budgets are discussed," he said.

Moving closer

GENEVA — The European Community and the Soviet-led Comecon, Europe's main trading blocs, opened talks yesterday. Delegates said the talks could eventually lead to formal relations and closer co-operation. — Sapa-AP

Viljoen: black education vital

Dispatch Reporter

GRAHAMSTOWN — Education was the key to the creation of jobs and future prosperity, the Minister of Co-operation and Development and Education, Dr Gerrit Viljoen, said in the city hall here last night.

Addressing a meeting of about 40 people, he said the government had increased its expenditure on education eightfold in the past eight years.

While the government upheld its belief in separate education departments for different race groups, it had followed up the recommendations of the De Lange Commission into education by applying equality in the areas of finance, the remuneration of teaching staff and the standard of syllabuses and examinations.

Referring to the state of unrest in the country,

he said the education system had fallen prey to politicisation by young radicals but that this should be seen in perspective, as only 250 out of the 7 400 black schools under his jurisdiction had been disrupted.

"Only 33 of these have been closed until the end of this year."

While he admitted there had been inequalities in the past in regard to black education, Dr Viljoen said the disparity in salaries for teachers would be eliminated from December 1 and would be based according to qualifications.

Black education was of "critical importance to the future of South Africa."

He noted that there were 1,7 million pupils under the jurisdiction of the Department of Education and Training.

Hard of Hearing?

LOOK

Prof Horak has published eight popular articles and 73 articles in international scientific journals. — DDR

Mr Soldati denied he had prepared some of the cheques. They had signed the cheques. completed the cheques from Mr

Camp volunteers 'free to go any time'

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23/9/86

Son of Maradona?



Close-up of Diego Armando, son of 22-year-old Cristina Sinagra, born in a Naples hospital at the weekend. The woman claims the boy is the son of Argentina's soccer star Diego Armando Maradona, who plays soccer in Italy. Maradona's stunned reaction was: "I'm just too bitter for words." Referring to his childhood sweetheart, Claudia Villafanes, who is expecting his baby next March, he added: "A woman can have a miscarriage with shock and jealousy."

John Martin heads race to Cape

Staff Reporter

JOHN Martin in Tuna Marine Voo-trekker II has crossed the equator and is racing for home at the head of the BOC Challenge round-the-world fleet in favourable south-easterly winds.

According to the latest Argos satellite position report, Martin has widened his lead on Guy Bernardin in Biscuits Lu to 115 miles and is 250 miles in front of third-placed Philippe Jeantot in Credit Agricole III.

However, the solo sailor is running short of water and has lost all his fresh provisions to intense tropical heat.

He has also had to contend with several minor problems, including the failure of hydraulic components, a broken halyard and two broken sheets.

But he is confident he can reach Cape Town by October 8 — his birthday — or October 10 at the latest, according to his liaison officer, Mr Tony McKeever, who spoke to him last night.

He said Tuna Marine was covering 175 miles a day at an average speed of 7.2 knots which Martin was confident he could push to 7.5 knots.

By FRANS ESTERHUYSE, Political Staff

THE Deputy-Minister of Education and Development Aid, Mr Sam de Beer, today defended his department's training scheme for young ex-detainees against Opposition criticism that it was not truly voluntary.

He said the offer to attend the 10-day training course was made to youths in prison before their release. His department received the youths at prison immediately after their release.

The scheme was "entirely voluntary" and the youths were free to go home if they did not want to continue with the training, Mr de Beer said.

He was reacting to yesterday's criticism by Progressive Federal Party leader Mr Colin Eglin that "decisions taken by people held in detention without trial against their will cannot be truly voluntary".

Mr Eglin's comments followed a visit by MPs, including Mrs Helen Suzman (PFP Houghton) and Mr Ken Andrew (PFP Gardens) to the Roodewal training centre in the Free State last week.

Asked how and at what stage the detainees received the offer to attend the training course, Mr de Beer outlined the procedure.

"We receive them at the prison. The recruitment is done by our consultants in the private sector.

"They (the detainees) are visited at prison and the offer is made to them. We accept responsibility for them as soon as they are discharged."

Written permission

Written permission had to be obtained from parents for minors to undergo the training.

"The fact is that the moment the youths are in our care after their release from prison they are free. They are free to go at any time. We do not detain them in the camps."

Mr de Beer said Mrs Suzman had "conceded" that the 10 days of the training course was not long enough for any "brainwashing".

Reacting to PFP criticism that the Department of Education and Training should not be involved in a security situation, Mr de Beer said: "We are not involved in a security situation. We are doing youth work. We have a responsibility towards young people coming out of detention."

There had been Opposition criticism of the "scandalous situation" of children detained in prisons, but when the department wanted to do something for young ex-detainees this was also rejected.

Mr de Beer said his department had handled 167 ex-detainees at four training centres. At present there were no courses in progress, but the work would continue when the need arose.

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Single education control for all 'ill advised'

Mercury Reporter

ONE education department for all race groups and multi-racial schools were ill advised and not an answer to South Africa's problems, Dr H J S Stone, chief director of the Department of Education and Culture said yesterday.

Dr Stone was guest speaker at the first day of the Natalse Onderwysers-unie congress being held at a Durban beachfront hotel. The congress ends today.

Dr Stone said the present education system was being fought by people who felt it was based on race instead of culture and was actually a form of apartheid.

These people also believed the system polarised youth, continued old divisions and inequalities, stood in the way of good race relations and led to added expense with educational functions being duplicated.

'If just half of this is true, we are doing South Africa a disservice,' he said.

On the other hand, others felt the present teaching system had taken away self-determination in the white education system by coupling financing, service conditions, curriculae and examinations for different race groups.

If this was true, damage was being done by the new dispensation, he said.

Dr Stone said he therefore felt it necessary to set the record straight.

It was necessary to view the objections against the background of certain developments within and outside South Africa, which was rich with people of different cultural backgrounds, and it was important to realise that South Africa was not the only country which had separate education departments. In Switzerland there were 26.

AT YESTERDAY'S conference many people acknowledged the substantial changes that have taken place in education over the past 10 years.

But they maintain that none of the changes address the fundamental causes of the present crisis.

They said that the crisis would not end even if pupils were given free books, double-storey school buildings and there was equal spending on black education as in white education.

They cited poor syllabus content and the control of black education by the Government as the major areas of concern. And I saw their point.

When I was five years old, my mother used to give me castor oil, which she believed was the best purgative for children. I hated it for its taste, smell and what it did to my stomach.

I used to cry whenever she gave me the stuff, so she came up with what she thought was a solution. She mixed the castor oil with orange juice.

The first time I took the mixture I did not cry or even object because I liked the taste. It was until the smell of the castor oil came out through my nostrils when I belched and when nature called that I realised how I had been deceived.

The orange juice had only made it easier for me to swallow the castor oil, but the effects remained unchanged.

This is how I see the changes that have taken place in education so far.

Conditions, methods and the environment in which the education is dispensed can be improved, but that will not change the effects on its recipients.

Bantu Education is a system founded on an ideology which dictates that blacks should not learn as much or the same things that are taught to whites.

Blacks are taught what to think and now how to think. They are taught not to question anything or to give their opinions on anything they learn.

Whatever they learn throughout the year is expected to be regurgitated as it is during exams.

This means that blacks come out of school not sufficiently equipped to meet the challenges of life outside of the classroom.

What type of political leadership can we produce if students of history cannot comment even on the South African system of government.

People trained as doctors or nurses are expected to provide medical solutions to socio-

economic and political problems, but they are not taught at school that some of the diseases they have to cure are caused by the policy of apartheid.

This system was designed to promote the myth that education and politics do not mix.

Most people who talk of alternative or "people's" education for South Africa have put a lot of emphasis on the need to re-write Africa's history.

This is not because history is the only subject that is faulty.

For as long as one is a slave, it is not easy or

possible to learn the same way that one's master learns.

This is what makes history important to blacks because through it, we can learn how to liberate ourselves and run government and other institutions that form part and parcel of our lives.

The majority of participants at yesterday's meeting felt that a solution to this problem can be found in allowing blacks to be involved in the drawing of the syllabus. Not in an advisory capacity, but as decisive participants.

Parents

What emerged at the meeting is that even if the Government were to change the syllabus content, blacks would remain suspicious because they have grown to assume that everything done by the Government for blacks is meant to suppress them.

Considering what has been happening in this country since the advent of apartheid, it seems very logical that such suspicions should abound.

There was unanimity also that black education as a whole should be removed from the control of the State.

Democratically elected Parent Teacher



SAM MABE, acting as the new Minister of Education and Training, reflects on some of the suggestions made at a conference he chaired yesterday to look at black education. He finds that most parents are concerned mostly about what their children are taught and who controls the system of education.

Educating the leaders of tomorrow

FOCUS

I believe most children will be happy to participate in weekend classes to learn art, dancing, drama and English.

Crash courses will also have to be arranged for most teachers who are under-qualified for the subjects they are teaching.

But in the meantime, experts in subjects such as mathematics and science might have to be found from outside South Africa to supplement the small numbers we have here.

The Government's propaganda machines, such as radio and television, could be put to good use.

This can happen if their control was removed from the Afrikaners who believe that they know what is good or bad for blacks simply because they grew up with blacks on the farms and are able to speak Zulu or Sotho.

A careful search around the townships could bring out many blacks who can produce good documentaries for schoolchildren.

And if freedom of expression was to be guaranteed by law, newspapers that are serious about playing a meaningful role in the liberation struggle could start mushrooming.

They could help us in our endeavour to produce well-informed and level-headed youths — the leaders of tomorrow.

I can dream, can't I?

Associations should be established and headed by parents and not by teachers, principals or even school inspectors.

The PTAs would liaise with school authorities and senior officials of my department.

It was suggested at the meeting that I appoint two education experts to sit in meetings of each PTA to give advice on issues that might be above the grasp of the average PTA member with little background in education.

I was assured that this system has a strong chance of success. One teacher said parents generally take little interest in what happens in the schools because they have never been given any role to play in their children's education.

He said there were a number of level-headed people in the townships who could play a very meaningful role in education if they were given the chance.

There are a number of remedial programmes that will have to be designed to make up for the weaknesses of Bantu Education.

STAK

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23/9/86

DURBAN — One education department for all race groups, and multi-racial schools, are not an answer to South Africa's problems, Dr H J S Stone, chief director of the Department of Education and Culture said yesterday.

Dr Stone was guest speaker at the first day of the Natalse Onderwysersunie Congress.

He said the present education system was being fought by people who felt it was based on race instead of culture and was actually a form of apartheid.

These people also believed the system polarised youth, continued old divisions and inequalities, stood in the way of good race relations and led to

United education not the answer, says Stone

added expense with educational functions being duplicated.

"If just half of this is true we are busy doing South Africa a disservice," he said.

But others felt the present teaching system had taken away the right of self-determination in the white education system by coupling financing, service conditions, curriculae and examinations for different race groups.

If this was true, damage was being done by the new dispen-

sation, he said.

Dr Stone said it was necessary to view the objections against the background of certain developments within and outside South Africa, which was rich with people of different cultural backgrounds, and it was important to realise that South Africa was not the only country that had separate education departments.

"Switzerland has 26," he said.

"It is also a mistake to assume that separate depart-

ments cannot be equal departments. This assumption led to the unsuccessful melting pot ideal in teaching in America in the 1950s. The Americans soon found that one's own culture was the only departure point for a good education."

Dr Stone said multi-racial schools and one education department for all in South Africa would only lead to confusion, conflict between different cultural groups and further division as children brought up with different cultural backgrounds hit grey areas at school.

A central education department would also lead to domination of one group over another, he said. — Sapa.

Cape Times 24/9/86 (50)

'Most English-speakers' back mixed-race schools

By BARRY STREEK

MOST English-speaking parents favoured mixed-race schools and only 12 percent did not want any schools opened to all races, Mr Ken Andrew, a Progressive Federal Party spokesman on education, said yesterday.

In a statement, he said 84 percent of English-medium private schools had chosen to be multi-racial.

He was responding to last week's refusal by the Minister of National Education, Mr F W de Klerk, to open government schools to pupils of all races.

The MP for Gardens said: "Schools need to decide whether at some later date they want to be dragged into the future on someone else's terms or whether it isn't preferable to show bold, sensible leadership and start adapting now in the interests of their school and its pupils."

He quoted an independent survey in April this year, which found that 88 percent of English-speaking whites wanted some schools open to all races and 43

percent wanted all schools opened.

"The number of English-speakers favouring the opening of all schools has doubled over the past five years."

During the vote in favour of opening Cape Town schools, such as Rondebosch Boys' High and Preparatory schools, SACS High and Junior schools and Westford High, the percentage in favour was between 76 and 92 percent.

Mr Andrew said there was no reason to believe that standards would suffer if schools were opened.

"It is also worth nothing that educational standards involve relevance and other factors besides marks in examinations," Mr Andrew said.

Although official government policy was for racial segregation, there was far more flexibility in practice.

Correspondence colleges could provide instruction to all population groups. Private school hostels were multi-racial and State-subsidized.

Universities and many of their residences were open, coloured schools were admitting black pupils and white government schools admitted children of black diplomats and other "special" cases.

The Deputy Minister of Constitutional Development and Planning, Mr Piet Badenhorst, had also made it clear that young people of different races were to be urged to get to know and understand each other.

"Some people have concerns about the danger of bringing 'politics' into education.

"The fact is, however, parents and teachers have a responsibility to promote desirable changes in their schools.

"Support for the status quo is just as political as support for educationally desirable changes," Mr Andrew said.

SA education told to go for multiple option

The number of black children needing education would more than double from 5,5 million to 11,5 million by the year 2020, the director of a policy think-tank company said in Johannesburg yesterday.

Mr A Spier of Syncom said in a lunchtime lecture on educational reform that, because of the cost of educating people in the future, the responsibility for education should be divided between the Government and the private sector.

The State would have to take responsibility for basic education — primary and high schools — while the private sector should provide a "learning industry". This industry could include the privatisation of tertiary education, he said.

South Africa should go for a multiple option in education, localising the structures, instead of the either-or approach: "People tend to think either all schools must be integrated or all remain separate."

But this was not necessary.

"If Pietersburg does not want to integrate, that is up to them," he said.

A situation would develop where there were some integrated schools, some separate. Localisation would also encourage experimentation among schools.

"Solutions will come from the bottom, not be given from the top," he said.

He said a basic demand for the reform of education was that it should be relevant.

"Teachers go to school, then to a teachers' training college, then back to school. And they are supposed to be teaching children about the world out here. They don't even know what it's like," he said.

Performance is another important factor.

"Education is an investment and you have the right to demand value for money," said Mr Spier.

The decision of a curriculum should be a joint community decision not the decision of bureaucrats.

He suggested the implementation of a voucher system — where parents would be given vouchers for their children which they could spend at any school of their choice. Hand in hand with this system would be the provision of block grants for

schools, based on the vouchers spent there. He said 17,8 percent of the white population were professionals, as compared to 0,4 percent of the black population, 3,1 of the Asian and 0,8 of the coloured community.

"We must create a system where everyone can advance rather than the mental set of upliftment, which means the lifting of someone below you and implies that you will always be above them."

Factors which affected the learning process included:

- Nutrition — children who suffered from malnutrition obviously did not make good students.
- Home environment — black children's home environments were ghastly in comparison to those of whites, with overcrowding and lack of facilities for study.
- Mobility — access of children in rural areas to education was restricted because of lack of mobility.
- Health services and electricity supplies.

English

'want

mixed

schools'

Mercury Correspondent

CAPE TOWN—The majority of English-speaking parents rejected whites-only schools and only 12% wanted no schools opened to all races, Mr Ken Andrew, a Progressive Federal Party spokesman on education, said yesterday.

He also said 84% of English-medium private schools had now chosen to be non-racial.

In a statement issued yesterday in response to the refusal last week by the Minister of National Education, Mr F W de Klerk, to all Government schools to admit pupils of all races, Mr Andrew, MP for Gardens, said: 'The trend is quite clear.

'The majority of English-speaking parents do not believe that whites-only schools are in the best of educational interests of their children in South Africa in 1986.

'Schools need to decide whether at some later date they want to be dragged into the future on someone else's terms or whether it isn't preferable to show bold, sensible leadership and start adapting now in the interests of their school and its pupils.'

Mr Andrew, who emphasised that he was dealing with the issue of whether white Government schools should be opened to all races and not other educational matters and needs, said an independent survey, conducted in April, found that 88% of English-speaking whites wanted some schools open to all races and 43% wanted all schools opened.

During the vote in favour of opening Cape Town schools, the percentage in favour had ranged from 76% to 92%.

Mr Andrew said there was no reason to believe that standards would suffer if schools were opened.

'With a sensible and fair

Persuade the pupils

50 26/9/86



Leading educationist and director of the teachers' programme at Soweto's Funda Centre Frans Auerbach suggests a way out of the crisis in black schools.

As we move into the traditional revision and examination period of the school year, it is clear that the valiant efforts made by the parent-teacher-student coalition that worked so hard earlier this year, have failed to normalise black schools.

It is quite true that primary schools are being attended fairly normally, but even here one is often told that, as Ken Hartshorne put it at the September 18 Conference at Fourways, "learning habits are breaking down."

In this article, I cannot recount details. But it is quite clear that the basic lesson about normalising schools has not been learnt by a State which, most recently, has responded to a deep-seated crisis in education by delaying the opening of schools (in July); sanctioning the "occupation" of high schools by soldiers; issuing permits for teachers and identity cards for students, and closing 33 schools as a warning.

That basic lesson is simple: if you want schools to return to some normality, you must *persuade* a majority of those who attend that they should apply themselves to learning.

The National Education Crisis Committee (NECC) tried to do that. The State has

not sought to meet it for several months. Very few black high schools in parts of SA are working with any level of normality. In the Johannesburg region, I would guess that year-end examinations will have to be deferred because the 1986 "year" only started in April — a carry-over from the 1985 disturbances.

And with two state-imposed school closures (June 4-6 and July 1-13), as well as outside disruptions, there cannot have been enough time to teach a year's work. So it seems we have not moved closer to normal schooling during this year. And it is difficult to reject a view widely heard among very worried black parents and teachers: that the recent actions of the State in the educational sphere do not suggest that they were intended to create a climate of normal, peaceful school work.

Reminders

There is a widespread desire among parents and teachers to see pupils return to proper learning, regular attendance and a normal school life. The psychological, social and economic losses from a state of near-anarchy in several hundred high schools throughout SA are severe. One must remind oneself that:

- Children need love and security to grow into caring, competent adults;
- They need to learn skills, knowledge and values to develop their aptitudes and personalities and to cope in the modern world; and
- As we have 7,5m school-going young people — 5,5m of them black — only a State

system can handle their school education.

"People's education," even where efficiently applied, can only handle a small portion of pupils and teach a small part of what they need to learn.

Many people are looking at alternative education. These efforts are useful, deserve careful study and devoted application — but they are no substitute for normalising our schools.

If we fail to normalise them, the educational efficiency of our black education system will not rise — it has already fallen to a level that would not be tolerated for a week in white society.

There is no way of avoiding a basic truth: if you want schools to run normally, you must *persuade* pupils that sound learning habits, normal school life and regular peaceful attendance are worthwhile, are worth *their* while.

Educational anarchy will worsen if you cannot achieve this and persuade pupils that through the acquisition of skills and knowledge, they will be able to further that black liberation to which they are — and will remain — fervently committed. Examinations will be disrupted. And huge efforts made by dedicated educators at all levels (including the planning level) will increasingly fail to make the change needed.

For what we need is a change in learning climate, a sense of common purpose. Most parents and teachers have that purpose. When pupils — including student leadership — share the adult aim of normalising education, it will begin to happen. Not before.

Botha would call an election in November.

Seen against the massive shift in white allegiances since the 1981 election, Botha could hardly wish for a better general election result than that predicted by Laurie, and the odds must be on him calling a poll sooner rather than later. Alf Ries, political correspondent of *Die Burger*, and the nearest thing to what the cautious State President might rate as a confidant among Afrikaans journalists, believes November 26 is the most likely "early" date and April next year the second possibility.

The main planks of the NP's campaign would be defiance of Western "meddling" and the threat of sanctions, and government's hard-nosed response to radical insurrection. On both scores, not even the most antediluvian rightwinger can reasonably fault the Botha administration for being soft on "terrs and pinkos" on the one hand, and concerned Western doves on the other.

It remains to be seen, however, whether the NP's hardline posture will encourage defectors to return to the fold; the best the party can hope for is that it will check the erosion of support in the hairy-chested plat-



NP's De Klerk . . . wants to unload platteland seats

teland and the disaffected industrial heartland. The aversion with which the rightwing regards Botha's "reform" plans is too strong to expect this not to be so.

But the prospect of reform, milky as it has become owing to some loss of self-confidence by the NP's policy engineers, may have some appeal for PFP supporters to Colin Eglin's right — if such a thing is possible.

Within the NP, however, Botha has problems. Transvaal leader FW de Klerk is known to favour a delimitation before a poll. With good reason. Not only would he like to reduce the disproportionate electoral loading

accorded platteland seats, he wants the additional seats the Transvaal urbanised areas will be entitled to — to boost his caucus following in the event of a contest to find a successor to President Botha. And a delimitation conducted on scientific lines would almost certainly cost the Cape and the OFS some representation, and do Chris Heunis's chances no good.

Some analysts argue, however, that more seats in the Transvaal will not necessarily benefit De Klerk and will merely be a better opportunity for the rightwing to boost its tally in the province.

The possibility of Botha's retirement after an election has also been raised, but there are now indications that he will stay on for at least a year after the next poll, possibly to allow his successor to rise clearly above other aspirants, thereby avoiding a bloody battle when he goes.

An early poll will be an important, although premature, test for the PFP's new strategy to win more seats (*Current affairs* September 19) and it may well explode as a myth, or confirm as a chilling reality, the strength of the white rightwing.

FRANS AUERBACH

Persuade the pupils

FLN MML  SO 26/9/86

IN MY OPINION



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SACS commission seeks ways and means

w/c news 27/9/86

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Battle for open schools

By FRANS ESTERHUYSE
Political Staff

THE battle of some State-controlled schools and teachers' organisations against official school apartheid is continuing in the face of repeated Government refusals to allow such schools to open their doors to all races.

The Government's refusal earlier this year to allow South African College Schools (SACS) in Cape Town to open to all races has already led to a new move by the school to prepare for non-racial education in spite of the Government's present attitude.

The chairman of the SACS school committee, Professor E J Whitaker, said a commission had been appointed to examine ways and means to implement the will of parents so that this could be done when the Government allowed it.

Vote in favour

The commission included four members of the school committee, with representatives of teachers and of the parent-teachers' association.

The Government's refusal was conveyed by the white "own affairs" Minister of Education and Culture, Mr Piet Clase, to a SACS delegation in May this year after 80 percent of parents from SACS

Many applicants for non-racial school

Catholic schools face closure

reject race quotas

No open schools

Standards do NOT drop

Group plan for four non-racial schools

to air in SA

Junior and secondary schools had voted in favour of opening the schools.

Professor Whitaker said this week: "We are preparing as far as possible for the day when the wishes of parents can be carried out."

Mr Allan Powell, chairman of the English-speaking Teachers' Associations (Estas) which represents about 14 000 teachers in three provinces, said members of his association believed local communities should be allowed to choose.

Mr John Stonier, president of

the South African Teachers' Association (Sata), a member organisation of Estas, said: "We are firmly on record as being opposed to the 'own affairs' system of education and we are, therefore, opposed to education on racial lines."

Working document

At its last conference in Grahamstown, Sata adopted a working document on open schools. Once the final version had been completed, it could be used as a basis for negotiation with the Government.

Private schools, most of which have opened to all races with the approval of the Government, have found that their system of non-racial education was working well.

Confirming this, the chairman of the Association of Private Schools, Mr Peter Loveday, said this week that pupils in racially-mixed classrooms got on well together and there were no problems and no friction.

BER 29, 1986

Open all
white schools
29/9/86

Post Correspondent

JOHANNESBURG — The head of the Department of Political Science at UCT, Professor Robert Schrire, has urged the Government to open its schools to all race groups.

He said there was no justification for segregated education.

Prof Schrire was delivering the keynote address at the Transvaal Teachers Association annual conference.

He warned that education would be forced into the "front line of politics".

29/9/86

'Remedial' plan for ~~SAA~~ black ⁽⁵⁰⁾ education

Pretoria Correspondent

Efforts to upgrade the quality of black and coloured education are to receive new impetus from the Southern African Association for Learning and Educational Disabilities (SAALED).

The organisation is to investigate ways of using its members' remedial education skills to help teachers deal with the learning problems of disadvantaged children.

Professor M Skuy, newly elected president, said the country's educational problems could not be solved simply by providing equal facilities — pupils' learning problems caused by deprived backgrounds and poor teaching had also to be addressed.

Inadequately-qualified teachers were a major stumbling block to reducing high failure and drop-out rates. Teaching them remedial education skills would help pupils as well as teachers, he said.

Professor Skuy added: "All the buildings and money in the world won't help everyone benefit equally — you need compensatory education, enrichment programmes, and this is where we come in.

"If every remedial teacher in our organisation took a group of 30 teachers, and one teacher from each group went on to train another 30, there would be huge gains.

"It would be our contribution to re-deployment of resources."

Previously, SAALED concentrated on specific learning problems, mainly among white children.

BU > DAY
30/9/86

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Edited by Peter Wallington

AD FOCUS

Problem of illiteracy

A RESEARCH survey undertaken by academics from the Unisa's School of Business Leadership (SBL) suggests that between 40% and 50% of black adults are illiterate and have not been addressed specifically enough in most marketing programmes in print media.

But ad industry sources reject the claim and say advertising aimed at illiterates is not placed in print media, but on radio, television and outdoors.

Furthermore, they say that many of the findings and recommendations in the survey apply to both literate and illiterate black and white consumers.

The SBL's Flip du Plessis and Truida Prekel undertook the exploratory research recently to establish how a sample of illiterate and semi-literate blacks perceived, recognised and understood a selection of printed advertisements of consumer products.

They say that high illiteracy rates among blacks

pose a major problem for marketers who wish to communicate with black adults as a target audience.

People with literacy problems are often not exposed to media in which printed advertisements appear, or may misinterpret messages.

Among their conclusions: there was a high recognition of product use and a fair recognition of brand names; the respondents were exposed to a wide range of media; certain brand names became elevated to generic names and respondents tended to have fairly strong brand preferences for certain grocery products; and women respondents appeared to have influence in their and their employers' homes.

The message must be clear and functional; simple short brand names should be used; clear, bold lettering is better; pictures on packaging; logical supermarket layout — don't change it too often; and focus on women.

While welcoming research on the industry, McCann Group vice-chairman Tim Bester says: "Most of the recommendations are fundamental to any good advertising — they are not specific to black illiterates".

D'Arcy Massius Benton & Bowles (DMB&B) chairman Willie Sonnenburg agrees. "Simple advertising tends to work best in both black and white markets. Good advertising is universal, although its execution must take into account tricky areas."

While radio is a prime method of reaching illiterates, Bates Wells Research and Strategy director Eddie Anderson points out that outdoor hoardings are viewed as information sources for illiterate blacks.

He points out that when the written word is not understood, illiterates ask others for an explanation.

Winning commercials

W/L ARKENS 20/11/86

Weekend Arg

Top schools get 50 per cent race quota

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By PETER FABRICIUS
Parliamentary Staff

THE Government will in effect impose a 50 percent racial quota on private schools, it emerged in a parliamentary debate.

Private schools would be run in accordance with the "own affairs" principle of the constitution, Mr Piet Clase, the white Minister of Education and Cul-

ture, said during yesterday's second-reading debate on the Private Schools Bill.

The Bill increases subsidisation of private schools and was supported by the Progressive Federal Party for this reason.

However, the PFP did not speak in the debate, in accordance with its decision to withdraw the co-operation of its whips from the National Party.

Mr Clase said private schools could remain faithful to the communities they served only if there were more pupils of that community than any others at a school.

This policy would be spelled out in regulations which would be published soon.

He was replying to Mr Louis Stofberg (HNP Sasolburg), who asked if a quota would be applied. If not the Government would be moving towards racial integration, he said.

Mr Stofberg said in the past white private schools had to have at least 70 percent white pupils to qualify for the minimum subsidy.

Satisfied

If they had at least 80 percent white pupils, they received a 15 percent subsidy, and if they had 90 percent or more, a 45 percent subsidy.

Mr Clase said the private schools were satisfied with the new policy and asked opposition members not to "bedevil" relations by making politics out of it.

The private schools were threatened with financial problems. The Government valued its contribution to education highly and this Bill would help it to continue making a contribution.

The high standard of teachers at private schools and the academic results of pupils were proof of their contribution.

The Bill was passed, with only the Conservative Party and the Herstigte Nasionale Party registering opposition.

(Report by P Fabricius, 122 St George's St, Cape Town.)

Samuels accused of 'sensation'

Mercury Reporter

THE row between the House of Delegates and the Teachers' Association of South Africa, Tasa, over 'political interference' in Indian education, took a new turn yesterday.

Mr Amichand Rajbansi, Chairman of the Ministers' Council in the House, accused Tasa president Pat Samuels of trying 'to create a sensation to embarrass the House of Delegates with facts he will not be able to substantiate'.

'In respect of the 1987 school calendar, it was Mr Samuels who took it to the politicians after he was not satisfied with the decision of the Executive Director and now he complains about political interference.

'He is guilty of dragging the politicians into an administrative matter.

'The call for a judicial commission is one of his regular sensations, and I think Tasa should search itself and ask itself whether there is too much politics and less work on educational matters in Tasa itself.

'The fact that Mr Samuels

writes letters directly to the minister and not to the executive director gives a lie to his public stance about politicians interfering with day-to-day matters.

'There are many teachers who are concerned about Tasa's political role and they have repeatedly requested us to recognise another teacher's body that will deal with the interest of teachers and education generally.'

Purpose

He said the day-to-day administration of education was left in the hands of the head of the administration of education.

'I think that teachers must now seriously examine Tasa's political role as compared to the purpose for which it was established.'

Mr Samuels said it was a pity Mr Rajbansi had misunderstood Tasa's conference resolution, which basically attacked not only the House of Delegates but the tricameral parliamentary system.

He said there had also been erosion of the Director of Education's powers.

only 60 cm clearance on either side.

The Winterberg, a Safmarine container vessel, was damaged when its bulbous bow was ripped open when it struck an object while coming into port late last week.

Although it will give him more time to tend his roses, play bowls and travel, Mr Hansen, who was appointed chief dockmaster 18

fell over, have found attention under his guidance and he cannot count the number of times he was had to work through the night to get one repaired.

The busiest time he can remember was during the Suez crisis when ships were queuing to get into the dry dock.

Mr Hansen's successor has not yet been named.

Cosatu unions to mourn mine victims

JOHANNESBURG—Unions belonging to the Confederation of South African Trade Unions (Cosatu) will remember tomorrow the miners who died in the Kinross disaster, the organisation said in a statement yesterday.

The National Union of Mineworkers (NUM) has called a day of mourning and their members nationally will not be going down the mines tomorrow.

Some unions are pushing for a two-hour service.

Cosatu said all unions were demanding that no worker suffer loss of pay or victimisation for taking part in commemoration activities.

Soweto businessmen have agreed to close their stores 'in a show of solidarity' with the NUM day of mourning.

In a statement, Mr Sydney

Mahlangu, secretary of the Greater Soweto Chamber of Commerce and Industries, said all stores would in the area would close at 1 pm 'in a show of solidarity.' — (Sapa)

Martin far out ahead

CAPE TOWN—South African yachtsman John Martin is all on his own as he heads for Cape Town with the rest of the BOC Round-the-World Race fleet now well behind him.

Martin was 111 miles ahead of the second placed yacht on Friday, and has increased his lead to 277 miles over the past two days. According to the latest position report, Martin is just over 2 000 miles from Cape Town, the first race stop. — (Sapa)

H, WEDNESDAY, OCTOBER 1, 1986

DD Agreement on PE, Uitenhage black schools

PRETORIA — A minimum daily attendance of 80 per cent of pupils at black schools in Port Elizabeth and Uitenhage has been agreed on as a condition for them to continue functioning.

In a joint statement yesterday, the Deputy Minister of Education and Development, Mr Sam de Beer, a delegation of the Interdenominational African Ministers' Association of Port Elizabeth (Idamasa), and parent representatives from Port Elizabeth and Uitenhage, said it had been agreed that if disruptions at schools occurred, or attendance figures were below 80 per cent at a school, it would be excluded from the agreement.

The attendance is based on enrolment at schools on September 15 for Port Elizabeth — and September 25 for Uitenhage.

It was further agreed that effective education must be offered and acceptable educational standards must be maintained, implying that pupils should be punctual, attend regularly, bring

the required books to school — and submit to school discipline.

It was also agreed that special "catch-up" programmes, which include afternoon and Saturday classes, should be strictly adhered to — and that internal examinations must be completed by December 22.

A marked improvement in the attendance figures since September 10 was noted, but the statement adds that "although there have been instances where individual pupils at some schools have not adhered strictly to these conditions, the Department of Education and Training remains committed to creating every possible opportunity for pupils to continue with their education, provided that no serious disruptions or boycotts occur, and that proper discipline is maintained so that effective education can be continued."

Idamasa also presented a list of the names of detained students, which will be submitted to the appropriate authorities for their consideration. — Sapa

DET CALL FOR 80% ATTENDANCE

SCHOOLS in the Eastern Cape might be seriously affected if a daily attendance of 80 percent is not maintained, according to a joint statement issued yesterday.

This follows a meeting between Mr Sam de Beer, Deputy Minister of Education and Development Aid and a delegation of the Interdenominational African Ministers Association of Port Elizabeth and parent representatives.

According to a release from the Bureau of Information, the following joint decisions with regard to the continued functioning of schools in Port Elizabeth and Uitenhage, as taken during a meeting on September 8, 1986, were reiterated and reconfirmed:

- Schools where pupils re-registered at the beginning of the third term, but where the education was seriously disrupted during that term, may continue

functioning subject to the following conditions:

- (1) A daily attendance rate of at least 80 percent should be maintained, based on the enrolment as at September 15 in the case of Port Elizabeth schools and September 25 in the case of Uitenhage schools.

Should disruptions occur or the attendance figure drop to below 80 percent at a school, such a school will be excluded

from this agreement.

- (2) Effective education must be offered and acceptable educational standards must be maintained. This implies that pupils should be punctual, attend regularly, bring the required books to school and submit to school discipline.

- (3) Special "catch-up" programmes which are being presented and which include afternoon and Saturday classes should be strictly adhered to.

- (4) Internal and external examinations will not be deferred. Internal examinations must be completed by December 22, 1986.

According to the statement there has been a marked improvement in the attendance figures since September 10, 1986.

Although there have been instances where individual pupils at some schools have not adhered strictly to these conditions, the Department of Education and Training remains committed to creating every possible opportunity for pupils to continue with their education, provided that no serious disruptions or boycotts occur, and that proper discipline is maintained so that effective education can be continued.

Idamasa also presented a list of the names of detained students

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GOVT'S EDUCATION POLICY IS BLASTED

A LIVELY meeting of close to 2 000 students at the University of the Witwatersrand was yesterday told that the Government has failed to administer education in this country.

The meeting was organised by the Azanian Students Organisation and the Black Students Society.

The Government was warned that it would "shoulder responsibility for anything that might happen in these institutions as a sign of protest."

One of the speakers, Mr Moeti Mpuru of Azaso said "the closure of schools and Vistas is actually a waste of brains that might make this country one of the most advanced in the world."

Mr Mpuru said: "We support the call by the NECC that education should be handed over to the people's democratic structures so that the people should be part of the education-making policy in this country."

Miss Joyce Mabhudafatshi of the NECC reiterated her organisations' call that the Department of Education and Training should hand over the schools to the people's democratic structures.

The demands made at the meeting were that the Government should:

- Lift the state of emergency;
- Release all the detained students; and
- Open the 3-Vistas and closed schools.



STUDENTS surge out of the Social Science block at Wits University where they were told in a meeting that the Government has failed to administer education in this country.

Pic by MBUZENI ZULU.



NO room now for these pupils if they should drop out school.

EVEN people who have been at the forefront of the fight against Bantu Education find themselves having to walk a tightrope in the present crisis in black education.

Turret Correspondence College has had to turn down applications by many who have been boycotting Department of Education and Training schools in the past two years, because it does not want to be seen to be breaking the unity of the pupils.

According to a spokesman for the college this is in response to a request by the National Education Crisis Committee (NECC).

The spokesman said the college was asked

Walking a tightrope

FOCUS

not to break the united front of boycotting pupils by offering tuition to some pupils while others were still out in the streets.

The college should rather join the fight for the re-opening of closed schools.

"In the Cape, for instance, we no longer enrol pupils who dropped out in the past two years," said the spokesman.

The only pupils who are using the college's

services are those who dropped out prior to the present crisis, which started in 1984, and those who would normally not qualify for full-time study.

The TCC spokesman said: "We obviously cannot handle the big numbers of pupils who are in the streets now. And it is our belief that everything possible should be done to push for the re-opening of the closed schools."

"We are, however, in the process of negotiating with student organisations on how best we can help those who require our services and on how we can be relevant in the present crisis."

Turret College is the secondary education wing of Sached Trust, an independent educational trust formed in direct response to the institution of discriminatory education in South Africa.

Since coming into being in 1959, Sached has sought to relate education to the wider process of social change through consultation with organisations of the "oppressed and exploited" communities.

learner a deeper and better understanding of the subject.

"We have in fact designed all our courses in such a way that they open up the pupil's thought process, since we are not into spoon-feeding," said one of TCC's programme officers.

TCC's programme caters for students in two categories:

- "Package A" is designed for working or unemployed adults who need senior secondary education and may be attempting matric for the first time.

The course prepares the pupils for the highest standard of matriculation in the country — JMB — and is offered over a period of three years.

- "Package B" is a one-year matriculation course, offered only to pupils who have already studied at the matric level but have not (for whatever reasons) obtained the qualification.

Both packages prepare the TCC pupils to write the JMB examinations, a qualification of a very high standard for both blacks and whites in South Africa.

This does not however, preclude anyone from opting to write the National Senior Certificate examination offered by the Department of Education and Training.

By
SAM MABE

It has been running several projects concerned with adult education, some of which were not offered in conventional institutions.

These ranged from labour and community education, teacher upgrading, tertiary education and support services, commercial skills-training and secondary education.

TCC was started in 1970 and has offered courses which prepare high school pupils to write either the Joint Matriculation Board (JMB) or National Senior Certificate (NSC) examinations.

Although working within the conventional system of education, TCC's teaching methods are different.

Its history courses, for instance, have been written in a manner that allows for critical analysis by the learner, thereby giving the

Sawyer 1/10/86

ALBOS 2/10/86

NATIONAL

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2/10/86

EP parents agree to guidelines for black education

Education Reporter

BLACK schools in Port Elizabeth and Uitenhage must maintain a minimum daily attendance of 80 per cent and not be disrupted if they are to continue operating.

In a joint statement, the Deputy Minister of Education and Development Aid, Mr Sam de Beer, a delegation of the Inter-denominational African Ministers' Association of Port Elizabeth (Idamasa) and parent representatives from the two centres said it was agreed this condition should be met if schools were to continue to function.

Schools affected are those where pupils reregistered at the start of the third term, but where education was "seriously disrupted".

Punctual

In addition, "effective education" had to be offered. This meant pupils had to be punctual, attend regularly, bring the required books and "submit to discipline".

Special "catch-up programmes", which included afternoon and Saturday classes, had to be "strictly adhered to".

Internal and external examinations would not be deferred, the statement said.

Idamasa also presented a list of detained students, which would be submitted "to the appropriate authorities" for their consideration, said the statement released by the Bureau for Information.

Bus operators angry at rates cut

Transport Reporter

The South African Bus Operators' Association has met Transvaal Education Department (TED) officials in an attempt to resolve a dispute over school bus contractors' rates.

The province's estimated 280 contractors who operate more than 900 transport schemes for pupils are angry about a TED decision to reduce rates retrospectively from April 1 by an average of 5,2 percent.

They say many contractors could be forced out of business.

A TED spokesman told *The Star* the rate was reduced because of falling interest rates

and the price of fuel.

Contractors, however, say reductions in these areas were offset by increases in the cost of insurance, licensing, tyres, spares and new vehicles.

This was disputed by the TED spokesman.

CONSIDERATION

He added: "These increases and other factors were taken into consideration when the package was calculated.

"It should, however, be noted that the total weight of those components is far less than the weight of interest and fuel in determining rates."

Executive director of the bus

operators association Dr Gerrie Prinsloo, this week made representations to the provincial education authorities on behalf of its affiliate, the Transvaal School Bus Contractors' Association.

He said: "We had in-depth discussions with the TED and stated that contractors were unhappy with the reduction.

"The TED agreed to make available the information on which their calculations were based.

"We will analyse these figures as soon as we receive them, hopefully some time next week."

SAMP 2/10/86

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310

355

2/10/86

DD

Education: DET to meet NECC

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Dispatch Correspondent JOHANNESBURG — In what appears to be an about turn, the Department of Education and Training (DET) has agreed to meet the National Education Crisis Committee (NECC) to discuss the crisis in black education.

The Deputy Minister of Education and Training, Mr Sam de Beer, said yesterday he was arranging a meeting.

Earlier, the NECC had accused the DET of reverting to a hard-line attitude since the state of Emergency and refusing to meet.

However, Mr De Beer said yesterday: "My doors are open to people who want to discuss matters of interest to our students."

The NECC, he said, had originally asked to meet the Minister of Education, Dr Gerrit Viljoen, but he had delegated the matter to Mr De Beer.

Meanwhile, the Transvaal Students Congress (Trasco) has threatened sustained action from October 8 in protest against the DET's closure of 33 schools and the detention of students, teachers and parents.

A spokesman for Trasco, Mr Pascal Moloi, said the action would be sustained until the DET met its demands and reopened schools.

Mr Moloi warned the DET that if it failed to meet pupils' demands, pupils would use whatever action they had at their disposal to achieve them.

DET's eleventh
hour yes to talks

3/10/88
VGG/evy/rmr

BARELY three days before students nationwide are to launch a campaign of "sustained national action", the Department of Education and Training has agreed to meet with the National Education Crisis Committee.

Students and pupils all over the country had earmarked October 6 as the day on which they would "engage" the DET and "unite in mass action against detentions and closure of schools".

But despite the DET's apparent willingness to meet the NECC, a Transvaal Student Congress (Trasco) representative said yesterday they are going ahead with their planned campaign because some of their demands have not been met.

The campaign, announced at a packed mass meeting on the education crisis hosted by the Black Students' Society this week, represents a resurgence of organised student militancy not seen since the current State of Emergency was imposed more than three months ago.

The call follows an ultimatum from the National Students' Co-ordinating Committee (NSCC), which demanded that the DET meet the NECC on or before October 6.

The campaign is spearheaded by the NSCC, which embraces student congresses of the western and eastern Cape, Transvaal and Natal as well as several student representative councils.

It comes at a time when black schools and tertiary institutions are affected by closures, detentions and the widespread presence of Security Forces on school premises.

Calling for wholehearted support for the campaign, a Trasco member told the Wits meeting: "We will engage the DET and all its associates with whatever action we have at our disposal. October 6 marks the beginning of our action, which will continue until the DET meets our demands.

Yesterday the NECC said it cannot meet the DET while some of its members remain in detention.

It also sought an assurance from the DET that NECC delegates to a meeting with the department would not be detained before, during or after the meeting.

The NECC further demanded access to incarcerated students.

NECC official Eric Molobi said it was no use meeting the DET while the NECC was not allowed to see students.

Synod supports boycotts

CAPE TOWN — By a narrow margin, the Ned Geref Sendingkerk (NGSK) general synod yesterday backed students in their use of class boycotts as a means of non-violent protest for political aims.

The synod was told that a denial of such boycott protests only encouraged violent forms of opposition.

The synod admitted that education was an "irreplaceable asset" for young people and warned that boycotts should be used with "utmost responsibility".

The church assessor, Ds Izak Mentor, questioned the notion of "responsible protest". While he conceded that students had the right to protest, those who wished to study also had a right which was never afforded them.

● The NGSK will negotiate with government on a minimum wage for farm and domestic workers, the synod decided.

Speaker: black education deficient

Dispatch Reporter

GRAHAMSTOWN — Education in black schools was alarmingly deficient, despite great strides to improve its quality, the chairman of the East Cape regional board of a commercial bank, Mr. S. K. Anderson, said here yesterday.

He was the guest speaker at Kingswood College's prize-giving ceremony last night.

Mr. Anderson, of Port Elizabeth, is a trustee of the Cape Teachers' Training College, chairman of the South African Cricket Development Foundation and director of the Urban Foundation and Urban Villages.

He said that less than five years ago a government publication acknowledged that 88 per cent of black teachers in the Eastern Cape had not progressed beyond junior certificate level at secondary school and seldom had more than one year's education at a teachers' training college.

"It was only about five years ago that the requirement for entry into the teachers' training colleges was increased to matriculation level."

He said it came as a "shock" when, earlier this year, he held discussions with the Department of Education and Training and a senior official admitted there had been a need to change the strategy of the department.

"He said a third leg was to be added to the existing two so that physical education, formerly neglected, was now to feature with spiritual and academic instruction."

He said Kingswood pupils were products of a system, the spiritual, cultural and physical benefits of which prepared them well for the job ahead.

The acting headmaster, Mr. Bill McQuade, noted in his report that with the resignation of Mr. Gordon Todd as headmaster, Kingswood would have lost six teachers, including their chaplain, the Reverend Peter Cudwell, by the end of this year.

"Kingswood can ill afford to lose men of the calibre of these. I feel very strongly that it is time something was done by the powers that be to ensure that our staff are offered a salary package which competes with other educational institutions," he said.

Mr. McQuade is to join St Anne's School in Natal and Mr. Cudwell a Methodist parish in Sea Point in Cape Town.

Mr. Garmon Ashby, a music master, is moving to Bishops College in Cape Town.

Mr. Dominic King and Mr. Craig Andrew are joining the All Saints College at Bisho.

Mr. John McConnachie is joining the National Monuments' Foundation.



MR NEIL JARDINE

Cape Times 6/10/86 (50) ~~50~~

SATA backs all-race schools

By BARRY STREEK
Political Staff

THE South African Teachers' Association (SATA), the Cape Town-based teacher body, has called for government schools to be opened to all races.

SATA, which represents mainly English-speaking teachers in the Cape, has also called for the 205 000 vacancies in government schools, including 23 000 vacancies in hostels, to be filled by black pupils.

The SATA publication Educational Journal says in an editorial in its latest issue: "In committing ourselves to open schools in an open society we are posing a question: What does it mean to be a South African in the late 1980s?"

'Important statement'

The editorial said the SATA conference had "stated unanimously that we can no longer be South Africans and be educated separately.

"This is an important statement and an essential one, even though it is a negative statement".

The adoption of a report on

open schools represented in positive terms "the first steps on a long road to a viable South African education".

"However, as educators who are committed to preparing pupils to be better people for a better future, we have a responsibility to offer a vision of education which will win the assent and support of all South Africans."

Mutual respect

However, merely opening white schools to all races would not solve the education numbers problem.

"We will not solve this country's education problem of sheer numbers by opening white schools," the editorial said.

However, the adoption of the report on open schools suggested an awareness of "the urgency of the need for a commitment to an open society in South Africa" and of "the urgency of the need for English-speaking educators to indicate to other groups exactly where we believe our commitment should lie".

It also suggested an awareness that "our present education sys-

tem has failed to engender the mutual respect for one another's cultures which is one of the primary rationalizations for the 'own affairs' apartheid system" and that "we have begun a search for a truly South African education for all South Africans", the editorial said.

New impetus

SATA's support has added new impetus for the campaign to open government schools to all races.

Recently Mr Ken Andrew, MP for Gardens, said that 88 percent of English-speaking parents wanted some schools open to all races and that 84 percent of private schools were already open to all races.

Correspondence colleges and universities were also open to all races, while the children of black diplomats and other 'special' cases, including businessmen, had been allowed to attend white schools.

However, the Minister of National Education, Mr F W de Klerk, recently refused to open government schools to all races, even where parents had requested this.

SATA plea for schools to be open

SD *Eve Post* *6/10/86*

CAPE TOWN — The South African Teachers' Association (SATA), the Cape Town-based teachers' body, has called for Government schools to be opened to all races.

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Correspondence colleges and universities were also open to all races and the children of black diplomats and other "special" cases, including businessmen, attended white schools.

The Minister of National Education, Mr F W de Klerk, refused recently to open Government schools to all races.
— Sapa

NECC rejects claims on *(S) News Post 7/10/87* pupils' recall

JOHANNESBURG — The National Education Crisis Committee (NECC) has condemned a statement on SABC-TV news on Sunday night that "radical" black pupils had warned leaders of some political groups to send their children to school in troubled townships.

In an interview with the SABC's Cliff Saunders, the chairman of an organisation called Operation Advance and Upgrade, Mr John Gogotya, said "radical" black pupils insisted that political leaders from organisations such as the United Democratic Front enrol their children in "troubled" township schools before the end of 1987.

The president of the NECC, Mr Vusi Khanyile, said he disagreed with the "wild allegations" that children of political leaders were being told to attend township schools.

"We have not received any complaints from parents that they are being pressurised to send their children to schools in the so-called unrest areas," he said.

In the interview Mr Gogotya said: "The children who are not in the struggle — the children of the leaders of these organisations — have been spirited away by these organisations and leaders to some schools, either in the posh white areas or outside the country."

The children of Archbishop Desmond Tutu, Dr Ntatho Motlana, chairman of the Soweto Committee of Ten, and Mr Percy Qoboza, the editor of City Press, were named as those "not in the struggle".

Mr Gogotya said if such leaders did not comply with the demand that their children return to the troubled townships, "further violence would be aimed against these leaders". — Sapa

CAPE TOWN — The South African Teachers' Association (Sata), the Cape Town-based teacher body, has called for government schools to be opened to all races.

Sata, which represents mainly English-speaking teachers in the Cape, has also called for the 205 000 vacancies in government schools, including 23 000 vacancies in hostels, to be filled by black pupils.

The Sata publication Education Journal says in an editorial in its latest issue: "In committing ourselves to open schools in an open society we are posing a question: What does it mean to be a South African in the late 1980s?"

The editorial said the Sata conference had "stated unanimously that we can no longer be South Africans and be educated separately".

The adoption of a report on open schools represented in positive terms "the first steps on a long road to a viable South African education".

Merely opening white schools to all races would not solve the education numbers problem.

Teachers call for opening of state schools

Sata: 205 000 vacancies can be filled by black pupils

The adoption of the report on open schools suggested an awareness of "the urgency of the need for a commitment to an open society in South Africa" and of "the urgency of the need for English-speaking educators to indicate to other groups exactly where we believe our commitment should lie."

It also suggested an awareness that "our present education system has failed to engender the mutual respect for one another's cultures which is one of the primary rationalisations for the 'own affairs' apartheid system" and

that "we have begun a search for a truly South African education for all South Africans," the editorial said.

Recently, the Progressive Federal Party MP for Gardens, Mr Ken Andrew, said 88 per cent of English-speaking parents wanted some schools open to all races and that 84 per cent of private schools were already open to all races.

Correspondence colleges and universities were also open to all races, while the children of black diplomats and other "special" cases, including busi-

nessmen, had been allowed to attend white schools.

The Minister of National Education, Mr F. W. de Klerk, recently refused to open government schools to all races. — Sapa

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DP 1/10/86

Qoboza heeds warning

(50)

7/10/76
AUSA

THE children of *City Press* editor Percy Qoboza were sent home yesterday from Woodmead, a private, racially-mixed school.

The move comes after a warning by radical black pupils, reported on TV, to leaders of political organisations whose children are being privately educated, to send them back to the townships before the end of next year.

Woodmead headmaster Peter Nixon confirmed last night that the Qoboza children had gone home to "discuss with their parents problems which may have arisen as a result of the TV programme".

He said although they had not been taken out of the school permanently, he did not know for how long they would be away.

Qoboza declined to comment. However, he said all his children were at home and he was speaking to his lawyers about the TV claims.

Leaders mentioned in the TV report included Archbishop Desmond Tutu, Soweto Civic Association chairman Dr Ntatho Motlana, Qoboza, *Drum* magazine editor Stan Motjwadi and UDF leaders.

Motlana said yesterday there had been snide remarks and insinuations in

DOMINIQUE GILBERT
and THELMA TUCH

government circles that the schools boycott had been masterminded by unnamed leaders who sent their children to overseas schools.

He said the reports were attempts by government to divert the basic issue, which was the inferiority of black education.

"Two of my sons are now in exile because of their involvement while they were at university at Turfloop and Wits," Motlana said. His other children were now studying at private schools.

It was true that some children felt pupils educated outside Soweto should come back to the townships, but that was not their major concern, he said.

Pupils were frustrated over the lack of progress in getting rid of Bantu education and, more important, that political solutions were not in sight.

He said schools in Swaziland, Botswana and national states had been flooded with black South African children since the late fifties.

Tutu's chaplain, Father Wolf, said yesterday that Tutu had not seen the TV report and would probably not want to comment.

Sowetan 21/10/86

Thousands of pupils in school stayaway

By SY
MAKARINGE

THOUSANDS of pupils in Soweto and the Vaal Triangle did not attend classes yesterday in support of a call made in a pamphlet which was distributed in the townships last week.

Mr Edgar Posselt, PRO of the Department of Education and Training, confirmed yesterday that attendance at most schools in Soweto and the Vaal Triangle was "dissatisfactory".

He said, however, that the situation in primary schools was normal.

The pamphlet purported to be issued by the National Student Co-ordinating Committee in conjunction with the Transvaal Students' Congress (Trasco).

Demands in the pamphlets include the unconditional release of pupils, teachers and parents, the scrapping of all security laws, the lifting of the state of emergency, withdrawal of security forces from the schools, unbanning of

the Congress of South African Students and the re-opening of all schools closed by the department.

The pamphlet also accused DET of stubbornness.

Mr Posselt attributed the poor attendances to the pamphlet.

He said he did not know the reasons for the boycott as this was not explained to the DET.

The boycott affected schools in Sharpeville, Boipatong, Sebokeng, Evaton, Bophelong and Soweto. In some schools, classes were completely empty.

Black leaders slate TV claims

MANY black parents whose children are at private schools were called by radical pupils to a meeting earlier this year where they were warned that their children would be expected to "join the struggle", it was learnt yesterday.

At the meeting, the parents claim they were given until the end of the year to make their final decision.

The recently publicised call by black pupils for privately educated black children to return to the townships comes as no surprise to many of their parents.

However, many black and coloured leaders yesterday said they would continue sending their children to private schools.

Some did not want to comment on the reasons yesterday but most condemned government for trying to discredit them.

They were reacting to a claim on TV this week by black moderate John Gogolya that radical pupils were feeling frustrated at being at the forefront of the riots while children of leaders of the UDF and other organisations were continuing their education peacefully at

**NORMAN SHEPHERD
and SOPHIE TEMBA**

private schools.

Asked by SABC-TV interviewer Cliff Saunders which leaders these were, Gogolya named Archbishop Desmond Tutu, Soweo Civic Association president Nthato Motlana, *City Press* editor Percy Goboza and *Drawn* Editor Stan Motjuwadi.

Several angry parents in Soweto and the East Rand yesterday said government was solely to blame for what was happening. "If the government had opened all schools to the different races, we wouldn't have had such situations developing."

Motlana, who has children studying at private schools, said government was trying to divert attention from the issue of inferior education for blacks.

Goboza said: "David Gogolya, speaking to arch-propagandist Cliff Saunders, alleged that radical students had threatened me for sending my children to overseas schools.

"It's a lie that my children are overseas. I have never in my life

been threatened by anybody and I do not know what Gogolya and his apartheid masters mean by radical students. It's untrue that my daughters, Simangele and Ntullikazi, were sent home by Woodmead School."

Goboza said his daughters came home from the private school after friends told them of the incident against his family.

The youngest daughter of Archbishop Desmond Tutu is studying at a US university.

Motjuwadi said he wanted to study the allegations made on TV before commenting. He has a daughter at a private college in SA and a son studying medicine in Glasgow, Scotland.

BARRY STREEK reports that a row has erupted over the alleged TV smear of Tutu and the three other black leaders.

The row developed after Saunders interviewed Gogolya, chairman of a little-known organisation Operation Advance and Upgrade on Sunday night.

Motjuwadi could not be contact-

ed yesterday, but the other three leaders denied that they had received any threats from students.

All four leaders have been prominent in urging pupils to return to school and in arranging meetings to resolve the conflict in black schools.

PFM media spokesman David Dalling yesterday accused the SABC of contriving to start new conflict and said Saunders, "who in any event does not have a very impressive track record", could have endangered the lives of the four leaders.

Dalling said Saunders had weighted his "propaganda", based on hearsay, rather than objectively reporting the news, and he "could even have endangered the people who were named.

"I recall the behaviour of the UDF some months ago when a particular person was pointed out at a meeting and was subsequently murdered. I'm inclined to think the SABC is guilty of the same reckless style," he said.

● See Page 6

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CAPT Times 8/10/86 (50) ~~50~~ ~~50~~

SABC 'bid to start conflict'

By BARRY STREEK
Political Staff

SEVERAL black leaders and the PFP have challenged an alleged smear of Archbishop Desmond Tutu and three other black leaders on television involving the SABC's controversial Cliff Saunders.

The PFP's media spokesman, Mr David Dalling, yesterday accused the SABC of contriving to start new conflict and said Mr Saunders, "who in any event does not have a very impressive track record", could have endangered the lives of the four leaders.

One, Dr Ntatho Motlana, the chairman of the Soweto Civic Association, said the SABC was attempting to distract people from the collapse of the education system in Soweto.

Another, Mr Percy Qoboza, editor of City Press, said the government, through the SABC, was "trying to discredit me and my friends".

On Sunday night, Mr Saunders interviewed Mr John Gogotya, chairman of

a little-known body, Operation Advance and Upgrade.

Mr Gogotya said "radical" pupils insisted that political leaders from organizations such as the UDF enrol their children in "troubled" township schools before the end of 1987 and threatened to act if they did not.

Asked by Mr Saunders which leaders these were, Mr Gogotya named Archbishop Tutu, Dr Motlana, Mr Qoboza and Mr Stan Motjuwadi, editor of Drum magazine.

However, Archbishop Tutu does not have any children at school, his chaplain, the Rev Heinz Wolff, said yesterday. The archbishop's youngest child Mpho, was studying in the US and his other children were married.

Dr Motlana said "my two sons are in exile and involved in the liberation movement. I would like to ask anyone how they can get back".

Mr Motjuwadi could not be contacted yesterday, but the other three leaders denied that they had received any threats from students.

Qoboza denies school threat

JOHANNESBURG. — Mr Percy Qoboza, the editor of City Press, yesterday denied claims that he had been warned to send his children back to school in the townships.

"I must emphasize that nobody has recently made any threats against me or my family," he said. He claimed the government, through the SABC, was trying to discredit him and his friends.

In a statement, Mr Qoboza said: "In a television interview, which I did not see, nor any of my family — we do not

watch TV1 in my family — a certain Mr John Gogotya, speaking to the arch-apartheid propagandist Cliff Saunders, alleged that 'radical' students have threatened me for sending my children to overseas schools.

"First of all, it is a lie that my children are overseas. None of my children possess a passport. And it is untrue that my daughters — Simangele and Ntulikazi — were sent home by Woodmead School." He said they had returned home voluntarily. — Sapa

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not say it, certainly do not believe it. It with puppets like Banda.

Sats staff seeking shorter work week

~~11/10/86~~ ^{HUBBARD} GERALD REILLY ²³
THE executive of SA Transport Services' 25 000-strong Artisan Staff Association is due to meet Transport Minister Hendrik Schoeman in Pretoria today to demand that members' working week be cut by an hour to 45 hours.

It is understood that the next round of salary increases will not be discussed. That issue will be raised at a special meeting between Schoeman and the Federal Council of Sats Trade Unions in Pretoria on Monday.

In addition, the council will demand an immediate 15% increase for all Sats workers. The demand is in addition to the expected general increase for public-sector workers from April next year.

Security pledged for exam centres

~~11/10/86~~ ^{HUBBARD} GERALD REILLY ³⁰
SECURITY measures would be introduced if necessary at examination centres to ensure the safety of pupils and invigilators, Education and Training Director-General Braam Fourie said in Pretoria.

Fourie said the senior certificate and matriculation examinations for full-time and private candidates would start on October 24 and end on November 24.

Sapa says a DET spokesman said about 106 000 full-time pupils and 130 000 private students had registered for the matric examinations.

Fourie said candidates who failed to write the examinations would either have to repeat the full academic year or enter as private candidates for the 1987 October-November examinations.

AIRLINE MOVEMENTS

SD Sowe/ur 9/10/86

SYNOD AGAINST CLASS BOYCOTT

THE NG Sendingkerk synod yesterday overturned its decision of last week supporting school boycotts.

It took its decision under review after the assessor and former moderator, the Rev Isak Mentor, objected to the way in which voting had been handled on October 3 and that the discussion then had, inter alia, not taken note that the disruption in schools was closely linked to political and economic actions which brought about much pain, suffering and loss of life and property.

The synod voted for revision by a margin of eleven votes (221 to 210)

SOWETAN Correspondent

and later overturned its decision in favour of Mr Mentor's amendment by a margin of seven votes (213 to 206).

Defeat

Yesterday's revision is seen as a personal defeat for new moderator, Dr Allan Boesak, who read out a statement on behalf of the moderation minutes before Mr Mentor gave notice of his revision.

The statement, which Dr Boesak later told the synod had been discussed with Mr Mentor as assessor, but which did not have his approval, was aimed at explaining last week's decision of the synod, stressing that it was not carte blanche for any



ALLAN Boesak . . . statement.

type of student action.

The statement also called for responsible action on the part of students within the South African situation.

On the proposal from a previous moderator,

the Rev David Botha, the statement was made a decision of the synod.

Mr Mentor said he was deeply grieved at the way in which the statement had been issued to influence the synod on an issue on which revision was pending.

Revision

He then called for the revision in terms of a five-point decision which also pointed out that, in taking the decision, the synod had not taken into account or given enough weight to the fact that it was particularly the poor and defenceless parents and children who were hardest hit by the disruption of education.

(58) DD 10/10/86

Turmoil in education highlighted

Dispatch Reporter
EAST LONDON — Education in South Africa is in a state of turmoil and, in certain areas, is in a state of total chaos.

This was said by the headmaster of Cambridge High School, Mr Tony Viljoen, at a prize-giving ceremony at the school here this week.

Whites, as part of a privileged community, had at present escaped the turmoil.

"It is as if we are in the eye of a hurricane, that area in the vortex where there is a dead calm before the winds strike, very often with devastating effect," he said.

How long the calm could last was open to conjecture but, when changes came, they were bound to affect the white community dramatically as education was "evened-out" in a post-apartheid South Africa.

"It will be interesting to see how we at Cambridge face up to this challenge of a new and different South Africa," Mr Viljoen said.

Education was being attacked from all sides, not only for the methods it used but also for the content it aimed at teaching and the relevance of the subject matter to the needs of both the pupil and the society which the school served.

Besides reading, writing and arithmetic, the basics for the 21st century society included communications, higher problem-solving skills and scientific and technological literacy — the thinking tools that allowed people to understand the world around them.

Turning to the school, Mr Viljoen said academic results had shown an upswing, the school's sports teams "more than hold their own as we have greater depth in virtually every sport and, although cultural societies always seem to be the Cinderella activities, our achievements here, too, are well above the average for most schools".



At Cambridge High School's prize-giving in East London this week were (from left), the school's headmaster, Mr Tony Viljoen, Dr Harriet Tunmer, Mr Stan O'Leary, Mrs Val Viljoen and Professor Ray Tunmer.

19/10/86

Britain doubles aid to blacks

JOHANNESBURG —
Britain will be doubling the amount of money it gives to blacks in South Africa and will spend an estimated R68 million — mainly in the area of education — within the next five years.

The British embassy in Pretoria has announced for the first time that money will be given to black South African undergraduate students in Britain and South Africa.

Eighty blacks a year will be provided with undergraduate training in Britain and a further 60 will receive bursaries to finance their undergraduate degrees at South African universities.

This is in addition to the existing programme providing 100 scholarships annually for black postgraduate training in the UK.

According to Britain's Minister of State for Foreign and Commonwealth Affairs, Mrs Lynda Chalker, the aim of the expanded programme is to narrow the gulf in opportunities between blacks and whites to make possible a peaceful settlement involving all population groups. — DDC

Transkei pupils hiding in mountains

Mercury Correspondent

CAPE TOWN—Scores of pupils and students have fled into the Transkei mountains after more than 200 troops occupied the western Transkei village of Cala last week, carrying out house-to-house searches and imposing a 9 p m curfew.

Transkei police confirmed yesterday that 32 boycotting school children from two local schools have been detained, although sources in the town said 'more than 40' are in custody.

All three entrances to the town have been sealed off, and although pupils are trickling back to the two schools and the training college in the town, sources said yesterday more than 200 youths were still hiding in the mountains.

Comment

Gen R S Mantanga, Commissioner of the Transkei police, said from Umtata that 'as far as I am concerned, the situation is under control. It is common cause that the troops will be withdrawn once the area is pacified'.

He said there had been 'some sort of unrest at the schools, but I cannot comment on the cause of the unrest because it is sub judice'.

Gen Mantanga denied a 'special curfew' was in force saying 'there is a curfew in all of Transkei starting at 10 p m'.

The boycotts began as a commemoration of the death in Cala on September 24 last year of rural health worker and former executive member of the University of Transkei SRC, Mr Ratandwa Ndondo.

Handwritten notes in the left margin include a circled '25', a signature 'N. J. M.', and another circled signature.

12/10/86
NECC slams SATV program

By HONO BADELA

Students' 50
THE NECC and the Transvaal Congress have condemned "the authorities" for using SATV for what they described as "moves to discredit black parents who have children in private schools".

NECC spokesman Eric Molobi said: "We see this as a sinister move aimed at instigating people to act against certain parents". He said the NECC received a statement from the student leadership denying the views expressed by David Gogotya on SATV's *Netwo* program.

* See Percy's *Itch* on Page 4

Overseas support for NECC's 'people's education'

12/10/88
By MONO BADELA

THE International Conference on Academic Solidarity – which met in Madrid recently – has voted to take drastic action against the SA government.

The 46-member organisation took three wide-ranging resolutions at its Madrid summit meeting, attended by National Education Crisis Committee officials Rev Molefe Tsele and Eric Molobi and SA Council for Higher Education official John Samuel.

The group voted that:

- International support for "people's education" will be launched by Latin American, European, Asian and African countries.
- An international boycott of South African academics and educational institutions will be launched.
- It will call upon South African academics and institutions to make bold moves in severing their links with the present government and side with the forces that seek to remove apartheid in education.

Tsele said a total of 46 countries attended the conference – including the United Kingdom, Canada, Zambia, West Germany, Norway, Denmark, Sweden, Argentina, Peru and Uganda.

He said the conference expressed deep concern about the state of education in SA and the way apartheid was being used to the advantage of a particular race.

He said an international support for "people's education" would be launched, meaning academics from countries in Latin America, Asia, Europe and Africa would give massive contributions to the People's Education Commission.

The commission was set up at the NECC's meeting in Durban earlier this year to work out a plan for a "people's education charter".

The academics "will be seconding expert staff to facilitate the research on people's education, an alternative to the type of education now being dished out to black children", said Tsele.

Tsele said the significance of this move was that "people's education" had now received international acceptability.

The boycott of SA academics and institutions is to start immediately. This means SA-based academics will in future be boycotted in international academic forums.

Tsele said: "We are saying that white academics were benefiting in tribal universities as well as benefitting from international forums. They will definitely be excluded in future. They will only be accepted when they are not seen to be collaborating with the system."

These institutions had for too long been condoning the status quo, he said.

"None of them is going to be excused."

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DD 14/10/86

Schools: no parity yet

PRETORIA — The government had not taken a firm decision about how it intended to attain its goal of equal provision of education for all races, the Minister of National Education, Mr F. W. de Klerk, said here last night.

He said in a statement it had been announced a subsidy formula was being finalised to enable the government to move towards the goal of equal education on an "orderly" and "non-disruptive" basis.

Mr De Klerk's statement was in reaction to news reports which he said created the "im-

pression that the government is in a process of making massive cut-backs in some departments of education, which might have a destabilising effect on the provision of education".

He said that when the formula was finalised, particulars would be made known to all interested parties. Finalisation would be preceded by proper negotiation with organised teaching

professions.

He said figures in recent press reports were incorrect in many respects.

"What is correct, and there is no secret about it, is that there are inherent differences in the expenditure per pupil in white, Indian, coloured and black education as a result of various historical and other factors." — Sapa

Minister repudiates Rajbansi on education

2/14
14/10/86

ORMANDE POLLOK
Political Correspondent

CAPE TOWN—Mr FW de Klerk, Minister of National Education, has repudiated his Cabinet colleague and Chairman of the Ministers' Council of the House of Delegates, Mr Amichand Rajbansi, in almost unprecedented fashion.

He has rejected as 'speculative mathematical projects' media reports attributed to Mr Rajbansi about large-scale financial cutbacks in white educa-

tion to finance equal education for all groups.

He has committed the Government to at least maintaining present levels of education reached by the different educational authorities and said extra funds would have to be made available to achieve the Government's stated goal of equality.

Mr Rajbansi was quoted at the weekend as predicting large-scale cutbacks in white education, and Mr de Klerk's outspoken repudi-

ation, while not mentioning Mr Rajbansi by name, could well be the subject of heated exchanges at this week's Cabinet meeting.

Mr de Klerk said in a statement last night that reports in a number of newspapers had created the impression that the Government was making massive cutbacks in some departments of education, which might have a destabilising effect on the provision of education and on the teaching profession.

He wanted to ensure a proper perspective, he said.

'The Government has not yet taken any firm decisions as to how it intends to attain its stated goal of equal provision of education for all population groups,' said Mr de Klerk.

What had been announced was that the subsidy formula was being finalised which would enable the Government to move towards its goal on an orderly and non-disruptive basis.

'When this formula is finalised, particulars will be made known to all interested parties,' he said.

Mr Rajbansi said in Durban last night that he had no quarrel with Mr de Klerk's statement.

'What we highlighted were the problems the Indian Education Department is going to face in the light of money being allocated for education on a new formula basis in a programme to allocate more for the underdeveloped communities.'

14/10/76 BUS DAY (50)

Differences over education parity deadline

EDUCATION Ministers yesterday appeared to be sharply divided over government's timetable to equalise education for all race groups.

Cutbacks in white and Indian education spending and substantial increases for coloured and black education aimed at eliminating apartheid in education by 1996 were disclosed this week.

National Education Minister F W de Klerk denied, however, that complete parity would be reached as early as 1996. De Klerk said he "specifically excludes ... attaining full equality ... within 10 years".

However, "marked and even spectacular" changes would be made in that period.

'Unofficial' school closures denied

50 CMT TAIT 14/10/80

Own Correspondent

JOHANNESBURG. — Some Soweto schools not affected by the official closures last month have been unofficially closed by pupils.

Teachers at the schools yesterday maintain pupils went on a solidarity stayaway soon after the Department of Education and Training (DET) announced the closures of 33 other schools country-wide.

However, a spokesman for DET, Mr Peter Mundel, said he was unaware of any unofficial closing down of schools. He said he was only aware of a large scale of intimidation.

Meanwhile pupils have been

flocking to those schools still officially open.

The exodus to the unaffected schools has left headmasters with the problem of admitting unregistered pupils and incurring the wrath of the DET, or refusing them entry and facing student action.

However, A DET spokesman maintains principals are free to register those pupils with clean records from their previous schools.

Meanwhile, Sapa reports that special security arrangements would be made if necessary to protect matric candidates, invigilators and teachers during the examinations, due to begin in two weeks time.

Prospect for 1987 in black schools gloomy unless crisis is solved

Pessimism ^{(4/10/86) (50) START} over education

By Susan Plening, Education Reporter

Unless the crisis in black education is solved by the end of this year the prospect for normal schooling in 1987 is gloomy, says the president of the National Education Crisis Committee (NECC), Mr Vusi Khanyile.

The state of emergency provided little room for the NECC to intervene and help solve the education crisis, Mr Khanyile said in an interview with *The Star*. "The stalemate in the black schools will remain until the state of emergency has been lifted," he said. The DET recently closed 32 schools — 10 in Soweto, two on the East Rand and 20 in the Eastern Cape.

"The Government must re-open these schools immediately. This would be a very positive move," said Mr Khanyile.

He added that if students, parents and teachers were released from detention, tension in the black schools would subside considerably.

Mr Khanyile said the NECC had approached the Minister of Education and Development Aid, Dr Gerit Viljoen, with a view to discussing the black

schools crisis. The Minister had not yet set a date for the meeting.

Before the NECC spoke to the DET it had requested that teachers, parents and pupils be released from detention and that the NECC should be allowed to consult its constituents freely. Mr Khanyile said he was pessimistic about the end-of-year examinations.

"We hope children will write exams, but the fact remains that the Government has closed schools. Many of these children have been accommodated at other schools but, obviously, these schools are not running normally.

"There are adequate reasons why the children might not write the exams," he said.

CALL FOR HANDOVER OF SCHOOLS

The NECC has called for schools to be handed over to the black people.

"The transfer of schools to the people will be the way forward. The DET has lost control of the schools. The DET also has no imagination to solve the problems," he said.

Mr Khanyile said that before schools were trans-

ferred, structures in the community would have to be created.

"We will have to formulate an education policy. We are talking about democratising education," Mr Khanyile stressed.

The NECC was making progress in the creation of "people's education". A commission had been established and subject committees in English and history had been created.

"We will be setting up more subject committees soon. People's education is an urgent issue," he stressed.

Mr Khanyile said the commission was examining the syllabuses of all the departments.

"Then proposals will be made for a new curriculum which will promote the values which will help develop the kind of people a new South Africa requires," he said.

When the commission had completed its work the report would be presented to the nation when it would be accepted, rejected or amended.

The report would then be presented to the Government for consideration.

Row over cuts in education?

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CAPA Times 14/10/88

A MAJOR row could be brewing in the cabinet after the Minister of National Education, Mr F W de Klerk, repudiated a cabinet colleague, Mr Amichand Rajbansi, in almost unprecedented fashion last night.

Mr De Klerk rejected media remarks attributed to Mr Rajbansi about large-scale cutbacks in white education to finance coloured and black education as "speculative mathematical projects".

He has committed the government to at least maintaining present levels of education and said extra funds would have to be made available from "other sources".

New formula

Weekend press reports said the government was working on a formula to equalize the funding of education for all races by making a 50 percent cutback in funds for white education and 20 percent in Indian education over the next 10 years.

According to the new formula, black education would be upgraded by 400 percent and coloured education by 33,3 percent.

Disclosing implications of the cutback on Indian education, Mr Rajbansi, chief minister in the House of Delegates, said more than 700 Indian teachers would be retrenched at the end of the year and a further 500 new teachers — who qualify this year — would not be employed.

Mr Rajbansi declined to comment yesterday, but in a weekend newspaper report he said the formula would be implemented next year and

funds for all race groups had already been determined by the State Priorities Committee.

Mr Kassie Ramduth, Minister of Education and Culture in the House of Delegates, yesterday confirmed that the Indian education budget would be cut next year in terms of the new government formula and said that plans for a new R50-million teacher training college at Cato Manor had been shelved.

Equal education

Mr De Klerk said the government had not yet taken any firm decision about how it intended to attain its stated goal of equal education.

He said in a statement it had been announced that a subsidy formula was being finalized to enable the government to move towards the goal of equal education on an "orderly" and "non-disruptive" basis.

Mr De Klerk's statement was in reaction to the news reports which he said created the impression that the government was in a process of making massive cutbacks in some education departments which might destabilize education.

When the formula was finalized in consultation with organized teaching bodies, all interested parties would be told.

Recent press report figures were incorrect in many respects.

Mr De Klerk said it was correct that a "certain degree of rationalization would be required of those departments that found themselves in a favourable position. — Own correspondents and Sapa



Mr F W de Klerk



Mr A Rajbansi

Rajbansi denies giving details of cutbacks for whites

N/M
15/7/51
(5)

Mercury Reporter

THE Chief Minister in the House of Delegates, Mr Amichand Rajbansi, yesterday said he was not responsible for media reports predicting large-scale financial cutbacks in white education. Neither had he been repudiated by Mr F W de Klerk, Minister of National Education.

He was commenting on a report in The Natal Mercury yesterday in which Mr de Klerk rejected as 'speculative mathematical projects' reports predicting the cuts in white education spending.

Mr Rajbansi said that there was 'definitely a cutback in Indian education and its resultant effect on our staff establishment and school building programme'.

'We felt that it was necessary to inform our constituency well in advance and we therefore gave details to the weekend newspapers on Indian education only and not on white education.'

Mr Kassie Ramduth, Minister of Education and Culture in the House of Delegates, has said that about 700 Indian teachers are likely to be retrenched at the end of the year as a result of the cutback.

Spotlight on education

Parents face paying double fees next year

(SD) NYM 15/10/86

Mercury Reporter
PARENTS of white pupils can expect to pay virtually double for their children's education next year if compulsory school fees are introduced.

In what has been described as a major overhaul of education funding in South Africa, compulsory school fees could jump by R130 to R200 a year for high school pupils. This would be over and above the voluntary 'school funds' already being paid.

As a result some parents in Natal could be faced with having to pay about R420 a year per child.

This, according to educationists in Natal, is still a lot less than the fees being paid by parents whose children attend the better-known State-aided schools in the Transvaal and Cape.

At one school in Johannesburg parents pay R760 to the school funds every year, while parents in the Cape pay between R500 and R800 a year.

Although not compulsory and introduced at first to provide for 'luxuries' such as additional sporting facilities, libraries and com-

puter equipment, schools throughout the country now rely on the funds to pay spiralling tuition costs.

Yesterday a spokesman for the Natal Teachers' Society said the organisation was extremely concerned at the possibility that some of the compulsory fees, if introduced, would not go to schools but be channelled to the newly established Regional Services Councils.

Desperate need

The schools desperately need the money collected for the school fund and if parents choose in future just to pay the compulsory fee, the schools will no longer be able to provide the services they now offer, he said.

School principals throughout the Durban area yesterday confirmed that between 60% and 90% of parents now pay the voluntary fee collected for the school funds.

But they also expressed the fear that parents would stop paying it if faced with compulsory fees as well.

Annual fees ranged from R180 a child at Beachwood Boys' High School, to R110 at Brettonwood High

School and R160 at Kloof High School.

Several schools made provision for adjustments to the fees if more than one child in a family attended the school.

According to Mr Hylton Johnstone, the Natal Teachers' Society president, there has already been a subtle cut-back in

Government spending on white education because Government's allocations for tuition have not kept pace with inflation.

'As a headmaster, I would not like to think what would happen if the Government's allocation is replaced by a compulsory tuition fee to be paid by parents.

'Already some parents do not pay the voluntary fees,' he said.

Mr Johnstone said that tuition would suffer and extra-mural activities would 'go for a terrible tumble'.

He said in Pietermaritzburg the average annual fees were between R120 and R150.

● See Editorial Opinion

Education ministers divided?

Dispatch Correspondent

(50)
D P 15/10/88

JOHANNESBURG — Education ministers yesterday appeared to be sharply divided over the government's timetable to equalise education for all race groups.

Cutbacks in white and Indian education spending and substantial increases for the black and coloured budget aimed at eliminating apartheid in education expenditure by 1996 were disclosed to the press earlier this week.

However, the Minister of National Education, Mr F. W. de Klerk, last night issued a strong statement of denial that "specifically excluded the possibility of attaining full equality in education within ten years".

But, he said, "marked and even spectacular" changes would be made by then.

The House of Delegates Education Minister, Mr Kassie Ramduth, said education ministers were told last month that budgets would be equalised by 1996 at a committee council meeting chaired by Mr De Klerk.

Education sources say spending on whites is to be halved and on Indian education cut back by 20 per cent. Expenditure on black education is to jump by 400 per cent.

Mr De Klerk described the accuracy of these figures as "incorrect in many respects". He would not comment on a weekend press report quoting the chairman of the House of Delegates Ministers' Council, Mr Amichand Rajbansi, announcing that 700 Indian teachers would be retrenched as a result of the cuts.

NIC's Meer says Delegates are 'creating illusion'

Mercury Reporter

THE proposed moves to cut spending on Indian education next year came under heavy fire from the Teachers' Association of South Africa and the Natal Indian Congress yesterday.

In a hard-hitting statement Dr Farook Meer, executive member of the Natal Indian Congress, said an illusion was being created by the House of Delegates that by diverting funds from Indian education, the House was being magnanimous and engaging in a gesture of fair play.

'Nothing could be further from the truth. The meagre savings from downgrading Indian education — itself in need of funds — will not solve the massive problem of black education.'

'At the same time the House of Delegates is placing the Indian community in a position where any protest by it can be misconstrued as refusal by Indians to make the sacrifices to black education, thereby encouraging an anti-Indian backlash,' he said.

The truth was that plenty

of money was available without downgrading educational standards of any South African and 'we suggest other ways to finance education for all South Africans'.

Not solve

He said that one education department should be established which would result in a large saving by avoiding the duplication of services. He also called for the scrapping of the House of Delegates and the House of Representatives.

Teachers' Association president Mr Pat Samuels said the cutbacks would not help solve the problems in black education.

'The amount of money saved through the cutback would be too small for the ever widening gap in black education.'

'I believe that the expanding black population will be such that it will take us right into the year 2020 before we could see any light at the end of the tunnel. For there to be any satisfactory resolution, the Government must look to funds from other sources.'

'A single ministry of education is absolutely necessary now,' he added.

Mr Pat Poovalingam, of the opposition Solidarity Party in the House of Delegates, said last night that the reported drastic cut in the budget for Indian education was 'shocking and unacceptable'.

'Solidarity has demanded upgrading of education for black children. No decent person will support the downgrading of education for Indian children. What Mr Rajbansi and his colleagues want to do is an absolute disgrace.'

'Their proposal to dismiss hundreds of loyal and hard working Indian teachers is a gross betrayal of the community.'

'From the immediate point of view the millions of rand which the Government wants to waste on luxury houses for dozens of ministers and assistant ministers and in large pensions and handshakes after only two years as a minister should rather be used to upgrade education for black children.'

Children should be educated according to their aptitudes

IF ALL available educational facilities and finances were divided equally by the number of South African children of school-going age there would be a dramatic and unacceptable drop in the quality of white, Indian and coloured education and an insignificant improvement in black education.

This is the view of prominent educationist Richard Todd.

Writing in the bi-monthly publication *Leadership South Africa* Mr Todd says equal education might be non-negotiable to 85% of South Africans, but it cannot be achieved if current white standards are required.

Mr Todd suggests that children be differentiated between those who need no further formal education, those best suited to apprenticeships and those with the potential to enter universities.

'This will mean careful selecting of youngsters as late as possible — certainly after basic literacy and numeracy have been achieved — but before the matriculation syllabus has been started.'

Mr Todd says the system can work although it might not be philosophically acceptable to everyone and will need bold progress in career education, vocational guidance and in-service training.

'It has been done else-

Stuart Flitton
Political Reporter

where, particularly in eastern countries.'

Mr Todd says in white education the achievement of university-entrance matric has most unwisely been allowed to become the benchmark against which school-leavers are judged and assess themselves.

'We need university graduates (and we need to offer to all with the potential and ability to graduate the opportunity to do so) but we definitely do not need a modern world full of graduates.'

'Apart from a sprinkling of commercial, trade and agricultural schools regarded largely as places for drop-outs from "normal" schools, we have been most unimaginative in these areas.'

'To a large extent we certainly do not prepare the majority of our school-goers for the realities of modern life.'

'We expect them to leave school at the beginning of December

and grow from adolescence to adulthood over the Christmas holidays.'

Mr Todd, who is director of the All Saints Senior College Trust, says the college should be the forerunner of many senior colleges in southern Africa.

'What is planned is that top young people able to qualify for university entrance should be brought for their last two school years to where top teaching is available.'

Far easier

He says similar such colleges in the United States, Australia and Britain have unearthed teachers who do not care for policing classrooms, supervising homework, spending long hours on the sports field or enthusing about their subjects to disinterested children who are not in the classes by choice.

'With disciplinary codes and an ethos designed specifically for the 16-19 age group the transition from traditional school to university education is far easier and smoother.'

Indian school heads to discuss staff cuts

②
N/M/126
14/10/86

Mercury Reporter

PRINCIPALS of Indian schools throughout the country are to hold an emergency meeting in Durban next week to discuss the proposed staff cuts in schools.

Mr Pat Samuels, president of the 7 000-strong Teachers' Association of South Africa, said yesterday that Tasa's branch committees had already begun holding meetings over the crisis in Indian education.

The Principals' Society of Tasa would meet at the Springfield College of Education on October 25 to decide on a national action to stop the proposed retrenchment of 700 teachers, he said.

The cuts, announced by Mr Kassie Ramduth, Minister of Education and Culture in the House of Delegates at the weekend, and confirmed by Mr Amichand Rajbansi, the Chief Minister, caused widespread panic and anxiety among teachers.

Mr Samuels said the announcement had also caused confusion among students, at the teacher-training Springfield College, who were writing their year-end examinations.

Discussions

However, Mr Rajbansi said yesterday that the Ministers' Council in the House of Delegates would do everything within its power to avoid the retrenchments.

'After discussions with Mr F W de Klerk, Minister of National Education, in Pretoria yesterday officials of our education department will have discussions with the Director-General of the Department of National Education in connection with our special problems.

'The new formula system places a small education department like ours at a disadvantage. We are concerned about the welfare of our teachers,' said Mr Rajbansi.

Worried teachers at some Chatsworth and Phoenix schools said they were having sleepless nights.

Many are worried that if they are retrenched they may be forced to sell up their Government subsidised homes.

Bigger NIM
classes, 16/10/1
'lower (50)
standards' (25) (20)

Mercury Reporter

MOVES by the House of Delegates to increase the pupil teacher ratio in Indian schools would result in a considerable drop in education standards. Mr Pat Samuels, president of the Teachers' Association of South Africa, warned last night.

He said the present pupil teacher ratio in both the primary and secondary schools was 23 pupils to one teacher for each class, but he had been informed that the ratio would be increased to 43 to one in primary schools.

Although increasing the ratio would result in reduction in the number of teachers it would certainly lead to a considerable decline in standards.

He said an inspector of Indian Education had already informed principals in a certain area that the minimum number of pupils in primary schools would be increased to 36 a class and the maximum would be 43 pupils a class.

The pupil teacher ratio in white schools was 16 to one in secondary schools, and in primary schools it was 21 pupils to one teacher, he said.

'If the House of Delegates' plan for Indian education is carried out then I am afraid it is going to set back our education 25 years,' he warned.

CAPE TOWN 17/10/86

Indians slate education cutbacks 50

DURBAN. — Moves to cut back spending on Indian education from next year came under heavy fire by the Teachers' Association of South Africa and the Natal Indian Congress this week.

In a hard-hitting statement, Dr Farook Meer, executive member of the Natal Indian Congress, said an illusion was being created by the House of Delegates that by diverting funds from Indian education, it was being magnanimous and engaging in a gesture of fair play.

"Nothing could be further from the truth. The meagre savings from downgrading Indian education — itself in need of funds — will not solve the massive problem of black education," he said.

The truth was that plenty of money

was available without downgrading the educational standards of any South African and "we suggest other ways to finance education for all South Africans".

He called for the establishment of one education department.

TASA president Mr Pat Samuels said the cutbacks in Indian education would not help solve the problems in black education. "The amount of money saved through the cutback would be too small for the ever-widening gap in black education. The government must look to funds from other sources."

Mr Pat Poovalingam, of the opposition Solidarity Party in the House of Delegates, said on Wednesday night that the drastic cut in the budget for Indian education was "shocking and unacceptable". — Sapa

Racial barriers

'should go'

Political Reporter

LARGE adjustments in education spending for the various races will continue as long as the Government continues to maintain artificial racial departments while at the same time trying to move to common funding formulas, Mr Roger Burrows, PFP spokesman on education, said yesterday.

Reacting to reports this week about possible cuts and boosts in education spending, Mr Burrows said racial barriers should go in order to make sense of the education system.

He said the apparent effect of the white and Indian departments receiving less money would be a surplus of teachers but overall there was a continuing shortage.

Mr Hylton Johnstone, Natal Teachers' Society president, said there was confusion because the Government did not reveal details of its plans.

He said when Mr F W de Klerk, the Minister of National Education, recently announced a 10-year education plan, the NTS

asked for more information, but was told there was none.

'That kind of situation can lead to more and more speculation.'

Mr Johnstone said the NTS was concerned that white teachers were being paid off when this was unnecessary because of an overall teacher shortage.

11/10/86 N/M (S)

FIN MAIL 17/10/86 50

STATE OF EMERGENCY

UDF goes to court

As the State of Emergency moves into its fourth month, the Bureau for Information reported one of the lowest number of deaths in any one week. According to bureau reports, three people died in political violence for the week ending 6 am on Tuesday 14. This brings the official death toll since the June 12 emergency was declared to 305.

While the drop in deaths can only be welcomed, there are a number of indications that life in the black townships remains far from normal. One is the decision to declare the United Democratic Front an affected organisation. The ban affects the organisation's right to obtain funds from abroad. According to reports, more than half of the UDF's budget, which runs into several million rands, comes from overseas. An application challenging the ban in court has been launched. At the time of going to press details of when the case would be heard were not available.

According to government sources, two key indicators of normality in the townships would be people paying rents again and the children back at school. On both counts the State of Emergency has failed dismally. The

The *FM* has been edited to comply with the emergency regulations. Information may therefore be distorted, incomplete and misleading.

rent boycott remains in place and has now spread to 54 townships. And the school boycott launched last week (see *Leaders*) continues.

School boycott

There are conflicting reports of how many schools are affected. But both the Department of Education and Training and sources in the townships indicate the boycott is being sustained at schools in at least Soweto, Vaal Triangle townships, the East Rand and the eastern Cape. A number of incidents at schools were reported by the bureau over the past week. These included five arson attempts on the Reef, as well as book burning.

The bureau also reported a number of attacks on members of the security forces. At Motherwell, Port Elizabeth, an off-duty policeman, Constable Johnson Ngokwene, was shot in the neck and abducted. In another incident in the eastern Cape, a police vehicle was stoned at the Kwazakhele township. One shot was fired by the security

forces and a black man was slightly injured and arrested.

In Soweto about 200 black people set fire to the house of a policeman. Extensive damage was caused although no one was seriously injured.

On Saturday afternoon about 1 000 black people at a music concert at Umlazi near Durban stoned the security forces slightly injuring one force member. In the aftermath music equipment and a private vehicle were damaged.

N/M 26/9/76 (50)

Bonn to help educate S A blacks

Mercury Correspondent

BONN—West Germany will provide a special education budget for underprivileged blacks and coloureds in South Africa, says Chancellor Helmut Kohl.

During the South Africa debate in the Bundestag — the West German parliament — Mr Kohl said he had already contacted the German business community and asked for special funds for the education of blacks and coloureds in South Africa.

These funds were to be supplemented by a special effort of the German Government.

Mr Kohl also appealed to churches and labour unions to join hands with the Government and to provide funds for education in South Africa.

The debate was held in response to a motion introduced by the Social Democratic Opposition calling for new sanctions against South Africa.

Defeated

Among the measures demanded by the Opposition were the introduction of visa requirements for visiting South Africans, the withdrawal of landing rights for SAA, a ban on coal imports and new investments, ending all forms of technical co-operation with South Africa, and a law forcing German companies not to participate in South Africa's defence production.

As expected, the motion was defeated but observers noted with interest that some members of parliament belonging to the ruling parties voted with the Opposition.

During the debate SPD chairman Willy Brandt ac-

cused the Bonn Government of supporting the Government of P W Botha by not agreeing to tougher measures.

'I appeal to you: get our country out of the twilight.

'Orientate yourself on what is demanded by European interests and German history.'

Mr Kohl again voiced his opposition to a tightening of economic sanctions and said his Government was not willing to support 'measures, which will result in an army of unemployed in South Africa and its neighbouring countries, which will lead to famine and despair' and which would destroy the chance for a peaceful solution.

At the same time, Mr Kohl emphasised, the Bonn Government would consult the United States, Japan and the members of the European Community to search for a political way to solve the apartheid problem.

Advisers of the Chancellor said after the debate, Mr Kohl was aiming at an international conference, chaired by the Western nations or the United Nations.

Bonn wanted the West to invite the South African Government as well as the African National Congress with its whole leadership — including the imprisoned Nelson Mandela — to such a conference.

And R4 million has already been set aside as a start to the project.

It has also been revealed that the company has acquired the entire area of the Chloride plant for future expansion.

The chairman of the management board of Mercedes-Benz South Africa, Mr Jürgen Schrempp, announced at the press launch of new models in the company's S-Class range of cars at Umhlanga Rocks near here, that his company was committed to a social programme which was in the process of being instituted to better the quality of life of all population groups, specifically in housing and education.

In an interview after his address, Mr Schrempp said Mercedes-Benz was looking at ways of improving the lot of its staff in East London and was consulting with the Urban Foundation on ways to achieve this.

It could involve the funding of a multi-racial primary and secondary school, he said. "There is a tremendous shortage of qualified teachers in the black areas and we may do something to improve that, too."

"Adult education is another facet we are in-

By ROBIN ROSS-THOMPSON
Motoring Editor



MR SCHREMP — company committed to bettering the quality of life.

vestigating. We may enlarge our own training centre at the factory to enhance technical skills for adults so that they can provide a service to the community.

"These people could be trained in skills that will improve their position in the labour market, and not only for employment at the factory. We have a social responsibility to the community in which we operate."

On the subject of housing, Mr Schrempp said he would like to see amendments to the Group Areas Act that would enable his company to provide high quality housing for employees.

At present the company was working on a package that could include an improved housing subsidy scheme. Assistance would be given on a non-racial basis but was aimed primarily at blacks and coloureds.

The main emphasis at present, however, would be aimed at improved education with housing improvements coming later. "The two are, of course, complementary to each other," he said.

Mr Schrempp leaves South Africa at the end of the year to take up a position at Daimler-Benz in Germany with responsibility for world marketing and sales of all the company's commercial vehicles.

He will, however, still have an interest in the South African operation, remaining on the

board of directors here.

He will be succeeded as chairman in South Africa by Mr Sepp van Hullen who is the present finance executive.

The management board member responsible for manufacture in East London, Mr Gunter Kamuf, said the property formerly occupied by Chloride had been acquired as a long-term strategy to consolidate the area around the plant. The buildings would be used as storage space for the time being before a final decision was taken on how best to develop it.

"Let this be further proof of our desire to remain in East London," he said.

• The Mayor of East London, Mrs Elsabe Kemp, reacted to the announcement yesterday by congratulating the company on what she called a fine gesture.

"If we as a city council can be of any assistance, we would be only too happy to do so, especially on the housing aspect."

• Officials of General Motors in Port Elizabeth remained tight-lipped yesterday on any possible moves to quit SA.

A Daily Dispatch correspondent reported that in the absence of any official statement, speculation was rife in motor manufacturing circles that "there is no smoke without fire".

The general consensus was that any moves now by local GM management to seek alternatives, such as a buy out or a partnership, have been left too late.

"By their silence they are damaging their own market. We are going to see buyer resistance after the proceedings of the past few days," said an industry source.

"The feeling is that GM in America is looking for an out. Maybe not immediately but certainly early next year. An emphatic statement from PE refuting the Automotive News allegations would have done a lot to restore confidence."

The industry was abuzz on what is to happen to the company's forthcoming launch of its Opel Monza on which about R30 million has been spent on tooling up.

Analysts said it looked as if the company would take the loss.

See also page 8
Editorial opinion P12

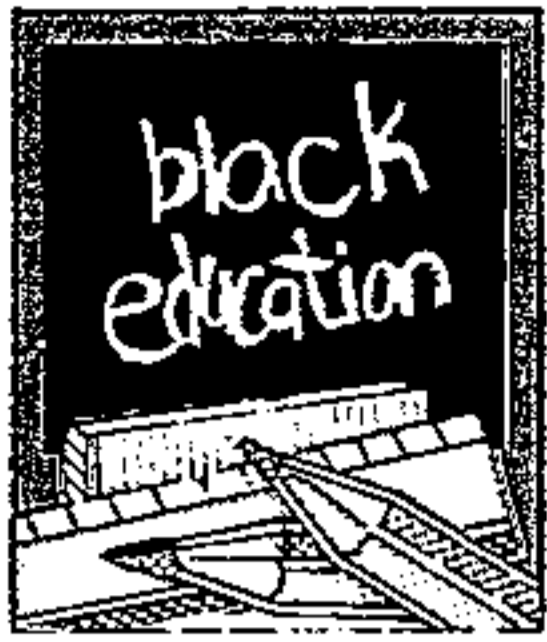
DURBAN — Mercedes-Benz has committed itself to the social upliftment of its employees in East London in the fields of housing and education.

MBSA makes R41m start on social plan

DD. 17/10/76

FUN MAIL 17/10/86 50

Towards open schools



A black clergyman, talking to UCT's Hermann Giliomee about the schools crisis in Port Elizabeth, sums up the dilemma of comprehensive black rejection of segregated education as follows:

"Your child is starving, but the plate of food Bantu Education offers is poisoned. Most children and many parents argue: better not to eat that food, better go on starving."

Earlier this month, the SA Teachers' Association (SATA), a Cape Town-based organisation of mainly white, English-speaking teachers, took "the first step on a long road to a viable South African education" by committing itself to a policy of "open schools in an open society." Its *Education Journal* elaborated: "We can no longer be South Africans and be educated separately."

The educators' landmark commitment goes to the heart of any hope of solving what the Urban Foundation's Jan Steyn, addressing SATA in June, called the "unprecedented crisis" in black education. Explained SATA: "We have a responsibility to offer a vision of education which will win the assent and support of all South Africans."

Compare this with what was essentially the same prescription put forward by the Black Sash when the (now perennial) black school boycotts were "unprecedented" at the beginning of last year: "A lasting solution to the pupils' boycott will not be found until black students believe that their education is on a par with that of whites and is adequate to their needs." In the final analysis, the Black Sash then told the *FM*: "Most pupils are bitterly unhappy with "bantus" education; they feel cheated by its inadequacy and inferiority."

Fundamental to solving the problem, therefore, would seem to be an open, non-racial State schools policy — by implication under a single ministry of education, as the post-Soweto 1976 De Lange Commission of Inquiry recommended. The significance of such a political gesture should not be under-

Ever since Soweto erupted 10 years ago, black education has become increasingly drawn into a vortex of violence, boycotts, despair and even death. This state of affairs is inflicting a terrible cost on society. The question is: can government swallow its ideology, get black children back to school and give them a rising standard of education. There is probably no quick solution, but there are constructive measures that can be taken towards keeping the problem within bounds.

estimated.

True, black schools have become what Leftist sociologists term "sites of resistance" to apartheid. To wide-eyed young radicals, the clarion cry is "liberation before education;" and the call of the black National Education Crisis Committee is for the somewhat hazy notion of "people's education."

The demands are not always coherent. On the one hand, writes Giliomee in his excellent journal *Die Suid-Afrikaan*, radical students demand an immediate end to differentiated education and the establishment of equal education. On the other, they demand full black control over education so that they may decide what kind of education they want. Neither are they clear on the question of who should provide education. Some say the churches, as in the past. Who would finance the churches? The answer is usually something vague: the people must make sacrifices, or money must come from abroad.

But as Steyn pointed out, the critical issues in black education are, in black eyes at least, political ones — those associated with "bantus" education and separate ethnic structures.

This is not to gainsay the deep need for more, upgraded resources, including improved teacher training. Indeed, government has significantly increased its budgetary allocation for black education in recent years. But as Steyn observed, as long as the authorities "insist on viewing the crisis as a technocratic problem . . . they are in danger

of deluding themselves." In other words, throwing money at the problem will not work, and will not remove the basic sense of grievance in the black community.

Steyn warns that the private sector cannot afford to be associated with such a (technocratic) view of educational reform "even by implication, and it must clearly and publicly distance itself from this approach." In fact, he suggests that business will have to look to involving itself also in structures created and supported by the black community.

For a start, the authorities might consider the most immediate grievance of blacks — including parents, educationists, priests and the students — that troops be withdrawn from the schools. But clearly anarchy must not be allowed to prevail. So this move must be accompanied by a bold statement by government of a new direction in policy that will be convincing enough to get black children — most of whom deeply desire education despite their political backchat — back into a disciplined teaching environment.

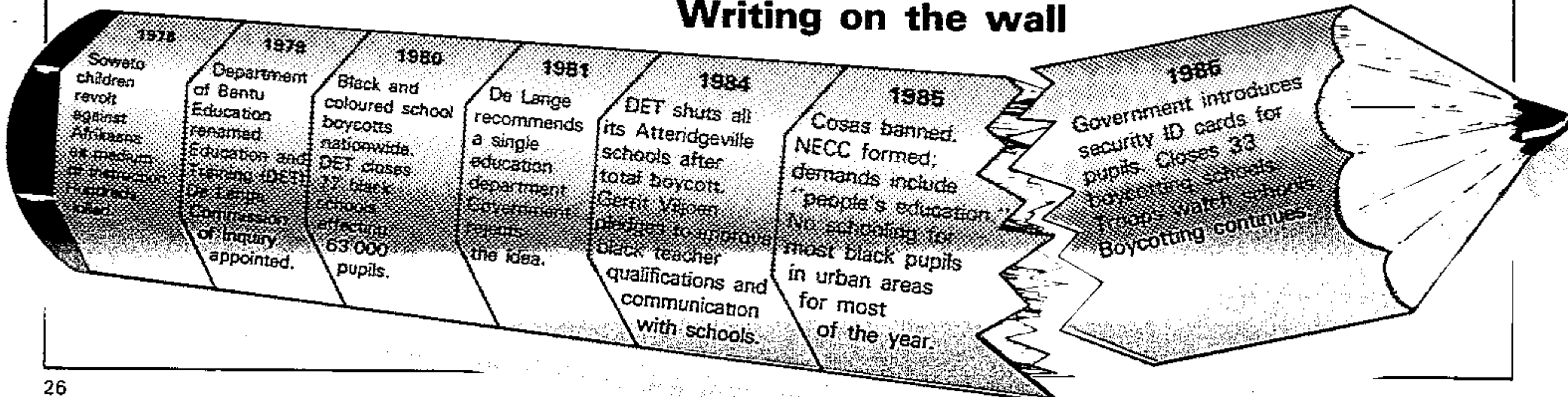
Says Steyn: "The private sector should consider taking up these issues with government. Business should press home to the authorities the urgent need for the larger, more symbolic issues of inequality and separateness in the educational system to be addressed before the technocratic solutions are applied."

All but the most millenarian revolutionaries accept that the problem is not amenable to a quick fix by, for instance, simply throwing open all schools. It is vital that educational standards at the highest common denominator be maintained and that fluency in the medium of instruction be a requirement for entry.

A multi-faceted approach, which the *FM* believes should include a large measure of privatisation of education, such as the New Era Schools Trust initiative, is required and could be given material fiscal support.

Aside from the enormous symbolic importance of "opening" all schools, this step would release some pressure from the cauldron of township schools today, even if the problem of numbers, of course, remains. But black parents who desperately want to get

Writing on the wall



their children educated — witness the flood of applications or, rather, pleas to (white) private and public schools — will at least have the option. There are 205 000 vacancies in white government schools, including 23 000 hostel vacancies which, SATA has urged, should be opened to all.

It does not amount to much, given that there are nearly 2m black pupils in schools under the Department of Education and Training, but it would be a convincing start. Further, according to the PFP's Ken Andrew, 88% of English-speaking white parents favour *some* open schools, and 84% of private schools are open to all races. Correspondence colleges and universities have (not too soon) been opened, and the sky has not fallen in.

Of course, open schools fly in the face of government policy. But nowadays progress by Pretoria's lights is measured by the degree to which it abandons apartheid's holy cows. Government should (as John Kane-Berman remarked last week in connection with local government for KwaZulu-Natal), have the humility to accept other ideas for resolving the crisis where its own policy has so demonstrably failed.

After all, schools in Namibia, it was announced last week, are to be opened to all races from January 1987. In practical fairness, Namibian Education Minister Andrew Madjila has made this subject to certain entrance requirements — no doubt aware of the sensitivities of parents of the hitherto



**Jan Steyn . . . critical issues
are political**

whites-only schools about swamping and falling standards. The point is, it can, and should, be done.

Ultimately, though, what is really needed is the depoliticisation of education. Government must retreat as much as possible from this domain, specifically post-primary — hard though it is for any government to countenance such a move at any level.

There are indeed a great many variables that affect that educational achievement, not least social background. But it is in the direction of the provision of equal opportunities that we ought to be moving by uplifting blacks, not downgrading whites.

An enormous reallocation of funds at the basic (primary and pre-primary school) level is required, working rapidly towards equalising State spending on each black and white child.

This may well mean that a minimum fee structure, based on a family means test, needs to be introduced in all State schools.

Teachers, who are in oversupply in white schools, should be moved to where they are most needed. The aim of this prescription would be to give each child a sound basis in the three Rs — reading, writing and arithmetic — by making the best use of teaching assets.

These are practical measures that can be used to keep the problem within manageable bounds and contain, if not reverse, the trend towards anarchy in black schools.

For the rest, apart from providing basic infrastructures, government should not be involved in running schools or tertiary education. That should be left to the private sector and to local communities. Given the enormous demand for education, a network of private and competing schools would quickly spring up, giving diversity and choice — the essence of a free enterprise society. ■

Fed up: Portrait of an angry teacher

7/10/70

WEEKLY MAIL

50



FOR 28-year-old science teacher Yoliswa Vingqa, every school day is a day of "taut nerves and utter frustration".

Yoli, as she is known amongst colleagues and friends, is looking for the "fastest" exit out of a profession she chose out of love.

And hundreds of others in a similar situation countrywide will be only too happy to quit.

"To say that I am frustrated sounds like an understatement to me.

"*Ndidikiwe nyani* (I am really fed up)," she told me while covering her eyes with both hands.

In the past teachers have been loathe to discuss their problems in public, let alone with a journalist. Not anymore.

Amid pleas of "please inform us when you hear of a vacancy in town", I listened to the near-identical tales of the harassment teachers at Yoliswa's school have to face every working day. Every school day creates terror in their hearts.

For three years now Yoli has seen her efforts at "preparing pupils for a future leadership role sabotaged by a stubborn DET (Department of Education and Training).

"What is worse, the inspectors (of education) have been blaming teachers for the deteriorating situation.

"They have been making unreasonable demands like insisting on seeing our Prep books to see if our work is up to date.

With less than a month's work covered since the beginning of the school year in March, she finds herself at a loss about the exam paper she has to compile for her Std 5 class.

Last year's Std 5s were not ready to move to Std 6, but had to be promoted despite their poor performance in exams written early this year.

"It pains me to see hopelessly unfit pupils moving on to the next class. I am afraid the same thing is going to happen this year because I have only gone through about five pages of the textbook."

There was a time when she was hopeful the situation would improve. But then the soldiers moved in and things got worse, she says.

She felt intimidated by the presence of Security Forces on school premises, and she thinks the youngsters under her care must have felt more intimidated that she did.

She would move into class and ask the pupils if they wanted her to teach them.

"There would be a few murmurings of 'no' and I would say those who don't want to be taught should move out.

"This method used to work wonders because I would remain with a few

Black teachers have long been loathe to discuss their problems in public. Not any more. Here a Soweto teacher talks to SEFAKO NYAKA

enthusiastic pupils and the number would increase every day until in the end the whole class was attending.

"But when the soldiers moved in I could no longer send pupils out."

Yoli joined the teaching profession via nursing. She was put off by night duty and the hierarchical structure in the nursing profession. But today she is not so sure if those things would put her off nursing.

The other day she went to the Soweto College of Education to apply to do any of the special courses they offer to qualified teachers. Not that she needed any special course — it was a way to get away from it all.

At the college she was told "thousands" of other applications had been received from teachers in a similar position."

She is now prepared to take up any job in the city.

Her headmaster Jabu Manana had his own tale to tell. Like Yoli, he is prepared to quit.

"As I swung my car through the narrow school gate, I could see a small group of pupils basking in the sun against the walls of the science block."

"A little further away another five or so pupils were chasing each other and laughing happily.

"A few years ago, I would have expected my arrival to cause quite a stir among the students. They would have tripped as they made for their classrooms in their bid to avoid the wrath of 'Ubhova', as they called me. Loosely translated, the name means 'fierce bulldog'.

"Instead now I have turned into something less than a whimpering puppy."

"In fact there was no need for the pupils to fall over in a stampede, because their classrooms — or what is left of them — are deserted, dilapidated with hardly a single windowpane left intact.

"Ever since the second State of Emergency, my love for the profession I chose 30 years ago started waning until it hit zero level with the inexplicable closure of schools a few months ago.

"Admittedly there were problems, but they were not of such a magnitude that they could have prompted the authorities to close them without consultation.

"In fact the problems seem to have been compounded by the presence of Security Forces on school premises."

Literacy trust to aid night-school for adults

17/10/76 Pretoria Bureau

A group of entrepreneurs met in Pretoria last night to launch a trust fund to assist in the education of illiterate urban Black adults.

The launch follows 13 years' voluntary work in this field by local housewives, teachers, businessmen and church groups.

Mrs Jenny Nesor, a pioneer of this education programme, said this involved night-classes for hundreds of domestic workers in Pretoria's suburbs.

"About 40 percent of the black people living and working in our suburbs are illiterate and literacy is a basic human right.

"We have had classes in church halls and private homes in the past. Recently we joined up with the Waterkloof House Preparatory School in Brooklyn and will now give night-classes on their premises. We hope other white schools will also offer assistance," Mrs Nesor said.

RUNNING COSTS

The night-school will be called the Ikageng-Whips education centre and Mrs Nesor will be the principal.

The fund, dubbed Project Literacy, will help to pay teachers and to pay the running costs of the classes which are open to people of all ages.

Although the Department of Education and Training has agreed to register the classes and recognise them as a legitimate night-school, it does not have the funds to assist the school financially.

"We need about R128 000 for next year but hope to raise at least R1 million for the fund," Mrs Nesor said.

At present the night-school has about 230 students taught by 33 voluntary teachers.

The trust fund will be run by a board of about 19 members and 11 governors.

GUEST COLUMN

IN AN attempt to encourage debate on the major issues of the day, the *Sowetan* has started this guest column appearing every Friday. The opinions expressed are those of our guests, this week, the publicity secretary of the Azanian People's Organisation (Azapo), Mr Muntu Myeza.



Americans, pump millions of rands into black education and lure hundreds of students to their countries to study this or the other?

All other reasons are secondary to the one that blacks must be employable. They must be able to work within parameters that have been created for them. The rewards for compliance are generous.

As black people, the education problem is our problem. We must find the solution.

The picture that has been painted may be very bleak. However, no task is too heavy, as one indigenous proverb has it: "No elephant finds its trunk heavy."

What has eluded us thus far is the recognition that liberatory education and sectarianism among ourselves are incompatible.

Sectarianism is predominantly emotional and uncritical. It is arrogant and against communication. The sectarian disrespects the choice of others, he acts without the benefit of the vigilance of reflection. The sectarian sloganises the pace.

Loser

The sectarian does not consult nor attempt to convince or persuade others. He coerces. In short, the sectarian is a loser who wonders why he lost. The simple reason being that he runs a sprint when all others are girded for a long distance race.

What needs to be done is to understand that black education must have a liberatory effect.

Education for liberation is not confined only to institutionalised schooling. This type of education is to be found neither in empty shibboleths nor aged manuscripts. It is to be found in the integration of the black man with his environment and his relationship with other humans, the merging of the past with the present and the movement towards changing society for the better.

Black Consciousness does not profess to be the panacea of all injustices and oppression. What we are prepared to do is to subject every theory, ours included, to the uncompromising crucible of theory and practice. The problem of black education must be tackled by blacks them-

THE Bantu child must be taught to see the green pastures but never reach them.

These were the thoughts that crystallised the ideology of the South African ruling class.

Hendrik Verwoerd merely put into words what had long been in practice, and it continues to date.

To understand the nature of the problem of black education, to even begin to attempt to chart the future and suggest solutions, one must understand the past and the present.

Firstly, the education crisis concerns black people, their social, political and economic well-being. It is axiomatic that the dominant ideas in any society are those of the ruling class.

In the South African context the dominant ideas are those of the minority white ruling class as against the majority black oppressed.

Invariably all societies have two major groups that stand in opposition to each other. Other discernible groups may be found in a given society but these ultimately align themselves with one of the chief contenders.

The conquest of Africa by European nations meant that the indigenous people had to be subjugated and dominated. The obvious consequence is resistance to such attempts and conflict from the day of conquest.

Sympathisers and supporters from the one camp, renegades and quislings from the other, have existed and do exist but the struggle remains essentially that of the dispossessed and the dispossessor, the dominating and the dominated. Hence the education crisis is a black education crisis.

It is academic to argue that white education also needs redirection. It is evasive to talk of the education crisis without identifying the genesis of the problem. It is futile to try for solutions when the root has not been identified.

Hitherto there has been the downfall of all attempts at working on solutions.

The result has been that mavericks with purely selfish interests have board-

ed the crisis bandwagon, people with no authentic interest have sought and received the thunder of fame on the black education crisis wave.

Interests and dishonest groups have also had their share of the black education pie. Hence the attempt by hypocritical people whose children enjoy white education have failed in redressing this injustice in their courts of justice.

Zealous and hitherto unknown instant "experts" have had their noses ground on the stone of the black education crisis. Even the representatives of the Government of the day have been dragged from behind the curtain of officialdom and exposed.

Black education: The elusive target

as mere cogs in the oppressive machine.

When all is said and done the Verwoerdian steam-engine still ploughs ahead oblivious of all else save its mission in history — to maintain the *status quo* between the ruler and the ruled. Unless the elementary lessons in changing societies are observed, black education will remain in crisis.

Some of the chief elements that have to be recognised about black

education are these:

- The divide and rule policies of the Government create the impression that white values, culture and norms are superior;

Standards

- Racism and ethnicity are promoted thus showing pupils that they are inferior but should *aspire* to attaining white standards;

- Whereas whites are oriented to think in national terms blacks are encouraged to think in parochial and ethnic terms;

- The current system of education encourages the process of alienation because the school has been dissociated from life and society; and

- The pupil must be at school and only later join the stream of life and society. This leads to the alienation of the students from their parents and vice versa.

The system of education, in typical capitalist mode, inculcates a sense of bitter competition and intense rivalry. A false sense of identity is created by the idea that South Africa is a Western country, thus condemning ideas and

models from other African countries and the rest of the world that eschews the Western model of society. This attitude reinforces the superiority complex that whites have about themselves and is being forced down the throats of the black student.

One may argue that the Government must maintain this attitude unless it wants to remove itself from power. The Government has to maintain this attitude because it is for this reason that it is returned to power by the white electorate with sickening regularity.

Only whites can vote in South Africa. The ostensible "reasonableness" and "reform" that are being paraded must be seen for what they are — an attempt to absorb the pressure and deflect the blows that are being inflicted on the Government's armoury.

Education is a crucial weapon in its arsenal to maintain the *status quo*. The Government will, therefore, make any pseudo-concession as long as that does not interfere with the primary purpose of its ideology.

The Government and all its supporters, consciously or unconsciously understand the importance of education and their role in it. Otherwise why would various big companies and governments, particularly the

Cape Town 18/10/86

PE classrooms empty over past three weeks

SO

Own Correspondent

PORT ELIZABETH. — The school boycott by black pupils here has left all classrooms in the townships' secondary schools deserted for the past three weeks.

Confirmation that not a single pupil from Std 3 to matric had attended school for the past three weeks came yesterday from the liaison officer for the Department of Education and Training (DET), Mr Peter Mundell.

He said that unless a "positive response" was shown by pupils, the department would have no option but to close down all the schools.

Mr Mundell declined to say when the schools would be shut down.

Efforts by the DET and the Inter-Denominational African Ministers' Association (Idamasa) to resolve the

education crisis in Port Elizabeth are on the brink of collapse, it was learnt yesterday.

The secretary of Idamasa, Mr Patrick Pasha, said a delegation of Idamasa members and parents had repeatedly told the department that pupils were not in a position to write examinations this year because of school hours lost.

Twenty schools in the Eastern Cape were closed by the department in August because of class boycotts.

Among the demands made by pupils before their return to school are:

- The unconditional release of detained teachers and pupils.
- The withdrawal of troops from school premises.
- The postponement of year-end exams.

Keep out signs put up at schools

Even Post
20/10/86
SD
7/85

By JIMMY MATYU

NOTICE boards were erected at schools in Port Elizabeth's black townships yesterday warning trespassers that they would be prosecuted if found within the grounds.

The boards have been ordered by the Director-General of the Department of Education and Training (DET), Dr Braam Fourie.

The notices, which are in English and Afrikaans, state: "No unauthorised person is allowed on the school premises or in school buildings. Trespassers will be prosecuted".

The erection of the signs came soon after the Deputy Minister of Education and Aid, Mr Sam de Beer, had invited the PE branch of the Inter-denominational African Ministers Association of South Africa (Idamasa) to meet him in Pretoria last week.

The liaison officer for the DET, Mr Edgar Posseldt, said today the notice boards were common at all their schools throughout the country and that people who were not pupils or teachers or officials of the DET, had to get permission to enter the schools.

"This has nothing to do with closure of the schools. The department has not yet taken any decision to close further schools. We are still looking at the schools situation in PE," he said.

Idamasa's chairman, the Rev De Villiers Soga, expressed shock today when the Evening Post told him about the signs.

He said Idamasa could not accept the Deputy Minister's invitation without getting a mandate from the parents and the Cape Students' Council, whose members were in hiding.

"However, our association is still hopeful that pupils will go back to school next year and we are still doing our best to communicate with the student bodies," he said.

Mr Soga said they hoped the DET would assist them by addressing their short-term demands.

These were:

- The release of all detained teachers and pupils.
- The removal of security forces from school premises.
- The reinstatement of expelled executive members of the students' representative councils.

The erection of the boards has now been viewed by parents and pupils spoken to as a first step in the process of closing the high, secondary and higher primary schools which have been boycotted for 14 school days to date.

Pupils failed to return to classes after they joined in mourning the Kinross mining disaster on October 1.

The latest boycott of post-primary schools is the third this year.

The pupils boycott schools on July 25 — deadline for re-registration but went back for 15 days on September 10 which was when schools reopened after a 10-day vacation.

Teaching staff cuts opposed by NPP group

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20/10/86
N/M

Mercury Reporter

THE Study Group of the ruling National People's Party in the House of Delegates yesterday came out strongly against proposals to increase the classroom load in Indian schools in a bid to cut staff.

Mr P I Devan, MP, and chairman of the Education Study Group in the House of Delegates, told the Mercury yesterday that the group would not support any measure that would result in the lowering of the standard of education in Indian schools.

'At present we are seriously considering alternatives to avoid the proposed retrenchment of 700 teachers by increasing the pupil/teacher ratio in classrooms.

'The reduction of staff will be resorted to only as a last measure and this may affect only a limited number of teachers.

'The recommendations of the study group will be sub-

mitted to the Ministers' Council in the House of Delegates within a week. We are hopeful that the Minister's Council will review its proposals on the recommendations of our group.

'It must be emphasised, however, that the Indian community which zealously promotes its educational standards cannot be oblivious to the problems prevailing in black education.

'However, there are avenues which could be explored to make additional funds available to upgrade the education of the black community without any adverse effect on Indian education,' he said.

The move to reduce staff in Indian schools by 700 has already triggered off a storm of protest.

The 7 000-member Teachers' Association of South Africa is convening a meeting of teachers at the MTSS Hall in Merebank on Friday at 7 p m.

Negotiations continue for De Beer talks with NECC

By Susan Fleming, Education Reporter

The National Education Crisis Committee (NECC) and the Deputy Minister of Education and Development Aid, Mr Sam de Beer, are still negotiating about a meeting to discuss the black schools crisis.

Mr de Beer has demanded that the NECC deliver a memorandum on issues to be discussed at the meeting. Mr de Beer told *The Star* that a memorandum would help him prepare for the meeting.

CONDITIONS TO BE MET

The NECC has responded by saying that certain conditions would have to be met before a meeting could be held or a memorandum be sent.

Mr de Beer said the conditions laid down by the NECC could not be met.

"We will meet the NECC unconditionally," he stressed.

The conditions include the release of students, parents and teachers before the meeting and that the NECC should be allowed to hold report-back meetings with the community. The NECC has also asked Mr de Beer to guarantee that no NECC members will be detained at the meeting.

"Mr de Beer has responded by saying that these demands belong to another department. But this is not the case. The education and other departments all fall under the same government," said the publicity secretary of the NECC, Mr Eric Molobi.

He added: "It is very important that we meet to discuss the schools crisis. We have received a national demand to speak to the education department but certain conditions will have to be met first."

Mr de Beer said the department had not been intransigent towards the issue of meeting the NECC.

"I would like to remain open for talks provided a memorandum is given in advance."

Teachers to discuss proposed funds cut in Indian education

Mercury Reporter

THE proposed cut in Indian education funding will be one of the key issues for discussion at a meeting of teacher organisations representing all race groups in Johannesburg next month.

Mr Pat Samuels, president of the Teachers' Association of South Africa (Tasa) said the meeting would be attended by representatives of the Union of Teachers of South Africa (coloured), African Teachers' Association of South Africa, Federal Council of Teachers' Association (white) and Tasa (Indian).

'Political interference in education will also be discussed by delegates following recent threats by the Labour Party in the House of Representatives to the

coloured teachers' body, Utasa,' he said.

The implications of a cut-back in education funding would be debated fully and a decision would be taken and forwarded to the Government.

Meanwhile, hundreds of teachers were expected to attend a meeting at the MTSS Hall in Merebank on Friday to discuss the proposed retrenchment of 700 Indian teachers.

Tasa had also sent a telegram to Mr F W de Klerk, Minister of National Education, seeking an urgent meeting to discuss the proposed cut in funding of Indian education.

According to teachers, principals at some Chatsworth schools had already started drawing up a list of those members of staff to be retrenched.

19/01/12/10/68
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Abus 22/1/80 (50)

'Liberation through education' says Viljoen

PRETORIA. — The rescinding of the pass laws and abolition of influx control made it possible for job-seekers to look for employment where greatest possibilities existed.

This was said by the Minister of Education and Development, Dr Gerrit Viljoen, at the opening of a R4.5-million technical centre in Mamelodi.

"The answer to the large unemployment figure lies mainly in the opening up of career opportunities and through the training and development of blacks.

"With the view to finding practical solutions to the problems, it is necessary that great-

er emphasis be laid on technical and career orientated courses and subjects in all stages of black education," Dr Viljoen said.

The increasing needs and levels of aspiration arise out of the growth of more settled urban communities. But these aspirations can only be accomplished by improved employment opportunities.

The minister said the motivation behind the restructuring and reforming of the traditional educational system was to assist young people to face a challenging future — one of rapid change and increasing complexity.

"They will need possible education to become efficient in

reasoning and problem-solving skills that they will need in future."

Dr Viljoen said freedom or political emancipation was a meaningless shell, and even a dangerous development, if it was not supported and accompanied by responsible, orderly and meaningful education.

"Irresponsible elements have undermined the cause of education and the interests of our youth by the misguided slogan of freedom before education."

The Thuta-Matlhale Technical College is situated to the east of Mamelodi, on the outskirts of the township near the Mamelodi Day Hospital.

"Political emancipation would be a meaningless shell"

if not supported by education, Dr Viljoen said.

The minister said his department believed in "liberation through education".

"A community can only benefit and progress under stable circumstances," he said.

Dr Viljoen said black parents should encourage their children to study technical subjects since the problem of job reservation was solved.

To assist in this, the Department of Education hoped to introduce a sound general system to cater not only for the intellectual but for the practical side of education.

This would be achieved by introducing pupils to technical subjects at primary level.



Professor Jan Giliomee.

Four professors for Stellenbosch

Education Reporter

THREE senior academics at the University of Stellenbosch have been made professors and heads of their departments.

They are associate professor Jan Giliomee of the department of entomology, associate professor Narisscia Botha (social work) and Dr Piet Goussard (viticulture), all former Maties.

Dr Klaus von Gadow, a senior lecturer in forestry, has also been promoted to associate professor with effect from April next year.

WELL KNOWN

Professor Giliomee is well-known in Cape conservation circles, having served on the advisory council of the Cape Department of Nature and Environmental Conservation.

He becomes head of the department of entomology in January, succeeding Professor H Durr who retires at the end of the year.

Professor Botha, who succeeds Professor Jan de Villiers on his retirement at year-end, lectured at the University of the Western Cape before returning to her alma mater to teach.

FIRST WOMAN

Earlier this year she became the first woman elected to serve on the Council for Social and Associated Workers, which serves 6 000 professionals.

Dr Goussard, who has lectured at US since 1971, achieved recognition for viticulture propagation techniques.

He recently went on an extended study tour of France, West Germany, Switzerland and Britain.

He succeeds Professor Chris Orffer, who is to retire.



Professor Narisscia Botha.



Dr Klaus von Gadow.



Dr Piet Goussard.

Cape Times

22/10/86

50
52
278
278

Private educators take the unrest gap

By HILARY VENABLES

THE disruption of township schools since the middle of last year has turned private education into a lucrative business and parents of many black and coloured pupils have forked out thousands of rands to send their children to non-racial private colleges in white areas.

At least four new private schools sprang up in Cape Town at the beginning of this year to cope with the demand for private education from Cape Flats pupils after last year's boycotts.

Fees at these schools vary from about R1 600 to R2 500 a year.

The co-principal of Libra College in Observatory, Mr Barry Hicks, attributed the increased demand for places at private schools to the overcrowding, lack of facilities and lack of qualified teachers at black and coloured schools, and to boycotts and stayaways.

Libra, which opened at the beginning of this year, has 100 pupils in standards nine and ten,

most of whom are coloured. There are no white pupils.

Most of the pupils were from "well-to-do" homes, but a number were sponsored by individuals or church organizations, Mr Hicks said.

"If the educational situation in the townships stabilizes, I am sure schools like ours would suffer," he said.

"It's the difference between paying R6 a year at a government school and R2 500 here.

"On the other hand, there would still be a demand for better education than that available in the townships."

Mr Naushad Omar, who started Trident College in the city centre at the beginning of the current school year, said he would not have considered opening a private school if it had not been for the school boycotts.

The education crisis had been a boost for the college and since February enrolment had doubled from 80 to 160 pupils, only two of whom were white.

"We had 240 applications originally because there was a lot of uncertainty at the beginning of the year about when the township schools would open or whether they would open at all," Mr Omar said.

Not all the pupils were wealthy and some were having trouble paying the R1 600 annual school fee.

"Next year we will screen people more carefully so we don't have the same problem," he said.

Established colleges in Cape Town reported dramatic increases in applications from black and coloured pupils at the beginning of the year.

One school said few black parents could afford its annual fee of R3 700, but "hordes" of coloured parents had applied for places for their children.

"We had to turn many of them away," one principal said. "We are usually full anyway, so it is not as if we have benefited from the boycotts."

Reprieve for teachers facing retrenchment

CAP TIGS 23/10/86

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Labour Reporter

THE 413 Indian teachers who faced retrenchment at the end of the year have been granted a reprieve, Mr Kasie Ramduth, Minister of Education and Culture in the House of Delegates, announced in Durban yesterday.

But the 291 unqualified teachers would be replaced by newly-qualified teachers fresh from college, he said in the wake of growing tension among teachers following the recent announcement of staff cuts.

A delegation from the Teachers' Association of South Africa, headed by its president, Mr Pat Samuels, is to hold an urgent meeting with Mr Ramduth in Durban today over the fate of the teachers.

Mr Ramduth also assured the community and the teaching fraternity that under no circumstances would the standard of Indian education be lowered as a result of the cutback in Indian education funding.

He said that "on behalf of the Ministers' Council I want to give the assurance that the council decided that not-

withstanding the effect of the new financing formula, not to retrench any teachers, although their retention will require us to find an additional R13 000 000 which is not budgeted for".

Mr Samuels said yesterday that he was surprised at the reversal of Mr Ramduth's decision to sack 700 teachers.

"It is absolutely clear that he gave no serious consideration to his first decision on cutbacks.

"We believe that as he has not enunciated a clear policy statement on cutbacks, teachers have no certainty about their future in their jobs.

"There is no guarantee that this cannot happen again in the near future.

"It is said that they still require R13 000 000 to maintain the status quo. We are concerned that if this is not found we will revert to the situation before the announcement."

He said the mass meeting of teachers planned for the MTSS Hall in Merbank tomorrow night would go ahead.

NECC criticised in ⁵⁰ anonymous pamphlets ^{25/10/86}

By Michael Tissong

Two different pamphlets were distributed in Soweto this week, condemning the role played by the Azanian National Youth Unity (Azanyu) and the National Education Crisis Committee (NECC) in the education crisis.

Residents said an aeroplane dropped pamphlets yesterday entitled "We The Real Parents Are Not Blind Anymore", criticising the NECC and its leaders.

Another pamphlet, distributed the night before, was critical of Azanyu and the NECC.

An Azanyu spokesman yesterday condemned the anonymous pamphlets.

The pamphlet entitled "Amandla! Unite To Write!" called on matric pupils in the township to write their examinations. It accused Azanyu and the NECC of trying to disrupt the future of pupils in the township by urging them not to write examinations.

The pamphlet also said the children of people in the leadership of the NECC, "will write their exams undisturbed in ex-

pensive private schools.

"The Azanyu dropouts want to stop only Soweto students from writing. But many Soweto students will write at private schools, church schools, homeland schools and other centres.

"(kwaZulu leader Chief Mangosuthu) Buthelezi's Inkatha youths will be writing their exams undisturbed. Tomorrow they will be educated leaders. If we do not write we will be their illiterate slaves. Write one! Write all! Matrics in Soweto will unite to write."

The other pamphlet said: "We cannot afford a generation of illiterates. Our children are being denied the very education through which they themselves became qualified and which enabled them to become prosperous capitalists."

The Azanyu spokesman said the "poorly styled pamphlet was aimed at discrediting the role people's organisations play in the education crisis.

"We suspect this pamphlet comes from 'the system'. No student organisation can write a pamphlet of this nature."

Exams: forces to get tough

~~27/10/86~~
EVE Post

(50)
27/10/86

PRETORIA — The security forces would take a "tough stand" against intimidators during the countrywide black school examinations, the Commissioner of Police, General Johan Coetzee, said today.

At the same time, the Department of Education and Training (DET) said it would no longer provide reports on the progress of examinations because the information was being misused by groups intent on disrupting the exams.

Gen Coetzee said in a statement issued in Pretoria that the SAP had made arrangements countrywide to ensure that pupils who wanted to write examinations would be able to do so "without the fear of intimidation".

Pupils who were bothered by intimidators were welcome to visit the nearest police station and the SAP would "render all possible assistance", the statement said.

"Persons, who by means of illegal actions endeavour to deny others their legal right to write examinations, are warned that the security forces intend taking a tough stand against intimidators," Gen Coetzee said.

The Director-General of the DET, Dr Braam Fourie, said in a statement the DET had noted that certain groups were intent on disrupting the exams "and depriving innocent candidates of education opportunities through acts of violence and intimidation".

"In the interest of individual candidates, the department will no longer provide daily information and statistics concerning the general progress of examinations, individual examination centres or candidates," Dr Fourie said.

"I wish to appeal to the media and all concerned to co-operate in creating an atmosphere in which candidates can complete the vitally important final examinations unhindered and uninterrupted."

The DET's liaison officer, Mr Job Schoeman, said the department had decided to stop giving daily information on the examinations because areas in which the DET said exams were going well later became targets for intimidators. — Sapa

DAVID BRAUN of The Argus political staff interviewed Mr Sam de Beer, Deputy Minister of Education and Development Aid, on the black education crisis.

Blackboard politics

MR 615
2-11/10/86
(50)
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Question: What do you say to claims that you have lost control of black schools?

Mr De Beer: That is simply not true. We are experiencing problems in the Johannesburg area and in the Eastern Cape. But in the great majority of areas in the country education is quite normal. Education is being affected in 250 to 300 schools out of 7 300. Only 33 schools have been closed. In Natal only one school has had to be closed.

I don't say this to give you the impression that I am biased about the situation. If only one child is not in school it is serious. However, we have certainly not lost control of the situation. Thousands of matriculants have enrolled for their final examinations and I would like to call upon the black community to allow these children the opportunity to write their examinations. They have worked for this and it is important for their careers. Their parents have toiled to pay for their education.

Q: The Government has been asked to hand over the schools to the black community. Would you be prepared to consider this?

Mr De Beer: This has been stated by the National Education Crisis Committee (NECC) and it is not something that we believe should be discussed through the media. However, what do they mean when they say schools should be handed to black people?

It has always been our view that the black community should be involved in education. It is a prerequisite for all education to function properly that there be a part-

nership between the Department, the parents and the children. Without that partnership education could not function properly.

Q: Is it not Government policy that education is an own affair, and if this is so, when can we expect blacks to be able to take over the administration of their own education?

Mr De Beer: I am on the record as saying that eventually the Minister in charge of black education will be black. However, there will not be a transfer of black education to black administration until black political aspirations have been accommodated in a satisfactory manner at central level.

Q: How do you react to charges that you are insensitive to the request for talks with the NECC?

Mr De Beer: I have agreed to talk to the NECC. But because of the obviously important issues that they want to discuss I have asked them for a memorandum of the points to be raised. The NECC agreed to send a memorandum a few days before the meeting, so that I could prepare and respond meaningfully. However, they wanted a date to be agreed and for "certain obstacles" to be removed.

(The obstacles included the immediate release from detention of the NECC leadership and students and an assurance that those NECC leaders currently in hiding would not be detained by the security police. The NECC further wanted permission to have access to the pupils in



Mr Sam de Beer

the form of meetings to get a mandate from them and from parents. Unless these conditions were met, the NECC said, it would not talk to the DET).

I informed the NECC that I had noted these obstacles but that these matters fell outside the ambit of this Ministry and therefore could not be regarded as a prerequisite for a proposed meeting. We have not been in the least intransigent on this issue.

The request for a memorandum to be submitted and allowing sufficient time to study it before a meeting can take place is regarded as most reasonable. However, the NECC is intent on portraying the Department as insensitive, intransigent and of reverting to a hardline attitude. At the same time it uses newspapers to convey its demands to the department and to state beforehand that unless these conditions are met, NECC will not talk to the DET. Surely, this is a hardline attitude?

The DET and I remain open for talks with the NECC provided a memorandum is

submitted in advance and an agenda is prepared on the basis of such a memorandum.

Q: What do you feel about "People's education"?

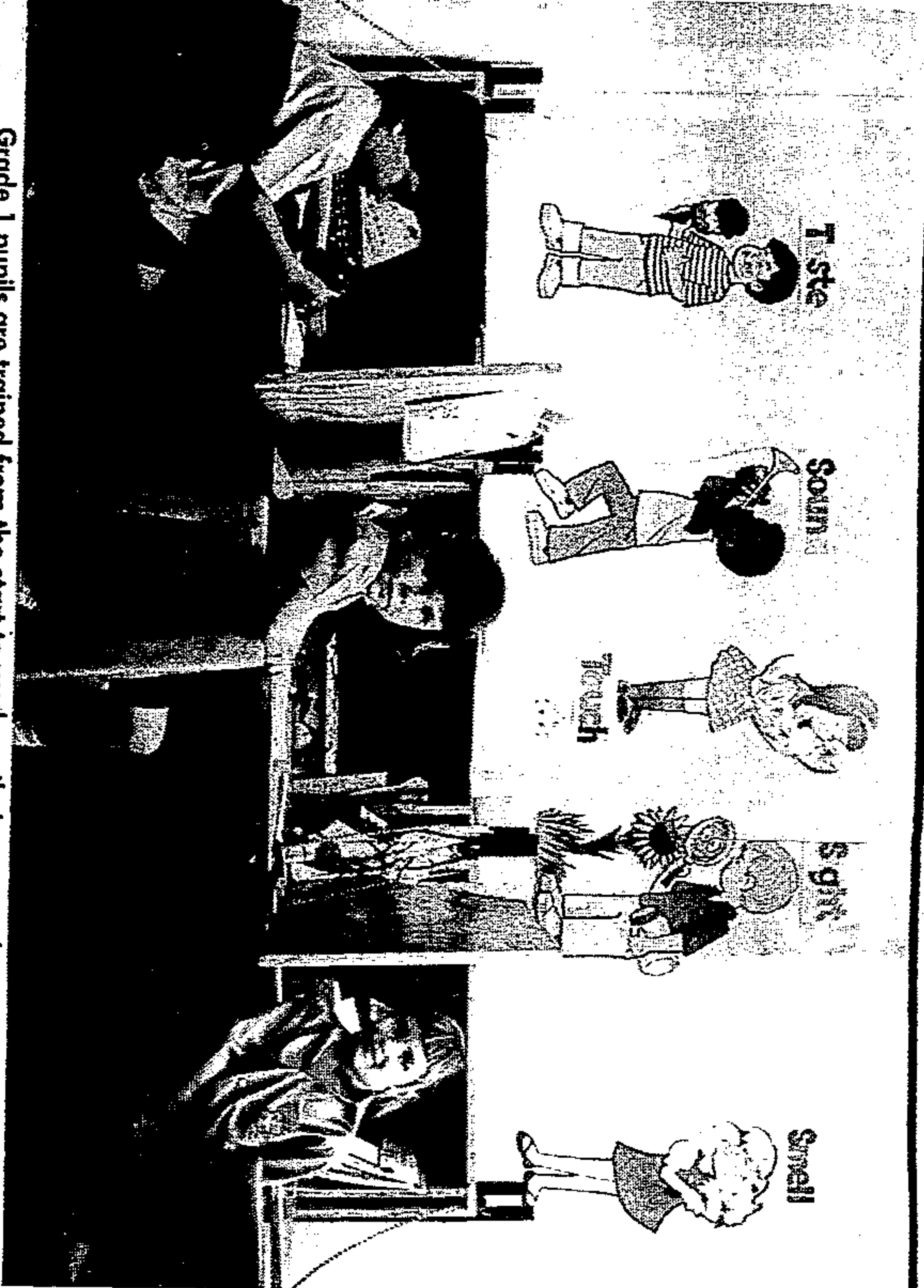
Mr De Beer: We have always said that if people's education means education which is more relevant for the children, if it can prepare them for work, if it can make a contribution towards making them good citizens of South Africa, then we are prepared to sit down and discuss how we can best achieve these aims. However, if people's education is a strategy to provide infantry for the revolution then we are vehemently opposed to it.

Q: Is there no way that the authorities can approach the education crisis within the broader framework of grievances of the black community, and not just from the point of view that this is purely an educational concern?

Mr De Beer: I believe that we will not be able to find the end solutions for education until reasonable political aspirations of blacks have been satisfied. There can be no doubt about that.

It is also very important that we depoliticise black education by upgrading the quality of education. The Government is committed to providing equal educational standards and opportunities for all the children of this country.

The problem is that not all the politicians want education for the children. We must be so careful that we do not abuse the education of our children.



Grade 1 pupils are trained from the start to work on their own and to concentrate.

Schools where equal education has become a reality for the South Africans of tomorrow

By Val Pauquet

Equal education has become a reality for some 1 000 students attending 12 non-racial private schools around the country. Fifteen more such schools will open next year.

Based on Accelerated Christian Education (ACE) — the programme makes provision for students to slot in at their existing academic levels, and has been successfully used over the past two years in Nelspruit, Pretoria, Hekpoort, Magaliesburg, Bryanston, Randburg, Krugersdorp, Newcastle, Kimberley and Cape Town.

ACE is used in more than 8 000 schools in 87 countries around the world. Its founders here are proud claiming it to be the answer to the gaping disparities responsible for the current crisis in black education.

Utopian as the concept may sound, Christians from a wide range of inter-denominational churches believe the establishment of such a system could become the foundation for meaningful communication and change.

In South Africa, the schools are established in three provinces. Headquarters is the King's School in Robin Hills, Randburg, where staff training takes place and which is viewed as a pilot project for those interested in the scheme.

ACE is a self-learning programme in a classroom situation under the guidance of a teacher, where the emphasis is placed on the child learning, rather than the teacher teaching.

Main areas of emphasis are on individualised learning, group interaction, teacher participation and self-discipline. Although the system provides internationally accepted academic qualifications, character development is viewed as the most vital aspect, as is recognition and development of the potential of a child as a whole — academically, spiritually and emotionally.

A unique aspect of the programme is that students are not grouped according to chronological level. Candidates are tested up to two or more years behind their chronological age to determine the existence of any academic gaps, the bridging of which is a pre-requisite for advancement. The learning process is accelerated or slowed down according to pupil response in such diagnostic testing.

A CHANCE FOR THE GIFTED CHILD

The obvious advantage of such a system is the chance for the gifted child to proceed without being held back, while the slower child goes at a pace in line with his or her own ability.

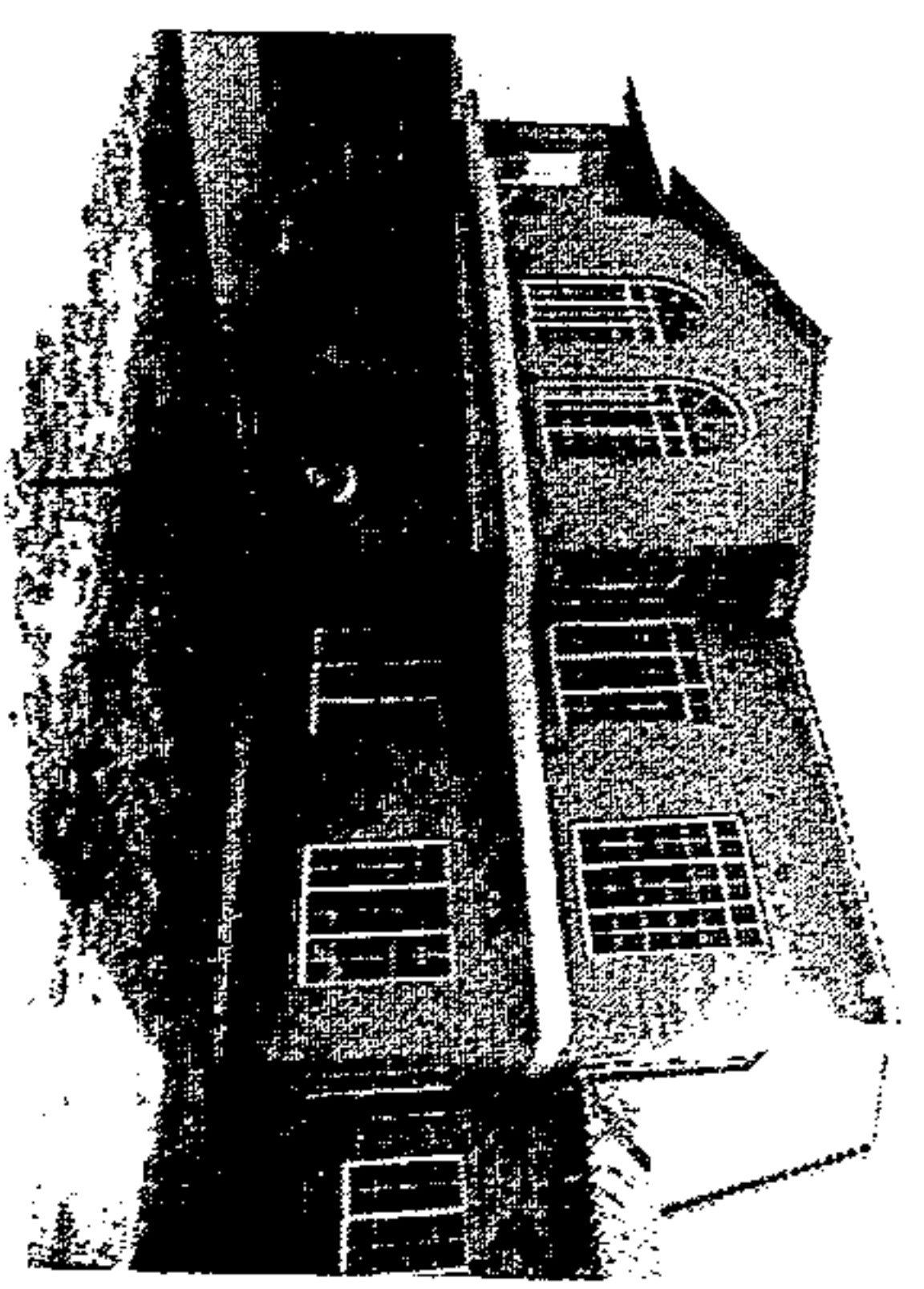
In the South African context, this system also makes provision for students with educational disparities to slot in at their existing level and advance according to intellectual ability.

"We believe these schools offer a viable solution to the academic needs of our nation," says Mr Ashton Sparrow, principal of the King's School.

Standardised workbooks at all levels are supplied



Students of all ages are housed in the same learning centres. This helps to promote better understanding and communication.



The King's School in Robin Hills.

in mathematics, social studies, science and languages. These are worked through at various paces on a basis of self-reading. Comprehension is tested at the end of each book. Tests and marking (which is done by the student) are based on trust, violation of which results in demeriting, withdrawal of privileges or detention.

To encourage responsibility and independence, students set their own goals at the start of each day.

In compliance with provincial education requirements, each school endeavours to follow the recognised syllabi, using the ACE programme. While South African history is covered, significant emphasis is placed on world history. English is the medium used in all schools.

INTERNATIONAL USE OF ENGLISH

"Afrikaans, Zulu and Tswana parents recognise the international use of English and are happy to consent to its use in the system," says Mr Sparrow.

Unlike conventional schools, the ACE pass mark requirement is 80 percent. Where this mark is not achieved, the pace is repeated. "In the existing system, there is seldom a review of what has gone before. The class goes on and often, at the end of the year, the child may be promoted while getting 35 percent," says Mr Sparrow, who sees this as the major cause of students unnecessarily dropping subjects at the end of Standard 8, because of the lack of a sound foundation.

Students from Grade 2 — having learnt to read — are all housed in a single learning centre under the same roof. The model used for this concept is reminiscent of the "little schoolhouse" which still exists in rural areas.

Character development and not age is the criterion on which recognition is based.

In an environment where different aged pupils are all working at a variety of levels, a well-defined discipline system is necessary. A privilege status based on academic and behaviour requirements has proved a realistic incentive for advancement.

Supervisor Miss Lynn Garrard of the King's School in Bryanston believes the opportunity of working with the child as a whole — academically, spiritually and emotionally — to be the key which unlocks potential.

She also views the imposition of an absolute standard to which everyone irrespective of race is given the opportunity to aspire as a solution to the gaping discrepancies in educational levels and low pass mark requirements.

BRIDGING MANY ACADEMIC GAPS

"The result of this would be students who deserve their certificates because of their attitudes and ability to work," she says.

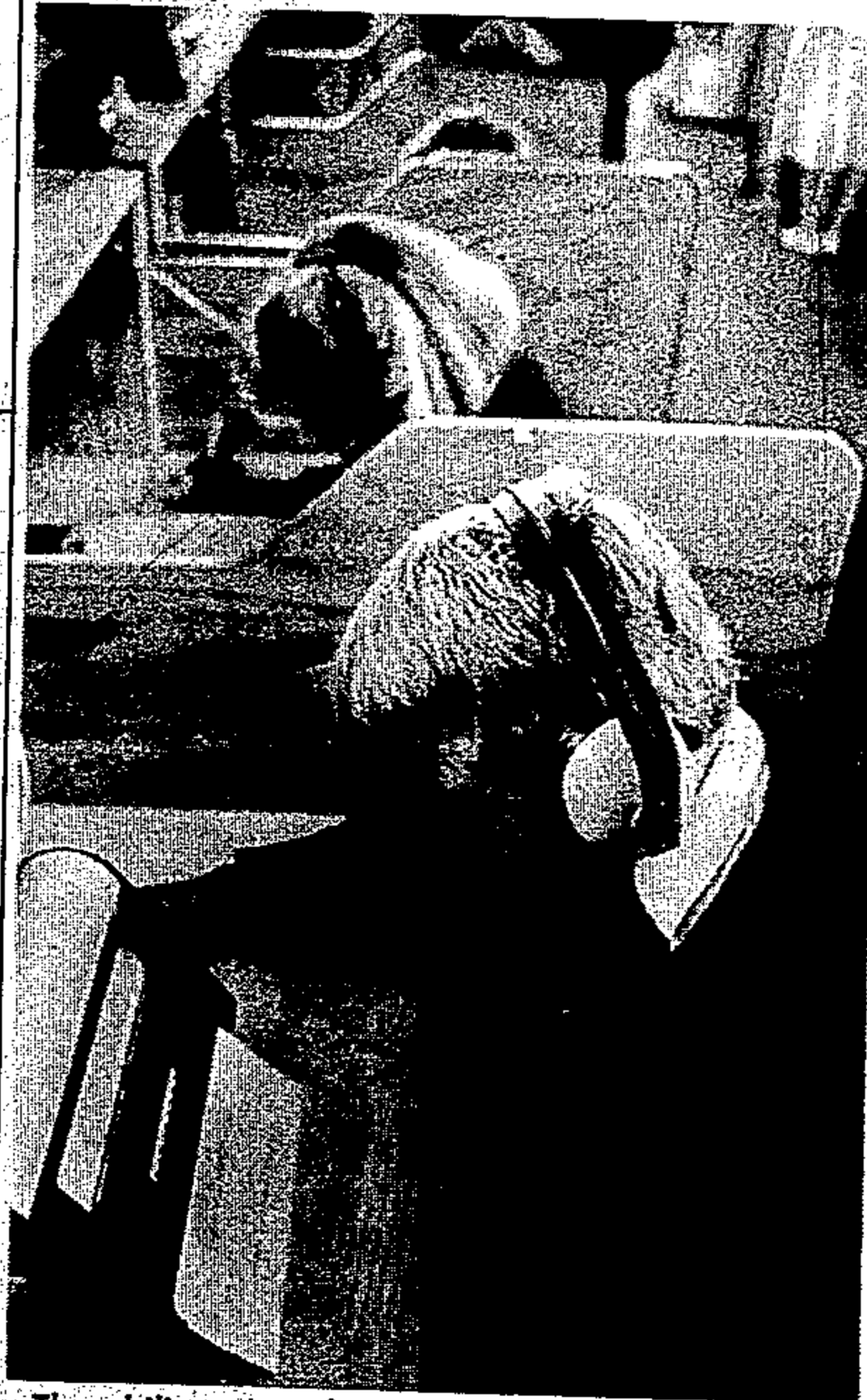
A graduate and TED-trained teacher, Miss Garrard attributes the success rate which students have achieved at the school to the bridging of their many academic gaps. This applies especially to mathematics where improvement has been dramatic.

That the absorption of students with vastly differing cultures and backgrounds will be accompanied by problems, is a challenge workers believe can be overcome. "It has to begin with small children. Watching them play together, one sees a unity which knows no prejudice," says Mr Bernard Yeoward, principal of the King's School in Bryanston.

Fees vary from school to school, but are well below general private school fees. Most schools are already registered as private schools.

In line with their policy of providing a relaxed family environment, the school buildings are a far cry from the conventional state institutions.

Spread over three hectares, the Robin Hills school — which cost R750 000 — is a modern, spacious three-tiered complex. Most of the money was provided by parents who, seeing changes in their children after two years at the school, sold their houses and bought smaller ones to release amounts of R20 000, R30 000 and R40 000. Others have cashed in their insurance policies. Combined contributions amount to R500 000.



The ability to read well and comprehend is vital to the ACE programme of self-reliance. Here a pupil improves his reading on the reading tutor.

Black schools need 100 000 teachers

and go to school where they liked.

"Believe me, businessmen are getting their act together before the meeting to do just that", he said.

"This is not a political speech. I have been to all universities, black, white, coloured and Indian, English and Afrikaans and 98 percent of them want exactly what I have said.

"They want the Group Areas and apartheid taken away".

"We have seen IBM, General Motors and the Red Cross stories in the past week and I say that whatever the Government and black leaders have to do, we business people have so much we can do to create jobs".

South African business had to save the country by investing and showing faith and not running away from responsibilities.

Businessmen had to show faith, not because they were South Africans but because they had genuine faith.

vesting here if we did not believe this country had a future", he said.

He called on American and other foreign companies to stay.

"My appeal is: For God's sake stay here, because psychologically you are so important".

Nam urges tougher sanctions

SENIOR representatives of the Non-Aligned Movement (Nam) have urged the European Community (EC) executive commission to back tougher EC sanctions against South Africa, African diplomats said.

Ministers and ambassadors from eight nations called on the commission to put pressure on member states to adopt harder hitting economic measures than those approved by EC ministers last month.

The community has banned new EC investments in South Africa, as well as the import of South African gold coins, iron and steel, but these measures fall far short of those called for by the non-aligned group, diplomats say.

Foreign ministers from Zimbabwe, Algeria, India, Nigeria, Congo, Peru, Argentina and Yugoslavia want a ban on coal imports, worth an annual 1,2 billion dollars (R3 billion), compared with the present package worth only 500 million dollars (R1 250 million) — Sapa.

BLACK schools need about 100 000 more teachers according to a report by the Human Sciences Research Council (HSRC).

The report, published in Pretoria and based on the latest investigations into education, also stated that there was a dire need to train about 200 000 teachers in South Africa within the next few years.

"In addition, there is an urgent need for the in-service training of a large number of coloured, Indian and black teachers who are not adequately qualified", the report said.

The need for about 100 000 more black teachers in the foreseeable future comes amid the deepening crisis in black schools where there has been continued boycotts and disruption of classes. The continued strikes have resulted in certain schools being closed down.

Professor F Van der Stoep, Dean of the Faculty of Education at the University of Pretoria and leader of the HSRC's research project on teacher training, said in the report that the present system of teacher training "is unable to cope with the demands for teachers particularly in the rural areas and in the national and the self-governing states".

By MONK NKOMO

The urgent need for qualified black teachers, the report added, was evident from the pupil numbers. "Whereas the number of white pupils has declined to under one million, black pupils are nearing the 10-million mark".

According to the HSRC investigation, greater emphasis should be placed on vocational and occupation orientated education.

Despite the shortage of teachers at black schools, a number of black teachers have now gone all out to improve their qualifications in an effort to earn better salaries.

Deputy Minister of Education and Development Aid, Dr Sam de Beer recently said: "A climate has been created that makes it imperative to become educated so as to take part in running the country and share the benefits".

Scholarships to US for black South Africans

AK642 31/10/80 (50) (54) (57)
Education Reporter

BLACK South Africans interested in applying for scholarships to the United States must do so soon as closing dates are drawing near.

● Operation Crossroads Africa, offers 30-day programme in community health systems, regional economic development and project planning and curriculum design. Deadline: November 15.

● Hubert H Humphrey North-South Fellowship Programme: Nine-month, non-degree course for professionals with strong academic backgrounds and an outstanding record of professional accomplishment in planning, public administration, agriculture and health. Deadline: November 22.

● Black lawyers programme: One-year course to give qualified black lawyers masters' degrees in advocacy law. Applicants should have LLBs. Experience not essential. Deadline: November 28.

● Long-term English teacher upgrading programme: Nine-month, non-degree course for teachers with no formal qualifications. Deadline: November 28.

For details contact the American Centre in Cape Town at ☎ 21 4280.

Finger pointed at NECC

By Bruce Cameron,
Political Correspondent

Government patience with the National Education Crisis Committee (NECC) appears to be running out as it seeks ways to break the current deadlock in black education.

In the latest of a series of telexes between the NECC and the Department of Education and Training, the Deputy Minister of Education, Mr Sam de Beer, has questioned the legitimacy of the NECC, its actions and its sincerity in attempting to improve education for blacks.

However, Mr de Beer has made it clear that he is still prepared to meet the NECC, provided that it submits a memorandum as a basis for discussion.

A spokesman for the NECC's office in Johannesburg, Mr Eric Molobi, said he had not received the telex.

According to Mr de Beer, the telex was sent to the president of the NECC, Mr Vusi Khanyile, in Cape Town. Mr Khanyile arrived in Johannesburg late yesterday and could not be contacted for comment.

Mr de Beer, in the tersely worded telex, firmly rejected the NECC claims that his department was responsible for any deadlock in negotiations.

He also accused the NECC of disrupting accepted education structures, of not showing good faith in discussions, encouraging an examination boycott, and intimidating teachers and parents.

In a litany of complaints Mr de Beer said:

- The NECC had changed its structure on the eve of discussions from the Soweto Pupils' Education Crisis Committee without informing the DET.

- The NECC had previously consulted at short notice but now claimed needed time for prior consultations on a wide basis before a meeting with him.

- The NECC claim that it represented the majority of their people could not be reconciled with the fact that at "your Durban Conference you declared Inkatha, with one million members, an 'enemy of the people'."

"Nowhere have you made public the size of your membership."

- That he questioned the NECC's sincerity in seeking consultation by taking the department to court without giving any indication of the intentions to do so, and at the same time still arranging for a meeting.

40 E Cape black schools will not open at 1987 start

Mercury Correspondent
PORT ELIZABETH—Forty black schools in the Port Elizabeth/Uitenhage area will not open when the 1987 school year starts, Mr Sam de Beer, Deputy Minister of Education and Development Aid, announced yesterday.

The move follows prolonged negotiations between department officials and members of the Inter-denominational African Ministers' Association (Idamasa) to end the African schools crisis in the region.

Mr Patrick Pasha, secretary-general of Idamasa, which has been mediating in negotiations on the schools crisis in Port Elizabeth, said he would reserve comment on the department's decision until the association had convened meetings with parents and pupils.

However, he said, before the department made known its decision, Idamasa had been involved in arranging a series of meet-

ings with parents and pupils in efforts to get pupils back to school next year.

He said a statement on the department's latest action would be issued tomorrow.

In his statement, Mr de Beer said it was regretted that in spite of Idamasa's positive attitude and hard work, and the support and understanding displayed by the department and myself, pupils had refused to return to school.

Before the 40 schools restarted, pupils would have to prove their willingness to return to school and receive 'meaningful education', and for parents to show co-operation by accepting responsibility for their children's behaviour and discipline, he said.

Silence on (50) education

Education Reporter

A conference on "People's Education" was held at the University of the Witwatersrand at the weekend, but a decision was taken not to release information to the Press.

Academics from the "open universities" such as Wits, UCT and Rhodes, and representatives from the National Education Crisis Committee, the Metal and Allied Workers' Union and the National Education Union of South Africa attended.

Another 40 schools not opening

we post 5/11/87

PRETORIA — Forty schools in the Port Elizabeth-Uitenhage area will not be re-opening in January, 1987, until pupils show "their willingness to return to school" and individual parents accept responsibility for their children's behaviour and discipline.

This means 60 schools have ceased to function in the area.

Mr Sam de Beer, Deputy Minister of Education and Development Aid, said in a statement issued today that "school buildings and teachers shall only be made available if meaningful education can be reinstated in the schools".

He said that in the first half of the year pupils at higher primary and secondary schools in the Port Elizabeth/Uitenhage area were "responsible for various kinds of disruptive behaviour" and very little effective education took place.

He said that when schools re-opened for the third quarter, many pupils re-registered with the intention of attending school.

However, this was thwarted by the actions of

unknown groups of youths, who threatened and intimidated pupils. They also called for a class boycott, which started on July 28.

Mr De Beer said he was approached at that stage by members of the Inter-denominational African Ministers' Association of Port Elizabeth (Idamasa) to get pupils back to school. Three meetings were held with the organisation in Pretoria and PE.

He said certain conditions were laid down which included the daily attendance of pupils and no further disruptions or boycotts.

"It was stated clearly that schools which did not adhere to these conditions would automatically exclude themselves from the agreement."

He said that despite his department's and Idamasa's efforts, pupils had refused to attend school and as a result of their absence, schools had ceased to function.

Mr De Beer said the following schools would not be opened automatically in January 1987:

PE-east circuit
Kwezi Lomso secondary,

Loyiso secondary,
Phakamiza secondary,
Mzontsundu secondary,
Tamsanga secondary,
Ndzondelelo secondary,
Kwazakhele secondary,
Masibambane secondary.

Esitiyeni higher primary,
Ezikhweni higher primary,
Ilungelo higher primary,
Inkgubela higher primary,
Garret higher primary,
Matodlana higher primary,
Mvisiswano higher primary,
Sithembile higher primary,
Myezo higher primary,
Siyaphambile higher primary,
Emfundweni higher primary,
Henry Nginza higher primary,
Aaron Gqadu higher primary,
Veeplaas higher primary.

PE-west circuit

Itembelihle secondary,
Newell secondary
Cowan secondary, Ernest Skosana higher primary,
Stephen Mazungula higher primary, John Masiza higher primary, Johnson Marwanqa higher primary,
Phillip Nikiwe higher primary, Masangwana higher primary, Molefe higher primary, New Brighton higher primary.

Uitenhage circuit

Limekaya secondary,
Thanduxolol secondary,
Stephen Nkomo higher primary, Mqhayi higher primary, R H Godlo higher primary, Mthonjeni higher primary, Ilinge higher primary.

40 EP schools to close unless pupils return

AR 6/5 5/11/86
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Education Reporter

FORTY Eastern Cape schools will not re-start next year unless pupils "prove their willingness to return", it was announced today.

The Deputy Minister of Education and Development Aid, Mr Sam de Beer, said in a statement that the schools, all in the Port Elizabeth and Uitenhage areas, were no longer functioning because pupils "refused to return".

The schools, 13 secondaries and 27 higher primaries, would not re-start next year and teachers would not be made available until pupils "prove their willingness to return and to receive meaningful education".

Parents too

Parents also would have to "display their co-operation by accepting responsibility for their children's behaviour and discipline", said Mr de Beer.

He said that in the first half of this year pupils at higher primary and secondary schools in the two areas were "responsible for various kinds of disruptive behaviour", resulting in "little effective education" taking place.

"When schools re-opened for the third quarter on July 14 the majority of pupils re-registered with the evident intention of attending school," he said.

However, they were "thwarted by the actions of unknown groups of youths who threatened, intimidated and attacked pupils and who mounted the class boycott which started on July 28".

Pupils refused

In spite of meetings between himself and representatives of the Interdenominational African Ministers' Association of Port Elizabeth in an attempt to resolve the situation, pupils refused to return, he said.

Mr de Beer appealed to parents and community leaders "to co-operate as soon as possible with the circuit and regional offices" of the Department of Education and Training "in normalising edu-

cation" in Port Elizabeth and Uitenhage.

A spokesman for the department, Mr Peter Mundell, said today he had no details about how many pupils and teachers were affected by the decision.

The schools would continue operating as they had been for the rest of this year, even where there was zero attendance, the case at most of the schools, he said.

Asked how pupils would be able to show their willingness to return to school next year if the schools were not open, he said there would be a period for registration "as usual".

Teachers at the 33 Eastern Cape, Transvaal and Natal schools closed by the department in September for the rest of the year had already been re-allocated to other posts.

40 PE-Uitenhage schools will not reopen — DET

6/11/86

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PRETORIA — Forty schools in the Port Elizabeth-Uitenhage area will not be re-opening in January 1987 until pupils showed "their willingness to return to school" and individual parents accepted responsibility for their children's behaviour and discipline.

The deputy Minister of Education and Development Aid, Mr Sam de Beer, said in a statement issued yesterday by the Bureau for Information that "school buildings and teachers shall only be made available if meaningful education can be re-instituted in the schools".

Approached for comment by the Daily Dispatch on the question of Duncan Village schools, which have been closed since July, a spokesman for the bureau said "no

comment is yet available" as to whether the schools would re-open next year.

Mr De Beer said in the first half of this year pupils at higher primary and secondary schools in the Port Elizabeth-Uitenhage area had been "responsible for various kinds of disruptive behaviour" and very little effective education had taken place.

He added that when schools re-opened for the third quarter, a large number of pupils re-registered with the intention of attending school. However, this was thwarted by the actions of unknown groups of youths, who threatened and intimidated pupils.

Mr De Beer said at that stage he was approached by members of the African Ministers' Association of Port Eli-

zabeth (Idamasa) to get pupils back to school. Three meetings were held with the organisation in Pretoria and Port Elizabeth.

He said that certain conditions were laid down which included the daily attendance of pupils and no further disruptions or boycotts.

"It was stated clearly that schools which did not adhere to these conditions would automatically exclude themselves from the agreement," said Mr De Beer.

He added that despite his department's and Idamasa's efforts pupils had refused to attend school and as a result of their absence the schools had become non-functioning.

Mr De Beer appealed to all parents and community leaders concerned to cooperate as

soon as possible with circuit and regional offices in normalising the education in the affected areas.

Some of the following Port Elizabeth schools will not be opened automatically with their education programmes in January 1987:

Kwezi Lomso secondary, Loyiso secondary, Phakamiza secondary, Mzontsundu secondary, Tamsanga secondary, Ndzondelelo secondary, Kwazakhele secondary, Masibambane secondary, Esitiyeni higher primary, Ezikweni higher primary, Ilungelo higher primary, Inkgubela higher primary, Garret higher primary, Matodlana higher primary, Mvisiswano higher primary, Sithembile higher primary and Siyaphambile higher primary. — Sapa

40 schools to be shut down

Saweta
6/11/86
SD

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Thwarted

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Sapa

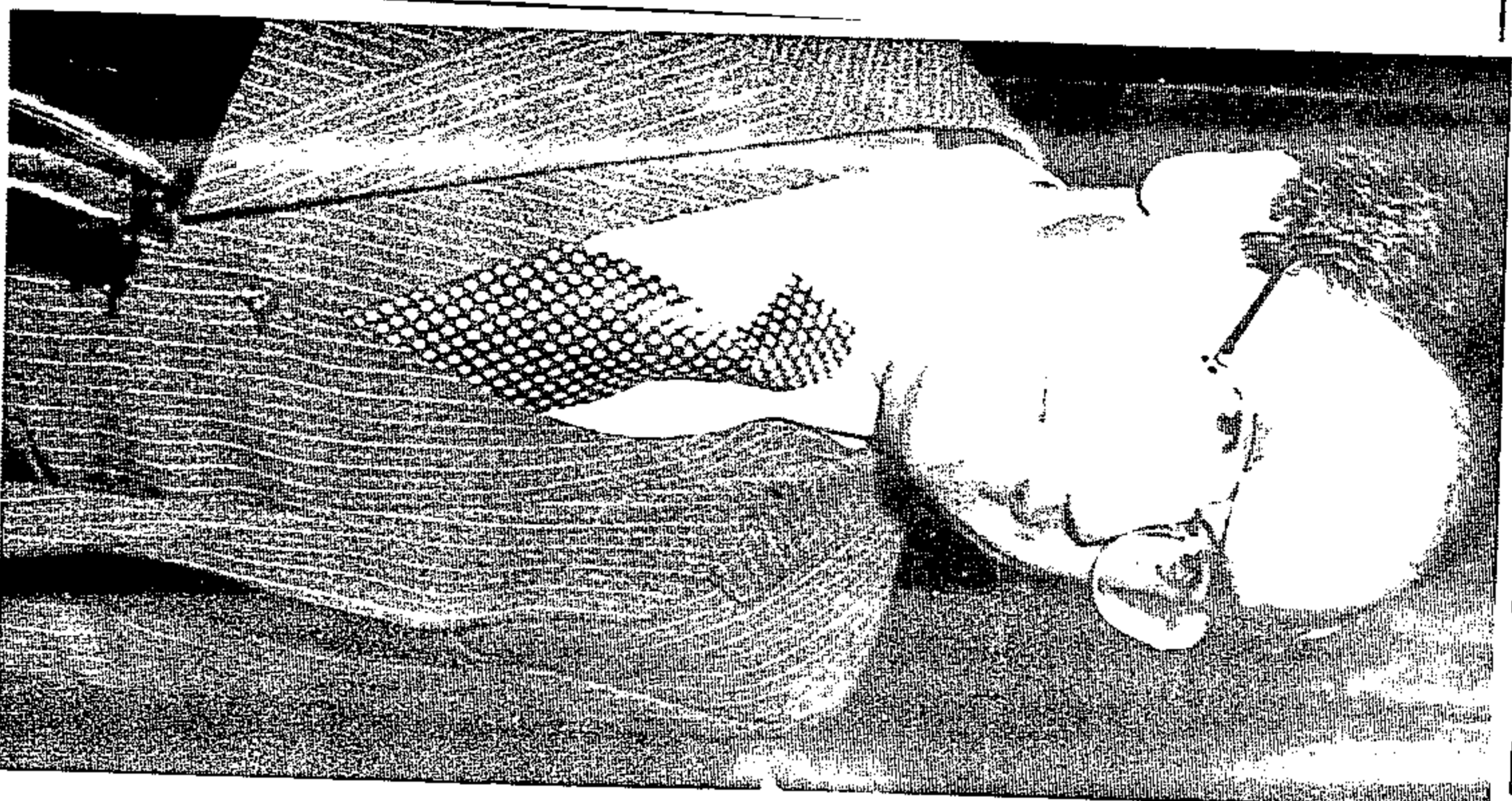
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They also called for a class boycott which started on July 28.

Mr de Beer said at that stage he was approached by members of the African Ministers' Association of Port Elizabeth (Idamasa) to get pupils back to school.



SAM de Beer ... DET

Closed schools 'no solution in Eastern Cape'

By Susan Fleming

The National Education Crisis Committee has strongly condemned a statement by Deputy Minister of Education and Development Aid, Mr Sam de Beer, that 40 Eastern Cape schools will stay shut next year unless certain conditions are met by pupils and parents.

NECC chairman Mr Vusi

Khanyile said Mr de Beer, by not re-opening the schools, was ensuring that black education ground to a halt.

He said: "The education department's actions are showing us that the Verwoerdian policy of making sure no child has a suitable education is carried out to the full."

He believed the education de-

partment was "drunk with power".

If the schools remained closed, he added, there would be no solution to the problems in the Eastern Cape.

Mr de Beer said yesterday that before Eastern Cape schools were re-opened pupils would have to prove their willingness to return to school and

receive meaningful education.

Parents would have to accept responsibility for their children's behaviour and discipline.

Mr de Beer said: "I wish to appeal to the parents and community leaders concerned to cooperate as soon as possible with the circuit offices and regional offices in Port Elizabeth and Uitenhage."

Open schools to all races, say parents

ARMS 6/11/68 50

By GAYE DAVIS, Education Reporter

A LARGE majority of parents who responded to a survey in Camps Bay believe classroom race-barriers should be removed.

The parents also feel the Group Areas Act should be scrapped and they favour a single education department.

But a spokesman at the office of the Minister of Education and Culture in the Ministers Council of the Assembly, Mr Piet Clase, said a request for open schools in Camps Bay would not be granted.

He referred to the rejections of similar requests from other schools on the grounds that such requests were contrary to the constitution, according to which education was an "own affair".

The organisers of the poll, a committee comprising the school committees of Camps Bay high, primary and preparatory schools, believe that mixed schools can exist legally under the constitution.

Of 953 detailed questionnaires, 453 were returned.

Criteria

Most parents indicated that:

- Schools should be non-racial with admission based on the nearness of pupils' homes and on educational criteria. Less than 10 percent said schools should remain segregated.

- The Group Areas Act should be scrapped (81 percent in favour).

- A single education department should be established (92 percent).

- Their children (82 percent) and most of their friends and neighbours (59 percent) would feel "positive" about opening schools to all.

- Non-racial education would best prepare children for living in South African society (88 percent) and help children's understanding and tolerance (85 percent).

- Teaching staff should be appointed on merit, regardless of race (88 percent).

Many also believed that cultural differences could pose educational problems (57 percent) and that integration could cause standards to drop (61 percent).

Clauses

The committee said however that educational problems "linked to political perceptions and activism in black schools" already existed under the present system.

The committee recommended that the Government allow a community to opt for open education.

The committee said it believed a clause in the constitution allowed education departments to admit pupils of other race groups where no schools existed for them.

Another clause allowed a deviation from "own affairs" if education departments agreed.

Mr Colin Eglin, leader of the Progressive Federal Party and MP for Sea Point, said today he had been kept informed about the survey and the committee's work.

He said: "I will do whatever I can to persuade the Government to heed the wishes of the parents of Camps Bay. I find the whole development extremely hopeful and positive."

● Open schools talk — Page 13.

Smeyan
7/11/86
(SD) *(B)*

DET SLAMS

NECC

The National Education Crisis Committee is trying to undermine the discipline of the Department of Education and Training by consulting teachers on the schools dispute, according to the deputy Minister of Education and Development Aid, Mr Sam De Beer.

"This is completely unacceptable and leads to a misconception among students that can only result in a hostile attitude towards their teachers," Mr de Beer said in a telex to the chairman of the NECC, Mr Vusi Khanyile.

Mr de Beer released the full text of the telex in Pretoria this week "in order to set the record straight" after what he said were conflicting and speculative reports in the Press over talks between the NECC and his department.

In the telex, sent to Mr Khanyile on October 31, Mr de Beer also said the NECC was not a legally recognised representative body and had encouraged examination boycotts through its statements that it hoped children would write exams but that there were "adequate reasons" for them not to do so.

Mr de Beer referred to a resolution adopted at a recent Durban conference of the NECC in which the organisation urged teachers to "stop collaborating with the authorities".

NECC call in schools' crisis

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JOHANNESBURG — The National Education Crisis Committee (NECC) told the Deputy Minister of Education and Development Aid, Mr Sam de Beer, on Wednesday that if certain "obstacles" were removed it would meet him to discuss the black schools crisis.

In a telex to Mr De Beer, it said the "obstacles" included the release from detention of key NECC members and the assurance by the government that the committee could freely consult the black community before and after the meeting.

Mr De Beer said last night he had received the telex and was considering its content. He would respond soon.

The NECC telex was in response to one sent to the committee by Mr De Beer. The telex condemned certain NECC actions.

Mr De Beer said in his telex last week that although he was open to discussions with the NECC, he questioned its legitimacy and sincerity at attempting to improve education for

blacks. He also said his department was not responsible for any deadlock in negotiations with the organisation.

The chairman of the NECC, Mr Vusi Khanyile, said in his response that the NECC was a committee whose life and programmes were "continuously dependent on the mandate of the community.

"We believe the crisis in education cannot be resolved by a few individuals working apart from the popular community thrust. Since we started meeting with you (Mr De Beer) and other government departments, consultation and community mandate have been central to our activities."

Mr Khanyile said questioning the legitimacy of the NECC would not resolve the problems in black schools.

"To argue whether or not the NECC is a legally recognisable body is an irrelevant diversion that will not benefit anyone."

Mr Khanyile said the NECC had been subjected to "malicious campaigns" in the form of pamphlets dropped from helicopters. — Sapa

ist London building society, Mr John Castle, looks on as
is over a cheque to Mr Ray Suttner yesterday.

TO ADVERTISE ON THIS PAGE — TELEPHONE

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The chairman of the NECC, Mr Vusi Khanyile, said in his response that the NECC was a committee whose life and programmes were "continuously dependent on the mandate of the community."

"We believe the crisis in education cannot be resolved by a few individuals working apart from the popular community thrust. Since we started meeting with you (Mr De Beer) and other government departments, consultation and community mandate have been central to our activities."

Mr Khanyile said questioning the legitimacy of the NECC would not resolve the problems in black schools.

"To argue whether or not the NECC is a legally recognisable body is an irrelevant diversion that will not benefit anyone."

Mr Khanyile said the NECC had been subjected to "malicious campaigns" in the form of pamphlets dropped from helicopters. — Sapa

Mr Theron then asked Mr. Pleskett whether he

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SOWETO

People in crisis

Soweto's chronic education and social problems now seem to be tearing the township apart.

Even residents who thought they were inured to squalor, deprivation and violence are appalled at the extent to which conditions have deteriorated. The focal point of chaos and anarchy is education.

Most residents, including reputable civic

FINANCIAL MAIL NOVEMBER 7 1986

bodies, want the children to write the current end-of-the-year exams and also to continue with their schooling. But a tiny, apparently well co-ordinated group, which has been described by some as "anarchist," appears to be disrupting moves to normalise the situation.

Nobody seems to know who these "anarchists" are, nor who their sponsor or co-ordinator is. It is, however, suspected they comprise mainly idle, unemployable elements who dropped out of school because of the repeated school disruptions in the Seventies following the 1976 Soweto uprising.

Some township people now feel strongly that only a forthright, unequivocal statement from the leadership of the outlawed African National Congress (ANC), impressing upon the children the importance of continued schooling, can remedy the situation. For whether Pretoria likes it or not, they point out, the banned organisation is probably the only one black youth seem prepared to listen to. However, there may well be tactical differences over this line of approach between the ultra-Leftists and others in the ANC.

Violent conflict between the United Democratic Front (UDF) and the Azanian People's Organisation (Azapo) in Soweto has aggravated the crisis. State of Emergency detentions and the fact that some leaders are living "underground," are said to have left a leadership vacuum in certain townships. This has deepened the conflict. UDF-Azapo hostility has become a casus belli of schoolground warfare.

As a result of the crisis, two local private schools — Immaculata High, a Roman Catholic school at Diepkloof, and Pace Commercial College, which is run by the American Chamber of Commerce at Jabulani — recently decided to suspend tuition.

Immaculata parents were told by Johannesburg Roman Catholic Bishop Reginald Orsmond at the weekend that the decision to close the school was taken because of school boycotts and violent threats against nuns teaching there. The children of policemen and councillors had also been victimised. Pupils had become unruly and a law unto themselves, explained Orsmond. For example, they had demanded and burnt 50 boxes containing books sent to the school by the Department of Education and Training (DET); class registers were also burnt.

School funds have also dried up because only a third of the pupils have paid their fees this year. Immaculata receives no government subsidy and depends largely on donations from the church.

Amcham is also under severe financial pressure because of a drop in income from both parents and donors. "Activity at the college has been severely restricted because of events in Soweto, which are preventing senior school education," it announced. Pace's temporary suspension awaits the outcome of negotiations with the black community, "which will formulate a new direction for the college," said Amcham's president Frank Lubke. ■

FINANCIAL MAIL NOVEMBER 7 1986

Pupil expenditure gap has widened

By BARRY STREEK
Political Staff

THE gap in government spending on a white pupil and a black pupil has increased by more than 93 per cent over the last five years — in spite of the government's commitment to equal education.

Black pupils have frequently cited the unequal spending on education as one of the reasons for their protests and boycotts.

The net gap in spending on a white pupil and a black pupil widened from R845 in 1980/1 to R1 634 in 1984/5.

According to revised government figures, the per capita spending on black pupils increased, in percentage terms, at a much faster rate than that for white pupils — a 152 per cent increase compared to 88 per cent.

The Deputy Minister of Education and Training, Mr Sam de Beer, said yesterday that between 1978/9 and 1985/6 the per capita expenditure on black pupils, including capital expendi-

ture, had increased by R296,27, or 430 per cent.

In 1978/9 the per capita expenditure on black pupils, including capital expenditure, was R68,84. In 1985/6 it was R365,11.

Mr De Beer also said: "Any comparison between per capita figures for white and black pupils is invalid simply because the figures are not comparable."

He said any evaluation in spending on black and white pupils should take into account the dissimilarity in historical background between education for blacks and for whites, the dissimilar growth rate, the dissimilar enrolment position and the dissimilar age composition of teachers and pupils.

"Contrary to what many critics seem to believe, per capita expenditure is not a predetermined 'formula' which forms the basis for the department's budget as part of a vicious conspiracy wantonly and deliberately to impede the black man's progress.

"On the contrary, it is the re-

sult, or the translation into figures, of a combination of planning, progress and achievement in any given year," Mr De Beer said.

The increased gap in spending on black and white pupils was disclosed this week by the Progressive Federal Party's research department in its report on Parliament in 1986.

It said the per capita spending on white pupils in 1984/5, including capital expenditure, was R1 926, while R292 was spent on a black pupil.

The per capita spending on coloured pupils was not yet available. However the figure for Indian pupils during 1984/5 was R1 182.

In the previous financial year the per capita spending on coloured pupils was R569.

In the 1980/1 financial year, government spending on each white child, including capital expenditure, was R1 021, on coloureds it was R334, Indian pupils R528 and black pupils R176, the PFP report said.

Post Focus

BY DIRK VAN ZYL

ONE of the saddest aspects of the South African political impasse is that a whole generation of young black people is losing out on vital years of schooling.

Irrespective of what the solution to the country's problems may turn out to be, it will be well-nigh impossible for thousands — perhaps millions — of children to make up for the education they have lost.

Virtually all concerned agree that this will exact a heavy toll on South African society in years to come.

There is also wide agreement that a major portion of the remedy lies, at the least, in one *equal* education system for all races.

The Government itself is committed in principle to an equal system, but still favours separate ethnic components, while organisations and individuals to its left — no doubt representing a majority of South Africans — feel nothing less is needed than full equality and sharing in *all* facets, including school facilities.

But the youthful leaders of the black schools' boycott and the current disruption of year-end examinations adopt an uncompromising attitude, refusing to separate education from other facets of socio-political life.

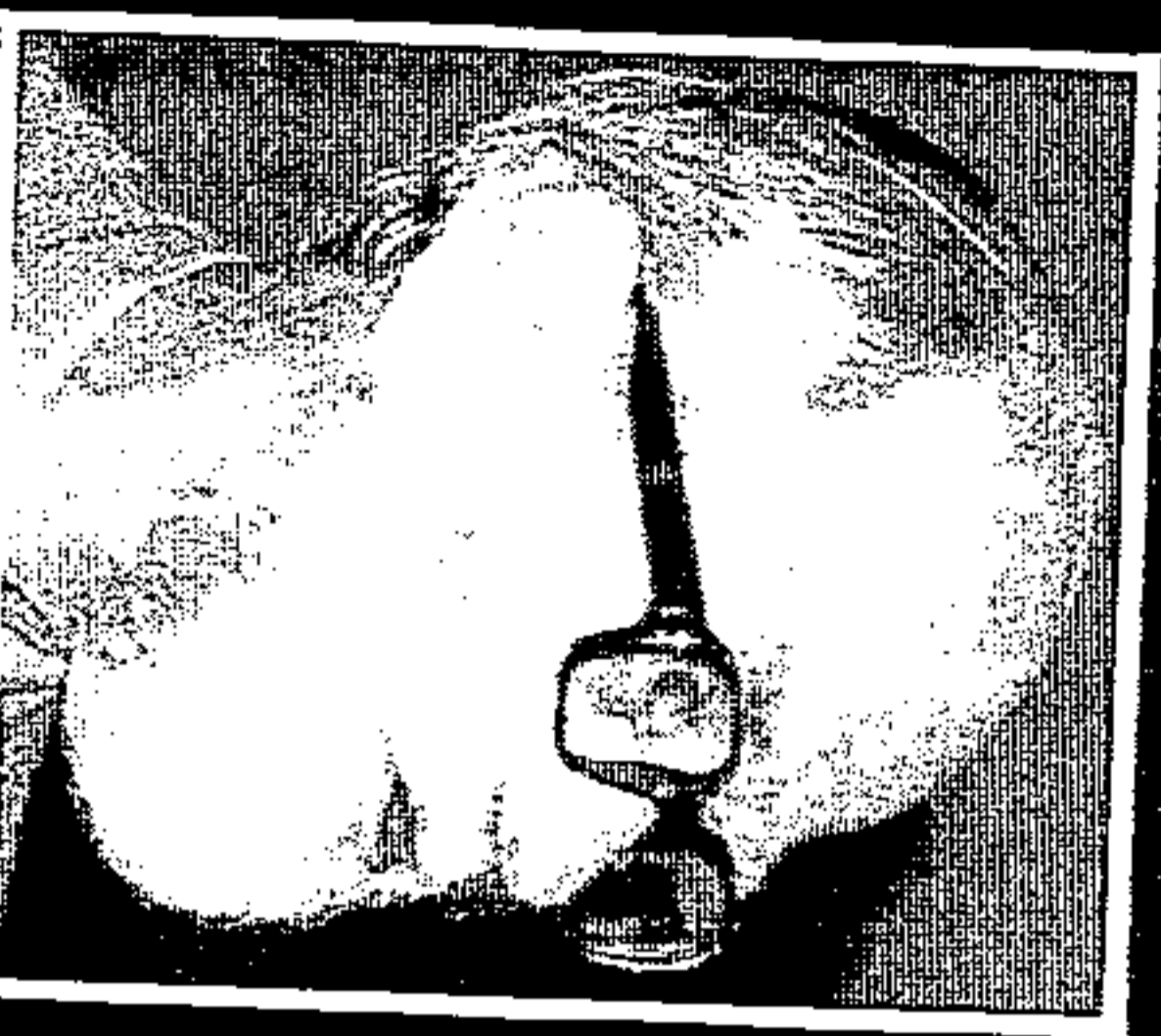
Hardened by their experiences in what they see as a freedom struggle against the oppression of apartheid, they push the slogan "liberation now, education later". In an echo of the much-banned slogan of the South African Council on Sport (acos) that "no normal sport is possible in an apartheid society," they argue that apartheid must first be removed in all its manifestations before education can be addressed as a separate entity.

However, in any realistic appraisal of the state of education and possible solutions, it surely has to be accepted as a premise that the Government is not about to be replaced outright, so changes will have to be made with its cooperation.

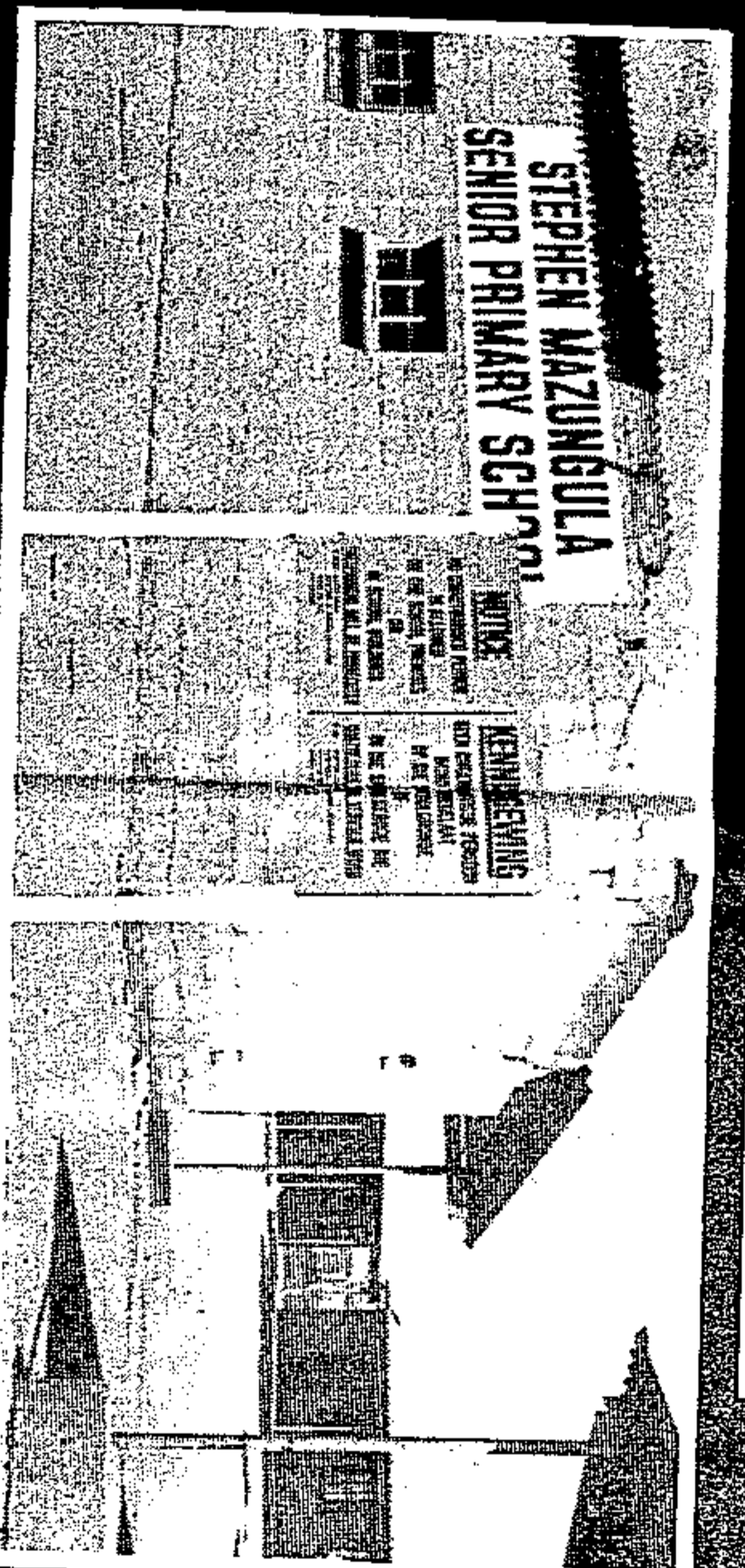
Nor is the Government going to give up control of black schools.

I know of no government in the world which

Black education is suffering a major crisis, with schools being boycotted on a large scale, especially in the urban areas. A recent survey in the Eastern Cape showed that most post-primary schools were empty. And this week Deputy Education and Development Aid Minister Sam de Beer announced that 40 more schools in the Port Elizabeth/Uitenhage area — making a total of 60 — would not be re-opening in January unless certain conditions were met. This article looks at the extent of the crisis, and some of the possible solutions.



DR KEN HARTSHORNE
... targets must be set for educational reform — "we need to get beyond promises".



Education in Frantic crisis

has given up education, because it is such a fundamental issue, with political implications," respected educationist Dr Ken Hartshorne, said in an interview this week.

Dr Hartshorne, who in 1977 departed on early retirement from the post of Director of Planning in the Department of Bantu Education (as it was then known) and is presently a consultant in the University of the Witwatersrand's Centre for Continuing Education, had been asked about the possibility of privatisation of education as a solution.

Black activists have called for the present education system to be replaced by "people's education", in terms of which a "truer" history would be taught. But there seems no

practical way in which this could be introduced.

Reflecting fundamental objections voiced from the start — in the 1950s — to "Bantu education," they say black pupils are being taught distorted history aimed at entrenching "white capitalism", and that the education fails to prepare children for the adult world.

Dissatisfaction at "distorted" history has also been voiced among white educationists, and a move is underway to revise the history syllabi.

Black schools, especially in urban areas, are being boycotted in many parts of the country — in some regions for the third successive year at examination time.

In the Eastern Cape, most post-primary schools

are empty, despite negotiations between parents' representatives and the authorities which at one point appeared likely to succeed.

The Department of Education and Training stated late last month that it would no longer provide daily information on the progress of examinations as the information was being used by groups intent on disrupting the exams.

But in the Eastern Cape few pupils have apparently been able to write, and this week the Government announced that another 40 schools would not automatically be re-opening at the start of the 1987 year, bringing to 60 the number that have ceased to function in the region because pupils have stayed away.

The anxiety being experienced in the black commu-

nity over what one educationist described as "suicide of the mind" is reflected in an article by a parent in the current edition of the magazine, *Frontline*.

"What will happen to the black youth who has neither been to school nor to the bush?" she writes.

"Who is even thinking about this Frankenstein monster, this typical Soweto teenager, who is presently ravaging the townships?"

The writer points out that Zimbabwean children who became disenfranchised with the old education system joined the guerrilla armies and when the battle had been won Prime Minister Robert Mugabe was able to absorb them into the army.

This is how she describes

the influence of today's militant youth:

"The leader who survives these days is the one who endorses whatever the youth says, be it wrong or right. People have opted for popularity with the students because opposing them is to invite being 'necklaced'."

And she pinpoints a third school of thought among blacks on their education (opposed to the "liberation before education" and "people's education": "ordinary 'non-political' schools) as consisting of people who feel a black child is being made a sacrifice.

She writes: "The fact of the matter is, inferior as the education is, the blacks who took advantage of it have not burnt their certificates and folded their arms

in despair. Nor do we see them as generals of the 'liberation-now-and-education-later' infantry.

"Instead, they have carried their heads high, used black education as a launching pad to acquire more. We have had them as doctors, lawyers and scientists — both inside and outside the country."

Dr Hartshorne, like many others, sees the coming about of a unified system of education as a fundamental prerequisite for resolving the crisis.

"There is no wavering on this principle. It may be symbolic, but it is the most important fundamental aspect involved in changing the system," he says.

Next, he believes, time scales and targets must be set for an education system

to come about in which everyone has the same access to facilities and resources.

"We need to get beyond promises. We want the Government to reach a stage where it says, 'By this date so many children will have such and such a level of education', and so on.

"If we don't reach that target in the time scale, it's not crucial — at least people will see you are working towards something."

Dr Hartshorne believes further that educational structures should be broken down into relatively compact geographic (not racial or ethnic) regions.

"The process must start with integrating the administrations of regions, with resources like inspectors and money pooled. This will filter down eventually. It's vital to establish the structure on a non-racial basis."

While discounting privatisation of the education system — mooted in some circles — as a solution, Dr Hartshorne believes there could be some room for the extension of the scope of private schools.

But bearing in mind that only the rich can in general afford to send their children to such schools, more money would have to be made available for burseries.

Pending the more fundamental restructuring required — such as a single Ministry of Education — a number of people believe an interim step could be the opening to all races of white Government schools, which have 205 000 vacancies at present.

This may seem paltry against the statistic of two million black pupils in schools under the Department of Education and Training, but opening them would, as the Financial Mail has argued, be a "convincing start".

And the level of co-operation from white parents might be far higher than some expect.

The chief Opposition spokesman on black education, Mr Ken Andrew, has found that 88% of English-speaking white parents favour some open schools, and that 84% of private schools are open to all races.

JOHANNESBURG —
The National Education
Crisis Committee
(NECC) called on the
Department of Educa-
tion and Training (DET)
yesterday to reconsider
its "cruel and inhuman"
closure of an additional
40 schools in the East-
ern Cape.

The NECC condemned
the closure as "a cruel
act of oppression calcu-
lated at victimising the
affected communities
and further keeping
them in a situation of
perpetual ignorance".

The criticism was re-
leased in a statement in
Johannesburg by the or-
ganisation's national co-
ordinator, Mr Eric Mo-
lobi.

The statement said
the latest announce-
ments were a slap in the

DD 8/11/86

Schools' closure: DET urged to reconsider

face of the NECC and
the communities it rep-
resented. The NECC's
parents, teachers and
pupils wanted a normal
school situation.

"We therefore call
upon the DET to recon-
sider that cruel and in-
human decision, to think
of the thousands of par-
ents who worry about
their children daily.

"The NECC wishes to
place on record that the
DET must take the
blame squarely for
whatever consequences
engulf the townships in
the immediate future."

The department
should endeavour to
create a situation for
meaningful talks, the
statement said.

The recent actions in-
dicated a crucial turn-
ing point of heightened
hostility on the part of
the DET.

Those actions, the
NECC said, were:

- The closing down of
73 schools;
- The detention of
and refusal to release
NECC officials;
- An alleged smear
campaign against the

NECC through the
media, TV and pam-
phlets; and

● The refusal to clear
the way for talks with
the NECC.

"This is a time which
calls for bold action
aimed at reconstruction
and mending," the state-
ment said.

Meanwhile, the De-
partment of Education
and Training has re-
fused to comment on al-
legations that matricu-
lation examinations at
schools in Soweto were
poorly attended yester-
day. — Sapa

9/11/86

CITY PRESS, Novemb

FORTY schools in the Port Elizabeth-Uitenhage area will not be reopening in January 1987 unless pupils "show their willingness to return to school" and individual parents accepted responsibility for their children's behaviour and discipline, says deputy schools Minister Sam de Beer.

"School buildings and teachers shall only be made available if meaningful education can be re-instituted in the schools,"

40 PE schools will stay closed - De Beer

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he said. He said in the first half of this year pupils in PE and Uitenhage were "responsible for various kinds of disruptive behaviour" and very little effective education took place.

He claimed that when schools reopened for the

third quarter, a large number of pupils re-registered with the intention of attending school.

But, he said, they were thwarted by the actions of unknown groups of youths

They also called for a class boycott which started on July 28, De Beer said.

NECC LASHES OUT AT DET

THE National Education Crisis Committee has criticised and condemned an announcement by the Department of Education and Training that 40 Eastern Cape schools would remain closed next year.

Mr Sam de Beer, Deputy Minister of Education and Development Aid, said last week that 40 schools in the Port Elizabeth-Uitenhage area will not be re-opening in January 1987 until pupils showed "their willingness to return to school" and individual parents accepted responsibility for their children's behaviour and discipline.

Suffered

Mr Eric Molobi, NECC's national co-ordinator, said the black community has suffered intolerably the heart-

breaking set-back of raising children.

He said the children now not only have to endure the "rot of Bantu Education", but others now have to face a bleak future of no education at all.

"The NECC wishes to place on record that DET must take the blame squarely for whatever consequences engulf the townships in

the immediate future.

"The DET should be endeavouring to create a conducive situation for meaningful talks with parents, teachers and students through their legitimate organisations.

Sense

"In this regard, it would have made sense and indicated goodwill to announce that all schools will reopen next

year, that detained NECC members, students and teachers will be released in order to embark on discussions.

"The closing down of schools (73 in all), the detention of NECC members, the vicious smear campaign against NECC through the media, television and pamphlets dropped by helicopters and the intransigent position of refusing

to talk to NECC, all indicate a crucial turning point of heightened hostility on the part of DET.

Crisis

"This happens at a time when the crisis in education deepens, when we approach the end of an educationally disastrous year and the threshold of an uncertain new academic year.

This is a time which calls for bold action aimed at reconstruction and mending," said Mr Molobi.

Mr Molobi said NECC wished to reiterate that:

● It condemns the DET's action and sees it as "a cruel act of oppression calculated at victimising the affected communities, and keeping them in a situation of perpetual ignorance";

● NECC is categorically opposed to apartheid and racism in education.

● NECC desires normality in the schooling situation. "We therefore call upon DET to reconsider the cruel and inhuman decision and to think of the thousands of parents who worry about their children daily".

He added: "The NECC's 'People's Education' programme will continue undisturbed. Research into a new curriculum will go on, both the English and History subject committees will go on with their work.

Meanwhile, in another statement, Mr Vusi Khanyile, chairman of the NECC, has called on Mr de Beer to make it possible for the NECC and him to meet "to get the education of our children on the right road".

Parents want DV pupils back in classrooms

DD
10/11/86
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DET: opening of schools will depend on unrest situation

Dispatch Reporters

EAST LONDON — Duncan Village parents want their children back at school next year, the chairman of the Duncan Village Parents' Committee, Mr A. T. Ndindwa, said.

There has been no official statement from the Department of Education and Training as to when the schools in the area will be re-opened.

Mr Ndindwa said he found it strange in the first place for the DET to have closed the schools in the area since more than 70 per cent of the pupils had been attending classes, and there were no disturbances at the schools at the time.

He said parents had not been contacted before the schools were closed.

He said they were told that pupils had refused to fill in re-registration forms and that was one of the reasons why the schools had been closed.

The DET pupils had been required to re-register for the second semester.

Mr Ndindwa said the arrangement that the DET pupils should re-register was unfair if one considered the fact that it did not apply to pupils of other education departments.

He said they had referred the matter to the National Education Crisis Committee (NECC) which had tried to contact the DET head office officials.

The liaison officer in Pretoria, Mr Peter Mundell, said the DET agreed with parents who wanted their children back in school.

However, there should be calm and normality in a school situation and in the township.

He said it was difficult to carry on with education when there was tension at the schools.

The DET had spoken to a number of parents and church leaders in an effort to normalise the schools' situation, Mr Mundell said.

In Duncan Village, teachers and headmasters had experienced difficulties in carrying out their duties and their lives were sometimes in danger.

The pupils who attended classes were intimidated, resulting in school attendance dropping.

Mr Mundell added that these were the reasons why schools had been closed in the area.

The cost of running a school was high and it was difficult for the DET to run a school with few children attending, Mr Mundell said.

been chased out of classrooms at the Duvcor buildings by "activists".

Between four and five schools had been planned for Duncan Village and the plans had been passed.

When contractors and builders went to the sites to start building, they were attacked by activists resulting in the work being abandoned.

Mr Mundell said the DET was trying to do everything in its power to normalise the school situation but it was difficult to do so without the support of the community, particularly the parents.

He said unrest in other areas in the Eastern Cape had subsided and it was hoped that Duncan Village would also improve.

The Duncan Village schools would be opened as normal at the beginning of next year but the number of pupils who registered and the situation at schools would determine whether it was worthwhile continuing with opening the schools.

Mr Mundell appealed to parents and the community to help the DET in its efforts to bring normality to the schools.

17/11/86
Work towards
open schools,
parents urged

Education Reporter

THE ideal of truly non-racial schools would take time to achieve, but a start had to be made somewhere, says educationist Mr Steyn Krige.

He told a meeting of the English-Speaking Parents' Association at Rondebosch Boys' High School last night it was "intolerable" that an accident of birth should set the pattern of an individual's life and determine his destiny.

Mr Krige, the founding headmaster of Woodmead, a private non-racial school near Johannesburg, is now Western Cape organiser for the New Era Schools Trust (Nest) which is pioneering a new approach in non-racial schools.

IN GREY AREAS

He said equal education could not come about unless there was a single education department administering one policy. But open schools were an "imperative necessity" and a start should be made.

"Few can change history with a tidal wave but, if enough of us cause a ripple, together we can have a marked effect on the course of history."

He warned against "phony non-racialism" whereby children of other races were admitted to predominantly white schools which then "carried on as if nothing had happened".

Nest believed its schools had to be built in "grey", rather than black or white residential areas so that the ratio of pupils of different races meant no group was so small that cultural identity was lost.

It also meant a non-racial governing body and staff complement with everyone having a say in the education of their children.

"NO BIG DEAL"

Mixed schools did not necessarily mean a drop in standards. Woodmead ran a bridging year for African pupils — not because they lacked ability but because their primary schooling was "abysmal".

"Non-racial schooling is not such a big deal," Mr Krige said. "Children are children. There are cultural differences, but we tend to visualise too many problems in putting children of all races together."

The first Nest school, to open in Natal next year with one in Cape Town and one in Grahamstown to follow in 1988, drew more than 1 200 applications.

In all, 29 white, 27 African, 27 Indian and 24 coloured pupils have been admitted.

More choice may help solve crisis⁵⁰ in education

Providing variety and choice in education has been proposed as a means of solving the language problem bedeviling black education.

"It will not be possible in our lifetime to have equal education in South Africa — there are simply not enough teachers — but the only thing that will make this degree of non-equality tolerable will be choice, mobility and variety," Mr Michael O'Dowd, who runs the Anglo American Corporation's Educational Trust Fund, told a meeting of the Ned Geref Kerk's Study Trust bursary fund in Auckland Park recently.

He outlined the problems of forcing children to learn in a language other than their mother tongue:

"The essential difference between education in South Africa and education in Europe and the United States is that children here are not educated in their own language. Nor are Indians in India, and education there is in a terrible state.

"This puts children at a tremendous disadvantage.

"I do not believe this problem in South Africa will ever be solved by imposing a uniform solution," he said.

"It is going to be necessary to have a plurality of systems — and a choice. The time will have to come when there are black schools which teach in the vernacular, but attending such a school must be a question of choice. The black people themselves will have to make this decision," he said.

"There is not a perfect answer — some people put enormous value on mother-tongue education, while others emphasise the economic value of learning another language."

The essence of pluralism was that "there are different systems, and people choose whichever system they want," Mr O'Dowd said. "There is not a ready-made solution, but one must accept the basic concept that the education system does not have to be uniform."

Demands for uniformity were made because they were the only way of attacking the coercive sorting of children into different streams, he said.

In a South Africa with continuing educational inequalities, it would become increasingly important that differences were not maintained with "political walls — some people channeled into good, and some into bad, schools."

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12-11-86
STAC

12/11/86
50 Sowetan

'Open schools are imperative'

THE ideal of truly non-racial schools would take time to achieve, but a start had to be made somewhere, educationist Mr. Steyn Krige said in Cape Town.

He told a meeting of the English-speaking Parents' Association at Rondebosch Boys' High School that it was "intolerable" an accident of birth should set the pattern of an individual's life and determine his destiny.

SOWETAN Reporter

Mr Krige, the founding headmaster of Woodmead, a private non-racial school near Johannesburg, is now the Western Cape organiser for the New Era Schools Trust (Nest) which is pioneering a

new approach in non-racial schools. He said equal education could not come about unless there was a single education department administering one policy. But open schools were an "imperative

necessity" and a start should be made. "Few can change history with a tidal wave but, if enough of us can cause a ripple, together we can have a marked effect on the course of history."

13/11/86
SOAR

Private schools to get Govt aid in February

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By Susan Fleming, Education Reporter

Private schools will receive their first Government subsidisation cheques next February — nearly two years after it was first announced they would receive financial aid.

There are about 380 private schools in South Africa.

The subsidies come at a time when many schools are having difficulty surviving and are operating on overdrafts and high interest rates.

The Government announced in May last year that it proposed to subsidise private schools and schools were later told they would receive funds from April this year.

Lump sum

A spokesman for the Department of Education and Culture (DEC) in the House of Assembly said yesterday schools would receive a lump sum in February next year to cover subsidies retrospective from April to December of this year.

The grant for the first quarter of next year would be given to schools after March 31, the spokesman added.

He said schools had not been given the money earlier because of a delay in passing the Private Schools Act Number 104 of 1986 which covered the subsidisation regulations. This Act was passed in August this year.

After the Act was passed extensive consultation took place with private school representatives to formulate the final regulations and these were gazetted only two weeks ago.

The controversial racial clauses in the draft regulations had delayed the passing of the Act, said Mr Peter Loveday, chairman of the Association of Private Schools. These clauses had now been removed.

The draft regulations required schools to register before financial aid was granted. The registration regulations stipulated that the admission of pupils had to be done "in accordance with the new Constitution".

Most English medium private schools accept pupils who are not white and all of these would have been affected by the racial requirements.

The Government has also dropped several other draft regulations aimed at gaining more control over private schools.

The chairman of public relations at the Board of Jewish Education, Mr Jeffrey Bortz, said he was disappointed schools were receiving the first cheques only next year.

"Although we are no longer in great financial difficulty we need the money," he said.

Mr Loveday said: "Ideally we would have liked to have had the money earlier but we had to sort out the problems with the regulations first. The regulations we have to comply with now are not controversial or difficult."

...and police lists
the town last night
YOUNG WOMEN

(50) RUDAH
13/11/86
Rector tells
govt to keep
politics out
of education

DIANNA GAMES

GOVERNMENT must urgently adopt the De Lange Report's recommendation to remove party political interference in education, says Franklin Sonn, rector of the Cape Peninsula Technikon.

Addressing a Unisa seminar yesterday on educational priorities for SA in the next five years, he said government must also consider the privatisation of education before it was too late.

"If government adopted the recommendations of the De Lange Report, we might have been on our way out of the crisis in education. But it persisted with using education for ideological and political ends," he said.

He said due to government interference and oppression in teacher bodies, the status of teachers had reached an all-time low.



● MABUZA

Business urged to play role in black education

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BUD DAY 14/11/88

THE private sector should join black parents in their call for a uniform and free education system, KaNgwane Chief Minister Enos Mabuza, said yesterday.

The need for an equitable education system for black children was not just an option but imperative to the expansion of the country's economy and the extension of democratic political participation to black people, he said.

Government claims about its achievements in black education needed to be scrutinised carefully.

"Behind the qualitative growth and improvements, lies a sad picture of qualitative decline characterised by poorly qualified teachers, a high

teacher-pupil ratio and infrastructural inequities."

Mabuza said it was not surprising, under these circumstances, that only one out of nine matriculation candidates obtained a university entrance pass.

Government reforms satisfied neither international opinion nor the majority of blacks in SA who regarded them as "too little too late".

"Our youngsters are no longer content with reform by rations and concessions," he said.

Mabuza called upon government to dismantle, and not reform apartheid. The business sector could help

through plausible social responsibility programmes and the creation of job opportunities.

It should also adopt and promote the informal sector, which had enormous potential for job creation.

"Business has a vested interest in the future of this country and has no option but to become more deeply involved politically by pushing government towards fundamental change."

Mabuza said he was opposed to violence as a means of bringing political change.

However, he stressed that apartheid was a violent system which black people had had to put up with for generations.

OIL could rise to \$22 a barrel within the next three months, says research analyst Alan Hill of stockbrokers Max Pollak and Freemantle.

Addressing the conference yesterday, Hill said that thereafter — for the next year or two — oil could be trading on a plateau between \$22 and \$24 a barrel.

The meeting of Opec's oil pricing committee in Ecuador this weekend and the full ministerial meeting of Opec in December will, however, have an important impact on the

Director's Value

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Child teaching path outlined

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14/11/86
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Dispatch Reporter

EAST LONDON — The main emphasis in child teaching should be concentrated on the dreams of the child and not the syllabi and intelligence quotient (IQ) tests, the founder of the Association for Child Centred Education (ACE) school, Mrs Leone McClement, told delegates at an ACE meeting held last night at the Rhodes University branch here.

Mrs McClement, who said she had taught at secondary school for ten years and had experience in pre-school teaching, emphasised that a teacher has to generate some enthusiasm in younger children so that when they move up to higher classes they could be in a better position to cope with more challenges.

She said the school should induce in a child a sense of loving, lack of competitiveness and stimulate a lot of intellectualism.

She said small children had more potential for learning — they could learn before they were taught.

She cited the example of languages and behaviour, saying a child could learn more than one language before he had been to school.

She said there was no system or philosophy that could protect a child from the bad teachings he had been taught along the learning ladder.

Mrs McClement emphasised that teaching should be made easy and stimulating.

A school should be open and everybody should be involved in the teaching of children. This included parents, she said.

Kalamji group light

Dunhill

Detained: The teacher who took the police to court

(50)

THE young Parys teacher who first revealed "systematic assaults" on black pupils by Security Force members acting under Emergency indemnity has himself been detained under State of Emergency regulations.

Archie Tlhobelo, a former policeman, headed an urgent application before the Orange Free State Supreme Court at the end of

By JO-ANN BEKKER

August, charging the Security Forces with systematically abusing pupils in Parys's Tumahole township. He also claimed the education authorities had handed over their disciplinary powers to the police.

The detailed accounts of police and municipal police assaults on schoolchildren contained in

Tlhobelo's statement, and supporting affidavits by eight pupils who claimed they had been assaulted by police, were the first publishable accounts of Security Force actions in schoolgrounds. The Emergency regulations' initial restrictions on the press — some subsequently fell away in court challenges — prohibited any unauthorised reports on police or army conduct.

In replying affidavits before the Supreme Court, police and education authorities denied most of the claims by Tlhobelo and the pupils. However, Jafta Mokgotle Mogashoa, the principal of the school at which Tlhobelo taught, did admit he had instructed a policeman to punish one of his pupils.

When the papers were filed before the court two months ago, a Department of Education and Training inspector undertook to investigate Mogashoa's conduct and take disciplinary action.

According to the Department's public relations division, however, although the matter was receiving attention, no action has yet been taken against Mogashoa.

In an interview shortly before the application came before the court, 25-year-old Tlhobelo said he believed his stand could result in his detention.

"I have calculated the possible dangers for me," the soft-spoken Tlhobelo told the Weekly Mail, "but I felt it was the interests of the students and the community that counted. As a teacher I'm a servant of the community and I must stand up against anything that is unlawful."

His lawyers recently received official confirmation of his detention at the end of October.

Tlhobelo, who taught physical science and mathematics to Standard Eight pupils at Tumahole's Phehellang Senior Secondary School, said he was opposed to the new disciplinary measures introduced by the DET in July, particularly those allowing for Security Forces to be permanently stationed in the schoolgrounds.

In his affidavit he told of seeing police whipping children into their classrooms at the end of lunchbreak, and that they had barred children permission from leaving the school premises to buy food for lunch. He also said police had barged into his classroom while he was teaching.

"I felt I had to take the initiative," he said, referring to the court action.

Tlhobelo said he believed it would be useless to complain to the principal of his school as Mogashoa had previously informed the teachers they had no right to question the presence of the Security Forces.

"He told us they could enter our classrooms whenever they wished," he said. "And he encouraged us to hand over unruly students to the police."



Ah, those were the days: a trusty trekker wagon, a good pipe of tobacco, a decent chest-length growth of beard and a paper cup of Coca Cola. The gold prospector in slouch hat and glue-on-beard was spotted at a National Party fête in Johannesburg. He announced his thoroughly untraditional name as Phillip Dos Santos

Picture: STEVEN DAVIMES

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DET's dodging the crisis, - says NECC

By SEFAKO NYAKA

QUESTIONING the legitimacy of the National Education Crisis Committee is not going to resolve the problems in the schools, the NECC told the Department of Education and Training this week.

But, the NECC added, that action may please some of the "sectional interests" represented by Sam de Beer, Deputy Minister of Education and Development Aid.

NECC chairman Vusi Khanyile was responding to a charge contained in a recent telex from De Beer to newspaper offices that the NECC lacked legitimacy.

In his telex to De Beer, Khanyile said the NECC was not, at this stage,

questioning whether or not De Beer had the moral authority to run the education department.

"At this point in time we are prepared to disregard the fact that you represent a government that we had no part in electing; that we are not part of the policy-making bodies of the state, that your ministry is exclusively made up of white people who have given themselves the responsibility for black education.

"This should not be seen to be political blindness on our part, but is a reflection of our deep desire to get the education of our children on the right

road."

The NECC, Khanyile said, has on several occasions pointed out to De Beer that the DET on its own does not have the capacity to get the schools back to normal, and shunning community representatives on the issue is in nobody's interest.

"To argue whether or not the NECC is a legally recognisable body is an irrelevant diversion that will not benefit anyone.

"What is significant is that parents, teachers and students have formed the NECC and have given their support to it."

Khanyile charged that the NECC had been the victim of "malicious

campaigns" on radio and television and pamphlets dropped from helicopters.

Homes of some leading members of the NECC have been attacked and in some cases members have been seriously injured. In one instance a member of the family died during one such attack.

While the NECC and the DET were involved in discussions, he said, "certain organs of your government continue the detention and harassment of our members".

According to the Chief Liaison Officer of the DET, Job Schoeman, the minister has received the telex but had not yet responded.

Sonn urges govt to depoliticise schooling

DD
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20/1/71

JOHANNESBURG — The government has been urged to adopt the De Lange Report's recommendation to remove party political interference in education and consider the privatisation of education before it is too late.

The recommendations were made by the rector of the Cape Peninsula technikon, Mr Franklin Sonn, at a Unisa seminar on educational priorities for South Africa in the next five years.

"If government adopted the recommendations of the De Lange report, we might have been on our way out of the crisis in education," he said.

Mr Sonn accused the government of using education for ideological and political ends and then complaining when blacks did likewise.

He said, with time, blacks had gained certainty and consensus about why they found the 1986 model of apartheid education unacceptable.



MR SONN

He said it was not surprising that black pupils' concern about the poor quality of their education centred around their teachers, given that most of their teachers did not have the officially acceptable platform of a Std 10 certificate and three years' professional training.

There would have to be a 17 400 average annual increase in teacher numbers to meet the needs of the year 2000.

He said due to government interference and oppression in teacher bodies, the status of

teachers had reached an all-time low.

The Professional Teachers Association had been "relegated to a vilified and angry pressure group politically seethingly resentful and deeply disillusioned about any hope of peaceful change".

Mr Sonn called for the establishment of a truly unitary ministry of education, adding: "The general affairs and own affairs brand of apartheid education must be aborted as a frightfully tragic and expensive experiment."

He also recommended that more money should be channelled into black education while that for whites should, at the very least, be frozen at its present levels.

He pointed out that educational spending in South Africa recently had been running at about 3.5 per cent of the gross domestic product (GDP) while a Unesco report said most developed countries spend between five per cent and nine per cent of GDP on education.

FUN MAIL 19/11/86

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PRIVATE EDUCATION

Extending options

Maybe an ill wind can blow some good. The education crisis in black schools is fostering private initiatives as concerned parents — of all races, though mainly blacks — turn away from State schooling. One development is the growth of private, non-racial schools.

The bad news, however, is that most private schools are turning away more pupils than they can accommodate. Says The King's School development director Dave Cape: "The need is diabolical. In our Randburg school alone we will probably only accept 30 out of 200 new applicants."

The King's School project is three years old and is co-ordinated from Robin Hills school in Randburg. Over the past two years 12 Christian non-racial schools have been opened; and another 15 are planned by next year.

According to Cape, they are the South African pioneers of the Accelerated Christian Education system (ACE) which was first developed in America and is now used in schools in 87 countries. "Most of the schools are attached to a church, and the intention is that they form part of a Christian lifestyle," says Cape. "We mainly respond to requests from parents to help establish a school in their area," he adds.

The racial mix varies from school to school; no attempt is made to enforce any quota. So in Kimberley all pupils are coloured with the exception of a few blacks, while at the Cape Town school 60% of pupils are coloured, 30% black and 10% white. Robin Hills' population is largely white, though it is anticipated that 20% of the pupils will be black by next year.

The focus is on equality in the classroom, and headmasters from the different schools meet once a month. However, to understand how ACE works a number of notions about education need to be shed — the first being the idea of traditional classrooms. At The King's Schools children from Grade Two upwards all gather in a single "learning

The FM has been edited to comply with the emergency regulations. Information may therefore be distorted, incomplete and misleading.

centre." Children work on their own, at their own pace, from individual workbooks.

Pupils — even the youngest — set weekly and daily goals by indicating the number of pages they think they can manage. Learning self-reliance includes checking their own work. There is no annual examination agony since pupils are tested as they complete each "pace," as the workbooks are called, and only go on to the next when they are ready.

Pupils dovetail into the local curriculum during the last two years of schooling so that they can write the State matriculation examination. But the pattern of self-tuition continues, and they slot into a local correspondence course.

The project was born from a desire for reconciliation between different race groups. The schools developed from the belief that the classroom is the place for the next generation to meet and pursue a common education and future.

But Cape feels that experience in the classroom has a broader relevance to the problems of integrating schooling in SA: "Because there is individualised learning each child can slot in at his level of ability."

So, for example, black children whose previous education was poor can work at their own pace. Various academic bridging courses exist to help individual children bridge academic gaps, and there is a heavy emphasis on reading skills.

Another advantage is that because pupils

work on their own, the teacher has more time to deal with individuals with problems. And qualified teachers can be aided by assistants, or "monitors."

Another reason the model is relevant to SA, where there is a backlog of education to make up, says Cape, is that because pupils aren't divided into classes, venues like community centres and church halls can quickly be turned into learning centres. Their school in Magaliesberg, for instance, is housed in a single rondavel.

At the moment the centres use workbooks from America. In a way this contradicts the educational thinking which prefers to design material that is local and pertinent to a child's background. But Cape says that suspicion about the content of South African education means the "Americanness" of the material makes it acceptable to the black community.

The King's Schools themselves are already grappling with local content and developing sources for South African history, Afrikaans and geography. But at the cost of almost R70 000 each, this is an expensive exercise for a project which relies entirely on fees and private sponsorship.

The average cost of setting up a learning centre is about R50 000; annual running costs per pupil come to R2 500. To enable more blacks to attend the schools, an educational fund has been established to provide bursaries.

OUTWARD BOUND AGAIN

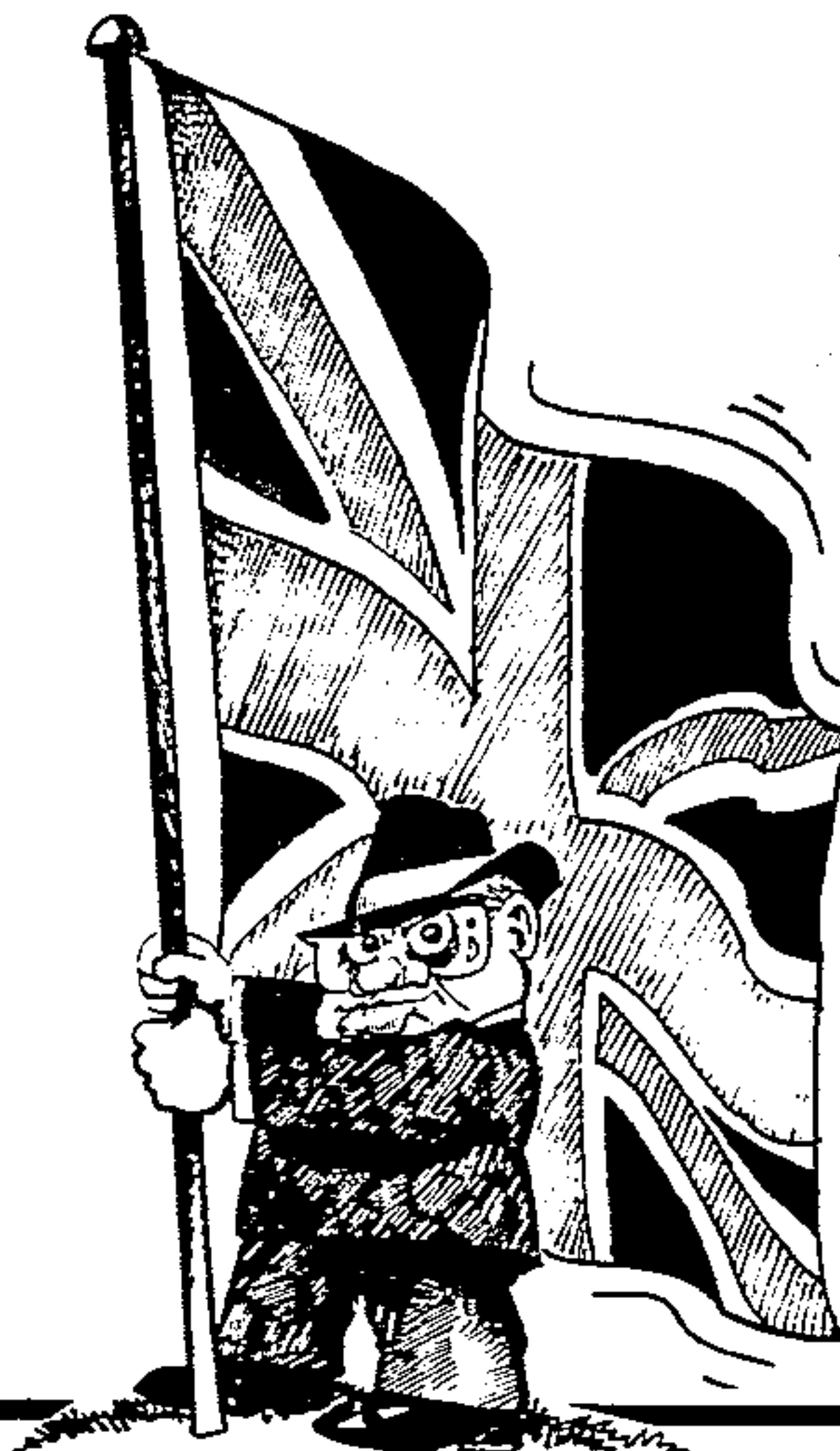
While he was never a Koffiefontein graduate, President P W Botha's enthusiasm for the Delville Wood memorial comes as something of a surprise from one whose long political career was devoted to the cause of arch anti-Brits Hendrik Verwoerd, John Vorster and Nico Diederichs.

But there he was again this week, French protests notwithstanding, officially opening the memorial with wreaths and flags. The insistence by Foreign Minister Pik Botha that the visit to France was strictly unofficial was in no way related to the National Party's attempts to woo English businessmen to replace the

loss of NP members to the Right.

Just to demonstrate how unofficial the visit (first cancelled in June for political reasons) was, Botha took along with him homeland leaders, including Lebowa's Cedric Phatudi, Gazankulu's Hudson Ntsanwisi and QwaQwa's Kenneth Mopeli; representatives from Transkei, Ciskei, Venda, KwaZulu and KwaNdebele; and about 250 MPs of all parties. Some war veterans did go along.

But there are other veterans who believe the millions this belated pilgrimage is costing would have been better spent on those maimed in the border war.



By Susan Fleming,
Education Reporter

Parents from some Johannesburg Government schools have asked the Transvaal Education Department (TED) to open their classrooms to all race groups — and have welcomed BP-Southern Africa's R50 million plan to fund State schools wanting to go "open".

But parents say requests for open schools have been flatly turned down by the TED. The refusal was made at a time when some black parents have been begging principals at some white schools — which are known to be half-empty — to take their children in.

The TED denied it had received requests from parents to open schools. The director of the TED, Dr P H Bredenkamp, said he could not comment "on matters concerning national education policy".

The TED has also denied black parents have approached schools asking if their children can be enrolled.

TED refuses parents' requests to open classrooms to all races

The Minister of Education and Culture in the House of Assembly, Mr Piet Clase, could not be contacted today for comment on BP's proposals.

BP's plan — which would involve state schools becoming private institutions to enable them to accept pupils of all races — has been warmly welcomed by some Johannesburg parents and principals.

Details of the oil giant's plan were made public at the weekend, when BP said it would provide R100 million to help abolish apartheid.

State schools which wanted to admit pupils of all race groups would be given bridging finance of up to R50 million to make up

for the Government subsidies they would lose when they "went open".

The committee member said BP's announcement would be "an incentive" to schools to become open.

"Their help will enable us to go much further in having our school open," said a management committee member at a northern suburbs school in Johannesburg.

The principal of a Johannesburg school said he had been approached by "many parents" asking him to allow black pupils into his school.

"If the TED gave us the go-ahead I would accept black pupils tomorrow," he said.

"If State schools wishing to admit pupils were privatised we would start a whole new era in education in this country".

The principal added that integration was essential if any of South Africa's problems were to be solved.

Another Johannesburg principal said he had also been approached by parents to scrap racial barriers at the school.

"We are examining the implications of allowing all children to attend the school. But the Group Areas Act will obviously have to be scrapped before there can be any progress in this area.

"While schools remain an 'own affair' it will be very difficult to change anything," he said.

● Names of TED schools, and principals cannot be disclosed because under the department's policy it is an offence to speak to the Press. Parents interviewed by The Star did not wish to be named to avoid identifying the schools.

School fee system for whites is shelved

GERALD REILLY

THE compulsory fee-paying system at white provincial schools has been put on ice, it was learnt in Pretoria yesterday.

Earlier this year the Federal Council of Teachers Associations discussed the issue with Education and Culture Minister Piet Clase, but no agreement was reached on how the system would operate.

Motivation for the scheme is that government can no longer foot the massive and escalating costs of education, and that part of the responsibility for funding has to be passed on to parents.

Former PFP leader in the Provincial Council Douglas Gibson said: "After an incredible rush and fuss to pass an amendment to the Education Ordinance at an emergency council session two years ago, the issue seems to have been frozen."

In any case, he added, with a general election imminent a probable vote loser, such as making parents pay direct for education, can be ruled out until after polling.

The Transvaal Education Department recommended two years ago that a parent of a primary school child should pay R120 a year, and that of high school child R180 a year.

The Transvaal Teachers Association — supported by other professional associations — has made it plain it wants nothing to do with fee collecting.

It has rejected the idea of teachers acting as debt collectors as outside the professional ambit of educators.

This is the major problem in the way of implementing the scheme. So, until an acceptable mechanism can be set up, it is stalled.

Dead
RUEB

No decision yet on school fees

Education Reporter

13/11/68
57/382
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No decision has been taken yet about compulsory tuition fees in state schools, said a spokesman for the Department of Education and Culture in the House of Assembly.

Two years ago the Transvaal Education Department recommended that parents should pay for their children's education. It said the fee for a primary school child should be R120 a year, and R180 for a high school pupil.

Opposition to the fees was strong and teachers' associations said they would not be prepared to collect them.

School fee plan put on ice

PRETORIA — The compulsory fee-paying system at white provincial schools has been put on ice.

Earlier this year the Federal Council of Teachers Associations discussed the issue with the Minister of Education and Culture Mr Piet Clase, but no agreement was reached on how the system would

operate. ^{18/11/76}
Motivation for the scheme is that the Government can no longer foot the massive and escalating education costs.

Former PFP leader in the Provincial Council Mr Douglas Gibson said:

"After an incredible rush and fuss to pass an amendment to the Educa-

tion Ordinance at an emergency council session two years ago, the issue seems to have been frozen."

In any case, he added, with a general election imminent, a probable vote loser such as making parents pay direct for education, can be ruled out until after polling.

NECC raided

• THE Johannesburg offices of the National Education Crisis Committee were yesterday raided and documents seized.

A spokesman of the NECC said the people who conducted the raid lasting for an hour did not inform them why the offices were being searched.

"We view the whole thing as sheer harassment. This confirms what we said last week that the Government is becoming hostile against us. We interpret this as a hardening of attitude on the part of the Government, indicating its unwillingness to resolve the education crisis," the spokesman said.

NEWSMAN

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28/1/87

JOHANNESBURG. — The Minister of Education and Development Aid, Dr Gerrit Viljoen, said yesterday that no real, lasting return to educational stability was likely unless it went hand in hand with constitutional reform.

He said this would result in a meaningful power-sharing for blacks at all levels of political decision-making.

Addressing the annual meeting of the SA Britain Trade Association (Sabrita), Dr Viljoen said revolutionaries were interested in upheaval and revolution and not in reform.

"Therefore it is likely that even after meaningful political reform has been achieved, the re-

Cap. Trip 18/11/86

Viljoen calls for stability⁵⁰ in education

volutionary elements will continue to try and politicize education."

He said black education had become highly politicized. "(It) has militant and revolutionary elements aiming at political change or revolution by way of rendering the school system ungovernable through boycotts, disruption, intimidation and vandalism.

"Slogans calling for liberation before education or people's education for people's power clearly reflect an attitude of little or no concern for education as such or for the future interest of the present youth, provided only the so-called struggle can be successfully advanced," Dr Viljoen said.

Although the "intense politicization" of black

education was one of three problem areas in the field, it was important to see the present situation of turmoil, unrest and boycotting in its proper perspective.

Only between 250 and 300 of a total of more than 7 300 schools under the control of the Department of Education and Training were at any given moment seriously affected.

Only two regions were really seriously affected, namely Soweto and Alexandra, as well as the Eastern Province.

"In all other regions the present public examination attendance is well over 90 percent of registered candidates," the minister said. — Sapa

Compulsory fees system on ice

Dispatch Correspondent

PRETORIA — The compulsory fee paying system at white provincial schools has been put on ice.

Earlier this year the Federal Council of Teachers' Associations discussed the issue with the Minister of Education and Culture, Mr Piet Clase, but no agreement was reached on how the system would operate.

The reason for the scheme is that government can no longer foot the escalating costs of education and part of the responsibility for funding has to be passed on to parents.

Two years ago the Transvaal Education Department recommended that parents should pay R120 a year for a primary school child and R180 a year for high school children.

The Transvaal Teachers' Association — supported by other professional associations — has made it plain it wants nothing to do with fee collecting and has rejected the idea of teachers acting as debt collectors as way outside their professional ambit.

This is the major problem in the way of implementing the scheme, so until an acceptable mechanism can be set up it is stalled.

The former Progressive Federal Party leader in the Provincial Council, Mr Douglas Gibson, said: "After an incredible rush and fuss to pass an amendment to the Education Ordinance at an emergency council session two years ago the issue seems to have been frozen."

In any case, he added, with a general election imminent a probable vote loser such as making parents pay for education could be ruled out until after polling.

'Militants cause turmoil at black schools'

BLACK education is in a turmoil because it had been politicised by militant revolutionaries resulting in closing down of schools due to boycotts, intimidation and unrest, the Minister of Education and Development Aid said yesterday.

The Minister, Dr Gerit Viljoen, said the education of blacks was one of the most daunting challenges faced by South Africa today.

He was addressing the annual meeting of the South African Britain Trade Association in Auckland Park, Johannesburg yesterday.

**SOWETAN
Reporter**

Mr Viljoen said black education had become a basic and vital instrument in the hands of militant and revolutionary elements aiming at political change or revolution, by way of rendering the school system "ungovernable" through boycotts, disruptions, intimidation and vandalism.

Affected

He said between 250-350 of the total number of more than 7 300 schools under the Department of Education and Training were seriously affected, while schools in self-governing territories were generally normal.

"Only two regions are really seriously affected, namely Soweto and

Alexandra as well as the Eastern Cape Province. In all other regions the present public examination attendance is well over 90 percent of registered candidates.

See Page 4.

50 Sowetan
Affected 8/11/82

By Jonathan
Department of Tourism
could have certain costs

Boycott committee to urge 1987 pupil return

(50) *Be post 18/11/86*

By JIMMY MATYU

THE Consumer Boycott Committee has decided to throw its weight behind other community organisations making efforts to get thousands of post-primary pupils in Port Elizabeth's townships back to school next year.

A CBC spokesman, Mr M Mangotywa, criticised the decision this month of the Deputy Minister of Education and Aid, Mr Sam de Beer, not to automatically open 40 East Cape schools next year.

"This is not going to assist in resolving the schools crisis," he said.

If the DET was serious about wanting to see all pupils back in class and

about meaningful education taking place, it should start by assisting to achieve this goal by rebuilding the schools damaged during the unrest so as to alleviate overcrowding and afternoon sessions at the existing schools.

The CBC also appealed to the private sector to help in financing the rebuilding of some schools.

He also appealed to people to stop removing doors, windows and property from school premises.

The CBC was certain pupils would go back to school next year.

"We will do everything

in our power to persuade them to go back and to receive tuition," he said.

But the Government also had to play a meaningful role in seeing that the demands of the pupils were met.

These included releasing from detention pupils and teachers as well as Mr Ihron Rensburg, secretary-general of the PE Crisis In Education Committee and Mr Stone Sizani, its publicity secretary.

They wanted expelled students representative council members to be unconditionally reinstated, damaged schools rebuilt and security forces withdrawn.

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19/1/86 SPAD (50)

Govt's plan 'unlikely to end black urban education crisis'

Education Reporter

The increase in violence, boycotts, State repression and detentions over the past 18 months had led to irreversible breakdown in some black urban schools, said an education consultant for the Mobil Foundation, Mrs J Hofmeyer, yesterday.

Addressing a seminar on equal opportunities hosted by the Institute of Personnel Management at a Johannesburg hotel, Mrs Hofmeyer said aca-

demic discipline which had existed in urban schools had been destroyed.

Many children in urban schools received little formal education.

"Students are calling for alternative education," she said.

The Government had announced a 10-year plan to ensure equality in education. It was not likely that this plan would reverse the deterioration in education.

"The 10-year plan has severe

limitations and with the competing claims on the Budget the Government does not have the resources to equalise education in accordance with what whites have," she said.

Mrs Hofmeyer told the seminar that at the rate South Africa was producing teachers there would be a shortfall of 190 000 teachers by the year 2000.

The schools crisis had seriously affected teachers' morale.

"Teachers find themselves stuck in the middle and they are struggling for survival in a system they do not believe in and which has no credibility in the black community."

Although spending on black education had increased by 2 000 percent since 1973, Mrs Hofmeyer said the per capita expenditure on white children was still seven times more than their black counterparts.

'OPPRESSIVE SYSTEM'

She added that education could not be divorced from politics. "Students see their education as a reflection of the whole oppressive apartheid system.

"The solution to education cannot be found in the field of education alone."

Mrs Hofmeyer urged the private sector to help solve the education crisis.

"If companies are to be successful with any project they will have to involve the black community," she stressed.

Mrs Hofmeyer pointed out that pupils in the rural and homeland schools were the "most deprived".

About 75 percent of the pupil population was in the rural areas. Mrs Hofmeyer questioned why the Government and private sector had focused most of its attention since 1976 on the urban schools.

REHIBANS

School principals want bans lifted, alternative to military service

THE CHILDREN

Education Reporter

Memo's 19/11/80
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A CALL to the Government to release children and educational leaders in detention and lift bans on educational organisations has been made by the principals of some of South Africa's leading private schools.

A resolution adopted at the recent annual meeting of the Conference of Headmasters and Headmistresses of Private Schools also urges the Government to "negotiate with all South African leaders to build a just, democratic and non-racial society".

Another resolution "respectfully requests" the Government to consider introducing community service for men as an option to national service and to initiate voluntary community service for women.

Black Sash

Copies of the resolution have been sent to the Minister of Law and Order, Mr Louis le Grange, and the Minister of Defence, General Magnus Malan.

The South African Institute of Race Relations and the Black Sash also have copies.

About 80 heads of private schools are members of the conference.

Mrs Pamela Duff, headmistress of Herschel Girls School and Western Province representative, said it was the first time the conference had publicly declared its position on these issues.

Cape Town principals who are members of the conference include those of Diocesan College (Bishops), St Cyprian's and St George's Grammar School.

Other leading private schools represented include Hilton and Michaelhouse in Natal and Roedean and St Stithians in Johannesburg.

Primary school parents vote to admit pupils of all races

Political Staff

THE parents of one of the largest white co-educational primary schools in the Peninsula, Grove Primary, have voted by a large majority to admit pupils of all races.

They have joined a list of English-speaking schools in the Western Cape where parents have voted for the scrapping of apartheid in education.

The chairman of Grove's school committee, Dr Alan Alperstein, said 72,7 percent of the parents or guardians of the 630 pupils,

had supported its opening and 24,1 percent had opposed this.

In the secret ballot, in which 83,9 percent of the parents voted, only three percent abstained.

Dr Alperstein said the results of the ballot had been forwarded to the Director of Education, Mr Johannes Fourie, and to the local MP, who is Mr Jan van Eck, the MP for Claremont.

Mr Fourie had written back saying that the provision of education under the House of Assembly Administration was governed by the constitution.

Mr Fourie had said in the letter: "This department finds the principle of freedom of choice by the individual or parents acceptable but within the framework of the policy which this department is bound to execute."

□ Among schools where parents have now voted for non-racial education are: Westerford, SACS, Rondebosch Senior and Junior, Camps Bay Senior and Junior, Wynberg Senior and Junior Boys' schools and Cape Town High School.

CITY PRESS
A new 'wing' for NECC?

By **MONO BADELA**

16/11/80
A NEW teachers' organisation - the Progressive Teachers' Association - that is to struggle for a single non-racial system of education, is to be launched in Johannesburg tomorrow.

Interim chairman Michael Davy said the new body would work with all progressive organisations - including the National Education Union of SA and National Education Crisis Committee - to co-ordinate the struggle for the attainment of full democratic rights for all in a non-racial and free SA.

He said more than 200 teachers are expected to attend the meeting to be held at the Eldorado Park community hall from 3.45pm.

Govt to get Mossel Bay plan next year

GERALD REILLY

THE entire "package" for the phasing-in of the giant Mossel Bay fuel-from-gas project would be laid before the Cabinet next year, Mineral and Energy Affairs Director-General Louw Alberts said in Pretoria yesterday.

He told *Business Day* it would include infrastructural studies of the chosen site. The Cabinet would decide whether or not to give the green light for the launching of the project against a background of the total situation in SA.

Alberts said he hoped this would be done as soon as possible, probably in the course of 1987. The report would contain recommendations for the phasing-in of two other possible synfuel installations — the installation planned by AECI and a torbanite installation which involved the processing of oil-bearing shale.

He said overseas expertise would be used as far as possible. But with the current international climate, care would have to be taken that this would not be withdrawn for political reasons half-way through the project.

It was hoped to get the entire project "together", including plans for temporary housing for thousands of construction workers as well as housing for permanent workers and adequate school accommodation.

The phasing-in stage would depend on available technology and on the funds available, Alberts added. He roughly estimated the cost of the project at R4bn, but said it could easily be 20% more or less.

No passport for Khanyile

CP Correspondent

VUSI Khanyile, chairman of the National Education Crisis Committee, has been refused a passport and as a result has had to cancel three conferences in the US and Britain.

Khanyile, special assistant to Cape Town University's vice-chancellor, Dr Stuart Saunders, was to have left 10 days ago.

He said he learnt of the Home Affairs Department's refusal to grant him a passport when UCT made inquiries on his behalf.

In the US he was to have

given the keynote address at a conference for higher-education administrators at Michigan State University - on the South African crisis and the challenge it presents to US universities.

He was also to have discussed community initiatives in education at a meeting of the British Association of University Teachers - a body in which there have been strong moves to enforce an academic boycott of South Africa.

Khanyile said today the decision was confirmation that millions of South Afri-



KHANYILE:

Refused a passport

cans still lacked the basic freedoms of speech, association and movement.

It also served as a reminder that there was no such thing as academic freedom in South Africa. The government decided who would speak, he said.

Dr Saunders condemned the decision and urged that it be reversed.

English heads back multiracial schools

ENGLISH-speaking Government school principals have given a resounding "yes" to opening schools to children of all races.

24/11/86 (50) Sowetan
The executive committee of the Principals' Association of the Natal Teachers' Society said this week, after a major survey, that its English-speaking members gave their wholehearted support to the idea of accepting children, regardless of race and colour, into State schools, provided standards did not suffer.

The principals agreed that integration was "inevitable" and would be hastened once the Group Areas Act was scrapped.

Provided the Government worked towards a new educational dispensation, most of them wanted to remain in under the State umbrella.

The president of the Natal Teachers' Society, Hylton Johnstone, said two major problems needed to be addressed. One was the restructuring of the State education system, which kept white education as an "own affair". The other was to break down the prejudice of white parents who feared their children would be "swamped" in an open education system.

Principals thought that privatisation, as envisaged in BP's multimillion-rand offer, would not be viable in the long term.

READ's annual book festival is on at JCE

(50) 24/11/86 Soweto

THE annual Read "Festival of Books" takes place today at the Johannesburg College of Education, Parktown at 5.30pm.

The festival, now in its third year, is aimed at

helping primary school teachers to improve their presentation of books and stories to their pupils and so stimulate enthusiasm for readings.

The festival was ini-

tiated in 1984 for primary schools in Soweto, Alexandra and on the East Rand which possessed (Read Educate and Develop) box libraries or storyboxes.

This year's compe-

tion has five categories which include, story reading and story telling for the teachers, dramatisation in English and Afrikaans and in the vernacular for pupils as coached by their teachers and choral verse.

The emphasis of the festival has been switched from that of a competition to that of an exhibition of people's individual and group talents. There is no longer a division between higher and lower primary schools making it an event for all pupils in the participating primary schools nationwide.

The finals, this year will involve 270 children and 12 teachers from four Read regions. The regions are, Natal, Orange Free State, Southern Transvaal (Soweto and Alexandra) and the Highveld.

ERS WELCOME

Interim model for education

Education Reporter

A model for education under the present political dispensation has been proposed by a sub-committee of the South African Teachers' Association.

The main tenets of Model A are:

- Any community which wishes to enrol children of other race groups will be allowed to do so provided the school has facilities to cater for more pupils.
- Parents who disagree with open schools will have the option of enrolling their children at another school in the area.
- Children who live close to the school will be given preference over those who live far from the school.
- To achieve the greatest racial harmony children admitted to an open school must be able to cope with the academic standards at that institution and fulfil normal entrance requirements.
- A compensatory education programme must be offered.
- A quota system for admission may be necessary as an interim measure but this quota should be viewed as a "temporary measure".
- Syllabuses should be adjusted to satisfy the needs of a multi-cultural community and under-utilised premises opened to all races.
- Teacher training colleges should be open to all race groups to enable teachers to equip themselves to teaching children of all colours and creeds.

Opening classes to all is attainable ideal

The opening of State schools to children of all races is a desirable and attainable ideal.

This is the conclusion of a recent report conducted by a sub-committee of the South African Teachers' Association on open schools.

The study, conducted after the 1985 Sata conference resolution to investigate the issue, has been unanimously accepted by members.

Sata has put forward two models for open schooling. The first applies under the present political dispensation, and the second would work in post-apartheid South Africa.

Acceptance of the report, said the sub-committee, showed an awareness of teachers' moral obligation to all South African children and their commitment to an open society. Teachers realised the present education system had failed to encourage mutual respect for cultures.

"There are pressures in South African society to which we must respond or we will lose our credibility and relevance as educationists," the report said.

There were about 205 000 vacancies in South Africa's white schools, but the enrolment of black children would not alleviate all the education problems.

By 1990 the total school population would be about 9.5 million. Of these, 8 million pupils would be black. "While we would like to see these 205 000 vacancies taken up by black pupils who need them, we will not solve the country's education problem of sheer numbers by opening white schools."

It was unacceptable to pour money and expertise into the black education system to raise it to the same level as that of white education. Sharing existing white facilities and expertise offered a more economic solution.

The present closed education system was described as an "expression of the ruling political ideology" and had helped preserve the cultural and religious identity of minority groups.

This segregated system had remained because of white fear that education standards would suffer and schools swamped by black pupils.

The separate-but-equal concept in education had lost all credibility — in practice and in principle. An open equal system was a necessity.

Open schooling would provide a richer educational environment and help remove artificial

A recent report on open schools by a sub-committee of the South African Teachers' Association (Sata) has recommended that State schools open their doors to children of all races. This report has been unanimously passed by Sata members. Education Reporter SUE PLEMING reports.

barriers. It would also help move control of education out of the political arena so that decisions were made by educationists and the committees rather than imposed from above.

Parents should be allowed to choose whether their children could go to open schools.

"A reason why many people favoured open schools was that the present closed educational system was out of step with what was happening in our society and, in particular, young people. Are schools guilty therefore of "sleeping through a social revolution?" the report asked.

There were many obstacles to opening schools — the most obvious, apartheid itself. The new "own affairs" constitution made it technically impossible for any racial mixing. But the report said there had been flexibility in allowing a larger-than-quota black intake at some private schools.

The Group Areas Act, the Separate Amenities Act, the Population Registration Act and a variety of other acts would have to be scrapped.

The wealthy and middle-class community were unlikely to experience great difficulty as a result of open school status. Blacks who enrolled at those open schools probably would come from the same economic background.

But schools in poorer economic areas may find it difficult to raise their standards. Here, the State should spend more to ensure equal education standards.

There would obviously be many education problems when schools were opened to all races. The high illiteracy rate of black pupils, the high drop-out after Std 2, and communication problems because of language should be considered.

But, said the sub-committee, disadvantaged children had a right to education and programmes should be provided to help them. The costs could be cut by using existing facilities after school hours and making use of under-utilised facilities.

SATA puts forward plan for schooling

A model for an education system in post-apartheid South Africa has been proposed by a sub-committee of the South African Teachers' Association. Called Model B, the main principles of the proposed system are:

- Model B can be implemented when all racial legislation such as the Group Areas Act, the Separate Amenities Act and the provisions of the Constitution such as separate education authorities have been scrapped.
- All State schools will be open under this dispensation. The only criteria will be educational.
- Any school community which wishes its school enrolment to be restricted to any particular race, home language or creed, will be obliged to apply to the Minister of Education for the school to be classified as private.
- Any school wishing to be private shall be responsible for all expenses.
- Any parts of syllabi which are regarded as offensive to one group shall be revised.
- There shall be a wide scope of curricula in order to offer the widest possible range of opportunity to every scholar.
- Examination and certification will have to be rationalised so that a uniform system evolves.
- There shall be a comprehensive formal and non-formal compensatory education system.
- Existing facilities should be used during non-school hours in order to extend the non-formal compensatory and adult education programmes to all.

THE WORLD
School
apartheid
stays —
Viljoen 50

Staff Reporter

IT IS not government policy to allow mixed state schools, the Minister of Education and Training, Dr Gerrit Viljoen, said yesterday in response to a recent SA Teachers Association report on vacancies in white schools.

The SATA report said there were 205 000 vacancies in white schools.

Dr Viljoen said he did not know if the figure was reliable.

"It probably relates to schools spread over the whole country and not necessarily in areas where large numbers of black pupils are found," he said.

"In any event it is not government policy to allow mixed State schools. I am also not aware of black pupils who have no other opportunity for getting a school education," he said.

OPENING SCHOOLS TO ALL

26/11/86
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SOWETAN

THE opening of State schools to children of all races is a desirable and attainable ideal.

This is the conclusion of a recent report conducted by a sub-committee of the South African Teachers' Association on open schools.

The study, conducted after the 1985 Sata conference resolution to investigate the issue, has been unanimously accepted by members.

Sata has put forward two models for open schooling. The first applies under the present political dispensation, and the second would work in post-apartheid South Africa.

Moral

Acceptance of the report, said the sub-committee, showed an awareness of teachers' moral obligation to all South African children and their commitment to an open society. Teachers realised the present education system had failed to encourage mutual respect for cultures.

"There are pressures in South African society to which we must respond or we will lose our credibility and relevance as educationists," the report said.

There were about 205 000 vacancies in South Africa's white schools, but the enrolment of black children would not alleviate all the education problems. By 1990 the total school population would be about 9,5 million. Of these, 8 million pupils

SOWETAN CORRESPONDENT

would be black. "While we would like to see these 205 000 vacancies taken up by black pupils who need them, we will not solve the country's education problem of sheer numbers by opening white schools."

It was unacceptable to pour money and expertise into the black education system to raise it to the same level as that of white education. Sharing existing white facilities and expertise offered a more economic solution.

The present closed education system was described as an "expression of the ruling political ideology" and had helped preserve the cultural and religious identity of minority groups.

This segregated system had remained because of white fear that education standards would suffer and schools swamped by black pupils.

The separate-but-equal concept in education had lost all credibility — in practice and in principle. An open equal system was a necessity.

Open schooling would provide a richer educational environment and help move artificial barriers. It would also help move control of education out of the political arena so that decisions were made by educationists and the communities rather than imposed from above.

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lowed to choose whether their children could go to open schools.

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Are schools guilty therefore of "sleeping through a social revolution?" the report asked.

There were many obstacles to opening schools — the most obvious, apartheid itself. The new "own affairs" constitution made it technically impossible for any racial mixing. But the report said there had been flexibility in allowing a larger-than-quota black intake at some private schools.

Poor

The Group Areas Act, the Separate Amenities Act, the Population Registration Act and a variety of other Acts would have to be scrapped.

The wealthy and middle-class community were unlikely to experience great difficulty as a result of open school status. Blacks who enrolled at those open schools probably would come from the same economic background.

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Plan for curriculum to cater for all races

26/11/86
SOWETAN

WHEN APARTHEID IS DISMANTLED

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HARARE — The All Africa Teachers' Organisation is planning an educational curriculum to cater for all races in South Africa once apartheid has been eradicated, Aato's president, Dr Joseph Itotoh of Nigeria, said.

Addressing a Press conference before the opening of the fifth meeting of Aato, Dr Itotoh said a new curriculum which would offer equal opportunities to all South African children regardless of their race, creed or colour had to be prepared.

The present South African educational system was designed to make black children robots programmed to serve white masters, thus their minds needed to be freed from that belief, he said.

"We believe that liberation of the people starts from the mind. If education can be seen as a vital tool to the development of the world, the teachers of the world cannot continue to look at apartheid in silence."

Evil

He said Aato would not be fooled into thinking that Pretoria was making genuine steps to change its system because "nothing short of the total dismantling and eradication of apartheid will meet our requirements".

Stressing the need for "adequate and concrete" steps against the Pretoria regime to dismantle its evil system, Dr Itotoh said if Africa was to be free, its teachers needed to stand together.

Struggle

With that view, the fifth conference of the Aato would discuss "apartheid and education in South Africa" and come up with ways of assisting the liberation struggle and liquidating apartheid.

About 32 African countries attended the two-day conference, being hosted by the Zimbabwe Teachers' Association.

No to mixed schools

DD
26/11/86
SD

DURBAN — The chairman of the Natalse Onderwysersunie, Mr Johan Benade, said his organisation was opposed to the opening of government schools to all races.

He was commenting on press reports that English-speaking principals who were members of the Natal Teachers' Society had given their wholehearted support to the idea of accepting children, regardless of race and colour, into state schools, provided standards did not suffer.

Mr Benade said the parents of English-speaking children were the ones who should make the final decision in this matter.

He maintained that a small number of English-speaking teachers secured "all the publicity".

The findings did not reflect the views of the majority of English-speaking teachers, he claimed.

Mr Benade said Afrikaners did not want mixed schools.

They had their own culture and their own language. — DDC

Dispatch Correspondent
CAPE TOWN — There are 205 000 vacant places in white schools throughout South Africa which could be filled by black pupils eager for education, according to a South African Teachers' Association (Sata) report.

The vice president of Sata, Mr Richard Hawkins, which represents more than 3 000 white English speaking schools in the Cape, said yesterday the report was put together to examine the viability of open schools.

It has recommended that state schools open

DD26/11/86
**Teachers:
vacant
places
available**

their doors to children of all races in order "to bring about equality in schooling".

"We recognise that 205 000 vacancies is nowhere near enough for all African pupils — but opening schools will bring equality in education closer," Mr Hawkins said.

Mr Hawkins said he welcomed the move by BP Southern Africa which has offered R50 million to help schools wanting to go open. However, he said he doubted whether state schools would be allowed to accept private money.

The report, which was accepted unanimously by Sata members was tabled at a June conference of SATA.

The Transvaal Teachers Association is reviewing the report, which has "a lot of support among TTA members", a spokesman said yesterday.

205 000 white desks empty

Cape Times 26/11/86 (50)

THERE ARE 205 000 vacant places in white schools throughout South Africa, which could be filled by black pupils eager for education, according to a South African Teachers' Association report.

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The Transvaal Teachers' Association is reviewing the report, which has "a lot of support among TTA members", a spokesman said yesterday.

The opening of schools to all races would not solve all South Africa's education problems. By 1990 the school population would be about 9,5 million — and 8 million of these would be black.

"Clearly, while we would like to see these 205 000 vacancies taken up by black pupils who need them, we will not

solve this country's education problem of sheer numbers by opening white schools," said the report.

The report said it was unacceptable to pour money and expertise into the black education system to raise it to the same level as that of white education. Sharing existing white facilities and expertise was a more economic solution.

For schools to be open to all races, all apartheid legislation would have to go. — Staff Reporter and Sapa

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TOBACCO MANUFACTURING

ARGUS 27/11/86 (50)

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EDUCATION

Rural adult centre plan

The Argus
Correspondent

PRETORIA. — Adult education will soon be extended to the rural areas after the success of the urban programme.

In a statement released by the Bureau for Information, the director general of the Department of Education and Training, Dr Braam Fourie, said the department had made considerable progress in the field of "non-formal" education.

The department has consulted organisations such as the Transvaalse Vroue Landbou-Unie, the Suid-Afrikaanse Vrouefederasie and Women for South Africa. The bodies will help co-ordinate a rural project.

LANGUAGES

There are 517 centres nationally at which 50 309 adults take courses on subjects such as child care, first aid, needlework, income tax and starting a business.

A new development this year has been the introduction of reading and writing courses in seven black languages, Afrikaans and English.

Dr Fourie said the section dealing with adult education was formed in 1974 to enable teachers to gain a senior certificate, to offer black adults schooling to Standard 5, 8 or 10 and to provide literacy training to adults.

He said: "Because of the considerable problems faced by the private students, course material for each was specially devised by the department and is available free to all students at departmental and state-aided centres."

7, 1986

CAPE TIMES 27/11/86 (50)

Shut white schools may go private

JOHANNESBURG. — White schools being closed down because of the fall-off in pupil numbers could in some cases become multiracial private schools, or be transferred to other race groups, Mr Piet Clase, minister of white education said yesterday.

Mr Clase's statement follows a report of the SA Teachers Association that there were 205 000 vacancies in white schools.

SATA said these vacancies should be given to black pupils, eager for education.

While Mr Clase has closed the door on opening government schools he has left the way open for vacant schools to be bought in certain instances to be converted to multiracial private schools,

or to be transferred to another education department.

However, this would happen only if the white education department, the other administrations of the House of Assembly, or the provinces could not use the buildings and each case would be considered "on its own merits".

Rationalization was receiving constant attention to ensure there was cost-effective education without lowering standards.

The announcement has come at a time when some Johannesburg and Cape Town schools have called for a scrapping of racial classroom barriers and when the largest single investor in South Africa, BP Southern

Africa, has offered R50 million to help those schools wishing to go open.

A spokesman for BP said they would consider the statement carefully before commenting.

The Transvaal Teachers Association has welcomed Mr Clase's announcement. The president of the TTA, Professor Rod Connacher, said he supported Mr Clase's move to make the maximum use of educational facilities.

The president of the Natal Teachers' Society, Mr Hylton Johnstone, described the announcement as "a positive step", but he said that privatization was not a "realistic solution" as it would be an "expensive venture". — Sapa

'People's Education' next year — NECC

28/1/84
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THE National Education Crisis Committee was campaigning for all students to return to school because it was to introduce "People's Education" next year, it was announced yesterday.

Addressing a Press conference in Johannesburg, the NECC's acting general secretary, the Reverend Molefe Tsele, said they were busy negotiating with pupils, parents and teachers and concerned organisations for the return of pupils to class.

He said they were also negotiating with teachers' organisations and other concerned bodies about the introduction of the "People's English and history which will make pupils understand the evils of apartheid.

These subjects, he said, will be introduced in senior secondary schools. It is hoped that they would be introduced in primary schools in future.

They have telexed

the Department of Education and Training (DET) on the matter. The DET has not responded, he said.

"The subjects to be introduced will include the teachings of Nelson Mandela, Walter Sisulu, Albert Luthuli, Robert Sobukwe and other important leaders in the history of the black liberation," Mr Tsele said.

He added: "The first goal is to educate the young in such a way that they can shed the effects of oppression and play their part in the organisation and mobilisation of the forces against apartheid.

"The second is to lay the foundation for education in a liberated South Africa," he added.

The conference was also addressed by NECC's Mr Khanyile, Professor C Bandy and Mr Michael Gardner who worked on commissions established by the NECC.



NECC's Reverend Molefe Tsele.

Vista opens on East Rand

THE education system of this country is based on colour and is not acceptable to the black masses and the outside world, said Mr Tom Boya, mayor of Daveyton, this week.

He was speaking at a ceremony held on Wednesday to announce

the opening of another wing of the Vista University in Daveyton next year.

Smweta 28/11/86
Mr Boya said: "We are calling for one educational system and one education syllabus for all South African to be introduced as soon as possible. We so wish

that the Government can address the education crisis we are having in this country immediately. (SD)

"We do not want equal education but we want the same education as all other races of this country. We do not want to see the taxpay-

ers' money wasted by way of paying salaries to different educational departments instead of one department." Mr Boya added.

Vista university will be temporarily housed at the Dinoto Technical School until the university moves into its own building.



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Let schools decide on race policy PFP

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Political Staff

CAPE TOWN — Schools should be allowed to decide for themselves whether to open their doors to all race groups, Mr Horace van Rensburg, Progressive Federal Party education spokesman said yesterday.

Entering the row over closure of white schools because of the 205 000 open places, Mr van Rensburg said the Government was going against the principles set out in legislation it had put through Parliament.

He said the schools should not be closed down but the space should be offered to black children.

"We have always advocated the opening of schools to promote interracial understanding and co-operation in the formative years

of children. It would make a significant contribution to race relations particularly when people have to co-operate at the workplace later."

He pointed out that the Government had written two important principles into the National Policy for Education Act. These were equal opportunity in education and the acceptance of the principle of freedom of choice of parents and community.

On the basis of these principles schools and their governing bodies should have the right to decide for themselves whether they wanted to open their doors to all races.

"While I accept there are schools which would not wish to do so there are hundreds which would. This could result in tens of thousands of white and black South Africans going to school together."

SD
PFP

People's education will become a reality next year

By Sue Fleming,
Education Reporter

People's education will become a reality next year when the National Education Crisis Committee (NECC) introduces alternative history and English syllabuses.

At a Press conference in Johannesburg yesterday NECC explained the basic principles of people's education and outlined how it would be implemented.

coined at a landmark education conference at the University of the Witwatersrand last December, NECC has been working hard to create a new education model. Subject committees in history and English have nearly completed their work and other subject committees plan to finish next year.

According to NECC president Mr. Vusi Khan-lyle, people's education will not be a white or black-oriented model. It will be nonracial and

community based. Education will not be elitist. Science or geography students would participate in setting up agricultural co-operatives alongside the community. People's history will, for example, teach children that Jan van Riebeeck did not discover South Africa. It will tell of the history of the African National Congress, the Pan African Congress and explain events such as Sharpeville and the 1976 Soweto uprising.

Head of the history sub-committee, Professor Collin Bundy, said he was working towards producing a meaningful, democratic history syllabus. "History as taught in South African schools, by and large, does educational a disservice. It not only distorts the past, but maintains it. In content it is exclusive, elitist, and shallow. It is silent or misleading on the historical experience of the majority of South Africans." A new subject is also being considered. This

will possibly deal with political education to enable people to participate fully in political organisations. The method of teaching will also be different. According to Mr. Khanyile it will cease to be an authoritarian system where the authorities tell teachers what to teach and have "no back-chat from the students". In this model students and teachers would work together to understand their communities and

The implementation of people's education poses the greatest challenge. "We must formulate the strategies and tactics that we will use very carefully," said Mr. Khanyile. Parent-teacher-student associations (PTSA) are being established and consolidated in each school. NECC structures also plan to challenge the Department of Education and Training for control of schools. "The struggle to implement people's education involves people's organisations taking control of the administration of education in the interests of the people." NECC acting general secretary, Reverend Molefe Tsele said although he could not outline exactly when and how the subjects would be taught in some schools for the new subjects. "We are committed to people's education and we will make sure it is implemented," he said.

Back-to-school call supported

PARENTS, principals and religious leaders in Port Elizabeth's black townships have decided to play a more meaningful role in the education of their children and get them back to school next year.

Their determination will be demonstrated on Sunday when several meetings of parents will take place behind closed doors. The Press will not be allowed to attend these meetings.

The move by the parents follows a decision by the Department of Education and Training (DET) not to automatically re-open 40 boycott-hit schools next January.

According to the DET's calendar, black schools in South Africa are due to re-open on January 7, with school staff reporting for duty on January 5.

The Evening Post was told pupils and the Port Elizabeth Black Civic Organisation (Pebco) supported the parents' move.

A spokesman for the parents said negotiations on pupils' grievances would continue once pupils were back in class.

29/11/86 (50) 00
Back-to-school talks planned

PORT ELIZABETH — Plans to get black schoolchildren back to the classroom will be discussed tomorrow by parents, principals and religious leaders in black townships here.

Several meetings will take place behind closed doors in an effort to formulate a more meaningful role that

adults can play in the education of their children and to get them back to school next year.

Parents in Zwide will meet at the Garret Higher Primary School. Parents in Kwazakele will meet at Itamsanqa Senior Secondary School and those in New Brighton at Cowan High School. — DDC

Empty school to go 'coloured'

CME Times 29/1/86

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By RIAAN SMIT

AN empty school in a white Stellenbosch group area will be used by "coloured" pupils from next year.

The Minister of Constitutional Development and Planning, Mr Chris Heunis, has approved the use of the school, situated in an area which was predominantly "coloured" before the enactment of the Group Areas Act.

The empty Luckhoff Senior Secondary School and grounds, on the edge of the Stellenbosch University campus, will be on loan from the university to the Department of Education and Culture for three years.

The announcement yesterday by a joint committee of the Stellenbosch Municipality and the ("coloured") management committee, came in the wake of a SA Teachers' Association report, which claimed there were 205 000 vacancies in white schools.

The shortage of classroom space for coloured pupils in and around Stellenbosch reached crisis proportions at the beginning of the year, while three white schools stood empty.

Two new senior secondary schools, in Weber's Valley and in Drakenstein, will be constructed in 1987 to relieve this shortage, the committee chairman, Mr Danie Schumann, said.

Score with the cricket stars and win R1 000 — Details PAGE 19.

and three times Mr ...

Britain gives R72-m for SA education

30/11/86 CITY PRESS SO
THE British government has allocated R72-million to help educationally disadvantaged black South Africans over the next five years, a spokesman for the British Embassy in Pretoria has announced.

In addition, R9,9-m has been provided for transport projects which have still to be announced.

The embassy spokesman said about R32-m would be given for post-graduate assistance.

Of the remaining R40-m about 80% will be spent on undergraduates and 20% on training pre-school teachers and sponsoring non-South African government organisations.

The British government plans to send 80 black students each year for the next five years to universities in Britain.

These students will undergo a pre-university program to help bridge the gap between the British and SA education systems.

“The British government also plans to sponsor 60 students a year for the next five years at SA universities,” the spokesman said.

“This means that after five years about 700 blacks students will be qualified in various fields.

“We hope these students will stay in SA and that they will be an asset to the country,” the spokesman said.

Students will be chosen by the Education Opportunities Council, headed by Soweto Committee of Ten chairman Dr Nthato Motlana.

● Applications should be sent to Education Opportunities Council, PO Box 3323, Johannesburg 2000.

'People's education' bid to end boycotts

11/2/86 (50) N/M
JOHANNESBURG—An anti-apartheid group hopes to lure young blacks back to their classrooms by offering them 'people's education' — including the banned teachings of Nelson Mandela.

The National Education Crisis Committee (NECC), a parent-teacher group which was formed last year and wants to end widespread boycotts of black schools, said in a statement that its alternative curriculum and textbooks would be distributed to schools and through trade unions and community groups.

The Education Department said it was still studying the statement.

NECC spokesman Vusi Khanyile said the planned programme — 'more meaningful, more critical, and more democratic than currently available' — could prove the catalyst needed to break the cycle of boycotts by pupils and closures by the authorities.

The Education Department has closed 33 of nearly 7 500 black schools nationwide. — (Sapa-Reuter)

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SME
1/12/85

The African National Congress is training 1 000 students for the day — which it believes is inevitable — when their turn to rule South Africa arrives, the London-based monthly *New Africa* has claimed.

The Solomon Mahlangu Freedom College is in Mazimbu, located near the Tanzanian town of Morogoro, and covers an area of 1 400 hectare.

"In a closed community the students are being made ready

An education for the 'inevitable day'

to one day replace the whites who occupy all the top rungs of the South African ladder," the magazine said.

The focus is academic rather than military and teaching is at advanced secondary school levels, providing students with the academic qualifications to take up university courses abroad.

Mr Mohammed Tickle, director of the college, who until recently worked with the Inner

London Education Authority, told *New Africa* the college had adopted a British education system, because it was internationally recognised.

However, students are encouraged to take only subjects relevant to the ANC's view of a future South Africa.

"For example, the ANC does not intend to adopt the English law system once in power, so students are dissuaded from studying English law in preference

to civil engineering or other needed skills," *New Africa* said.

A strong element of politics is involved in the school programme and part of the training involves the history of "the struggle" which the ANC has been waging for 75 years.

Teachers emphasise the real enemy to black aspirations is the National Party government in Pretoria and not white people as a whole. They insist racism is

not acceptable from black or white, and students are expected to accept this philosophy before they are allowed to enrol.

"Often it is difficult. Many have experienced racial violence first-hand.

"Before being accepted they undergo an orientation period at Dakawa where ANC philosophy and the terms of of the Freedom Charter are taught."

A British diplomat has called the school an "oasis of efficiency", the magazine said.

Its equipment is modern and its food production so efficient it has been able to sell surplus maize to Tanzanian buyers.

The camp also contains a children's centre and nursery where children are accommodated in units in a system adapted from Israeli communes. Each contains a classroom, bathroom and dormitory.

The community has a wood-working shop, a garment factory and a shoe-repair shop.

A surgical theatre is at present under construction, *New Africa* said.

Parents want children to return to school

By JIMMY MATYU

PARENTS who attended the closed meetings yesterday to discuss the education crisis in Port Elizabeth were enthusiastic about their children returning to school next year.

A spokesman for the parents said today the spirit proved that parents, concerned with the education of their children, were eager that studies should continue

uninterrupted next year.

Organisers were pleased with the attendance at the meetings in the Garret Higher Primary School for Zwide parents, at Cowan High School for New Brighton parents and the Itam-sanga Senior Secondary School for Kwazakele parents.

One of the issues discussed was the implementation of plans for a joint effort with pupils to

rebuild or repair damaged schools.

He said parents had decided that the outcome of the deliberations be sent to the regional office of the Department of Education and Training (DET).

Meanwhile, DET officials in Pretoria were not available for comment today on a statement issued on Friday by the National Education Crisis Committee that the group hoped to lure blacks back

to school by offering them "people's education" — including the banned teachings of Nelson Mandela.

In its statement, it said its alternative curriculum and textbooks, to be distributed to schools, would include the teachings of Mandela and other black leaders.

The TED said today it was studying the statement, but sociologists said the Government was

likely to clamp down on any attempt to replace official school programmes.

The Education Department has closed down 33 of 7500 black schools countrywide following repeated disturbances.

● White university heads have warned that a generation of young blacks may reach adulthood uneducated if the crisis continues for much longer.

Plan to get children back in the schools

JOHANNESBURG. — An anti-apartheid group hopes to lure young blacks back to their classrooms by offering them "people's education" — including the banned teachings of imprisoned black nationalist Nelson Mandela.

The challenge to South Africa's white-prescribed education system comes from the National Education Crisis Committee (NECC), a parent-teacher group which was formed at the height of riots last year and wants to end widespread boycotts of black schools.

In a statement issued on Friday, it said its alternative curriculum and textbooks, to be distributed to schools and through trade unions and community groups, would include the teachings of Mandela and other black leaders.

Mandela has been serving a life sentence since 1964 for treason and sabotage.

The Education Department, which supervises black schools, said it was still studying the statement. But sociologists said the government was likely to clamp down on any attempt to replace official school programmes.

Black pupils have been propelled to the fore of anti-apartheid agitation by their resentment of an education system which they say is designed to ensure white supremacy by depriving blacks of modern education.

NECC spokesman Vusi Khanyile said the planned programme — "more meaningful, more critical, and more demo-

cratic than currently available" — could prove the catalyst needed to break the cycle of boycotts by pupils and closures by the authorities.

The Education Department has closed down 33 of nearly 7 500 black schools countrywide following repeated disturbances. It said the "vast majority" of the 1.7-million pupils attended classes before the start of the Christmas holiday on Friday.

The NECC has in the past year urged boycotting pupils to return to class under certain conditions, without much success.

Bantu education

Motives for boycotts vary from area to area, but the common denominator has been rejection of "Bantu" education. Many students due to sit year-end examinations last month were stopped by radicals wielding whips and knives.

The Education Department responded by issuing students with identity cards, a tactic aimed at keeping out trouble-makers, and deploying security forces in school yards.

White university heads have warned that a whole generation of young blacks may reach adulthood uneducated if the crisis continues for much longer. — Sapa-Reuter.

CAF traits 2/12/86 (50)

Andrew slams refusal to open white schools

By ANTHONY JOHNSON
Political Correspondent

GROUPS trying to resolve the spiralling education crisis were being "stamped on by Nationalist cultural imperialists", the Progressive Federal Party spokesman on black education, Mr Ken Andrew, charged yesterday.

He was reacting to the latest refusal by the government to open white schools to all races when 205 000 vacancies existed in these schools — 19 607 of these (or 21 percent of capacity) in the Cape Peninsula alone.

Thousands of parents whose children attended white schools in the Peninsula had already given the lead by indicating they wanted the schools opened to all races, he said.

"They have recognized the urgency. They want to move with the times. They are deter-

mined that their children will receive an education that is more relevant to the South Africa they will have to live, work and govern in tomorrow."

Mr Andrew noted that at a time when there was shortage of facilities and teachers in black schools, there was a surplus of white teachers in most subjects and numerous vacancies at white teacher training colleges.

"Numerically, opening white schools and filling empty spaces would have a limited impact on the acute problems in black and so-called coloured schools, but symbolically and as a pace setting example this could make a positive contribution."

Mr Andrew emphasized that such a move could not substitute for "sensibly and systematically" getting rid of apartheid in education.

"People who want to show their goodwill should be en-

couraged and not stamped on by Nationalist cultural imperialists who insist they know what is good for everyone."

Mr Andrew said the "grudging and in many ways insulting" response by Mr Piet Clase, the Minister of Education and Culture in the white Ministers' Council, to reports on the 205 000 vacancies in white schools "typifies the government approach to education".

"Mr Clase probably imagines that his suggestion that if no other use for the building can be found they could in some cases become multi-racial private schools or be transferred to other race groups is a fair and reasonable one.

"In fact it simply highlights once again the Nationalists' determination to put their racial ideologies before educational considerations," Mr Andrew said.

In his reaction to reports on the vacancies, the Minister of

Education and Development Aid, Dr Gerrit Viljoen, said it was "not government policy to allow mixed state schools". He said he did not know whether the 205 000 figure was reliable.

Mr Andrew said that in attempting to cast doubt on the figure, Dr Viljoen had succeeded in "displaying his ignorance and prejudice" since the 205 000 figure had been contained in an answer to a question in Parliament supplied by Mr Clase on May 1.

"The most astonishing aspect of Dr Viljoen's statement is his apparent indifference to the quality of education being given to black pupils.

"In every single part of South Africa there is a desperate need for improvements in black education.

"Of all people, Dr Viljoen should be aware of this and be looking for other possible ways of remedying the situation," Mr Andrew said.

Her church hall school brought literacy to many

By Toni Younghusband

Mary is a domestic worker. She lives in a room in her employer's backyard. Her family live many kilometres away. Their only contact is by post — but Mary cannot read or write.

This is not an isolated case. Mary is one of hundreds of people in and around our cities who are illiterate.

Surveys show that about 40 percent of blacks living in cities and 75 percent in rural areas are illiterate.

What is being done to help them? Mrs Jenny Nesor asked herself this 13 years ago.

"I conducted a door-to-door survey and discovered about 80 percent of black people working here had no education.

"Those I spoke to seemed thrilled with the idea of being able to read and write," said Mrs Nesor, a former senior school teacher.

There and then Mrs Nesor, who lives in the posh suburb of Waterkloof, Pretoria, joined forces with Mr Sam Matebe in establishing a night school for illiterate urban blacks.

Their classroom was a local church hall; their teachers volunteers from all walks of life.

JOURNALISTS

"Our teachers ranged from journalists to university professors," Mrs Nesor said.

"On our first night 300 people turned up for class."

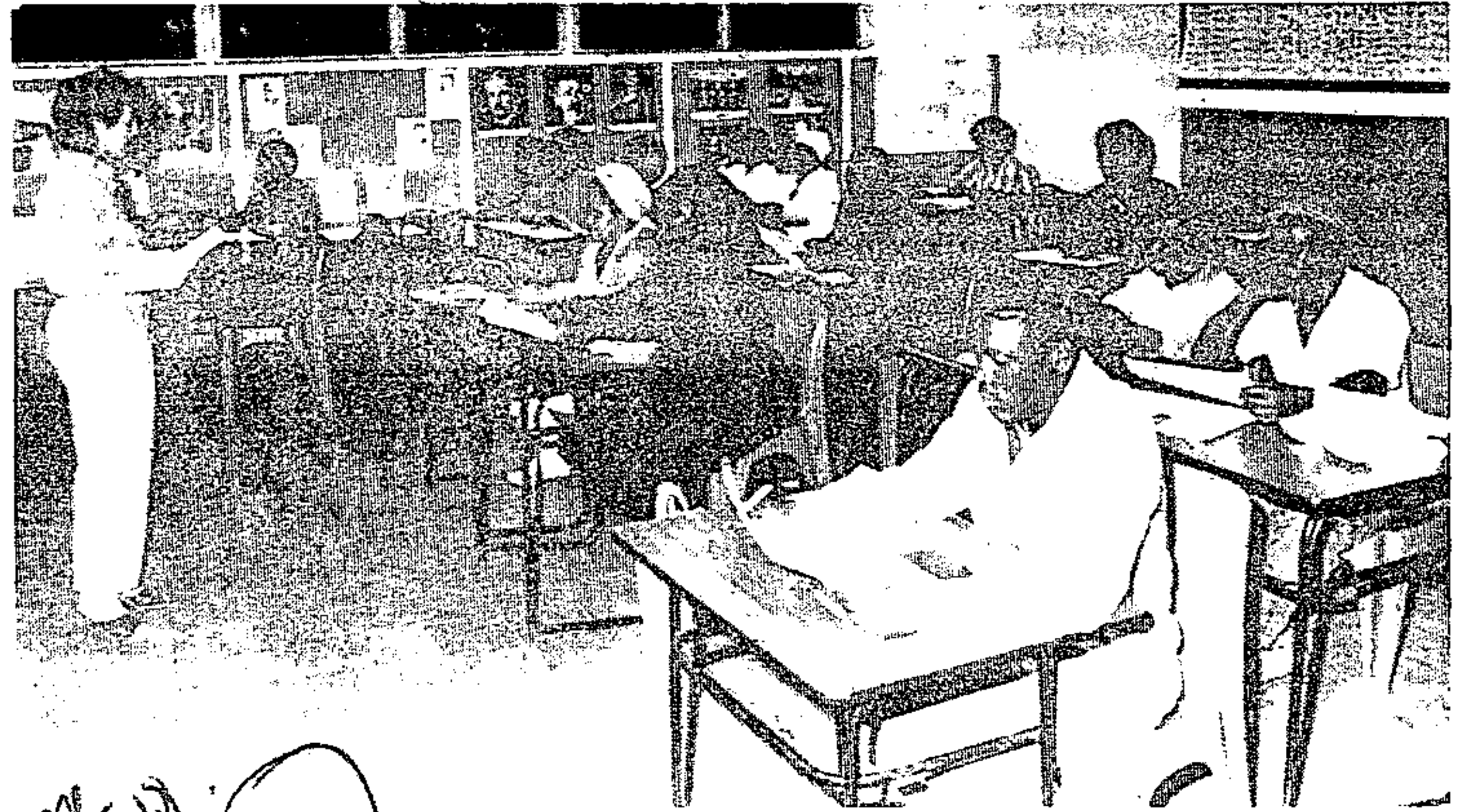
Most of the students were domestic workers, but bakers, packers and even chauffeurs joined the classes.

Mr Matebe insisted the students contribute in some small way. By doing this they would appreciate their classes more and retain their pride.

Each student was charged a small registration fee and paid R3,50 a month. They also contributed towards the cost of books.

The money collected was given to the voluntary teachers as a small honorarium.

Students were initially taught to read and write in three languages: Zulu, Sotho and Tswana. Later they progressed to Eng-



SMK
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A literacy class in night school.

lish and Afrikaans.

"They were reluctant to learn Afrikaans, although many of them could already speak it. It took a lot of persuading and eventually they agreed that it was just as important to learn this language as any other."

When classes grew too big and the hall too small, Mrs Nesor opened four more night school centres. They operated four nights a week and many students cycled or walked long distances to reach their classes.

"They were very eager to learn. No matter how hard it was raining or how cold it was outside they would still come."

In later years, Mrs Nesor decided to introduce a system of standards or grades to help the better students achieve similar status to students of the Department of Education and Training.

Students were prepared as private candidates for DET examinations — and recorded an 80 percent pass rate.

The school had two long terms — from January to June and from August to November.

EXHAUSTED

Learning for exams was particularly difficult.

"These people were totally exhausted by the time they had to write," Mrs Nesor said.

"They would work a 12-hour day, spend an hour or so at class and then go home to study — sometimes well into the night."

Subjects taught ranged from languages to mathematics and biology.

Now, after 13 years of hard slog, Mrs Nesor has gained Government recognition and has registered her school.

A local private school in an upperclass white suburb, Waterkloof House Preparatory School (WHPS), recently offered Mrs Nesor the use of its classrooms where her 230 students are now taught at night.

"It seems ridiculous that all those classrooms at white schools should stand empty in the afternoons and evenings.

"We hope other white schools will follow the WHPS example and offer us assistance."

The night school is now officially named the Ikageng-WHPS education centre.

A trust fund has been launched to help pay those who teach at the night school — people who give up their time with their families.

Money raised will also go towards the running costs of the classes and in buying books.

The fund, dubbed Project Literacy, hopes to receive about R1 million in the next year.

"We need about R128 000 just to operate next year alone."

The trust fund will be run by a board of some 22 trustees and 11 governors.

The board of governors includes Mrs Elaine Davies, director of the SOS Villages Project, Mr Paul Jacobs, director of EPAC, and Mrs Truida Prekel, a senior lecturer at the School of Business Leadership.

Other members are TV personalities Ruda Landman and Justice Tshungu, journalist Harald Pakendorf, the headmaster of WHPS Mr Patrick Hamilton, and Supreme Court judge Mr Justice Johann Kriegler.

"Illiteracy is a scourge on our society. Productivity levels remain low and communication between the different tribes and races is virtually non-existent.

"People are keen to learn. It is up to their employers now to encourage them and to allow them time off for classes and study," Mrs Nesor said.

Priests issue call to pupils

SOWETAN

SD

1/2/86

LEADING churchmen in the country have called on pupils and students to return to school next year.

A statement released to the *Sowetan* yesterday said the church had a prophetic and pastoral responsibility to the whole society.

The statement was issued by Bishop Duncan Buchanan (Church of the Province of South Africa, diocese of Johannesburg), Bishop Manas Buthelezi (Evangelical Lutheran Church in Southern Africa, central diocese), the Rev JS Ngobe (Evangelical Presbyterian Church), the Rev Peter Storey (Methodist Church of Southern Africa), Bishop Reginald Ormond (Roman Catholic Church, diocese of Johannesburg), the Rev J Wing (United Congregational Church of Southern Africa), Paul Makhubu (Council of African Independent Churches), Dr Wolfram Kistner (South African Council of Churches) and Chris Aitken (Presbyterian Church of Southern Africa).

The statement said in part:

"We, on behalf of our churches operating in the areas grossly affected by unrest, are very much disturbed by the educational stalemate which has prevailed since 1976.

We wish to make the following points:

- That pupils and students return to school at the beginning of 1987 and request that no obstacle of any kind be placed in the way of those who heed the call.
- That the Government take all the necessary administrative measures needed to facilitate the re-opening of schools currently closed. Such measures should include staffing, the announcement of intention to open schools and removal of security forces from school premises;
- That no constructive purpose is served when students abandon their educational base.
- That when liberation comes there will be a demand for people qualified in various fields."

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Scholarships
for blacks 

A NEW programme of UK government scholarships for black SA undergraduates was announced yesterday by UK ambassador Patrick Moberly.

He was speaking at the opening of a R32 000 waiting room, funded by the UK embassy, at Alexandra Clinic, near Sandton.

The UK government intended setting up about 80 scholarships annually from next year for black undergraduates to study in the UK. A similar system would be set up for about 60 black undergraduates to study in SA each year, he said. — Sapa.

Back-to-school call is backed by NECC

THE National Education Crisis Committee supports the call by seven churches for black pupils to return to school next year. ing obstacles that led to the collapse of schooling this year" remained with the Department of Education and Training. "It is they who must unconditionally release detained students and guarantee that all closed schools be re-opened. "It is they who must remove the army from school premises and abolish emergency regulations applicable at schools."

A statement issued by NECC acting general secretary Rev Molefe Tsele said that though the NECC supported the back-to-school move, the "onus of removal" is on the state. "We are, however, convinced of the correctness of the call to return to school," the NECC said. — Sapa.

NECC supports return to schools

THE National Education Crisis Committee fully supports the call by leading churchmen for pupils and students to return to school next year.

An NECC statement released yesterday said it was up to the Department of Education and Training to remove obstacles that led to the collapse of schooling this year.

"It is they who must unconditionally release detained students, guarantee that all closed schools will be reopened, remove the army from schools and abolish emergency regulations applicable in schools," the statement said.

(SD)

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Ready for school: The unofficial history book

By SEFAKO NYAKA

AN "alternative" history textbook produced by the National Education Crisis Committee (NECC) should roll off the presses in time for the reopening of black schools in January.

The material has been written by the NECC's history subject commission, appointed at the group's conference in Durban at Easter. History worksheets have also been prepared.

A publishing house has agreed to remain open during the festive season to ensure the teaching material makes its unofficial January 7 deadline.

"I am almost certain that as from next year black schools will be teaching a new kind of history," the NECC's publicity secretary, the Reverend Molefe Tsele, said this week.

He conceded, however, that he had no idea whether the Department of Education and Training would accept the new texts in schools under departmental control.

The Cape Town-based history subject committee, comprised of students, teachers, academics and community representatives, was assigned the task of producing history material "that is more meaningful, more critical and more democratic than currently available".

The commission found that "history, as taught in South African schools, not only distorts the past, but maims it.

"Its content is exclusive, elitist and shallow and is silent or misleading on the historical experiences of the majority of South Africans. It is heavily encrusted with racial, class and gender assumptions."

The history textbook and other teaching material produced will broaden the scope of history and change the way in which it is taught.

It will seek to recover and comprehend the past in full, he said,

Quiet back-to-class talks

THE National Education Crisis Committee is spearheading "delicate" talks with several community-based organisations in a bid to get black pupils back to school in January.

The United Democratic Front, Cosatu, the Release Mandela Committee and the National Education Union of South Africa are part of the talks, which are actively supported by civic and student organisations. Similar talks are being held in the Transvaal, the eastern Cape and the western Cape.

NECC representative, the Reverend Molefe Tsele, was reluctant to talk about the meetings this week "because it would be premature to release details before having drawn all other organisations into the discussions".

It was hoped pupils would heed a return-to-school call sounded by the mass-based organisations. At the moment, student organisations were campaigning for a mandate from pupils to endorse the call.

Tsele said he also hopes that after reaching agreement on the back-to-school call — expected in about two weeks time — the organisations with

which the NECC has been negotiating will elect a committee to monitor the school situation next year.

According to Tsele, the idea is to "avoid a situation where schools will reopen in January only to close again in March".

The committee will also try to eliminate situations where a "group calls for a boycott without consultation".

Before any boycott action is taken, the committee will assess whether there is a genuine grievance and consider "appropriate action", Tsele said.

In the past, boycotting pupils from one school would force pupils from other schools to join when "in fact their grievance was confined to that particular school only", he said.

Tsele said in the present situation it would not be feasible to call for a repeat of the education conference held last December at Wits University.

"We are hopeful that we will be able to hold meetings where we will be able to obtain a mandate from the community," he said.

and to recreate the experiences of ordinary men and women, not just recount the deeds and edicts of those in authority.

"The teaching will encourage a critical, enquiring and participatory approach by students."

Tsele said other alternative materials for different subjects will be developed.

"We need textbooks, worksheets and other curriculum materials which will represent the people's interests and not those of the ruling groups in society," he said.

Education, he said, must cease to be an authoritarian system, in which schoolteachers and other educators tell students what they should learn, the authorities tell teachers exactly what they should teach and student "backchat" is not allowed.

"In 'people's education', teaching is a critical process, where students and teachers work together to understand their communities and their needs."

Education should not be cut off from people's struggles and everyday lives — "so science and geography students, for example, will participate in setting up agricultural co-operatives alongside the community as part of their curriculum.

"History students will help communities to write their oral histories, and in this way help oppressed people to regain their own history and the political power that goes with it."

He said Parent-Teacher-Student Associations (PTSAs) would organise to challenge and ultimately control the schools.

Tsele said the struggle for "people's education", which will serve as "the foundation of the education system in a future people's democracy in South Africa", will be waged on two fronts.

Quoting from a document released this week by the NECC, Tsele said the first phase, called "people's education in society", would be to implement a new educational system in the community, factories, townships and in schools.

The second phase, called "people's power in the schools", would involve gaining control of the schools.

"In relation to our second task, taking control of the curriculum, of methods of learning, of the administration of our schools, is the historical task of our organisations in the education arena, just as civics aim to control the townships and the trade unions, the factory floor."

He said the struggle in South Africa is at a mature and advanced level, although there had been setbacks under the State of Emergency.

"For the first time since the 'decade of defiance' in the 1950s, it is not only students who are in the forefront of struggles to open the doors of learning and culture, but all sectors of the community are joining in."

Students and teachers, he said, "must become activists who struggle for 'people's power' in the classroom, and who will take people's education into the community from the schools".

He warned against certain service organisations who produce education materials or run alternative education programmes and then try to control and determine people's education as it takes root in the society.

Watsons witness tells court: 'I was tortured'

By PEGGY KILLEEN

A KEY state witness says he was tortured by security police before confessing to setting fire to the home of the Watson brothers, Port Elizabeth's anti-apartheid rugby heroes, on their instructions.

Geoffrey Nocanda, who testified this week in the three brothers' arson trial, suffered severe burns in the blaze.

A longtime employee of Dan Watson American Imports, the brothers' clothing partnership, he was also a friend of Dan "Cheeky" Watson, 32 — a rugby star who became a township hero 10 years ago when he turned his back on the white league and joined a black club — and his brothers Ronald, 35, and Valence, 34, who face charges of attempted murder, arson and fraud.

On Tuesday, a state application for Nocanda's evidence to be heard in camera was turned down and crowds of the Watsons' township supporters streamed to the Port Elizabeth Regional Court. Police turned scores away from the packed courtroom.

Nocanda, standing rigidly with his back to the accused and the public gallery, gave whispered, monosyllabic replies to questions put to him by the prosecution and defence.

When asked to identify the brothers, he turned reluctantly to face them.

Nocanda was arrested nine months after the fire gutted the Watsons' Park Drive home on October 19, 1985.

He told the court security police took him to an "unknown place" on August 1. A bag was pulled over his head, his arms and legs were tied and he was tortured and assaulted until he confessed to burning the house.

In an affidavit he made last year while undergoing treatment for his burns Nocanda said he and Archie Mkele, another friend and employee of the Watsons, were looking after the

house on the night of the fire when they were attacked by six men wearing balaclavas.

The Watson brothers are charged with entering into a conspiracy to get Nocanda and Mkele to burn down the house and with attempting to defraud two insurance companies for a sum of R572 992, 14.

It is also alleged they tried to murder Nocanda and Mkele by giving them instructions which would cause them to be trapped and killed in the fire.

Nocanda has only implicated one brother, Valence Watson. He testified that Valence had showed him over 10 20 litre containers filled with petrol and instructed him to douse the house and set it alight.

He said he had agreed to set fire to the house because "it was my way of being truthful to them".

Captain Adriaan Christoffel Prinsloo, investigating officer for the case, indicated at an earlier hearing the state would call 167 witnesses.

During a lengthy court battle for bail, he cited reasons for remanding the Watsons in custody since August 12. He said Valence and Ronald Watson had flown to Zimbabwe to seek possible political asylum and "Cheeky" Watson had been to Lesotho for the same purpose. Nocanda has been held in protective custody since July 30.

The case is proceeding.

● Human rights groups in Germany have launched a postcard campaign to express their support for the Watson brothers. They have posted hundreds of cards to South Africa saying: "We are deeply concerned about you still being in jail. We are with you in our thoughts and we hope you will be free soon." — East Cape News Agency

7/12/86
SUNTIMES

Pace could set the pace for the future

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TROUBLE-torn Pace college could be operating again in the New Year — run by the local black community and with a completely revamped image.

The Soweto-based college, initially funded largely through donations from giant American multinationals, has now shed its "exclusive" tag.

The school is set to move in a new direction, but what form the teaching will take is not yet clear.

It's possible that "People's Education" — education for the people, by the people — will face its first acid test.

It all hinges on whether the so-far-unidentified community leaders can come up with viable schemes for funding, produce a constitution and elect a board of governors.

If they meet these criteria, the new Pace could be the testing ground for an entirely new concept in education.

Some of the school's teachers, committed to a new "community-based" educational curriculum, may even serve on the school's governing board.

Pace, the brainchild of the American Chamber of Commerce (Amcham), was founded nearly five years ago as a commercial college with lofty ideals of producing tomorrow's black entrepreneurs within the private enterprise system.

But a war of attrition by dissident radical elements

By DAVID JACKSON

to happen, it's time for some of the critics to put their money where their mouth is."

Some committed educationists close to Pace are thought to favour the concepts of what is loosely labelled "People's Education."

But what is 'People's Education' — and can it work?

Says Mr Ken Mason, executive director of Amcham: "There are many variations on the theme coming up.

"The teachers have a practical curriculum and they are going to fly that particular one come hell or high water. But they are responsible to the community and to themselves to make it feasible and viable.

Uses

"There is a R10-million facility which could be put to many other forms of practical usage, such as a clinic or a hospital.

"We have suggested certain things to them which they are looking into."

"One is that they form closed corporations for specific segments of education, each with its own executive director and each funding and operating independently.

"Funding is up to them. We will show them how to go but we, as the American Chamber, have dissolved the school and are in the process of settling the creditors, which will take time.

"We do not want to interfere with the new structure and as a Chamber we are not financially capable of funding it.



KEN MASON
"Many variations"

eventually drove the school to technical insolvency. Teachers were intimidated and quit, three principals came and went within a

Responsibility

apparent instability of the project.

Monitoring

Now the ball is back in the black community's court. And big business corporations will be closely monitoring the new school's performance before once again committing funds.

Direct aid from the offices of the Reverend Leon Sullivan, author of the Sullivan Code of Conduct subscribed to by American multi-nationals, is also not being ruled out.

Said one company executive this week: "There has been a lot of talk about putting education back in the hands of the community."

"Now that it may be about



MOLISE TSELE
Supported re-opening

With no education having taken place, the parents haven't paid the fees and the donors are being driven away.

"In effect, it is the community which has dissolved Pace — or has allowed the disruptive element to influence the situation so that it is no longer tenable.

"But a situation could arise where multinationals, not only the Americans but the Germans, French, British and South Africans, could all come in."

One problem is finding recognised leaders with whom to negotiate. There is the Soweto Education Crisis Committee and religious and political leaders.

The Rev Molise Tsele, Acting General Secretary of the National Education Crisis Committee, however, this week supported the re-opening of Pace.

Amcham insists that when Pace was founded there was complete agreement in the black community that the elitist image was the one to pursue.

Observers believe that if Pace does reopen it could point the way to how black education will develop in post-apartheid South Africa.

People's Education

By ANTON STEENKAMP

PEOPLE'S English and People's History — these are some of the facets of the "People's Education" concept, which could be about to make its debut in South Africa's black community.

The concept of "People's Education" emerged out of dissatisfaction with education in the black community ... and angry black pupils set about finding an alternative to the system.

Out of this need grew the Education Charter Campaign, spearheaded by the Azanian Students' Organisation (Azaso), the now-banned Congress of South African Students (Cosas), and the National Education Union of South Africa (Neusa).

Aim

The aim of the Education Charter Campaign was to draw up an education charter containing concrete proposals on which to base a new system of education.

The call for "People's Education" then led to the establishment of a People's Education Commission (PEC) by the National Education Crisis Committee (NECC).

A committee working under the PEC has drafted proposals based upon the positions emerging from the Education Charter, the Freedom Charter, resolu-

set to make its debut

tions of the December 1985 and March 1986 Education Crisis conferences and the priorities of community and worker movements.

As far as "People's English for People's Power" is concerned, these proposals aim to assist learners to "understand the evils of apartheid and to think and speak in anti-racist and anti-sexist ways; determine their own destinies and to free themselves from oppression; and to play a creative role in the achievement of a non-racial democratic South Africa".

Functions

The campaign for "People's Education" is seen to have two major functions in the present situation.

The first is to educate the young in such a way that they can shed the effects of oppression and play their part in the organisation and mobilisation of the forces against apartheid.

The second is to lay the foundations for education in a liberated South Africa.

SA schools years behind US, finds G'town teacher

By JIL JOUBERT

GRAHAMSTOWN — Americans start from the premise that the United States guarantees to all children the right to education.

This immediately excludes comparisons between the American and South African systems — and our society, says Mr Brian Carlson, headmaster of St Andrew's Preparatory School here.

Mr Carlson spent eight weeks visiting 20 schools, colleges and universities on a tour of the United States sponsored by the Private Schools' Association, an oil company and an East London-based firm of pharmaceuticals, veterinary and baby products.

"You just can't make comparisons because our system and our society are so different. My experience has been mainly in schools for whites although private schools have pioneered integration. But if we looked at all schools in South Africa and looked for parallels between these and American schools, we would find that South African schools are decades behind," he said.

Otherwise, self-examination, a keen degree of community involvement and the pursuit of excellence are facets of the American system which emerge.

Mr Carlson said: "My feeling could not have been better — 1985-86 was the Year of the Elementary School in the States. A report on elementary education was published the first week I arrived."

He also was able to study a 1983 report, A Nation at Risk, where Americans examined with deep concern the mediocrity of their education system.

Mr Carlson said: "My impression was that these studies are not piecemeal. Things are happening over there. Seldom does one pick up a newspaper without reading debate on educational issues. Education also features prominently in television discourse."

Despite their awareness, Americans did tend to be inward-looking. "There is a degree of superficiality about education, a lack of general historical and geographical knowledge. This could be linked to intense national pride," he said.

Community involvement was spurred because education in the US was the responsibility of the community.

Mr Carlson said: "In Grahamstown, for instance, the community would finance its schools. One of the problems with such funding is that wealthier communities have a stronger base. But there is additional federal funding available to balance this out."

He said this was a positive measure because the community thus had a direct interest in the schools. They gave voluntary assistance often to the rate of a fixed number of hours a week.

"Parents will provide transport. They will run the tuck shop or operate the photostat machine. In some cases they act as teachers' aids in the classroom," Mr Carlson said.

In the pursuit of excellence, a weather eye was kept on talented or gifted children.

Mr Carlson said: "The American philosophy is that children who have exceptional ability must be allowed to develop. While South Africans were almost embarrassed by this, not so the Americans who placed a high value on achievement."

In Greenville, South Carolina, for instance,

there was a fine arts centre which drew pupils from all the local schools. Here classes were offered in all the arts, including dancing and theatre.

Mr Carlson said children spent an hour a day there guided by experts.

"It is a dynamic, creative place. The children's motivation has to be witnessed to be experienced."

Another extension of community involvement was the full-time education unit at the National Aeronautic and Space Agency, (Nasa) space programme at Houston. There were space programmes specially geared to young people.

Mr Carlson said: "All this adds up to the better children working at an accelerated rate and receiving advanced placement. They can also acquire university credits at school."

In terms of bricks and mortar, American schools looked like schools anywhere else in the world from the exterior. But within they were warm, stimulating, usually carpeted, with attractive decor, pictures, art works, flowers and exhibitions.

"Our schools are cold by comparison," Mr

SD
Dr 8/12/86

Carlson said. The positive elements were underscored, while negative elements were eliminated as far as possible. This was apparent in the setting out of school rules and in the attitude to marking-work.

Finance and money matters. "We hope to deal with a broad spectrum of life skills and introduce them right from the start of a child's school career."

Schools are also subjected to a certification system. Mr Carlson said schools must be certified if their pupils were to gain university admission, so it was in the interests of the schools to maintain high standards.

South Africa's private schools could be equated with American independent schools. Many of these had been founded as church schools but several had moved away to become secular schools.

There was also a degree of teacher accountability. Teachers had to be re-certified every three to five years to ensure that standards did not drop.

Mr Carlson said: "They are of course, more expensive, similar to ours and not over-brimming with pupils. There are still very few blacks on the roll."

Counseling and guidance played a big part in American schools.

In general, he considered educational standards were high. The pupil: teacher ratio was similar to that in South African schools, but there were many more specialist teachers in the US.

Mr Carlson said previously the work had been concentrated in secondary schools, but it was now moving into elementary schools with the appointment of full time counsellors.

"The one point of criticism: I did not like the overuse of worksheets and one-word answers."

"This is vitally a part of what we are trying to do at Prep by catering to the needs of individuals through our wide range of extra-mural activities."

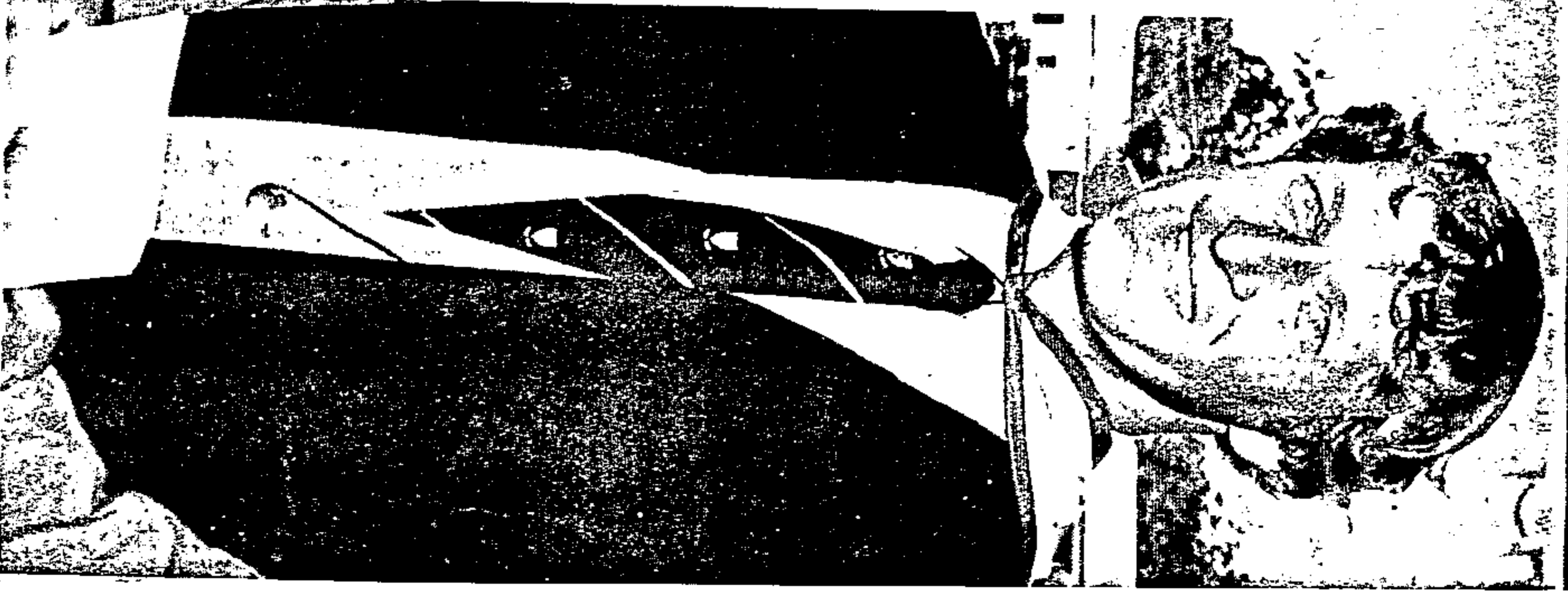
The Year of the Disabled took him to Whiten Village, an establishment of village and home for people with mental disabilities.

He said St Andrew's Prep had been developing a counselling framework, focusing on the individual, looking at the children and the way they were relating to staff.

"Previously, disabled people in the States tended to be isolated. Now there is a movement to mainstream them and they are finding that children previously considered ineducable may be brought back into schools for the so-called normal children."

He hoped now to introduce guidance programmes based on life skills: how to study, how to cope with alcohol and drugs, human relationships, adolescence,

Mr Carlson viewed this as a healthy development.



Mr Brian Carlson, the headmaster of St Andrew's Preparatory School, Grahamstown, is brimful of ideas after an eight-week sponsored tour of the United States.

'People's education'

50
SMR
8/12/85

By Susan Plening,
Education Reporter

The deepening crisis in black schools and the nature of education in this country has led prominent educationists to examine alternative forms of education.

One proposed model is "people's education" — a term coined at a landmark education conference held at the University of the Witwatersrand last year to help solve the schools crisis.

Following that conference the National Education Crisis Committee (NECC) established a commission of inquiry to examine people's education.

Subject committees were appointed and the English and history committees have nearly completed their syllabuses and hope to implement them next year.

What is people's education and how it will be implemented have become important questions.

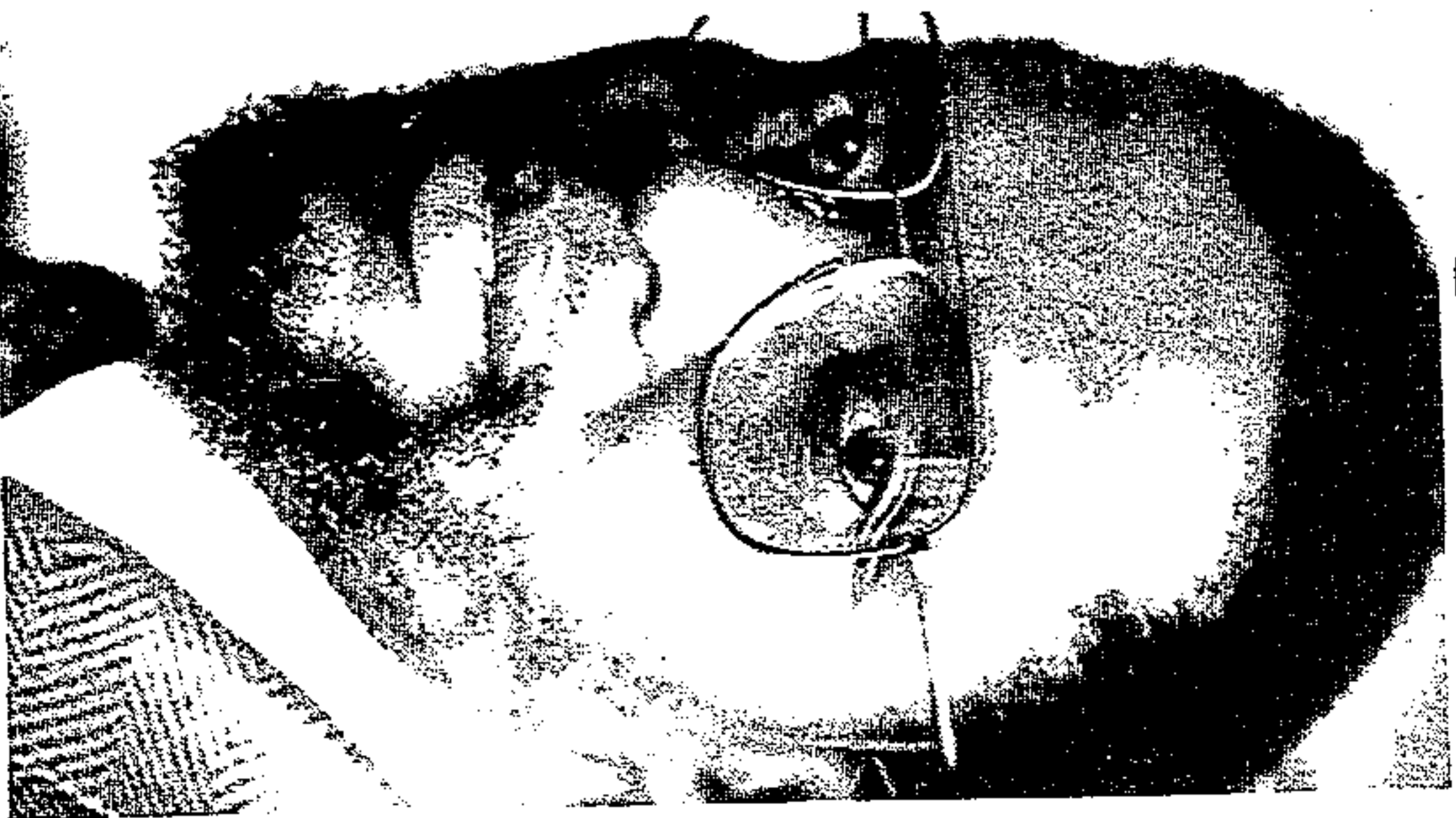
People's education, says NECC chairman Mr Vusi Khanyile, will be community-based, non-racial and democratic in its approach. It will not be a white or black model, but one for all children.

Politicise

Educationalists have questioned the educational value of people's education and have expressed concern that it will be merely politicise children.

Although much of the content will have a political overtone — a subject in political awareness will probably be offered in this model — people's education will have a sound educational base, said Mr Khanyile. The broad goals of people's edu-

“People's education” has been proposed by the National Education Crisis Committee as a viable alternative to the present schooling system in South Africa. Although some educationists have welcomed this new non-racial, community-based education system, others have questioned its validity and expressed concern that it will be too politicised.



Mr Vusi Khanyile



Dr Hamilton Dlamlenze

cation include the setting up of a free, unitary, compulsory, non-racial and democratic system of education relevant to the establishment of a unitary non-racial, democratic South Africa,” says Dr Hartshorne.

He points out that South Africa's segregated schooling system has been extremely damaging. It has divided black and white children into different camps.

A spokesman for the Azanian Students' Organisation, Mr Thami April, says his organisation is urging students to take “people's education” very seriously.

“The students all agree that we must find an education system which is not racist, sexist or discriminatory in nature.

“For example, we want to be taught history in the correct way. It must be taught in a fair manner and

The head of the history subcommittee, Professor Colln Bundy, said he was working towards producing a meaningful, democratic history syllabus.

“History as taught in South African schools, by and large, does educational disservice. It not only distorts the past, but maims it. In content it is exclusive, elitist and shallow, it is silent or misleading on the historical experience of the majority

functions. The first is to educate the young in such a way that they can shed the effects of oppression and play their part in the organisation and mobilisation of the forces against apartheid.

“The second is to lay the foundations for education in a liberated South Africa.”

Mr Khanyile says: “Overall the struggle to implement people's education involves people's organisations taking control of the provision and administration of education in the interests of the people.”

The NECC acting general secretary, the Rev Molefe Tsele, said although he could not outline exactly when and how the subjects would be taught time would be set aside in some schools for the new subjects.

“In other areas the work will be taken over by street committees. We are committed to people's education and we will make sure it is implemented,” he said.

Workshops

Another challenge will be the training of teachers. The general secretary of the African Teachers' Association of South Africa, Dr Hamilton Dlamlenze, says special workshops will be held for teachers. “We will have to train teachers to teach people's education.”

The education authorities have responded to people's education by stressing it will be unacceptable if it is political in nature.

The Deputy Minister of Education and Development Aid, Mr Sam de Beer, said while he strongly disagreed with the “political implications” of people's education, a greater involvement of the community in education would be wel-

Action campaign

SOWETAN
50
9/12/86

THE South African National Students Congress is to embark on an intensified action campaign to deal with the education crisis in South Africa next year, it was announced yesterday.

Speaking at a Press conference at the University of the Witwatersrand, Sanso president Mr Billy Ramokgopa said the action will include mobilising the community and generating interest in their struggle to deal with this crisis.

At its sixth annual conference, the Azanian Students' Organisation (Azaso) voted to change

By SOWETAN
Reporter

its name to Sansco because delegates did not agree with the name Azania — the debate that has been going on since the organisation was formed a few years ago, according to Mr Ramokgopa.

Mr Ramokgopa said his organisation has vowed to continue to fight against apartheid education with more vigour than before.

"Sansco as one of the affiliates of the UDF is going to ensure that this campaign becomes a

success. It is one of the last non-violent measures against apartheid that has to be exhausted," he said.

He said they were prepared to work in collaboration with other progressive organisation, but added: "It is a pity that the Azanian Students' Movement has died in most educational institutions."

Meanwhile, an Azasm spokesman has said that it was a great pity that the Azaso has resolved to get rid of the name Azania which has been accepted by black consciousness movements in the country.

Plan for rural education is presented to Minister

By Susan Fleming

27/11/86
SMP
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A report outlining plans to improve black education in the rural areas has been presented to the Minister of Education and Development Aid, Dr Gerrit Viljoen.

A statement released by the Department of Education and Training announced that an education working party, which included DET officials and representatives of various organisations, had completed the report.

The seven fields investigated included: the state of rural education, a demographic analysis of the situation, teacher education and physical accommodation.

Recommendations included:

- A group of schools in one area be organised jointly and administered by a capable principal.
- Individualised teaching methods receive greater emphasis.
- The subject "skills and techniques" be introduced into rural schools.
- The syllabuses for agriculture-related subjects be revised in terms of an ecological approach.
- Farm school facilities be used as community/cultural centres to encourage parental involvement and community development.
- Higher standards, including secondary standards, be introduced in existing farm schools.
- Boarding school facilities be thoroughly investigated.
- Innovations with respect to teacher training and recruitment and utilisation.

'SCRAP NEW POWERS' Call by NECC

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THE National Education Crisis Committee yesterday called on the Government to scrap the new wide powers restricting and controlling black pupils under state of emergency regulations.

The latest emergency regulations given to the director-general of the Department of Education and Training, Dr Braam Fourie, were published in an extraordinary *Government Gazette* this week. They are aimed at countering continuing unrest in black schools and colleges.

Meanwhile the United Democratic Front (UDF) and the NECC on Monday urged all students to go back to school next year, joining the call by several other organisations.

Referring to the new powers, the NECC national co-ordinator, Mr Eric Molobi said the measures were shocking and did not come as a surprise because they believed the government aimed to "crush" them, student organisations and progressive teacher associations.

Mr Molobi said the measures were also aimed at excluding parents from involving themselves in the education of their children. The bottom-line seemed to be the disruption of the democratic pro-

gramme of people's education which was to gain momentum next year.

He said: "We are simply nonplussed by the logic of trying to force down our children's throats the bantu education, especially now when education is such a sensitive issue.

"We call for an immediate normalisation of education, a reopening of schools and positive measures conducive for people to work for a better future in South Africa."

He added that these new restrictions could be interpreted as an overzealous policy of men newly promoted in the Department of Law and Order who did not

By JOSHUA RABOROKO

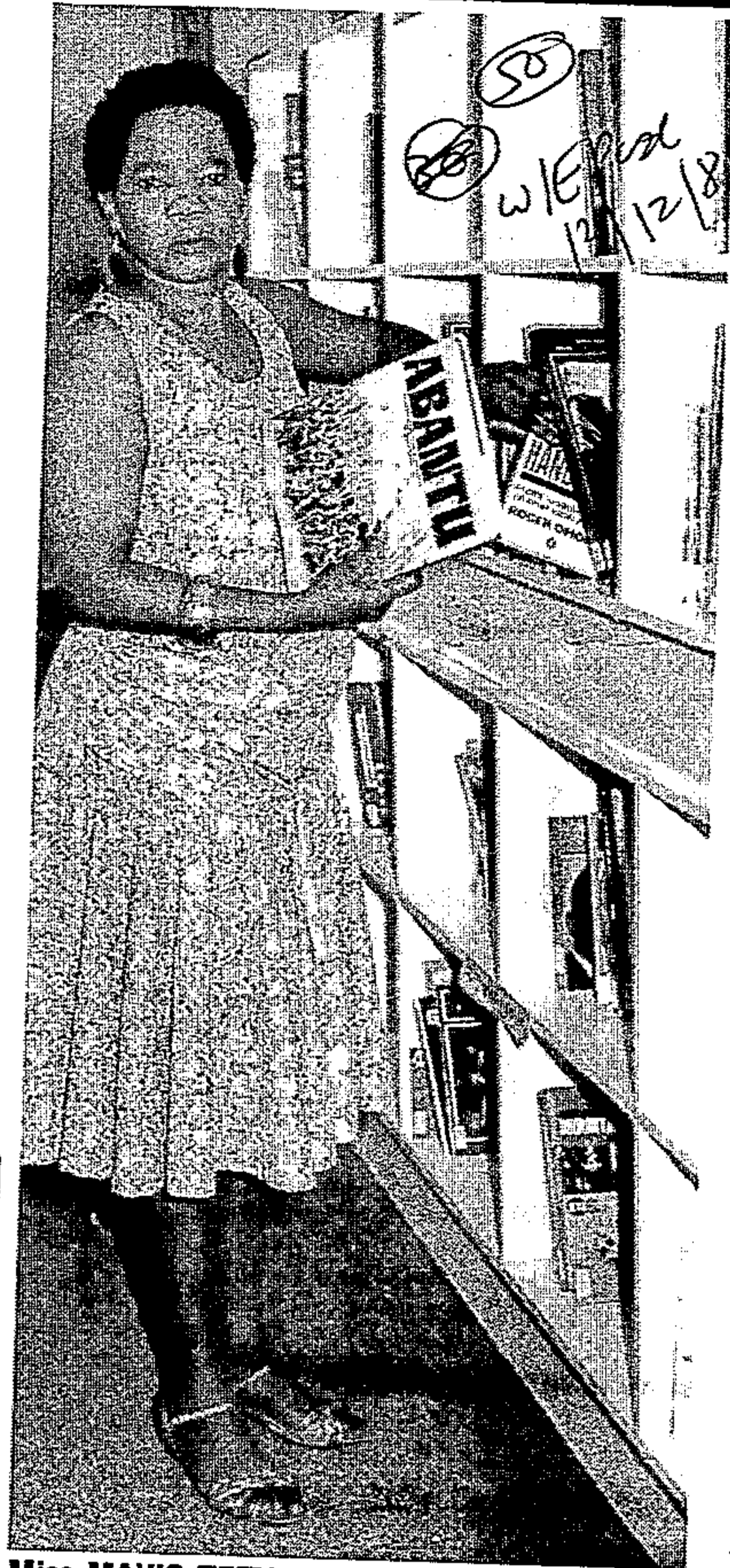
understand the education situation prevailing in the country.

Meanwhile the back-to-school plea for black pupils in 1987 has also gained momentum.

The Tumahole Civic Association, the Tumahole Youth Congress, and the Tumahole Education Crisis Committee, have endorsed the call after consultation with parents, teachers and other groups in their township this week.

The Azanian Youth Organisation (Azayo) said it fully supported the call because it was not a sectarian one. It called on the black community to aspire to a normal education and to make 1987 an academic year.

Kwazakele library



Miss MAVIS TETYANA arranges books in the Kwazakele library, which will open its doors to the public on January 5 next year.

By MIKE MABUSELA

KWAZAKELE is getting a library — 30 years after the township was established.

With the help of the Urban Foundation and a national educational organisation, a small room at the Advice Centre in Kwazakele is currently being stocked with books.

The library — only the second in Port Elizabeth's townships — will open next year.

Urban Foundation regional director Mr Roger Matlock said there was a need in Kwazakele for a library operating outside the school system.

The idea was to try out the idea of a community library on a small scale as a pilot project.

"We are using the Read Educational and Development (Read) system.

"We have sent Miss Mavis Tetyana, who is going to be in charge of the library, to go through a Read programme for librarians.

"This organisation has also helped us to choose books relevant in a community-based library," Mr Matlock said.

Miss Tetyana said the library would serve as a place of reference for part-time, high school and university students.

Subjects would include sport, politics, current affairs, history, cooking, law, science, community life, geography and African writers' work.

She said young people would also be advised on how to take part in drama, film acting, reading competitions and where to apply for bursaries.

DET GETS TOUGH

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Sowetan
30/12/86

THE Government yesterday issued regulations giving the Director-General of Education and Training wide powers that include barring pupils from schools without notice.

The new orders are in a Government Gazette issued yesterday morning and signed by the State President Mr P W Botha. They were issued under the Public Safety Act.

According to the new orders the Director-General may, "for the purpose of maintaining order, prohibit the offering on any school or hostel premises; any syllabus, work programme, class or course which has not been approved in terms of Education Acts."

This move has been seen as an attempt by the Government to stop the proposed introduction of "people's education" at black schools next year.

Political scientist Professor Willem Kleyhans yesterday urged the Government to stop reacting negatively to the black education crisis. "The Government must address itself immediately to the existing defects in black education," he said.

Orders

According to the new orders, the Director-General has also been empowered to regulate or control the movement or activities of pupils on any school or hostel premises. He has also been empowered to prohibit:

- The presence of a pupil on any school or hostel premises during such hours of the day as may be specified in the order or during weekend or public or school holidays;
- The presence at any time of any other person on any school or hostel premises; or
- The use of school

To Page 2

By **MONK NKOMO**



BLACK pupils . . . new powers to control their presence in schools.

Have you won?

ARE you a winner? Today is the draw of the Crocodile Dundee competition.

Three lucky Sowetan readers will receive prizes from World Furnishers.

Buy your favourite newspaper tomorrow to find if you are one of the lucky three.

DET move

From Page 1

property, facilities, equipment or accessories.

According to the orders, the Director-General may also prohibit:

- A person who is not officially concerned in the activities of a school from interfering with any such activities;
- A person from obstructing or disrupting any activity of the school;
- The wearing, possession or displaying on any school or hostel premises of a uniform, part of a uniform, T-shirts or other article of clothing, case flag, banner, pennant or poster or any article on which a slogan, badge, emblem, name or flag of any organisations that appear in the order.

The Director-General may also prohibit the distribution on any school or hostel premises of notices, letters, books, pamphlets, posters, papers or any other writing dealing with or containing any material on a subject specified in the order.

• See Page 7.

controls



DET chief is given sweeping new powers

30/12/86

BUS DAY

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IN A move aimed at countering unrest in black schools, the Director-General of the Department of Education and Training (DET) was given wide-ranging powers in new emergency regulations published in a special *Government Gazette* yesterday.

The proclamation by the President in terms of the Public Safety Act enables the DET chief to issue, without warning, orders regulating the presence and conduct of pupils or others on the premises of black educational institutions.

In reaction, leading educationist Ken Hartshorne said government security measures implemented earlier this year had obviously failed.

"The DET has stepped on to a slippery slope which can lead only to the shut-down of more schools," said Hartshorne, writing in *Indicator SA*, a quarterly report of the University of Natal.

The Azanian Students Movement (Azasm) condemned the restrictions and said the call for students to return to

RICHARD BARTLETT

school next year would be made difficult by the new regulations.

PFP chairman Ken Andrew said: "Reconciliation is what is most needed in black schools if the disruption of recent years is to be minimised. It is disturbing, therefore, to see that the government is resorting to unilaterally tough measures rather than trying to gain the co-operation of everyone concerned..."

"Peace will only return if education is not strait-jacketed by apartheid dictates and arbitrary decisions made by people who do not represent the community," said Andrew.

Black Sash past president Sheena Duncan said the measures were a deliberately provocative action which nullified the efforts of those who had been persuading people in the community that education

● To Page 2



New bid to quell school unrest

30/12/86

BUS DAY

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was necessary before liberation.

A spokesman for the DET said allegations that a large percentage of pupils were staying away from school was incorrect and the actual figure was less than 1%.

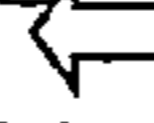
In a telex from the Bureau for Information, the DET said the new regulations were necessary to prevent intimidation of innocent pupils or their misuse for selfish political purposes. The regula-

tions were merely a legal formality whereby the director-general could issue orders and follow legal requirements.

The ID system instituted in July will still be in operation unless otherwise decided by the DET.

If all interested parties were striving for an acceptable education, the new regulations should be welcomed, he said.

● From Page 1



Call to pupils to return to school gains momentum

By Sol Makgabutlane

The back-to-school plea to black pupils in 1987 is gaining momentum.

The latest groups to endorse the call are the United Democratic Front (UDF) and the National Education Crisis Committee (NECC).

Other groups that have already thrown their weight behind the call are the Azanian People's Organisation, the Azanian Student Movement, the Soweto Parents' Crisis Committee and the Soweto Students' Congress.

UDF acting publicity secretary Mr Murphy Morobe said: "Although the detention of students and the intransigent attitude of the Department of Education and Training hindered a return to normality in the schools, the UDF believes that wherever and whenever possible students have to be at school all the time.

DEMOCRATIC

"The extent to which this will be the case in 1987 will, like in 1986, depend on the way the DET and other departments like Law and Order will be dealing with well-known demands of parents on the whole education issue."

A return to class would help the struggle for a democratic education system in the long term and did not mean "students and the black community are prepared to swallow anything that comes from Pretoria," Mr Morobe said.

Mr Eric Molobi, NECC spokesman, said: "Throughout South Africa, students, parents and teachers have made it clear that there will a return to school in January 1987. The NECC, on the basis of wide consensus among our constituencies, hereby endorses that call."

● In a front-page comment today, Johannesburg daily the *Sowetan* came out in support of the call.

It said: "We are prompted in our earnest plea by the fact that is it now obvious that a large section of the population wishes to see every black child in school."

● See Page 3.

Back-to-school plea to blacks gains support

ARGUS 30/12/86

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The Argus Correspondent
JOHANNESBURG. — The back-to-school plea to black pupils is gaining momentum.

The latest groups to endorse the call are the United Democratic Front (UDF) and the National Education Crisis Committee (NECC).

Other groups supporting the call are the Azanian Peoples Organisation, the Azanian Student Movement, the Soweto Parents Crisis Committee and the Soweto Students Congress.

The UDF's acting publicity secretary, Mr Murphy Morobe, said: "Although the detention of students and the intransigent attitude of the Department of Education and Training hindered a return to normality in the schools, the UDF believes that wherever and whenever possible students have to be at school all the time.

"Struggle"

"The extent to which this will be the case in 1987 will, like this year, depend on the way the DET and other departments, like Law and Order, will be dealing with parents' well-known demands on the whole education issue."

A return to school would help the struggle for a democratic education system. It did not mean pupils and the black community "are prepared to swallow anything that comes from Pretoria".

Mr Eric Molobi, NECC spokesman, said: "Throughout South Africa, students, parents and teachers have made it clear that there will be a return to school in January. The NECC, on the basis of wide consensus among our constituencies, endorses that call."

He said the Government's closure of schools and refusal to negotiate on educational issues would not help matters.

"The most sensible beginning for 1987 is for the DET to reopen all schools and for our children to receive education."

"Every child"

● In a front-page comment today, the Johannesburg daily Sowetan supported the call.

It said: "We are prompted in our earnest plea by the fact that it is now obvious that a large section of the population wishes to see every black child in school."

● A total of 51,99 percent of the 89 235 full-time black matric candidates passed their examinations this year, says the Bureau for Information.

Of these, 11 664 (13,07 percent) obtained matriculation exemption and the remaining 34 733 (38,92 percent) passed.

Last year, the pass rate was 49,3 percent.

Because of the way in which an official Press release was worded, the figures were misinterpreted by some media and this year's pass rate was given as 38,92 percent.

New emergency powers

30/12/86
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The Director-General of the Department of Education and Training has been given wide powers under the state of emergency to restrict and control the movements of black pupils.

The latest emergency regulations, published in an extraordinary Government Gazette in Pretoria yesterday, are aimed specifically at countering continuing unrest at black schools and colleges. They are also apparently aimed at stopping any form of "peoples or alternative education".

The Director-General of the DET, Dr Braam Fourie will, in terms of the regulations, wield extensive censorship and other powers.

The notice gives the Director-General the authority "for the purpose of maintaining the safety of the public ... and without hearing any person" to issue the orders either by publishing a notice in the Government Gazette, circulating it through the media, delivering it to a particular person or by oral announcement.

The orders cover a wide range of activities, including the presence of pupils on school properties at any time, the types of reading material and clothing pupils may possess and display.

Reconciliation needed, not 'tough measures', says PFP

Wide new powers to counter school unrest

SO 30/12/86 N/14

Mercury Correspondent

JOHANNESBURG—In a move aimed at countering unrest in black schools, the Director General of Education and Training (DET) was given wide ranging powers in terms of new state of emergency regulations published yesterday in a special Government Gazette.

The proclamation by the State President, in terms of the Public Safety Act, enables the Director-General of the DET to issue, without warning, orders to regulate the presence and conduct of pupils or other people on the premises of black educational institutions.

Commenting on the new regulations, Ken Andrew, chairman of the Progressive Federal Party, said 'reconciliation is what is most needed in black schools if the disruption of recent years is to be minimised. It is disturbing, therefore, to see that the Government is resorting to unilaterally tough mea-

sures rather than trying to gain the co-operation of everyone concerned. 'Parents, teachers, pupils and community leaders must not have their endeavours made more difficult by authoritarian regulations that increase tensions. Peace will only return if education is not strait-jacketed by apartheid dictates and arbitrary decisions made by people who do not represent the community,' Mr Andrew said.

Mrs Sheena Duncan, chairman of the Black Sash, said the 'deliberately provocative action' nullified the actions of those who had been persuading people in the community that education was necessary before liberation. 'The Government has only itself to blame if there is disruption of schools in January,' Mrs Duncan said. According to the regulations, the Director-General may prohibit:

- The presence of a pupil, or any other person in any school or the use of school property, facilities or equipment to those persons;
- Any person from obstructing or disrupting any activity of a school;
- Any syllabus, work programme, class or course which has not been approved in terms of the Education Act.
- The wearing, possession or displaying in any school of a uniform or other article of clothing, case, flag, banner, pennant or poster or any article on which a slogan specified in his order appears or on which the badge, emblem, name of flag of any organisation specified in the order appears;
- The distribution of any notice, letter, book, pamphlet, poster, paper or any other writing dealing with, or containing any material on a subject specified in his order.

The movement or activities of pupils in any school may also be regulated by the Director General. An order will have to be published in the Gazette, on radio or television and in a newspaper. If it applies to one person only it must be delivered in writing to that person, but if urgent, may be delivered orally.

Contravention of these orders can lead to a fine of R4 000 or two years' imprisonment.

The orders will specify the school(s) or general area affected and will remain in force until withdrawn or for the period specified.

Education chief gets wide powers to control black pupils

NEW SCHOOL CURTOS

News 29/12/86

(50)

The Argus Correspondent

PRETORIA. — The Director-General of the Department of Education and Training was given wide powers under the state of emergency today to restrict and control the movements of black pupils.

The latest emergency regulations, published in an extraordinary Government Gazette in Pretoria today, are aimed at counteracting unrest at black schools and colleges and stopping any form of "people's or alternative education".

Director-General Dr Braam Fourie will wield extensive censorship and other powers in terms of the regulations.

According to the notice, signed by President P W Botha in terms of the Public Safety Act, a person who contravenes the orders will be liable to a fine of up to R4 000 or two years' imprisonment.

The notice gives the director-general authority "for the purpose of maintaining the safety of the public . . . and without hearing any person" to issue the orders by publishing a notice in the Government Gazette, circulating it through the media, delivering it to a particular person or by oral announcement.

The orders cover a wide range of activities including the presence of pupils on school property and the reading material and clothing pupils may possess and display.

Dr Fourie has the power to:

- Prohibit pupils from being present on and using facilities and property of schools at any specified time including weekends, public holidays and school holidays.

- Ban a course, class or syllabus not approved in terms of the Education Act.

- Prohibit a person not officially concerned with the activities of a school from interfering with such activities.

- Stop a person from obstructing or disrupting a school activity.

- Ban the wearing, possession or display on school or hostel premises of uniform, T-shirt, clothing article, case, flag, banner, pennant or poster showing a slogan or name or emblem of any specified organisation.

- Ban the distribution of any notice, letter, book, pamphlet, poster, paper or other writing dealing with any subject specified in the order.

- Control the movement or activities of pupils on school or hostel premises.

These orders can be issued generally, against a group of people, or they can relate to a specific school, group of schools or schools in a particular area.

Boost for bid to get DV

pupils back in class

DET announces free books, stationery from next year

EAST LONDON — The possibility of more than 5 000 pupils in Duncan Village returning to their classrooms next month has received a boost.

Dispatch Reporter



MR DE BEER

The boost has come in the form of an announcement by the Deputy Minister of Education, Mr Sam de Beer, welcoming a call by various church leaders and other organisations to ensure that their children return to school next year, as well as an announcement by the Department of Education and Training (DET) that free books and stationery will be available in 1987.

Classes have been suspended in Duncan Village since August when pupils failed to re-register by the July 25 deadline set by the DET.

The chairman of the Duncan Village Parents' Committee, Mr Chief

DD
50 29/12/86



Ndindwa, has said that parents want their pupils back at school next year while the DET has said that schools will be opened normally and will remain open if calm and normality returned to the area.

The statement from Mr De Beer, received by the Daily Dispatch at the weekend, said he welcomed the call on parents to ensure that all pupils returned to school in January so that they could benefit fully from meaningful, uninterrupted education.

"Our responsibility and commitment is to provide effective education. Effective education can only take place in an atmosphere of order, discipline and stability. For this reason all responsible parties will undoubtedly welcome the call on parents to send their children to school, particularly in those few areas that were adversely affected by stayaways and disruptive behaviour, resulting in the closure of some schools.

"It is our wish and objective that all these schools should reopen in January. However, there are certain very clear prerequisites for such schools to be reopened and for successful education to be offered at these schools."

He associated himself with the statement by church leaders which said: "We call upon par-

not to leave the direction of daily affairs, especially education, to the discretion of their children. They have a duty to make their views known and their parental wisdom heard."

Mr De Beer said a school entered into a contract with a parent as a partner in leading the child to responsible maturity.

"Therefore, there should be a firm decision on the part of parents and communities that their schools should re-open and continue functioning, as well as a firm commitment to maintain discipline and to ensure that their children attend school regularly and make proper use of education facilities and opportunities.

"Parents' involvement and co-operation in education, with resultant proper two-way communication, is essential for all the department's upgrading and development programmes to come to fruition and for successfully supplementing the parental education given in the home."

A statement from the director-general of the department, Dr Braam Fourie, announced that all arrangements for the manufacture, allocation and distribution of free books and stationery had been successfully concluded.

He said contracts had been finalised for the delivery of stationery to

pil with the basic materials needed for the syllabus. The Std 2 package, for example, contains three pens, three pencils, a ruler and rubber, 12 crayons, 15 assorted 48-page exercise books, two scribblers and one drawing book.

The Std 9 package contains three pens, four pencils, one rubber, 13 assorted 72-page exercise books, seven assorted 32-page exercise books, one scribler and one blank page book.

More than R12.2 million had been spent on prescribed books. The books on poetry and literature will be renewed every four years.

"For the first time they will be available for use by pupils in the department at no cost to parents. Prescribed books will be sent to all schools in January," Dr Fourie said.

All pupils will also receive the appropriate text books in subjects such as mathematics and geography from the present stocks at schools.

The budget for text books exceeds R23.9 million.

Dr Fourie appealed to parents and pupils to safeguard their books. Lost and damaged books would have to be replaced by parents to ensure that successive classes derived the full benefit and use for which the books were intended.

"We urge them to take their rightful places and

Each packet is designed to assist the pu-

Return plea to Soweto pupils

SOWETAN
25/12/82

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THE Soweto Parents Crisis Committee, in conjunction with the Soweto Students' Congress, yesterday made an impassioned plea for Soweto pupils to return to school next year.

In a statement released to the *Sowetan*, the two organisations said the decision to urge pupils to return to school next year was taken after extensive consultation with teachers, workers, priests and the Soweto Civic Association.

They noted that pupils' grievances were still not solved and called on the Department of Education and Training to address itself to these problems.

The two bodies called on the department to re-open all schools which were closed last year and to repair all those which were damaged.

They said the release of all detained pupils was imperative for a proper education to take place.

- Church leaders from various denominations last week reiterated their call for pupils and students to return to school next year.

In a joint statement, the church leaders called on "all those who are concerned for the well-being of the country" to support the call.

They also urged the clergy to get together and exercise their role as "co-ordinators and reconciliators" to bring the different groups together in "this common task".

"We note with approval that other bodies are making similar calls. We endorse these calls wholeheartedly and request other interested bodies, whatever their political and social positions, to forget their differences and throw their weight behind these appeals," the statement said.

Churches join back-to-class call to pupils

w/ 4RBurs 27/12/86

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Weekend Argus Correspondent

JOHANNESBURG. — Leaders of mainstream churches and church bodies have once again urged pupils and students to return to school in 1987 to continue their interrupted education after the students' "liberation before education" call.

The statement, made this week, followed an appeal by the president of the South African Council of Churches, Bishop Manas Buthelezi, and another earlier by church and community leaders.

Government authorities have already closed 73 schools in the Eastern Cape and Soweto areas, and have said they would close more unless the students returned.

Signatories to the latest call are leaders from the Anglican, Catholic, Congregational, Evangelical Presbyterian churches and the councils of African Independent Churches and the Witwatersrand Churches.

"Having issued a call to pupils and students to return to school in 1987 some three weeks ago, we note with approval that other bodies are making a similar call," said the statement.

"We wholeheartedly endorse these calls, and request other interested bodies, whatever their political or social position, to forget their differences and throw their weight behind these appeals."

The statement was signed by the Bishop Duncan Buchanan of the Anglican diocese of Johannesburg and his suffragan bishop of the East Rand, Bishop Simeon Nkoane; Catholic Bishop Reginald Orsmond of the Johannesburg diocese; the general secretary of the United Congregational Church, the Rev Joseph Wing; the Rev JS Mgobe of the Evangelical Presbyterian Church; the Rev Paul Makhubu of the Council of African Independent Churches; and the president of the Witwatersrand Council of Churches, the Rev Isron Tlholwe.

Bishop Buthelezi, of the Evangelical Lutheran Church of Southern Africa, is away and could not sign the statement in support of his earlier statement.

R45-m for books

24/12/86

Sowetan

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**SOWETAN
Reporter**

THE department of Education and Training is to spend more than R45-million to buy stationery and books for black schools countrywide next year.

The director-general of the department, Dr Braam Fourie, has appealed to all pupils and parents to safeguard their school books. Lost or damaged books will have to be replaced by parents to ensure that successive classes derive the full benefit and use for which the books were intended.

He said contracts have been finalised for the delivery of stationery to all 59 circuits of DET — 7 149 primary and 343 secondary schools and other institutions.

Stationery will be available for issue during the first week of school. All items are pre-packaged in individual packets according the grade from Sub-standard A to Matriculation.

Mr Fourie said the

budget for stationery exceeds R9-million, for prescribed books it is over R12,2-million, while for text books it tops R23,9-million.

He said the prescribed books which include books on poetry and literature will be renewed every four years, while text books must be returned in an acceptable condition at the end of the last term.

"For the first time pupils will now be able to use books from DET at no cost to parents," he said.

Sansco is for a new education

By JOSHUA RABOROKO

THE new president of the South African National Students' Congress, Mr Billy Ramokgopa, is fully committed to a non-racial, community-based system of education in South Africa.

Sansco, formerly known as the black consciousness-orientated Azanian Students Organisation, believes that all students are South African and not Azanian students as seen by the BC groups.

Mr Ramokgopa says they have joined the United Democratic Front (UDF) which shares a different political ideology to the BC groupings' belief of anti-racism and black leadership before liberation.

He added that for a long time there has been a lot of dissatisfaction among their members concerning the name Azania, but the most important thing then was seen to be the content of the organisation instead of the name.

Mr Ramokgopa, a fifth-year medical stu-

dent at the University of Natal (Wentworth), says he joined the students' movement after experiencing various problems in the education and political and social spectrum in the country.

Born in the northern Transvaal region of Soekmekear, the 25-year-old Mr Ramokgopa says he was basically concerned about problems affecting black students in different campuses.

Exploitation

"I come from an area where I experienced forced removals of black people, exploitation and oppression. These problems have inspired me to participate in the struggle", he said.

As a student Mr Ramokgopa is particularly concerned about the fact that most black students do not have structures such as Student Representative Councils through which they can voice their grievances to the school authorities.

"These structures are often denied to them by

authorities who regard students demands as political issues and not educational matters. But one often wonders how they arrive at this conclusion because our education is determined by politicians."

Various student problems in the country led to the formation of the Azanian Students Organisation in 1979 while he was a student.

Their aim was to bring all students together and their struggles against oppression; to face challenges in education; to mobilise students at other universities.

"We also pledged ourselves to take the Freedom Charter to all institutions of learning where we will hold discussions with colleagues on the education crisis and the education charter," he says.

For years now, he adds, there have been calls from without our organisation and from some of our allies that we should get rid of the name Azania. The reasons are:

- The name Azania has strong attachments to the BC organisations which still strongly refuse to place themselves under the discipline of the popular progressive movement and its tested and tried leadership in this country;

- On various occasions BC organisations have tried to use this name Azania to confuse the masses of our country and to engage us in unnecessary debates and fruitless discussions;

- The question of the name of our country shall be decided upon by the people of this country and not a few excitable and well-read intellectuals. As long as this important and democratic decision is not seen through, the name of this country shall continue to have a geographical connotation in relation to the rest of the continent.

Mr Ramokgopa says they have spread their influence to the so-called homelands where the students are also victims of apartheid education.

"The education crisis has been sweeping

throughout the country for the past three years — scores of schools have been closed and thousands of schoolchildren are out of school.

"From early next year Sansco is going to embark on an intensive campaign to consolidate our branches and to form strong parents' committees which will deal specifically with the crisis at local level.

"We are going to generate a lot of strength that will arise out of our struggle experience, to be able to deal with this crisis.

"If need be, we will call pupils to return to school," he asserted.

Sansco will collaborate with other progressive students' organisations in their fight against apartheid education. But, he explains that they will not deal with the Azanian Students' Movement because its membership is almost minimal in most institutions.

"Our members should prepare themselves for the great task awaiting us all to make the people's education a reality. At the same time the strengthening of the structures to engage the oppositions at all fronts should be a priority.

They also commend the people of neighbouring states, especially students and youths in solidarity work against apartheid.



Mr BILLY Ramokgopa: President of Sansco.

23/12/86.

50 BUS DAY

Azasm urges black pupils to attend classes next year

THE Azanian Students' Movement (Azasm) has called on all organisations in the black community to get pupils to return to school unconditionally next year. Black schools are due to re-open on January 7.

The call for pupils to return to school was taken at the third annual national congress of the organisation, held in Port Elizabeth at the weekend.

Members of the executive said the organisation had agreed unanimously that 1987 be declared an academic year.

Azasm has also condemned the reported killings of five people in Soweto in the wake of the Christmas

SOPHIE TEMA

Against the Emergency campaign.

"Azasm views this traumatic act in the black community with utter disgust," a spokesman for the organisation said.

The organisation blamed the murders on lack of proper and adequate consultation with the community and the "organisations of the people", and on lack of sufficient clarifi-

cation with regard to the Christmas Against the Emergency call.

The spokesman said these shortcomings "had made it easier for the thug element to use the situation for its own ends".

He said the emphasis should be on monitoring, rather than enforcing, the campaign.

"People should never be threatened, beaten up or subjected to physical punishment," he added.

ON THE MOVE

A dark and troubled year for SA's black education

SMK
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23/12/86

By Susan Fleming, Education Reporter

School boycotts, violence on several university campuses and the emergence of alternative education systems have been some of the dominating issues in the education portfolio this year.

For black education, 1986 will be remembered as one of the darkest and most troubled years since schools erupted in the 1976 Soweto uprisings.

1986 was earmarked as the year when education would be at the forefront of the struggle. It was suggested there should be a year-long boycott to mark the 1976 uprisings.

But a landmark education conference hosted by the Soweto Parents' Crisis Committee at the end of 1985 resolved that pupils should resume classes two weeks late on January 28. On that day pupils poured into classrooms — proof that the conference resolution had been successful.

But attendance figures — especially in the Eastern Cape and Soweto — deteriorated as the year progressed.

After a Government announcement of compulsory identification documents for pupils and guards at schools, widespread violence erupted in July and August. In those two months about 400 000 did not re-register for school.

By the end of the year the DET had closed down 73 schools and although examinations in some centres were successful, only between 10 and 23 percent of pupils had registered for final exams in Soweto.

A prominent education organisation and one which has taken many community decisions regarding education has been the National Education Crisis Committee. Conceived at the SPOC's conference at the end of 1985, the NECC's presence has not been welcomed by many Government officials.

By the end of this year a deadlock had developed between the NECC and the DET and it is unlikely this will be bridged next year.

In the Government's latest swoop on anti-apartheid campaigners, leading members of the NECC executive have been detained and many NECC members and student leaders have gone into hiding following the clampdown. A major workshop to have been held at Wits last weekend to discuss a programme for next year's schooling was cancelled because of the absence of NECC members and student leaders.

The issue of people's education has become crucial this year and the NECC has said this alternative education will be introduced in schools next year.

This term was coined at the SPOC's conference and it is planned to be a community-based, non-racial and democratic form of education. Although some educationists have welcomed this new form of education others have questioned its validity and expressed concern that it will be too politicised.

Unacceptable

The education authorities have responded to people's education by saying it will be unacceptable if it is too political in nature.

The prognosis for 1987 is poor for black schools. The state of emergency and its accompanying legislation have broken down communication between students and the relevant organisations.

And, say the NECC, solutions to the education crisis will not be solved unless the Government re-opens the schools it closed this year.

In the arena of white education this year has been a full one. In some white schools parents have asked that their schools be open to pupils of all race groups. And to help those schools wishing to go open, BP-Southern Africa has allocated R50 million for that purpose.

The issue of open schools will be prominent in 1987 and it is likely that by the end of next year some schools will be prepared to open their doors to all

race groups. The privatisation of education, say many educationists, will help solve some of this country's education problems.

English-speaking universities, especially the Universities of Cape Town and the Witwatersrand, have been deeply involved in anti-apartheid campaigning.

This year has seen some violence at the University of the Witwatersrand. Police entered the campus on several occasions and overseas television audiences saw police sjamboking students in Braamfontein. Student leaders at Wits, Mr Dali Mpofo and Miss Claire Wright, were detained and opposition to their detention and the arrest of other students was strong.

It is unlikely that opposition to apartheid and the country's security legislation will be quelled at the universities. According to the Wits administration, what happens on the campus is "merely a mirror of what is going on in the townships".

The creation of the "whites only" Teachers' Federal Council this year met strong opposition from white teachers and lecturers countrywide. Forced registration to the council caused the Natal Teachers' Society to walk out of the council's first meeting in Durban and other English-speaking teachers' associations have called for the creation of one, non-racial council.

In another move, the Transvaal Teachers' Association voted at its annual meeting this year to open to all race groups. This, said its president, Professor Rod Conacher, was an indication of the attitudes that teachers now had. The TTA next year would take a definite stand on national issues and the organisation would have "more direction".

On a more positive note this year brought financial aid for private schools and next February these schools will receive their first Government subsidy cheques. But this subsidy comes only after the Government backed down on proposed regulations to keep private schools white.

People's education will deal with future realities

IT IS customary to wish graduates success and fulfilment in the world, the future, which lies outside campus boundaries. But if these wishes are to bear any weight of sincerity and encouragement now, I believe they have to be ditched as platitudes and redefined in terms of what they really are going to mean in your time and place, your lives in crisis, in South Africa.

Even before this is done, it is necessary to redefine the assumption and concept from which the good wishes arise; the idea that you are going out into the world, that you somehow have been removed, exempt from it, so far. But the university has not been a place apart.

National issues have not "invaded" the campus, as the newspapers often report, they are there. Embodied in every one of you, they have been there since your birth was recorded, according to your skin-colour on the forms of the Population Registration Act.

What is known as campus unrest has been the realization and proof — too long in coming, too reluctantly accepted by educational institutions themselves — that these institutions are power structures like any other supporting columns in the edifice of racist South African society.

Universities in South Africa are in no way morally free-standing. This has always been true, just as much in my time as in yours. I was briefly a student at the University of the Witwatersrand in 1946. I don't remember seeing any black students at all; there may have been a few, by grace of some special dispensation.

The majority of the men students were veterans — white, very young veterans — of World War II, in which they had fought bravely against nazism. They returned to receive their higher education in racially segregated institutions and were processed to function in professions, either entirely segregated — for example, mine engineering — or partially segregated by racist laws corollary to those governing their professions; lawyers and doctors had to be white in order to occupy chambers or surgeries in towns.

Aware of irony

There were some among my generation of white students who were politically aware of the irony, some who became courageous activists against racism at home, opposing, alongside black South Africans, the soft-core sweet-talk racism of the Smuts regime and the hard-core racism of the National Party regime that soon followed.

But political issues were regarded as something to be debated at and acted on from the university, rather than as something built inextricably into the bricks and mortar of the university itself; built into the curricula, and later, with censorship, into the library — although, in the case of Wits, even while there was a plaque set up in the foyer of the Great Hall affirming dedication to make the university open to all races, Bantu education was being introduced.

My generation failed to see that this aim, of a university truly open to all — utterly necessary though it was and is —



EXTRACTS from NADINE GORDIMER'S graduation address to the UCT faculty of arts and music

was not an aim that existed independently of what went on inside a university; that there was more to racism than opening or shutting the doors of admission. There was little or no realization that higher education in South Africa had degenerated into training for white supremacy.

It took, significantly and tragically, the sacrifice of the lives of black schoolchildren and students in the youth uprising of 1976 and the years that followed; it has taken the active participation of students of all races in protest against detentions; it has taken the support of white students for black school boycotts of ghetto education; it has taken outraged all-race protest against the new constitution with its Outhouses of Parliament for so-called Coloured and Indians; it has taken the presence among you of informers reporting on what you say and do; the experience some of you have had of police detention and the experience many of you have had of police and dogs on the campus itself — it has taken all this to show that the campus is our world of apartheid in South Africa, just as the Houses and Outhouses of Parliament, the overflowing prisons, the stock exchange and the plastic shelters of squatter camps are.

Education crisis

This final year of yours, 1986, has been the year in which the education crisis has been one of the priority concerns in the theme "Action for Democracy", decided on by wide student representation from all over South Africa at the Nusas 1985 Congress.

Nusas then set out to educate and inform white students about the nature and function of Bantu education, to bring out from under government silencing of press information the grievances expressed by the majority of black students, and to support the demands of black schoolchildren for an education and future free of discrimination and oppression in whatever cradle-to-grave guise.

And into this focus there has come, more and more urgently, this year, a questioning of what all along was part and parcel of the education crisis generally represented as relating only to blacks. Nusas consequently has adopted as its 1987 theme "Education for a Free Society".

I believe yours is the first generation to have recognized that it is not only the racist segregation laws that need to be got rid of in order to open meaningful education for all in South Africa. It is the concept of what education is and for whose needs it is designed that has to be rethought.

The old power structure of education cannot house that education; it was not constructed for it. When the total structure of the centuries-old racist South Africa goes the house of learning as it has

stands must go with it. (I believe there is positive acceptance of this at some South African universities now, and I am glad to associate myself with it.)

Many people are afraid of the term "people's education", which is beginning to take the place of "one education for all" as the necessity on the horizon in a new South Africa. For them people's education has an ominous ring of indoctrination. Do they really believe they have not experienced indoctrination? What was the education you and I have had, generations apart, black and white, under government education departments, under white supremacy? Were we not trained for our roles in a segregated society? Don't tell me that came naturally; would we have needed all those laws, all those trials, forced removals, the teargas and the Caspirs, if it had?

Converse fear

The fear of people's education is the exact converse of the fear often expressed by our white politicians that democracy is in danger of disappearing from South Africa... In the instance of education, what you've been accustomed to all your life shouldn't be such a shock; in the instance of democracy, you can't lose what has never existed here.

If people's education should turn out to mean indoctrination in the narrowest sense, I fervently hope that we shall oppose that with more energy than those who fear people's education find to oppose the present, traditional form of indoctrination, whose consequences, right now, are a desperate shortage of schools and teachers for the majority of the population, the closure of at least 35 black schools this year, and 350 000 black children leaving school illiterate last year, some having completed their "education" before being able to attain Std 2.

But I do not believe an alternative indoctrination in the totalitarian sense is envisaged in the populist demand for people's education in our country. I am prepared to adjure that among the real black leadership and black educationists there is no support for the kind of political romanticism, inevitably created by unbearable frustration and bitterness, that here and there declaims a desire to jettison the culture of Europe — its literature, its science, and what is known as its concept of humanistic studies, in particular — in favour of a purely African culture.

People's education doesn't mean throwing Shakespeare, Voltaire and Einstein, Bach and Schoenberg, out of the window. That's too simplistic. Indeed, freedom of education for all people begins with the individual's right, no matter where he or she lives or to which culture he or she belongs by birth, to appropriate the world's store of knowledge,

the world's exploration of the power of the imagination, as the heritage of humankind.

But "people's education" does mean recognizing, as Mr Vusi Khanyile, president of the National Education Crisis Committee, reminds us, that Van Riebeeck did not discover South Africa... or Diaz, or Vasco da Gama, for that matter... It means getting rid of the conditioning that Africa and Africans, in fact, had no existence until whites looked on them.

Misleading history

It means recognizing, as historian Professor Colin Bundy says, that history as taught in South Africa is exclusive, elitist and shallow... silent or misleading on the historical experience of the majority of South Africans. Broadly, it means restructuring education at all levels and in all fields through a new attitude to the needs of the majority of people — in architecture, town-planning, medicine, law, science itself, as well as the humanities, none of which ever has been or ever will be a totally dispassionate and disinterested field.

Now these subjects are conceived and taught from the fortified tower from which the minority sees the majority. In the future they will be conceived and taught from the viewpoint of the way the majority of the people in South Africa perceive themselves.

I hope that people's education is not going to be regarded by whites as something only blacks need. I believe the gain will be as great for white South Africans as for blacks. Whites have been taught to ignore, have been totally excluded from black culture, in their education. The result of this stupid arrogance has been the loss of what any child born in this country should be heir to; the languages, the arts, philosophy and lore of an indigenous culture — the culture of the people *who were here*. A real South African culture will not come into being until European culture fuses with that.

For those among you who are going to teach, in one area of life or another, this is a point where the platitude of telling you there is a great challenge awaiting you is no platitude. If you are black, you will walk into the frontline in the classroom in the new year, but whatever your difficulties — and they may be tremendous — you will have the immensely sustaining conviction that whatever happens you will not for long be teaching Bantu education.

If you are white, you will bear a burden of responsibility to raise a generation of young people prepared for life in South Africa, not in a white enclave; and the heartening task to teach them that this is no sacrifice, it is an entry into fullness.

For all of you, whatever your profession in the arts or other disciplines, your situation is that of the crisis generation. As I see it, and have tried to illustrate briefly, your position at the university has been of political significance, and so will the rest of your life be. In a society such as ours, politicization is a process of growth. Without it the personality is stunted, lacks self-awareness and a sense of reality.

'Go back to school' ⁵⁰

THE Azanian Students Movement yesterday called on all organisations to ensure that black students returned to school next year.

The call was made at a Press conference in Johannesburg by the vice-president of Azasm, Mr Thami Hlekiso, who said they have declared 1987 as an academic year and every student should return to class.

He said: "We have realised that school orientated issues cannot be tackled outside school premises, and that education and liberation are two mutually exclusive concepts.

"We are going to talk to organisations, including the clergy, trade unions, students and parents to ensure that this call becomes a success," he said.

Sawetan
23/12/86

'Disintegration' of black education

N/M 22/12/86 (50)

African Affairs
Correspondent

UNLESS initiatives such as local community management of black schools and the setting up of private

community schools are undertaken, an 'education vacuum' will develop in many urban townships.

This is the view of Dr Ken Hartshorne, a leading educationist and former member of the De Lange Commission, writing in the latest issue of Indicator, a quarterly publication of the Centre for Applied Social Sciences (CASS) at the University of Natal in Durban.

Dr Hartshorne says an overview of African matriculation results between 1980 and 1985 illustrates the disintegration of black education in the urban areas of South Africa.

He says the physical presence of pupils at an urban township school is no guarantee that learning is taking place, in spite of efforts to enforce it by the presence of troops or police.

Further, there is considerable lack of trust in the reliability of the Senior Certificate examination and too common an attitude that cheating 'the system' is justified.

Dr Hartshorne says that given the likelihood of radical political change in the next few years and the continuing breakdown of departmental authority in

the urban townships, the existence of an educational 'vacuum' becomes a real probability unless alternatives are sought outside of the formal school system.

The first alternative, he writes, will depend on whether the Department of Education and Training will be prepared to negotiate a new kind of local community management as it loses control of the situation and closes more schools.

If this approach is based on parent/teacher/pupil bodies and a curriculum which has been agreed on, it might to some extent accommodate the specifically stated goals of 'peoples' education', he maintains.

Dr Hartshorne says the second alternative would be more likely. This would involve setting up private community schools without the financial support of the State.

He says there are many historical precedents for this kind of initiative in South Africa.

Boycott schools 'won't open automatically next year'

EAST LONDON. — Schools that were closed because of boycotts this year will not automatically re-open on January 7, says the regional director of the Department of Education and Training in the Eastern Cape, Mr Bill Staude.

Each school would be considered separately. A school would re-open only when a "satisfactory plan of action that would ensure discipline in the school" had been evolved.

Mr Staude said that Government property destroyed by pupils would have to be paid for by their parents.

Student representative councils, if established at a school, would be set up according to Government prescription.

"Share responsibility"

"The plan of action will be drawn up by the assistant director of the circuit in which the school is situated, in consultation with the parents of that school and with the principal and circuit inspector," he said.

"There will be a sharing of responsibility for planning, assisting with the protection of the school buildings, property, equipments, teachers and pupils. If an SRC is established at the school it will be in accordance with departmental prescription."

The opening date for unaffected schools was January 7.

Mr Staude said that the efforts of people and organisations, including the Professional Association of Clergymen, in trying to help to "normalise" education were acknowledged with gratitude. — Sapa.

Lushness from dust

By ROBERT HOUWING
Staff Reporter

LUSH playing fields at poorly-equipped township schools in the Western Cape were no more than a pipe-dream in May last year.

Now, almost 20 months later, 17 grassed and poled fields and 28 combi-courts have risen from the dust, thanks to contributors to The Argus TEACH Playing Fields Fund.

Six more fields are under construction and an athletics track is at an advanced stage.

Mr John Passmore, the driving force behind the scheme, is delighted at the progress — but points out that the fields project is "Phase 1" in his broader dream of properly-organised school sport in the townships.

Winter launch

The Playing Fields Fund was launched in early winter last year when Mr Passmore told The Argus of the dearth of sports facilities at black schools — not one of the 43 had a field.

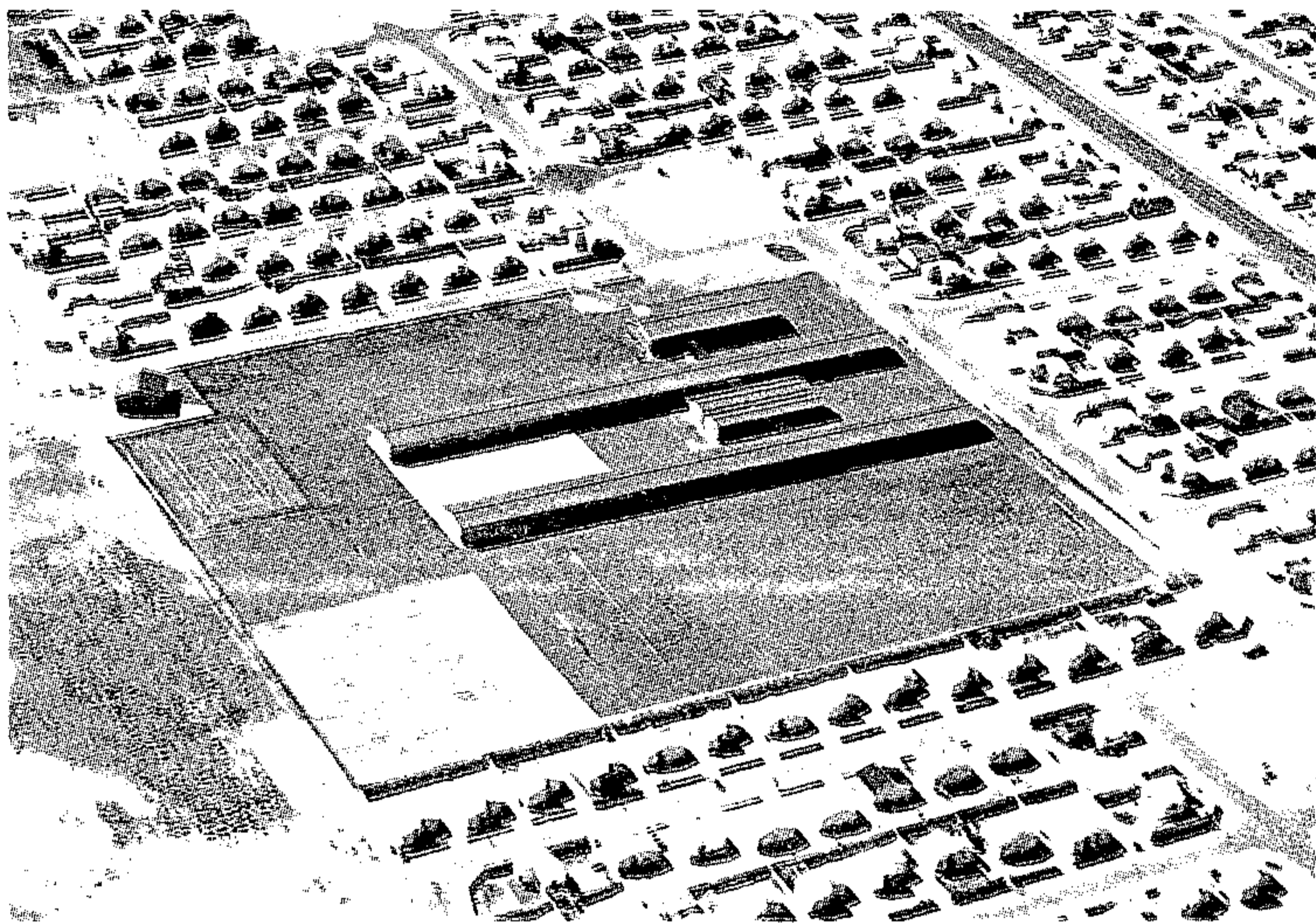
The fund raised R210 000 — much more than anticipated — in its drive to help the Western Province Black Sportsfield Foundation to establish multi-purpose fields at black schools in the Peninsula and Boland.

The Argus provided the first injection (R5 000) and the initial target of R175 000 was reached a mere four months later, eventually stopping R35 000 beyond that mark.

Khayelitsha has seen the busiest activity so far. Ten fields and 15 combi-courts (for tennis, netball and volleyball) have been completed.

The higher-primary schools benefiting are Lahlaza, Lwendle, Emithini, Injongo, Impendulo, Eluxotweni, Vuselelo, Homba and Masithandane.

A running track is in pro-



OUT OF THE DUST: Emithini Higher Primary School in sandy Khayelitsha resembles a mini-oasis — thanks to the lush field and combi-court, left, provided by The Argus TEACH Playing Fields Fund.

gress around the perimeter of Lahlaza Higher Primary School.

In Guguletu, fields and courts have been established at Bonga, Intshinga, Lwazi, I D Mkhize and Fezeka schools, while in neighbouring Nyanga township, Sizamile school has been equipped with sports facilities.

Langa High School also boasts a field and two courts and another field is under construction in this township, which was particularly lacking in recreational facilities.

"In the light of the Playing Fields Fund the authorities have been persuaded that, as a matter of policy, all new township schools must be built with

suitable space for sportsfields," Mr Passmore said.

The fields have been grassed against enormous geographical odds — soil in parts of the barren, windy Cape Flats is considered among the worst for natural growth anywhere.

Contractors battled grimly to halt the damaging effects of sand encroachment, particularly at Khayelitsha, which is bor-

dered on every side by sand dunes.

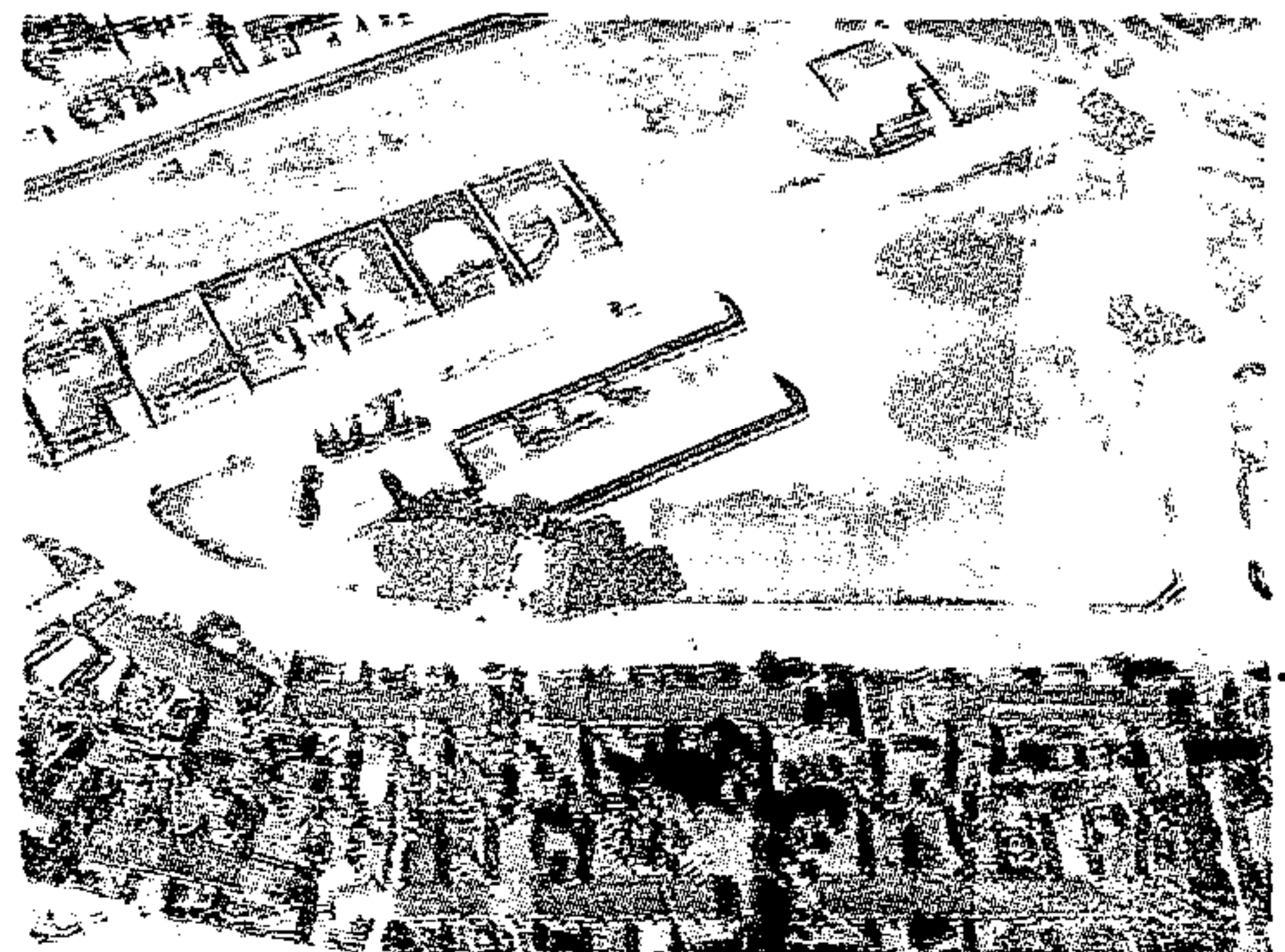
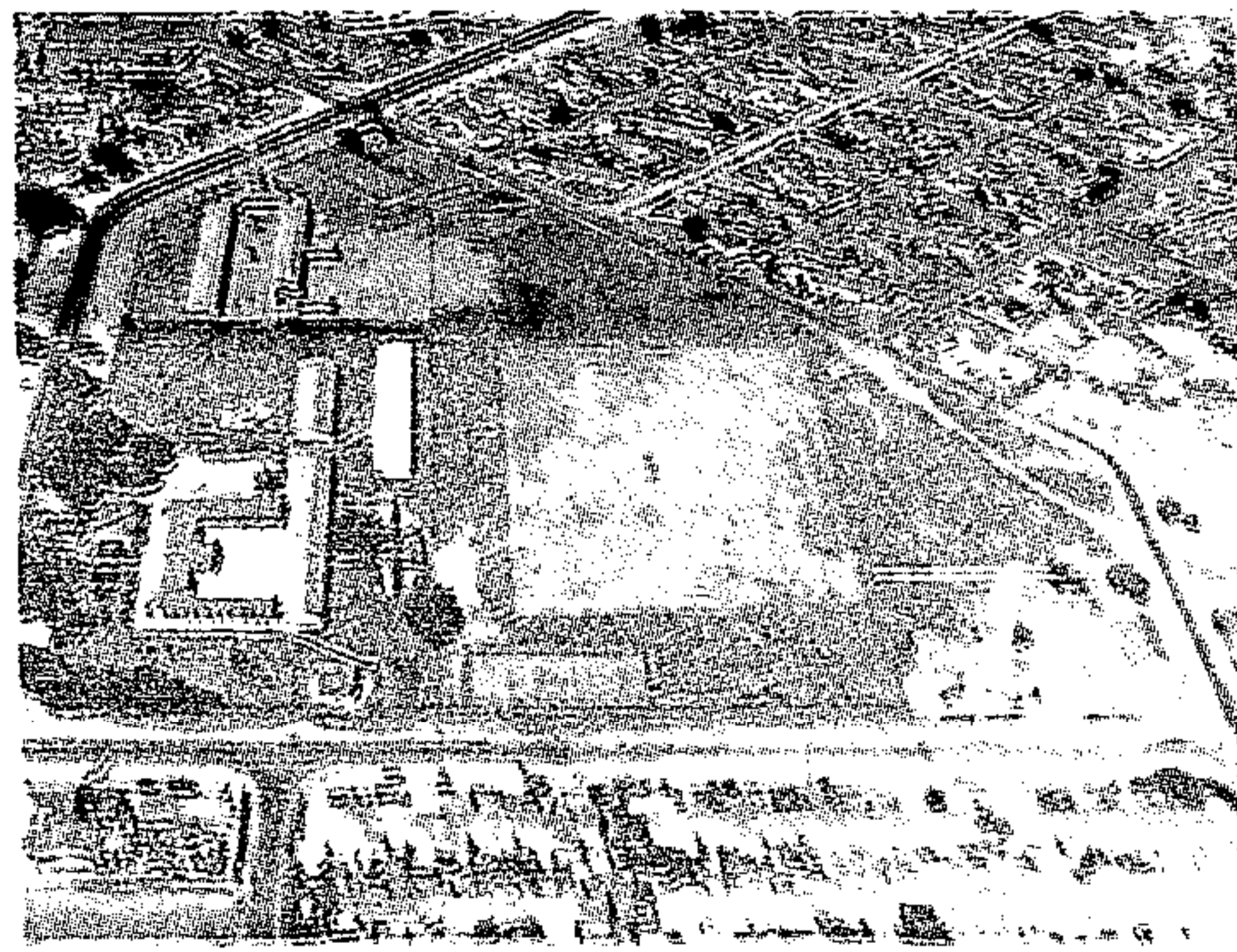
"We decided to put down a firm clay-soil base to combat the sand — something for the roots to grip on," Mr Passmore, said.

"Another obstacle has been fencing. Some of the fields are not enclosed, which has meant that they have been used as thoroughfares by residents.

"Our main task is maintenance — and we have funds available for two years."

SPORTING ASSET: An aerial view of Langa High School, left, and its desperately-needed playing field and two combi-courts (middle and above left).

BATTLE AGAINST SAND: The problem of sand encroachment is reflected in this view of Bonga Higher Primary School, Guguletu, below, which nevertheless has a sparkling field and combi-court.



21/11/86
MISSING woman held

A NATIONAL Education Crisis Committee (NECC) official, who vanished during a visit to Port Elizabeth three weeks ago, is in detention in Potgietersrus, despite an earlier denial from the SA Police public relations officials in Pretoria.

Lawyers yesterday established from authorities in Port Elizabeth that Joyce Mabudafhasi had been detained and transferred to Potgietersrus.

Earlier this year, Mabudafhasi was injured when grenades were thrown at her home near the University of the North, where she works as a librarian.

—TOPS WEEKLY MAIL

JW
788-1017

Closed schools in EL may not be re-opened

Dispatch Reporter

EAST LONDON — Schools closed because of boycotts this year will not automatically re-open on January 7, next year, nor will there be a "blanket" re-opening of such schools in the Eastern Cape.

This was announced yesterday by the Regional Director of the Department of Education and Training in the Eastern Cape, Mr Bill Staude, who said the case of each school will be considered separately and individually.

Mr Staude said that government property destroyed by pupils, including books and other assets, will have to be paid for by their parents.

Parents are also expected to be responsible for their children's discipline, behaviour, attendance at school and their attitude towards school work.

Each school will re-open only when a "satisfactory" plan of action that will ensure discipline in the school, has been evolved.

"The case of each closed school will be considered separately and individually — the school will only be re-opened if a satisfactory action plan which ensures that discipline and order are restored, so that effective education can take place as from the date of re-opening and continue uninterrupted for the whole of 1987," Mr Staude said.

"The plan of action referred to will be drawn up by the assistant director of the circuit in which the school is situated, in consultation with the parents of that particular school, in conjunction with the principal and circuit inspector concerned.

"The point needs to be emphasized that it is the actual parents of the school concerned, who must be involved in that interaction, part of which will involve certain general undertakings that must be made by both the parents and pupils.

"Parents will be required to undertake and accept responsibility for their children's discipline, behaviour, attendance at school and the children's attitude towards their work, also they must abide by the rules of the school, apply themselves diligently to their studies and to respect the authority of their teachers."

"The sharing of the responsibility for planning, assisting with the protection of the school buildings, property, equipment, teachers and pupils, and if a SRC is established, it will be done so in accordance with departmental prescription."

"Only when an agreement has been reached on all the above matters, between the assistant director and the parents concerned, will a joint decision on the opening date be decided upon, also the necessary arrangements that will ensure an orderly re-opening. These will include, inter alia, the completion by the parent in respect of each child seeking admission, will be another prerequisite," the director said.

He said that the opening date for "unaffected" schools, is January 7, 1987, and that the date takes account of the fact that 200 "clear" school days are needed in order to cover fully the various subject syllabi.

He added that it was therefore clear that the re-opening of a closed school delayed much beyond that date would have to be seriously considered.

More blacks at private schools

15/12/86

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E-E-Post

Post Reporter

INCREASING numbers of black people in Transkei, Ciskei and the Eastern Cape are applying to enrol their children in multiracial schools in the Eastern Cape.

The headmaster of the multiracial Woodridge College and Preparatory School at Van Staden's, Mr Keith Stark, said today there was a strong demand from people "whose children aren't getting the education they should in their home areas" to enrol at Woodridge.

Lately, private schools have been able to admit black, coloured and Indian pupils without fear of a political backlash.

Mr Stark said this year 12% of Woodridge's pupils were black.

"I don't know what the percentage might be next year," he said "but there is a strong wish now among black people for the best educational facilities."

Woodridge is a co-educational school. Its top fees are R6 000 a year.

"We don't discriminate," Mr Stark said "but we do screen pupils on reports from past principals."

The principal of the multiracial Trinity High School in Port Elizabeth, Sister Dorothy, declined to give figures but said the black children attending last year would be continuing at the school.

Blacks to get free books

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By SAMKELO KUMALO

14/12/86
THE Department of Education and Training (DET) will spend millions of rands on free text books for black school children next year.

SUN TIMES
Mr Job Schoeman, chief liaison officer for the department, said free text and prescribed books valued at R45-million would be distributed to schools throughout the country.

This will mark the first time the department has provided free prescribed books.

The R45-million allocation does not include other projects which the department hopes to undertake next year.

But the prescribed books are included in the 1986/87 budget which has already been approved.

Mr Schoeman said black schools would re-open on January 7 and the department was making final arrangements for a normal start.

He said both the number of pupils and teachers would increase dramatically — with pupils totalling in excess of 1.9-million and the number of teachers going up to 48 000.

This almost doubles last year's estimates for teachers and pupils.

"At the moment we estimate that the country, including the 10 national states, will have about 6.3-million pupils," said Mr Schoeman.

Meantime, the department would continue with various programmes of upgrading and improving the quality of education.

"This will involve bridging the period for pre-school children, carrier education projects, investigation of plans to improve education in rural areas, upgrading of teacher qualifications and in-service training."

CAG Times 16/12/86

Rustenburg support for open school

Political Staff

PARENTS of Rustenburg High School for Girls in Rondebosch who responded to a survey, voted to support the move to open all-white government schools to all races.

In a postal ballot, 88 percent of voting parents were in favour of the school committee taking the matter further with the education authorities.

The chairman of the Rustenburg High School committee, Mr Barry Tilney, said in a letter to parents that 20 percent of the parents who voted were "in favour of both schools being opened to all races immediately with reservation" while 55 percent were "in favour of opening Rustenburg on a graduated basis".

Mr Tilney said in his letter that it was disappointing that only 402 replies were received from about 1 000 questionnaires sent out to parents.

He said a further 16 percent were "in favour of opening to all races but with reservations, such as, for example, entrance examinations, pupils to be selected on merit, etc."

In view of the results of the poll, the school committee had requested an interview with the Minister of Education and Culture, Mr Piet Clase, and parents would be informed in due course the outcome of these investigations.

Rustenburg is the first all-girls government school where parents have voted in favour of pupils of all races being admitted.

During the year, parents of a number of boys' and co-educational schools voted in favour of scrapping apartheid at government schools.

They include Camps Bay, Cape Town High, Sacs, Westerford, Rondebosch, Wynberg and Grove Primary schools.

(50) 00 3/12/86

Single education system criticised

PRETORIA — The great danger of a single education department with one minister being politically responsible was that it created the opportunity for the exploitation of minorities and an abuse of power, the Minister of National Education, Mr F. W. de Klerk, said yesterday.

Speaking at a diploma ceremony at the Onderwys Kollege here, he said the solution to education problems in South Africa "do not lie in one magical education department," as some people believed.

A country like Germany had only ever had one education department in its history—and that had been under the

authoritarian government of Hitler.

In that case the single education department had been the instrument to force a specific political ideology.

"Herein lies the great danger of a single education department.

"I believe we must have an education system that can guarantee provision for both communality and diversity, so that the interests of minority groups, of each culture group, can be protected and promoted."

The communality of South Africa's system lay in general policy provision for norms and standards for financing



MR DE KLERK

of education, norms and standards for syllabuses, examinations and the certification of qualifications and the registration of teachers.
— Sapa

De Klerk likes education

'culture bonded'

PRETORIA—A single education department, with one minister being politically responsible, would create an opportunity for exploitation of minorities and abuse of power, the Minister of National Education, Mr F W de Klerk, said yesterday.

Speaking at a diploma ceremony at the Pretoria Onderwys Kollege, he said the solutions to education problems in South Africa 'do not lie in one magical education department' as some people believed.

Germany had had one education department only once in its history, and that had been under the authoritarian government of Hitler.

'Danger'

In that case, the single education department had been an instrument to force a specific political ideology and outlook on life upon people.

'Herein lies the great danger of a single education department,' the minister said.

'I believe we must have an education system that can guarantee provision for both communality and diversity, so that the interests of minority groups, of each culture group, can be protected and promoted.'

The communality of South Africa's system lay in general policy provision for norms and standards.

On the other hand, the system provided for diversity through practical recognition of the principle of culture-bonded education and by providing 'own' education departments.

Mistrusted

'This does not mean so-called "apartheid education",' Mr de Klerk said.

He knew large sections of the black communities mistrusted the principle of culture-bonded education and even rejected it.

'I believe they do so for mainly two reasons.

'Firstly, they are told the unequal financing pattern of the past will continue unchanged, and secondly, propagandists present culture-bonded education as just another clever phrase for the so-called subjugation of black people.'

Both these perceptions had been shown to be untrue, he said, referring to the 10-year education equalisation plan he had announced earlier this year. — (Sapa)

Some white schools 'could go multiracial'

N/M
27/11/88
(50)

Pietermaritzburg Bureau

WHITE schools that are being closed because of the fall-off of pupils could, in some cases, become multiracial private schools or be transferred to other race groups, Mr Piet Clase, Minister of Education in the House of Assembly, said yesterday.

Mr Clase's statement follows a report of the South African Teachers' Association (Sata) that showed there were 205 000 vacancies in white schools.

Sata demanded that schools should be opened to all groups to help make up for the shortage of classroom space for blacks.

However, Mr Clase has closed the door on opening Government schools to all groups.

But he has left the way open for the vacant schools to be bought in certain instances for multiracial private schools or to be transferred to one of the other education departments.

However, this would only happen if the white education department, the other administrations of the House of Assembly or the provinces, could not use the buildings.

Rationalisation was receiving constant attention to ensure that there was cost-effective education without lowering standards. In some cases schools were being closed while others were being amalgamated.

Natal's Director of Education, Mr Willie van Rooyen, said discussions had been held with school committees of a number of white rural primary schools about dropping

numbers and their continued existence.

Mr van Rooyen said his department had approached the school committees of the Babanango, Josini, Buiwer and Highflats primary schools to discuss the drop in the number of pupils and the future of the establishments.

He added that primary school committees in Newcastle had discussed the rationalisation of educational facilities with the department, and that two Durban primary schools, which he would not name, had approached the department to discuss possible amalgamation.

Mr van Rooyen said all these matters had been referred to the relevant regional committees.

He said that none of the schools mentioned faced closure in the near future.

Private schools will get subsidies next year

The Argus Correspondent

JOHANNESBURG — Private schools will receive their first Government subsidisation cheques next February — nearly two years after it was first announced that they would receive financial aid.

There are about 380 private schools in South Africa and the subsidies come at a time when many are operating on overdrafts and high interest rates have made it difficult for them to survive.

In May 1985 the Government announced that it proposed to subsidise private schools and the schools were later told they would receive funds from April this year.

A spokesman for the Department of Education and Culture in the Assembly said that schools would receive a lump sum in February 1987 to cover subsidies retrospective from April to December this year.

ACT DELAYED

The grant for the first quarter of next year would be given to schools after March 31, the spokesman added.

He said the schools had not been given the money earlier because of a delay in passing the Private Schools Act No 104 of 1986 which covered the subsidisation regulations. This Act was passed in August this year.

After the Act was passed extensive consultation took place with representatives of private school to formulate final regulations. These regulations were finally gazetted two weeks ago.

Mr Peter Loveday, chairman of the Association of Private Schools, said that the controver-

sial "racial clauses" in the draft regulations had delayed the passing of the Act. These clauses had now been removed.

STIPULATION

The draft regulations required schools to register before financial aid was granted. The registration regulations stipulated that the admission of pupils had to be done "in accordance with the new Constitution".

The majority of English-medium private schools accept pupils who are not white and all of these would have been affected by the racial requirements.

The Government has also dropped several other draft regulations aimed at gaining more control over private schools.

The chairman of public relations at the Board of Jewish Education, Mr Jeffrey Bortz, said he was disappointed that schools who be receiving the first cheques only next year.

MONEY NEEDED

"I thought we would get the first payment before the end of this year. Although we are no longer in great financial difficulty we need the money," he said.

Mr Loveday said: "Ideally we would have liked to have had the money earlier, but we had to sort out the problems with the regulations first. The regulations we have to comply with now are not controversial or difficult," he said.

Mr Bortz said he was concerned about the clause which stipulated that the number of registered private schools which received grants was subject to the available amount voted for "from time to time" in the Assembly.

FUND		CONTRIBUTION		COVERAGE	
1.	Medical Benefit Fund	---	---	---	---
	Coverage of workers	---	---	---	---
	Coverage of dependents	---	---	---	---
	Employer Contribution	---	---	---	---
	Panel Doctor	---	---	---	---
3.	Provident Fund	---	---	---	---
	Coverage	---	---	---	---
	Worker Contribution	---	---	---	---
	Employer Contribution	---	---	---	---
4.	Pension Fund	---	---	---	---
	Coverage	---	---	---	---
	Worker Contribution	---	---	---	---
	Employer Contribution	---	---	---	---
5.	Leave Fund	---	---	---	---
	Coverage	---	---	---	---
	Worker Contribution	---	---	---	---
	Employer Contribution	---	---	---	---
6.	Sick Fund	---	---	---	---
	Coverage	---	---	---	---
	Worker Contribution	---	---	---	---
	Employer Contribution	---	---	---	---
	Annual payment	---	---	---	---
	Annual payment	---	---	---	---
	Qualifying period	---	---	---	---
	Waiting period	---	---	---	---
	Percentage of wages	---	---	---	---
	Maternity days	---	---	---	---

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'Stable education goes with reform'



Dr Viljoen... "Black education is one of the most daunting challenges of our time."

By Susan Plening,
Education Reporter

A return to real, lasting educational stability could not be achieved in South Africa unless it went hand-in-hand with constitutional reform, said the Minister of Education and Development Aid, Dr Gerrit Viljoen, yesterday.

Addressing the 21st annual general meeting of the South Africa-Britain Trade Association in Johannesburg, Dr Viljoen said constitutional reform would result in meaningful power-sharing for all blacks at all levels of political decision-

making.

Dr Viljoen warned that constitutional reform achieved by peaceful negotiation was "something the revolutionaries will not and cannot accept".

"Therefore it is likely that even after meaningful political reform has been achieved, the revolutionary elements will continue to try and politicise education."

Dr Viljoen said his department aimed, among other objectives, to depoliticise black education. This would be achieved by ensuring black political control over black education and

power-sharing in the decision-making on education policy.

The provision and expansion of education for black people in South Africa was one of the most daunting challenges of our time, said Dr Viljoen.

"Firstly, black education has become intensely politicised. Secondly, there is the astronomical vastness of the task and, thirdly, the historical disparities and backlogs calling for redress."

Dr Viljoen said black education had become a "basic and vital instrument in the hands of militant, revolutionary elements

aiming at political change or revolution by rendering the school system ungovernable."

"Slogans calling for 'liberation before education' or 'people's education for people's power' clearly reflect an attitude of little or no concern for education as such or for the future interest of the present youth, provided only the so-called 'struggle' can be successfully advanced."

The black pupil explosion was a serious problem. His department had to provide for 250 000 enrolments each year.

"The vastness of the challenge is compounded by the combination of existing large numbers, historical backlogs and one of the highest population growth rates in Africa."

There was also a backlog in the quantity and quality of educational services for black communities.

"The Government acknowledges this backlog and has committed itself to achieving equal education opportunities for all South Africans as a high priority, within the limitation of the financial ability and capacity of the State."

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Vol. 256

PRETORIA, 31 OCTOBER
OKTOBER 1986

No. 10506

PROCLAMATION

by the
State President of the Republic of South Africa

No. 205, 1986

DATE OF COMMENCEMENT OF SECTION 14 OF THE
NATIONAL EDUCATION POLICY AMENDMENT ACT
(HOUSE OF ASSEMBLY), 1986 (ACT 103 OF 1986)

Under the powers vested in me by section 16 of the National Education Policy Amendment Act (House of Assembly), 1986 (Act 103 of 1986), I hereby declare that section 14 of the said Act shall come into operation on the date of publication of this Proclamation.

Given under my Hand and the Seal of the Republic of South Africa at Pretoria this Twenty-fourth day of October, One thousand Nine hundred and eighty-six.

P. W. BOTHA,
State President.

By Order of the State President-in-Council (Ministers'
Council of the House of Assembly):

P. J. CLASE,
Minister of the Ministers' Council of the
House of Assembly.

GOVERNMENT NOTICE

ADMINISTRATION: HOUSE OF
ASSEMBLY

DEPARTMENT OF EDUCATION
AND CULTURE

No. 2291

31 October 1986

NOTICE IN TERMS OF SECTION 8B (1) OF THE
NATIONAL EDUCATION POLICY ACT, 1967

I, Petrus Johannes Clase, Minister of Education and Culture (House of Assembly) hereby give notice in terms of section 8B (1) of the National Education Policy Act, 1967 (Act 39 of 1967), that I recognise the Teachers' Federal Council as a juristic person with the object of promoting the prestige of the White teaching profession.

PROKLAMASIE

van die
Staatspresident van die Republiek van Suid Afrika

No. 205, 1986

DATUM VAN INWERKINGTREDING VAN ARTIKEL
14 VAN DIE WYSIGINGSWET OP DIE NASIONALE
ONDERWYSBELEID (VOLKSRAAD), 1986 (WET 103
VAN 1986)

Kragtens die bevoegdheid my verleen by artikel 16 van die Wysigingswet op die Nasionale Onderwysbeleid (Volksraad), 1986 (Wet 103 van 1986), verklaar ek hierby dat artikel 14 van die genoemde Wet in werking tree op die datum van publikasie van hierdie Proklamasie.

Gegee onder my Hand en die Seël van die Republiek van Suid-Afrika te Pretoria, op hede die Vier-en-twintigste dag van Oktober Eenduisend Negehonderd Ses-en-tagtig.

P. W. BOTHA,
Staatspresident.

Op las van die Staatspresident-in-rade (Ministersraad van
die Volksraad):

P. J. CLASE,
Minister van die Ministersraad van die
Volksraad.

GOEWERMENSKENNISGEWING

ADMINISTRASIE:
VOLKSRAAD

DEPARTEMENT VAN ONDERWYS
EN KULTUUR

No. 2291

31 Oktober 1986

KENNISGEWING KRAGTENS ARTIKEL 8B (1) VAN
DIE WET OP DIE NASIONALE ONDERWYSBELEID,
1967

Ek, Petrus Johannes Clase, Minister van Onderwys en Kultuur (Volksraad) gee hiermee kennis ingevolge artikel 8B (1) van die Wet op die Nasionale Onderwysbeleid, 1967 (Wet 39 van 1967), dat ek die Federale Onderwysersraad erken as 'n regs persoon met die oogmerk om die aansien van die Blanke onderwysprofessie te bevorder.



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INTERNATIONAL

R72-m for SA blacks education

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23/10/86

The Argus Correspondent

JOHANNESBURG. — The British Government is to give about R72-million to help educate disadvantaged black South Africans.

A spokesman for the British Embassy yesterday said the programme would extend over five years.

About R32-million would be given for post-graduate assistance.

About 80 percent of the remaining R40-million is to be spent on under-graduates and 20 percent on training pre-school teachers and sponsoring non-government organisations.

The British Government plans to send 80 black students each year for the next five years to British universities. They will undergo a pre-university programme to help bridge the gap between the British and South African education systems.

The British also planned to sponsor 60 students a year for the next five years at universities in South Africa, the spokesman said.

"Selection programmes"

"This means that after five years about 700 black students will be qualified in various fields. We hope these students will stay in South Africa and that they will be an asset to the country."

He added that students would be chosen by the Education Opportunities Council which was headed by the chairman of the Soweto Committee of Ten, Dr Nthato Motlana.

"The council has already started the selection programmes for students and so we hope to send the first batch of students to university in January.

"The students going overseas will start a bridging programme and be ready for the British academic year in September," the spokesman said.

● A further R9.9-million had been provided for still to be announced transport projects.

Education cutback 'speculative' — De Klerk

Political Staff

A MAJOR overhaul of South African education funding was confirmed today following differences between the Government's coalition partners. But details of the new formula are being kept secret.

The Minister of National Education, Mr F W de Klerk, was, however, insisting that a 50 percent cutback in white education spending and 20 percent for Indians with a corresponding 33 percent increase for coloured pupils and a 400 percent increase for blacks was "speculative."

In spite of a statement by Mr de Klerk yesterday that reports of changes were "speculative," Indian Education Minister Mr Kassie Ramduth stuck to his guns.

Formula introduced

In an interview today Mr Ramduth said a formula had been introduced and a 10 percent cut of R5,5-million would have to be made in Indian education spending.

This would result in 700 teachers being laid off and 500 new teachers not being given jobs.

"In the past budgeting has been on a requirement basis. There is now a formula. We have appealed against the formula because of the cuts that will have to be made," he said.

Mr Ramduth added that financing on coloured and particularly black education could not be sufficiently increased without cuts in white and Indian education-spending.

In an interview Mr de Klerk said there were no differences in fact between his statement and Mr Ramduth's statement.

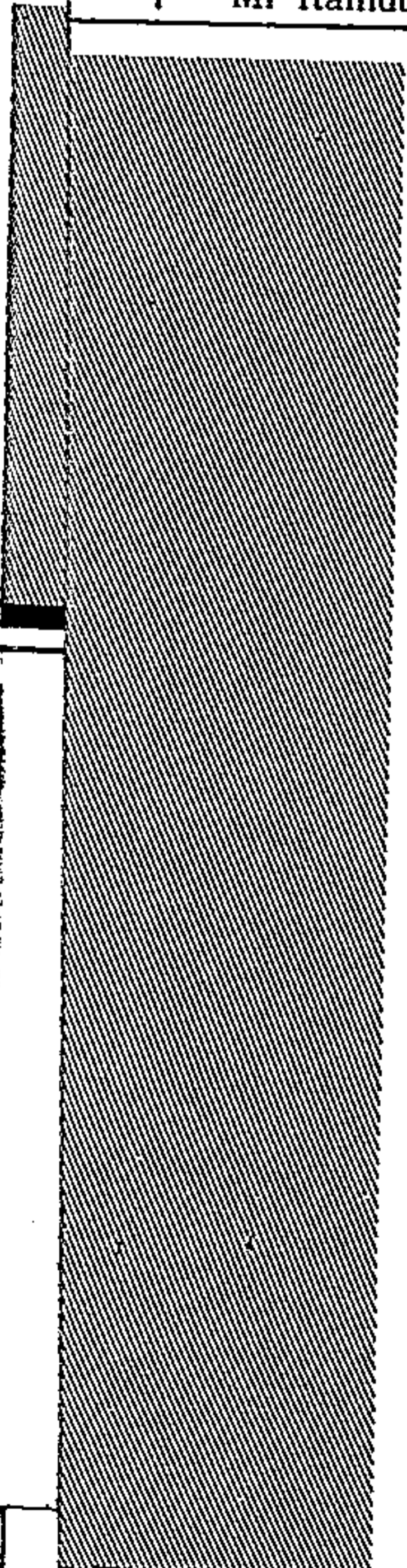
Guidelines

He disclosed that a financing formula "was in an advanced stage of negotiation" and as a result it had been taken into account in "determining the guidelines of next year's budget."

"The objective of my statement was aimed at correcting the wrong perceptions about any detrimental effect any formula might have on a particular department."

He emphasised that the Government was committed to increasing the total education budget by more than four percent a year in real terms.

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Big education shake-up looms

By BRUCE CAMERON
Political Staff

SUBSTANTIAL cuts to be made in white and Indian education spending with massive increases for coloured and, particularly, black education, are believed to be on the cards to equalise education for all groups within 10 years.

There was no immediate official confirmation today of the changes in education spending, with most of the education ministers being either unavailable or claiming they had no knowledge of them.

The overall Minister in charge of education, Mr F W de Klerk, would confirm nothing but said a statement would be issued today.

According to education sources, white education spending is expected to be sliced by half and Indian education by 20 percent.

400 percent rise

Against this coloured education spending may go up by 33 percent and black education spending by 400 percent.

There are fears, already confirmed in Indian education, that there could be resulting lay-offs of teachers as well as an increase in the pupil-teacher ratio.

The first indication of the changes in the education formula were given by the chairman of the House of Delegates Ministers' Council, Mr Amichand Rajbansi, and his Education Minister, Mr Kessie Ramduth.

They announced that 700 Indian teachers would be retrenched and 500 new teachers could not automatically expect appointments.

Mr Rajbansi said this was in accordance with the new formulas worked out for education by the national priorities committee.

PFP demand

Progressive Federal Party education spokesman Mr Roger Burrows has demanded that the Government clarify position immediately.

Mr de Klerk, as Minister in charge, should call an immediate Press conference to give full details of the new financial formula and what facts were taken into account in determining it, said Mr Burrows.

He said it was staggering that so many teachers could be fired from one education department while there were enormous shortages in black and coloured education.

Segregation was one of the major problems in education.

Confirmation

Mr Carter Ebrahim, Minister of Education in the House of Representatives, confirmed there would be increases in coloured and black education spending with corresponding decreases in Indian and white education spending. He could give no further details.

Mr Rajbansi and Mr Ramduth could not be contacted for comment.

Mr Piet Clase, white education Minister, declined to comment.

Government spokesmen have previously warned that whites would soon have to pay more towards educating their children in direct school fees.

The cuts are likely to be
(Turn to Page 3, Col 1)

Education

(Cont. from Page 1)

across the board from pre-primary through to university education, with a start being made in significant reductions to white and Indian education next year.

Black education has been receiving an increasing proportion of Government spending for some years and that process is expected to accelerate.

South African universities, already running on austerity budgets, face their second year of drastic subsidy cuts next year.

The universities are expected to be told of the cuts, which they fear could be as high as 20 percent, early next month.

This means South African universities will have to cut their operating budgets by more than R200-million.

The squeeze on universities follows a 17 percent cut made without warning at the start of this academic year.

Before the Government started cutting back it usually contributed about 80 percent of the universities' running costs, with the institutions generating the balance.

The universities are expected to raise student fees by an average of 15 percent. First-year tuition fees for a bachelor of arts degree are expected to top R2 000, while the first-year tuition for a bachelor of science degree could reach R2 500.

This increase will deal only with inflation.

Professor Jerry Steele, University of the Witwatersrand deputy vice-chancellor in charge of administrative finance, said: "In the current situation in South Africa, when we are trying to give underprivileged, disadvantaged students a chance to go to university, a massive hike in fees is unthinkable."

LOWER STANDARDS

Instead the subsidy cuts will result in universities having to lower standards.
Research is expected to be affected as well. Angry academics say the lion's share of

the research money available in South Africa goes to the Council for Scientific and Industrial Research (CSIR), to the detriment of universities.
"There is a very real fear that Wits, a premier research facility, could sink to a level of mediocrity," said Professor Steele.

Wits' essential running costs are about R120-million a year. Next year it will be expected to cope with R20-million less.
The University of Cape Town expects to have an operating loss of R10-million.



STAATSKOERANT

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REPUBLIC OF SOUTH AFRICA

GOVERNMENT GAZETTE

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CAPE TOWN, 24 SEPTEMBER 1986

50

No. 10458

KANTOOR VAN DIE STAATSPRESIDENT

STATE PRESIDENT'S OFFICE

No. 1969.

24 September 1986

No. 1969.

24 September 1986

Hierby word bekend gemaak dat die Staatspresident sy goedkeuring geheg het aan die onderstaande Wet wat hierby ter algemene inligting gepubliseer word:—

It is hereby notified that the State President has assented to the following Act which is hereby published for general information:—

No. 104 van 1986: Wet op Private Skole (Volksraad), 1986.

No. 104 of 1986: Private Schools Act (House of Assembly), 1986.



WET

Om voorsiening te maak vir die registrasie van, die beheer oor, en die verlening van getelike toekennings aan, private skole, en vir nangeleentheid wat daarmee in verband staan.

(Engelse teks deur die Staatspresident geteken.)
(Goedgekeur op 10 September 1986.)

DAAR WORD BEPAAL deur die Staatspresident en die Volksraad van die Republiek van Suid-Afrika, soos volg:—

Woordomskrywing

1. In hierdie Wet, tensy uit die samhang anders blyk, beteken—
- (i) "beroepsonderwys" beroepsonderwys soos in artikel 1 van die Wet op Onderwysdienste, 1967 (Wet No. 41 van 1967), omskryf; (xii)
 - (ii) "Departement" die Departement van Onderwys en Kultuur; (i)
 - (iii) "hierdie Wet" ook 'n regulasie; (xi)
 - (iv) "Minister" die Minister van Onderwys en Kultuur; (v)
 - (v) "onderwys" onderwys waarvoor 'n provinsiale onderwysdepartement verantwoordelik is, maar nie ook primêre onderwys, beroepsonderwys of onderwysersopleiding nie; (ii)
 - (vi) "Onderwyshoof" die hoof van die Departement; (iv)
 - (vii) "onderwysordnansie" die Onderwysordnansie, 1956 (Ordonnansie No. 20 van 1956 van die Kaap die Goeie Hoop), die Ordonnansie op Spesiale Onderwys, 1968 (Ordonnansie No. 25 van 1968 van die Kaap die Goeie Hoop), die Natalse Onderwysordnansie, 1969 (Ordonnansie No. 46 van 1969), die Onderwysordnansie, 1953 (Ordonnansie No. 29 van 1953 van Transvaal), die Ordonnansie op Spesiale Onderwys, 1968 (Ordonnansie No. 20 van 1968 van Transvaal), of die Ordonnansie op Onderwys, 1980 (Ordonnansie No. 12 van 1980 van die Oranje-Vrystaat), en ook 'n regulasie daartrekkende uitgevaardig; (iii)
 - (viii) "private skool" 'n ander skool as 'n skool wat deur 'n provinsiale onderwysdepartement in stand gehou, bestuur en beheer word, maar—
 - (a) nie ook 'n laer kerkskool, plaasskool of private spesiale skool of klas in 'n onderwysordnansie genoem nie; en
 - (b) by die toepassing van artikels 2, 3, 4, 5 en 7, nie ook 'n private skool wat deur minder as twintig leerlinge besoek word nie; (vii)
 - (ix) "provinsiale onderwysdepartement" die uitvoerende komponent van die Departement wat vir die onderrig, opvoeding en opleiding van blanke in 'n provinsie verantwoordelik is; (viii)

ACT

To provide for the registration of, the control over, and the making of financial grants to, private schools, and for matters connected therewith.

(English text signed by the State President.)
(Assented to 10 September 1986.)

BE IT ENACTED by the State President and the House of Assembly of the Republic of South Africa, as follows:—

Definitions.

1. In this Act, unless the context indicates otherwise—
- (i) "Department" means the Department of Education and Culture; (ii)
 - (ii) "education" means education for which a provincial education department is responsible, but does not include pre-primary education, vocational education or teacher training; (v)
 - (iii) "education ordinance" means the Education Ordinance, 1956 (Ordinance No. 20 of 1956 of the Cape of Good Hope), the Special Education Ordinance, 1968 (Ordinance No. 25 of 1968 of the Cape of Good Hope), the Natal Education Ordinance, 1969 (Ordinance No. 46 of 1969), the Education Ordinance, 1953 (Ordinance No. 29 of 1953 of the Transvaal), the Special Education Ordinance, 1968 (Ordinance No. 20 of 1968 of the Transvaal), or the Education Ordinance, 1980 (Ordinance No. 12 of 1980 of the Orange Free State), and includes any regulation made thereunder; (vii)
 - (iv) "Head of Education" means the head of the Department; (vi)
 - (v) "Minister" means the Minister of Education and Culture; (iv)
 - (vi) "prescribed" means prescribed by regulation; (xii)
 - (vii) "private school" means any school other than a school maintained, managed and controlled by a provincial education department, but—
 - (a) does not include a church primary school, farm school or private special school or class mentioned in an education ordinance; and
 - (b) for the purposes of sections 2, 3, 4, 5 and 7, does not include a private school attended by less than twenty pupils; (viii)
 - (viii) "provincial education department" means the executive component of the Department responsible for the instruction, teaching and training of white persons in a province; (ix)
 - (ix) "regulation" means a regulation made under section 9 (1); (x)

- (x) "regulasie" 'n regulasie kragtens artikel 9 (1) uitvaardig: (ix)
- (xi) "skool" 'n onderwysinstigting of 'n deel van 'n onderwysinstigting waar onderwys aan leerlinge verskaf word: (x)
- (xii) "voorgeskrif" 'n regulasie voorgeskryf: (vi)

2. Niemand mag 'n private skool in stand hou nie tensy daar die private skool ingevolge hierdie Wet geregistreer is.

3. (1) Iemand wat van voorneme is om 'n private skool in stand te hou, moet skriftelik by die Onderwyshoof om die registrasie van daardie private skool aansoek doen.

(2) 'n Aansoeker om die registrasie van 'n private skool moet die bykomende besonderhede in verband met sy aansoek verstrek wat die Onderwyshoof vereis.

4. (1) Die Onderwyshoof kan na goeddunke 'n aansoek bedoel in artikel 3 toestaan of van die hand wys, maar hy staan nie aan die voorgeskrewe vereistes voldoen nie.

(2) Indien die Onderwyshoof 'n aansoek bedoel in artikel 3 van die hand wys, moet hy die aansoeker skriftelik van so 'n afwysing en die redes daarvoor in kennis stel.

5. (1) Indien die Onderwyshoof 'n aansoek bedoel in artikel 3 toestaan, moet hy die betrokke private skool registreer en 'n registrasiesertifikaat in die vorm wat hy bepaal, aan die aansoeker uitreik.

(2) Die registrasie van 'n private skool is onderworpe aan die voorgeskrewe voorwaardes.

(3) Die registrasie van 'n private skool ingevolge hierdie Wet onthef nie iemand van enige ander verpligting ten opsigte van die registrasie ingevolge 'n ander wet nie.

6. (1) 'n Geregistreeerde private skool kan jaarliks op of voor die voorgeskrewe datum skriftelik by die Onderwyshoof om die voorgeskrewe geldelike toekening aansoek doen.

(2) Die Onderwyshoof kan na goeddunke 'n aansoek bedoel in subartikel (1) toestaan of van die hand wys, maar hy staan nie 'n aansoek toe nie indien hy van oordeel is dat die geregistreeerde private skool nie aan die voorgeskrewe vereistes vir die geldelike toekening voldoen nie.

7. Iemand wat—

(a) 'n bepaling van artikel 2 oortree, of 'n private skool 40 wat nie ingevolge hierdie Wet geregistreer is nie, bestuur of beheer; of

(b) in of in verband met 'n aansoek om die registrasie van 'n private skool opsetlik inligting verstrek of 'n verklaaring doen wat vals of misleidend is,

is aan 'n misdryf skuldig en by skuldigbevinding strafbaar met 'n boete van hoogstens R4 000 of met gevangenisstraf vir 'n tydperk van hoogstens twee jaar of met sowel daardie boete as daardie gevangenisstraf.

8. (1) Iemand wat hom verontreg voel deur die afwysing van 'n aansoek deur die Onderwyshoof kragtens artikel 4 (1), kan op die voorgeskrewe wyse en binne die voorgeskrewe tydperk teen so 'n afwysing na die Minister appelleer.

(2) Die Minister moet 'n appél wat ooreenkomstig subartikel (1) by hom aangeteken word op die voorgeskrewe wyse oorweeg, en kan—

- (a) die appél handhaaf en die betrokke aansoek toestaan; of
- (b) die appél van die hand wys.
- (3) 'n Beslissing deur die Minister kragtens subartikel (2) (a) 60 geneem, word by die toepassing van artikel 5 (1) geg 'n beslissing te wees wat deur die Onderwyshoof geneem is.

PRIVATE SCHOOLS ACT (HOUSE OF ASSEMBLY), 1986

- (x) "school" means any educational institution or any part of an educational institution at which education is provided to pupils: (xi)
- (xi) "this Act" includes a regulation: (iii)
- (xii) "vocational education" means vocational education as defined in section 1 of the Educational Services Act, 1967 (Act No. 41 of 1967): (i)

2. No person shall maintain a private school unless that private school is registered in terms of this Act.

3. (1) Any person intending to maintain a private school shall apply to the Head of Education in writing for the registration of that private school.

(2) An applicant for the registration of a private school shall furnish such additional particulars in connection with his application as the Head of Education may require.

4. (1) The Head of Education may at his discretion grant or refuse an application referred to in section 3, but he shall not grant any application if he is of the opinion that the private school does not comply with the prescribed requirements.

(2) If the Head of Education refuses an application referred to in section 3, he shall notify the applicant in writing of any such refusal and the reasons therefor.

5. (1) If the Head of Education grants an application referred to in section 3, he shall register the private school in question and issue to the applicant a registration certificate in such form as he may determine.

(2) The registration of a private school shall be subject to the prescribed conditions.

(3) The registration of a private school in terms of this Act shall not exempt any person from any other duty in respect of registration in terms of any other law.

6. (1) A registered private school may annually on or before the prescribed date apply to the Head of Education in writing for the prescribed financial grant.

(2) The Head of Education may at his discretion grant or refuse an application referred to in subsection (1), but he shall not grant any application if he is of the opinion that the registered private school does not comply with the prescribed requirements for the financial grant.

7. Any person who—

(a) contravenes a provision of section 2, or manages or controls a private school not registered in terms of this Act; or

(b) in or in connection with an application for the registration of a private school wilfully furnishes information or makes a statement which is false or misleading,

shall be guilty of an offence and liable on conviction to a fine not exceeding R4 000 or to imprisonment for a period not exceeding two years or to both such fine and such imprisonment.

8. (1) Any person aggrieved by the refusal of an application by the Head of Education under section 4 (1), may in the prescribed manner and within the prescribed period appeal against any such refusal to the Minister.

(2) The Minister shall in the prescribed manner consider an appeal lodged with him in accordance with subsection (1), and may—

- (a) allow the appeal and grant the application in question; or
- (b) disallow the appeal.
- (3) A decision taken by the Minister under subsection (2) (a) shall for the purposes of section 5 (1) be deemed to be a decision taken by the Head of Education.

Maintenance of private schools prohibited unless registered.

Applications for registration of private schools.

Consideration of applications for registration of private schools.

Registration of private schools.

Financial grants to registered private schools.

Offences and penalties.

Appeal to Minister against refusal of application by Head of Education.

9. (1) Die Minister kan regulasies uitvaardig betreffende—
- die toelating van leerlinge tot 'n geregistreerde private skool;
 - die toelating van sodanige leerlinge tot eksamens wat deur of onder toesig van 'n provinsiale onderwysdepartement afgeneem word;
 - die aanstelling van onderwysers by 'n geregistreerde private skool;
 - die hou van registers of ander stukke deur 'n geregistreerde private skool;
 - die inspeksie van 'n geregistreerde private skool en die ondersoek van sodanige registers of stukke;
 - die wyse waarop 'n geldelike toekenning, indien die aansoek daarom goedgekeur is, aan 'n geregistreerde private skool betaalbaar is;
 - die vervel of intrekking van die registrasie van 'n private skool;
 - 'n aangeleentheid wat by hierdie Wet by regulasie voorgeskryf moet of kan word; en
 - in die algemeen, 'n aangeleentheid wat die Minister noodig of dienstig ag om voor te skryf ten einde die oogmerke van hierdie Wet te verwesenlik.
- (2) Verskillende regulasies kan kragtens subartikel (1) ten opsigte van verskillende provinsiale onderwysdepartemente uitvaardig word.
- (3) Regulasies kragtens subartikel (1) uitgevaardig, kan—
- strawwe vir 'n oortreding daarvan of versum om daaraan te voldoen, voorskryf wat 'n boete van R4 000 of gevangenisstraf vir 'n tydperk van twee jaar nie te bowe gaan nie; of
 - met terugwerkende krag uitgevaardig word vanaf 'n datum wat nie vroër is nie as die datum van inwerking-treding van hierdie Wet.

Ondrag van werksaamhede deur Onderwyshoof

10. (1) Die Onderwyshoof kan—
- aan die hoof van 'n provinsiale onderwysdepartement verleen, delegeer, of
 - so 'n hoof magtig om 'n plig by hierdie Wet aan die Onderwyshoof opgedra, te verrig.
- (2) 'n Delegering kragtens subartikel (1) (a) belet nie die uitoefening van die betrokke bevoegdheid deur die Onderwyshoof self nie.

Uitsluiting van bepalinge van onderwysordonnansies.

11. (1) Behoudens die bepalinge van hierdie artikel hou 'n bepaling van 'n onderwysordonnansie op om van krag te wees vir sover dit handel oor 'n aangeleentheid wat in hierdie Wet gereël word.
- (2) 'n Private skool wat geregistreer is ingevolge 'n bepaling van 'n onderwysordonnansie wat op grond van subartikel (1) ophou om van krag te wees, word geag ingevolge artikel 5 (1) van hierdie Wet geregistreer te wees.
- (3) 'n Verwysing in 'n onderwysordonnansie—
- na 'n private skool wat geregistreer is ingevolge 'n bepaling wat op grond van subartikel (1) ophou om van krag te wees, word, tensy dit met die samehang onbestaanbaar of andersins duidelik onvanpas is, uitgelê as 'n verwysing na 'n private skool wat in die betrokke provinsie geleë en ingevolge hierdie Wet geregistreer is;
 - na sodanige private skool wat kragtens 'n bepaling van daardie onderwysordonnansie hulptoelae ontvang of gesubsidieer of ondersteun word, word, tensy dit met die samehang onbestaanbaar of andersins duidelik onvanpas is, uitgelê as 'n verwysing na 'n private skool wat in die betrokke provinsie geleë is en waaraan 'n geldelike toekenning kragtens hierdie Wet verleen word.

Kort stel en inwerking-treding.

12. Hierdie Wet heet die Wet op Private Skole (Volksraad), 1986, en word geag op 1 April 1986 in werking te getree het.

9. (1) The Minister may make regulations as to—
- the admission of pupils to a registered private school;
 - the admission of such pupils to examinations conducted by or under the supervision of a provincial education department;
 - the appointment of teachers at a registered private school;
 - the keeping of registers or other documents by a registered private school;
 - the inspection of a registered private school and the examination of such registers or documents;
 - the manner in which any financial grant, if the application therefor has been granted, shall be payable to a registered private school;
 - the lapse or cancellation of the registration of a private school;
 - any matter required or permitted by this Act to be prescribed by regulation; and
 - in general, any matter which the Minister may consider necessary or expedient to prescribe in order that the objects of this Act may be achieved.
- (2) Different regulations may be made under subsection (1) in respect of different provincial education departments.
- (3) Regulations made under subsection (1) may—
- prescribe penalties for any contravention thereof or failure to comply therewith not exceeding a fine of R4 000 or imprisonment for a period of two years; or
 - be made with retrospective effect from a date not earlier than the date of commencement of this Act.
10. (1) The Head of Education may—
- delegate to the head of a provincial education department any power conferred upon the Head of Education by this Act; or
 - authorize any such head to perform any duty assigned to the Head of Education by this Act.
- (2) Any delegation under subsection (1) (a) shall not prevent the exercise of the relevant power by the Head of Education himself.

Assignment of functions by Head of Education.

Exclusion of provisions of education ordinances.

11. (1) Subject to the provisions of this section, any provision of an education ordinance shall cease to be of force in so far as it deals with any matter provided for in this Act.
- (2) Any private school registered in terms of any provision of an education ordinance which ceases to be of force by reason of subsection (1) shall be deemed to be registered in terms of subsection 5 (1) of this Act.
- (3) A reference in any education ordinance—
- to a private school registered in terms of any provision which ceases to be of force by reason of subsection (1), shall, unless inconsistent with the context or otherwise clearly inappropriate, be construed as a reference to a private school situated in the relevant province and registered in terms of this Act;
 - to such private school receiving grants-in-aid or subsidized or aided under any provision of that education ordinance, shall, unless inconsistent with the context or otherwise clearly inappropriate, be construed as a reference to a private school situated in the relevant province and to which any financial grant is made under this Act.

12. This Act shall be called the Private Schools Act (House of Assembly), 1986, and shall be deemed to have come into operation on 1 April 1986.

Short title and commencement.



STAATSKOERANT

VAN DIE REPUBLIEK VAN SUID-AFRIKA

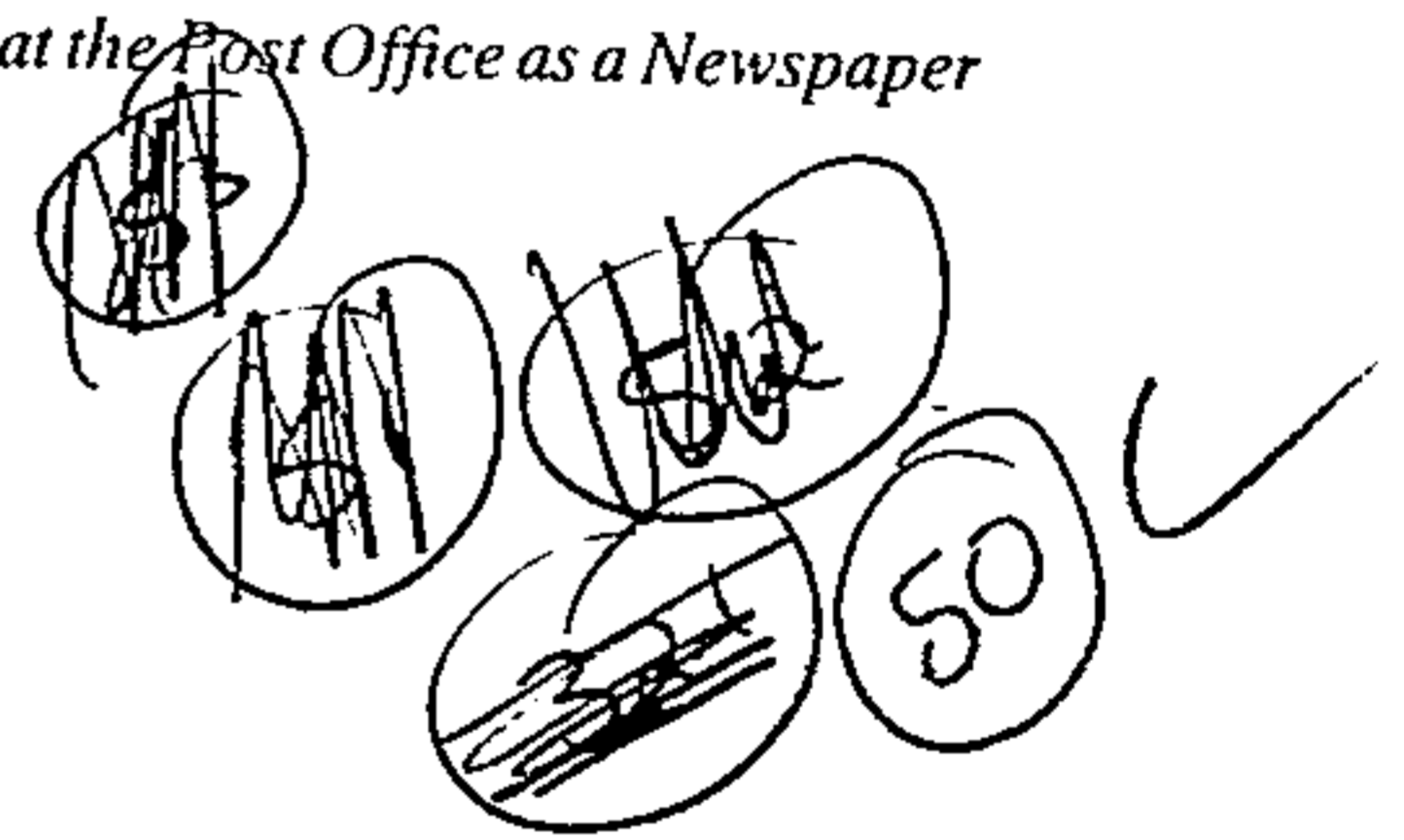
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KAAPSTAD, 19 SEPTEMBER 1986

CAPE TOWN, 19 SEPTEMBER 1986

No. 10450

KANTOOR VAN DIE STAATSPRESIDENT

STATE PRESIDENT'S OFFICE

No. 1961.

19 September 1986

Hierby word bekend gemaak dat die Staatspresident sy goedkeuring geheg het aan die onderstaande Wet wat hierby ter algemene inligting gepubliseer word:—

No. 103 van 1986: Wysigingswet op die Nasionale Onderwysbeleid (Volksraad), 1986.

No. 1961.

19 September 1986

It is hereby notified that the State President has assented to the following Act which is hereby published for general information:—

No. 103 of 1986: National Education Policy Amendment Act (House of Assembly), 1986.

Wet No. 103, 1986

WYSIGINGSWET OP DIE NASIONALE ONDERWYSBELEID
(VOLKSRaad), 1986

ALGEMENE VERDUIDELIKENDE NOTA:

- 1 Woorde in vet druk tussen vierkantige hake dui skrapings uit bestaande verordeninge aan.
- 2 Woorde met 'n volstreep daarop, dui invoegings in bestaande verordeninge aan.

WET

Tot wysiging van die Wet op die Nasionale Onderwysbeleid, 1967, ten einde sekere uitdrukkings aan te pas as gevolg van die opdrag van die uitvoering van genoemde Wet en sekere ordonansies aan die Minister van Onderwys en Kulture; die georganiseerde onderwysprofessie en die georganiseerde ouergemeenskap groter deelname toe te laat in die onderwys in skole en die opleiding van onderwysers; te bepaal dat genoemde Wet onderworpe aan sekere algemene wette toegepas moet word; die Nasionale Onderwysraad af te skaf, en voorsiening te maak vir die samestelling van 'n ad hoc-raad deur genoemde Minister; die beheer oor die werwing en keuring van studente aan die hoof van die betrokke provinsiale onderwysdepartement op te dra; 'n onderwysraad vir elke provinsiale onderwysdepartement in te stel en sy funksies te bepaal; voorsiening te maak vir die instelling van subkomitees deur die Komitee van Onderwyshoofde; die voorsiening met betrekking tot die inspeksie van skole en kantore te skrap; voorsiening te maak vir die erkenning deur genoemde Minister van 'n liggaam vir die georganiseerde onderwysprofessie; en die regulasiebevoegdheid van genoemde Minister uit te brei; tot herroeping van sekere Wette; en om voorsiening te maak vir aangeleenthede wat daarmee in verband staan.

(Afrikaanse teks deur die Staatspresident geteken.)
(Goedgekeur op 10 September 1986.)

DAAR WORD BEPAAL deur die Staatspresident en die Volksraad van die Republiek van Suid-Afrika, soos volg:—

1. Artikel 1 van die Wet op die Nasionale Onderwysbeleid, 1967 (hieronder die Hoorwet genoem), word hierby gewysig—
- (a) deur die omskrywing van "Administrateur" te skrap; 5
- (b) deur die omskrywing van "Departement" deur die volgende omskrywing te vervang: 5
- "Departement" die Departement van Nasionale Opvoeding, Onderwys en Kulture; Administrasie; Volksraad"; 10
- (c) deur die omskrywings van "Direkteur-generaal" en "kollege" te skrap; 10
- (d) deur voor die omskrywing van "komitee" die volgende omskrywings in te voeg: 10
- "georganiseerde onderwysprofessie" die onderwysprofessie soos verteenwoordig deur die liggaam wat ingevolge artikel 8B deur die Minister erken word, en met betrekking tot 'n provinsie, die onderwysprofessie soos verteenwoordig deur die liggaam en verenigings in daardie provinsie wat erken word deur die Minister of 'n onderwyshoof wat deur die Minister daartoe gemagtig is; 15

NATIONAL EDUCATION POLICY AMENDMENT ACT (HOUSE OF ASSEMBLY), 1986

GENERAL EXPLANATORY NOTE:

- 1 Words in bold type in square brackets indicate omissions from existing enactments.
- 2 Words underlined with solid line indicate insertions in existing enactments.

ACT

To amend the National Education Policy Act, 1967, so as to adapt certain expressions as a result of the assignment of the administration of the said Act and certain ordinances to the Minister of Education and Culture; to allow greater participation by the organized teaching profession and the organized parent community in the education in schools and the training of teachers; to provide that the said Act shall be applied subject to certain general laws; to abolish the National Education Council, and to provide for the constitution of an ad hoc council by the said Minister; to assign the control over the recruitment and selection of students to the head of the provincial education department concerned; to establish an education council for each provincial education department and to determine its functions; to make provision for the establishment of subcommittees by the Committee of Heads of Education; to delete the provision relating to the inspection of schools and offices; to make provision for the recognition by the said Minister of a body for the organized teaching profession; and to extend the regulation powers of the said Minister; to repeal certain Acts; and to provide for matters connected therewith.

(Afrikaans teks deur die State President.)
(Assented to 10 September 1986.)

BE IT ENACTED by the State President and the House of Assembly of the Republic of South Africa, as follows:—

1. Section 1 of the National Education Policy Act, 1967 (hereinafter referred to as the Principal Act), is hereby amended—
- (a) by the deletion of the definitions of "Administrator" and "college"; 5
- (b) by the insertion before the definition of "committee" of the following definition: 5
- "college of education" means any educational institution for the training of persons as teachers and which is maintained, managed and controlled or subsidized by the Department (including a provincial education department), excluding a university and a technikon; 10
- (c) by the substitution for the definition of "committee" of the following definition: 10
- "Committee" means the Committee of Heads of Education established by section 6; 15
- (d) by the deletion of the definitions of "Committee of University Principals" and "council"; 20
- (e) by the insertion before the definition of "Department" of the following definitions: 20
- "compulsory education" means the prescribed period during which a white person between the prescribed

Amendment of section 1 of Act 39 of 1967, as amended by section 1 of Act 73 of 1969, section 2 of Act 69 of 1973, section 1 of Act 92 of 1974, section 1 of Act 25 of 1978, section 1 of Act 25 of 1982 and section 6 of Act 75 of 1984.

WYSIGINGSWET OP DIE NASIONALE ONDERWYSBELEID (VOLKSRaad), 1986

- (e) "georganiseerde oorgemeenskap" die oorgemeenskap soos verteenwoordig deur die rade en komitees wat by of kragtens 'n wet ingestel word en die liggame en verenigings wat erken word deur die Minister of 'n onderwyshoof wat deur die Minister daartoe gemagtig is: 5
- (f) deur die omskrywing van "komitee" deur die volgende omskrywing te vervang: "Komitee die Komitee van Onderwyshoofde wat by artikel 6 ingestel is": 10
- (g) deur die omskrywing van "Komitee van Universiteitshoofde" te skrap: 10
- (h) deur na die omskrywing van "leerling" die volgende omskrywing in te voeg: "leerling" die voorgeskrewe tydperk waartydens 'n blanke tussen die voorgeskrewe ouderdomsgrensse onderwys moet ontvang: 15
- (i) deur die omskrywing van "Minister" deur die volgende omskrywing te vervang: "Minister" die Minister van [Nasionale Opvoeding] 20
- (j) deur die omskrywing van "Onderwys en Kultuur": 20
- (k) deur "die omskrywing van "onderwys" deur die volgende omskrywing te vervang: "onderwys" onderrig, opvoeding en opleiding wat aan blanke verskaf word: 25
- (l) deur die omskrywing van "onderwyshoof" te skrap, deur die omskrywing van "onderwysersopleiding" deur die volgende omskrywing te vervang: "onderwysersopleiding" 25
- (m) (a) onderrig en opleiding (behalwe onderrig en 30 opleiding vir die graad B.Ed of M.Ed of D.Ed. of 'n graad wat die Minister as gelykwaardig met een van die grade by kennisgewing in die *Staatskoerant* verklaar) wat aan 'n student verskaf word om hom in staat te stel om 'n diploma aan 'n [kollege] onderwyskollege of 'n teknikon te verwerf wat in die geval van sowel so 'n graad as so 'n diploma deur die [Komitee] Komitee goedgekeur is as 'n kwalifikasie vir indiensneming by 'n skool om onderwys te gee; 40
- (b) dié verdere onderrig en opleiding van onderwysers aan dié instellings wat die [Komitee] Komitee goedgekeur; 45
- (c) dié versorging van studente aan, die beskikbaarstelling van die geboue, koshuise en toerusting van, en die indiensneming van die persoonel van 'n [kollege] onderwyskollege, en die verskaffing van die ander dienste wat nodig is om die bedryfsgede van 'n [kollege] onderwyskollege voort te sit; 50
- (l) deur na die omskrywing van "onderwysersopleiding" die volgende omskrywings in te voeg: "onderwyshoof" die hoof van die Departement of 'n provinsiale onderwysdepartement; "onderwyskollege" 'n opvoedkundige instelling vir die opleiding van persone as onderwysers en wat deur die Departement (met inbegrip van 'n provinsiale onderwysdepartement) in stand gehou, bestuur en beheer of gesubsidieer word, uitgesonderd 'n teknikon en 'n universiteit; "onderwyspos" 'n pos waarin 'n persoon aangestel word om— 55
- (a) onderwys te gee aan 'n skool, tegniese kollege 55
- (b) soos omskryf in artikel 1 van die Wet op Tegniese Kolleges, 1981 (Wet No. 104 van 1981), of onderwyskollege; of 60

NATIONAL EDUCATION POLICY AMENDMENT ACT (HOUSE OF ASSEMBLY), 1986

- ed age limits shall receive education; 5
- contract student means a student who enters into a contract with the Department to be trained as a teacher; 5
- (f) by the substitution for the definition of "Department" of the following definition: "Department" means the Department of [National Education] Education and Culture: Administration: House of Assembly; 10
- (g) by the deletion of the definition of "Director-General"; 10
- (h) by the substitution for the definition of "education" of the following definition: "education" means instruction, teaching and training provided to white persons; 15
- (i) by the insertion after the definition of "education" of the following definition: "education council" means an education council established by section 5; 15
- (j) by the substitution for the definition of "executive committee" of the following definition: "executive committee" means the executive committee [referred to] contemplated in section [4 (2)] 5 (3) (b); 20
- (k) by the substitution for the definition of "head of education" of the following definition: "head of education" means the [Director-General, or the Director of education of any province, and includes, for the purposes of sections 4 (1) (a) and 6 only, the head of the education branch of the Department] head of the Department or a provincial education department; 25
- (l) by the substitution for the definition of "Minister" of the following definition: "Minister" means the Minister of [National Education] Education and Culture; 30
- (m) by the insertion after the definition of "Minister" of the following definitions: "organized parent community" means the parent community as represented by the councils and committees which may be established by or under any law and the bodies and associations which may be recognized by the Minister or a head of education authorized thereto by the Minister; "organized teaching profession" means the teaching profession as represented by the body recognized by the Minister in terms of section 8B, and with regard to a province, the teaching profession as represented by the bodies and associations in that province which may be recognized by the Minister or a head of education authorized thereto by the Minister; "prescribed" means prescribed by regulation; "provincial education department" means the executive component of the Department responsible for education in a province; 35
- (n) by the substitution for the definition of "school" of the following definition: "school" means any educational institution or that part of such an institution at which education, including pre-primary education, is provided [up to a standard not higher than standard 10 or a level not higher than the fifth year level], and which is maintained, managed and controlled or subsidized by the Department or a provincial [administration] education department, excluding a university, college of education and technikon; 40
- (o) by the insertion after the definition of "school" of the following definition: 45

WYSIGINGSWET OP DIE NATIONALE ONDERWYSBELEID (VOLKSRaad), 1986

(b) onderwysbepalingsdiens of professionele onderwysdiens te lever aan die Departement, met inbegrip van provinsiale onderwysdepartemette;

"onderwysraad" 'n onderwysraad ingestel by artikel 5, provinsiale onderwysdepartement' die uitvoerende komponent van die Departement verantwoordelik vir onderwys in 'n provinsie...;

(m) deur die omskrywing van "raad" te skrap, (n) deur die omskrywing van "skool" deur die volgende omskrywing te vervang:

"skool" 'n onderwysinstigting of daardie deel van so 'n instigting waar onderwys, met inbegrip van primêre onderwys, verskaf word [tot 'n standerd wat nie hoër as standerd 10 of 'n vlak wat nie hoër as die vyfde jaarvlak is nie], en wat deur die Departement of 'n provinsiale [administrasie] onderwysdepartement in stand gehou, bestuur en beheer of gesubsidieer word, uitgesonderd 'n universiteit, onderwyskollege en teknikon...;

(o) deur na die omskrywing van "skool" die volgende omskrywing in te voeg:

"skool" 'n voorgeskrewe tydperk van leerplan waarbydens 'n skool bygewoon moet word...;

(p) deur die omskrywing van "student" deur die volgende omskrywing te vervang:

"student" 'n blanke wat aan 'n universiteit, 'n [kollege] onderwyskollege of 'n teknikon ingeskryf is en wat opgelê word in 'n graad of diploma beoog in 'n [kollege] of 'n [skool] van die omskrywing van "onderwys" in te voeg;

(q) deur na die omskrywing van "student" die volgende omskrywing in te voeg:

"teknikon" 'n instigting wat kraagens die Wet op Technikon (Nasionale Opvoeding), 1967 (Wet No. 40 van 1967), as 'n teknikon ingestel is of gearg word ingestel te wees en deur die Departement beheer word...;

(r) deur die omskrywing van "uitvoerende komitee" deur die volgende omskrywing te vervang:

"uitvoerende komitee" die uitvoerende komitee [vermeld] beoog in artikel 4(2) 5(3) (b) en (c) deur na die omskrywing van "universiteit" die volgende omskrywing in te voeg:

"verhulstestudent" 'n student wat 'n ooreenkoms met die Departement aangaan om as 'n onderwyser opgelê te word; "voorgeskrewe by regulasie voorgeskrewe..."

2. Artikel 1A van die Hoofwet word hierby deur die volgende artikel vervang:

1A. (1) Behoudens die bepaling van subartikel (2), artikel 2A van die Wet op [Gewordeerde Tegniese Onderwys] Technikon (Nasionale Opvoeding), 1967 (Wet No. 40 van 1967), en artikel 28 van die Wet op Finansiële Verhoudings, 1976 (Wet No. 65 van 1976), kan die opleiding van blanke persone as onderwysers vir sekondêre skole slegs aan 'n universiteit verskaf word: Met dien verstande dat vir die doeleindes van die toekenning van 'n graad, diploma of sertifikaat aan 'n student aan 'n universiteit, daar die universiteit, behoudens die bepaling van 'n ooreenkoms in subartikel (1) van artikel 10B van die Wet op Universiteite, 1955 (Wet No. 61 van 1955), bedoel, 'n eksamen kan erken wat deur 'n [kollege] onderwyskollege of teknikon afgeneem is en met goeie gevolg deur daardie student afgetel is.

NATIONAL EDUCATION POLICY AMENDMENT ACT (HOUSE OF ASSEMBLY), 1986

"school attendance" means the prescribed period of compulsory education during which a school shall be attended...;

(p) by the substitution for the definition of "student" of the following definition:

"student" means any white person enrolled at a university, [for college] a college of education or a teknikon and being trained for a degree or diploma contemplated in paragraph (a) of the definition of "teacher training"...

(q) by the substitution for the definition of "teacher training" of the following definition:

"teacher training" means— (a) any instruction and training (other than instruction and training for the B.Ed., M.Ed. or D.Ed. degree, or any degree declared by the Minister by notice in the Gazette) to be equivalent to any of the said degrees) provided to a student to enable him to obtain a degree or diploma at a university, or a diploma at a [college] college of education or a teknikon, approved, in the case of both such a degree and such a diploma, by the [committee] Committee as a qualification for employment at a school to teach;

(b) such further instruction and training of teachers at such institutions as the [committee] Committee may approve;

(c) the care of students at, the making available of the buildings, hostels and equipment of, and the employment of the staff of, a [college] college of education, and the provision of such other services as may be necessary for carrying on the activities of a [college] college of education...; and

(r) by the insertion after the definition of "teacher training" of the following definitions:

"teaching post" means any post in which a person may be appointed to— (a) teach at a school, technical college as defined in section 1 of the Technical Colleges Act, 1981 (Act No. 104 of 1981), or college of education; or

(b) render auxiliary educational services or professional educational services to the Department, including provincial education departments;

"teknikon" means an institution established or deemed to have been established as a teknikon in terms of the Technikon (National Education) Act, 1967 (Act No. 40 of 1967), and which is controlled by the Department...;

2. The following section is hereby substituted for section 1A of the principal Act:

1A. (1) Subject to the provisions of subsection (2), section 2A of the [Advanced Technical Education] Technikon (National Education) Act, 1967 (Act No. 40 of 1967), and section 28 of the Financial Regulations Act, 1976 (Act No. 65 of 1976), the training of white persons as teachers for secondary schools may be provided at a university only: Provided that for the purposes of conferring a degree upon or granting a diploma or certificate to any student at any university, such university may, subject to the provisions of any agreement contemplated in subsection (1) of section 10B of the Universities Act, 1955 (Act No. 61 of 1955), recognize any examination conducted by any [college] college of education or teknikon and passed by such student.

2. The following section is hereby substituted for section 1A of the principal Act:

1A. (1) Subject to the provisions of subsection (2), section 2A of the [Advanced Technical Education] Technikon (National Education) Act, 1967 (Act No. 40 of 1967), and section 28 of the Financial Regulations Act, 1976 (Act No. 65 of 1976), the training of white persons as teachers for secondary schools may be provided at a university only: Provided that for the purposes of conferring a degree upon or granting a diploma or certificate to any student at any university, such university may, subject to the provisions of any agreement contemplated in subsection (1) of section 10B of the Universities Act, 1955 (Act No. 61 of 1955), recognize any examination conducted by any [college] college of education or teknikon and passed by such student.

Substitution of section 1A of Act 39 of 1967, as inserted by section 2 of Act 73 of 1969, substituted by section 2 of Act 92 of 1974 and amended by section 2 of Act 25 of 1982 and section 7 of Act 75 of 1984.

(2) Die Minister kan na oorleg met die raad van 'n universiteit en 'n [Administrateur] onderwysraad of die raad van 'n technikon en op die voorwaarde wat hy goeuvind, toestemming verleen dat die opleiding van persone as onderwysers vir sekondêre skole in 'n vak of ooreenkomstige 'n kursus wat hy van tyd tot tyd bepaal ook verskat word aan 'n [kollege] wat—

(a) deur die Departement in stand gehou, bestuur en beheer of gesubsidieer word; of

(b) deur 'n provinsiale administrasie in stand gehou, 10 bestuur en beheer word [teknikon of onderwyskollege].

(3) Die opleiding van blanke persone as onderwysers vir primêre en pre-primêre skole word aan 'n [kollege] onderwyskollege of 'n universiteit verskat 15 Met dien verstande dat vanaf 'n datum wat die Minister bepaal, sodanige opleiding aan 'n [kollege] onderwyskollege en 'n universiteit ingevolge 'n reëling in noue samewerking met mekaar geskied.

(4) 'n Reëling tussen 'n [Administrateur] provin- 20 siale onderwysdepartement en die raad van 'n universiteit met die oog op noue samewerking behel in subartikel (3) is van nul en geen waarde nie tensy dit deur die Minister goedgekeur word.

(5) Verskillende datums kan ingevolge subartikel 25 (3) ten opsigte van verskillende [kolleges] onderwyskolleges en universiteite bepaal word.

(6) Beheer oor die werwing en keuring van persone vir toelating as verbondelestudente berus by die hoof van die betrokke provinsiale onderwysdepartement.

3. Artikel 1B van die Hoofwet word hierby gewysig—

(a) deur in subartikel (1) die woorde "wat paragraaf (a) voorafgaan deur die volgende woorde te vervang:

"Die Minister kan na oorlegpleging met die [Administrateurs] (nadat elke Administrateur die betrokke komitee behel in subartikel (2) geraadpleeg het), die Komitee van Universiteitshoofde en die raad] onderwysraade, universiteite, technikon, die Komitee en die liggaam wat ingevolge artikel 8B (1) erken word van tyd tot tyd 40 die beleid bepaal wat ten opsigte van onderwysersopleiding gevolg moet word sodat—

- (b) deur paragraaf (f) van subartikel (1) deur die volgende paragraaf te vervang:
- "(f) die benaming van sertifikate wat aan persone toegeken word om die verwerwing van onderwysbevoegdheid of -kwalifikasies aan te dui, dieselfde is [maar sê dat die onderwyspersoneel van kolleges nie wat salaris en ander regte betref daardeur benadeel word nie];"
- (c) deur subartikels (2) en (3) te skrap;
- (d) deur subartikel (4) deur die volgende subartikel te vervang:

"(4) (a) 'n [Administrateur] Onderwysraad kan 'n provinsiale adviserende komitee vir onderwysersopleiding aanstel om [hom] die onderwysraad, die universiteite, die onderwyskolleges en die teknikon in die betrokke provinsie en die Departement van advies te dien aangande die kodifisering van onderwysersopleiding in die provinsie.

(b) Indien 'n [Administrateur] onderwysraad so 'n komitee aanstel, moet hy daarin, bewoens verteenwoordigers van die Departement en die betrokke

(2) The Minister may, after consultation with the council of a university and an [Administrator] education council or the council of a technikon and on such conditions as he deems fit, grant permission that the training of persons as teachers for secondary schools in any subject or according to any such course as he may determine from time to time, be provided also at a [college]—

(a) maintained, managed and controlled or subsidized by the Department; or

(b) maintained, managed and controlled by a provincial administration [teknikon or college of education].

(3) The training of white persons as teachers for primary and pre-primary schools shall be provided at a [college] college of education or a university. Provided that, with effect from a date determined by the Minister, such training shall be provided at a [college] college of education and a university, in terms of an arrangement, in close co-operation with each other.

(4) Any arrangement between [any administrator] a provincial education department and the council of any university with a view to close co-operation referred to in subsection (3) shall be of no force and effect unless it is approved by the Minister.

(5) Different dates may in terms of subsection (3) be fixed in respect of different [colleges] colleges of education and universities.

(6) Control over the recruitment and selection of persons for admission as contract students shall vest in the head of the provincial education department concerned."

3. Section 1B of the principal Act is hereby amended—

(a) by the substitution in subsection (1) for the words preceding paragraph (a) of the following words:

"The Minister may, after consultation with the [Administrators] (after each Administrator has consulted with the committee concerned referred to in subsection (2)), the Committee of University Principals and the council] education councils, universities, technikon, the Committee and the body recognized in terms of section 8B (1), from time to time determine the policy which is to be pursued in respect of teacher training in order that—

- (b) by the substitution for paragraph (f) of subsection (1) of the following paragraph:
- "(f) the application of certificates awarded to persons to indicate the acquisition of teaching competency or qualifications shall be the same [but in such a manner that the teaching staff of colleges are not thereby prejudiced as far as salaries and other rights are concerned];"
- (c) by the deletion of subsections (2) and (3);
- (d) by the substitution for subsection (4) of the following subsection:

"(4) (a) An [Administrator] education council may appoint a provincial advisory teacher training committee to advise [him] the education council, the universities, the colleges of education and the technikon in the province concerned and the Department on the co-ordination of teacher training in such province.

(b) If an [Administrator] education council appoints such a committee [he] it shall appoint thereto, in addition to representatives of the Department and

Wysiging van artikel 1B van Wet 39 van 1967, soos ingevoeg deur artikel 2 van Wet 73 van 1969.

Amendment of section 1B of Act 39 of 1967, as inserted by section 2 of Act 73 of 1969

- provinciale onderwysdepartement, ook persone aanstel om universiteite, [en kolleges] onderwyskolleges, technikon, die georganiseerde onderwysprofesse en die georganiseerde ouergemeenskap in die betrokke provinsie [en die onderwysverenigings wat hy erken] te verteenwoordig. . . .
- (e) deur subartikel (6) deur die volgende subartikel te vervang:
- “(6) Die [Administrateurs] onderwyskollege, die 10 technikon en die universiteite doen die stappe wat nodig is om die beleid wat ingevolge subartikel (1) deur die Minister bepaal is, ten uitvoer te bring. . . . en
- (f) deur subartikel (7) deur die volgende subartikel te vervang:
- “(7) Die Minister kan van ’n [Administrator] provinsiale onderwysdepartement, [en] ’n universiteit, ’n onderwyskollege en ’n technikon die inligting en verslae in verband met die uitvoering van die bepalinge van hierdie Wet aanvra wat hy nodig ag. . . .”

4. Die volgende artikel word hierby in die Hoofwet na artikel 1B ingevoeg:

“Toepassing van hierdie

K. Die bepalinge van hierdie Wet word toegepas onderworpe aan die algemene beleid bepaal Kragtens artikel 2 (1) van die Wet op die Nasionale Beleid vir Algemene Onderwys sake, 1984 (Wet No. 76 van 1984), en die bepalinge van enige ander algemene wet met betrekking tot ’n aangeleentheid bedoel in paragraaf (a), (b) of (c) van item 2 van Bylae 1 by die Grondwet van die Republiek van Suid-Afrika. [30 1983 (Wet No. 110 van 1983). . . .”

5. Artikel 2 van die Hoofwet word hierby gewysig—

(a) deur in subartikel (1) die woorde wat paragraaf (a) voorafgaan deur die volgende woorde te vervang:

“Die Minister kan, na oorlegpleging met die [Administrateurs en die raad] onderwysrade, die Komitee, die liggaam wat ingevolge artikel 8B (1) erken word en die georganiseerde ouergemeenskap, van tyd tot tyd die algemene beleid wat ten opsigte van onderwys in skole gevolg moet word, bepaal en wel binne die raamwerk van die volgende beginsels, naamlik dat—”

(b) deur paragraaf (a) van subartikel (1) deur die volgende paragraaf te vervang:

“(a) die onderwys in skole wat deur [’n Staatsdepartement (met inbegrip van ’n provinsiale administrasie)] die Departement (met inbegrip van provinsiale onderwysdepartemente) in stand gehou, bestuur en beheer word, ’n Christelike karakter moet hê, maar dat die geloofsopleiding van die ouers en die leerlinge geëerbiedig moet word wat betref godsdiensonderrig en godsdiensstige plegtigheid. . . .”

(c) deur paragraaf (d) van subartikel (1) deur die volgende paragraaf te vervang:

“(d) vereistes betreffende skoolplig en [die grense met 55 betrekking tot skoolpligige leertyd] leertyd vorming moet wees. . . .”

(d) deur paragraaf (e) van subartikel (1) deur die volgende paragraaf te vervang:

“(e) aan leerlinge wie se ouers in die Republiek woon of Suid-Afrikaanse burgers is (uitgesonderd die kindere teorie pre-prime, primêre en sekondêre leerlinge wat die Minister bepaal, leerlinge wat deelydse onderrig ontvang, en vakleerlinge), vry onderwys verskaf kan word in skole wat [’n Staats- 65

- the provincial education department concerned, also persons to represent universities, [and colleges] colleges of education, technikon, the organized teaching profession and the organized parent community in the province concerned [and the teachers' associations recognized by him]. . . .”
- (e) by the substitution for subsection (6) of the following subsection:
- “(6) The [Administrators] heads of education, the technikon and the universities shall take such steps as may be necessary to carry into effect the policy determined by the Minister in terms of subsection (1). . . . and by the substitution for subsection (7) of the following subsection:
- “(7) The Minister may call upon [an Administrator] a provincial education department, [and] a university, a college of education and a technikon for such information and reports in connection with the administration of the provisions of this Act as he may deem necessary. . . .”

4. The following section is hereby inserted in the principal Act after section 1B:

“Application of this Act

K. The provisions of this Act shall be applied subject to the general policy determined under section 2 (1) of the National Policy for General Education Affairs Act, 1984 (Act No. 76 of 1984), as well as the provisions of any other general law in relation to a matter referred to in paragraph (a), (b) or (c) of item 2 of Schedule 1 to the Republic of South Africa Constitution Act, 1983 (Act No. 110 of 1983). . . .”

5. Section 2 of the principal Act is hereby amended—

(a) by the substitution in subsection (1) for the words preceding paragraph (a) of the following words:

“The Minister may, after consultation with the [Administrators and the council] education councils, the Committee, the body recognized in terms of section 8B (1) and the organized parent community, from time to time determine the general policy which is to be pursued in respect of education in schools, within the framework of the following principles, namely, that—”

(b) by the substitution for paragraph (a) of subsection (1) of the following paragraph:

“(a) the education in schools maintained, managed and controlled by [a department of State (including a provincial administration)] the Department (including provincial education departments) shall have a Christian character, but that the religious conviction of the parents and the pupils shall be respected in regard to religious instruction and religious ceremonies. . . .”

(c) by the substitution for paragraph (d) of subsection (1) of the following paragraph:

“(d) requirements as to school attendance and compulsory education [and the limits relating to school age] shall be uniform. . . .”

(d) by the substitution for paragraph (e) of subsection (1) of the following paragraph:

“(e) education (including books and stationery) may be provided free of charge in schools maintained, managed and controlled by [a department of State (including a provincial administration)] the Department (including a provincial education department) (including a provincial education department) to pupils whose parents reside in the Republic or are South African citizens (other than such

toepassing van artikel 1C in Wet 39 van 1967

Wysiging van artikel 2 van Wet 39 van 1967, soos gewysig deur artikel 3 van Wet 73 van 1969, artikel 3 van Wet 92 van 1974 en artikel 3 van Wet 25 van 1982.

toepassing van artikel 1C in Wet 39 van 1967

Amendement of section 2 of Act 39 of 1967, as amended by section 3 of Act 73 of 1969, section 3 of Act 92 of 1974 and section 3 of Act 25 of 1982.

WYSIGINGSWET OP DIE NATIONALE ONDERWYSBELEID (VOLKSRaad), 1986

GOVERNMENT GAZETTE, 19 SEPTEMBER 1986

NATIONAL EDUCATION POLICY AMENDMENT ACT (HOUSE OF ASSEMBLY), 1986

departement (met inbegrip van 'n provinsiale administrasie) die Departement (met inbegrip van 'n provinsiale onderwysdepartement) in stand hou, bestuur en beheer:

(c) deur paragraaf (h) van subartikel (1) deur die volgende 5 paragraaf te vervang:

“(h) Aan die georganiseerde ouergemeenskap 'n plek in die onderwysstelsel toegeken moet word [deur middel van ouer-ondersoekersverenigings, skoolkomitees, beheerrade of skoolrade of op 'n ander wyses].”

(f) deur paragraaf (i) van subartikel (1) deur die volgende paragraaf te vervang:

“(i) By die onderwysbeplanning [aan wenke en aanbevelings van die amptelik erkende onderwysverwysers- en opleidings ooreweging geskenk] met die georganiseerde onderwysprofesse, oorleg gepleeg moet word: en”

(g) deur paragraaf (a) van subartikel (2) deur die volgende paragraaf te vervang:

“(a) Die [Administrateurs] onderwysrade doen die stappe wat nodig is om die beleid wat deur die Minister aldus bepaal is, ten uitvoer te bring:” en paragraaf (b) van subartikel (2) deur die volgende paragraaf te vervang:

“(b) Indien die Minister oortuig is dat die beleid [in 'n bepaalde provinsie] nie deur 'n onderwysraad uitgeoef word nie, kan hy ten opsigte van die [provinsie] onderwysraad die regulasies by kennisgewings in die Staatskoerant uitvaardig en die 30 voorskryfte uitrek wat nodig is om daaraan gevolg te gee:”

6. Artikel 3 van die Hoofwet word hierby gewysig— (a) deur subartikel (1) deur die volgende subartikel te vervang:

“(1) Geen voorgestelde wetgewing [uitgesonderd provinsiale ordonnansies met betrekking tot diensvoorwaardes of die bewilliging van fondse] wat op onderwys as onderwys verskaf aan 'n by of kragtens wet ingestelde universiteit of tegniese betrekking het, 40 word in die Volksraad [of in 'n provinsiale raad] ingedien nie, behalwe na oorlegging vooraf tussen die Minister en enige ander belanghebbende Minister [of Administrateur], die onderwysrade, die Komitee of georganiseerde onderwysprofesse:” en (b) deur subartikel (2) te skrap. 45

7. Artikel 4 van die Hoofwet word hierby deur die volgende artikel vervang:

“Samestelling 4. (1) Die Minister kan 'n ad hoc-raad saamstel om hom te adviseer oor 'n aangeleentheid wat hy na die raad verwys. (2) Aan lede van die raad wat nie heeltyds lede van die Staatsdiens is nie kan, uit gelde wat die Volksraad vir dié doel bewillig, die toelae betaal word wat die Minister met die instemming van die Minister van Begroting bepaal. (3) Die administratiewe werksaamhede van die raad word deur beampstes van die Departement ver- 55 rig.”

8. Artikel 4A van die Hoofwet word hierby herroep. 60

categories of pre-primary, primary and secondary pupils as the Minister may determine, pupils receiving instruction on a part-time basis and apprentices).”

(c) by the substitution for paragraph (h) of subsection (1) of the following paragraph:

“(h) the organized parent community be given a place in the education system [through parent-teachers' associations, school committees, boards of control or school boards or in any other manner].”

(f) by the substitution for paragraph (i) of subsection (1) of the following paragraph:

“(i) Consideration shall be given to suggestions and recommendations of the officially recognized teachers' associations] the organized teaching profession shall be consulted when planning for purposes of education; and”

(g) by the substitution for paragraph (a) of subsection (2) of the following paragraph:

“(a) The [Administrators] education councils shall take such steps as may be necessary to carry into effect the policy so determined by the Minister:” and (b) by the substitution for paragraph (b) of subsection (2) of the following paragraph:

“(b) If the Minister is satisfied that [in any province] such policy is not being carried out by an education council, he may in respect of such [province] education council make such regulations by notice in the Gazette and issue such directions as may be necessary to give effect thereto.”

6. Section 3 of the principal Act is hereby amended— (a) by the substitution for subsection (1) of the following subsection:

“(1) No proposed legislation [not being provincial ordinances relating to conditions of service or the appropriation of funds] relating to education, other than education provided at a university or technical established by or under any law, shall be introduced in the House of Assembly [or in a provincial council], except after prior consultation between the Minister and any other interested Minister [or Administrator], the education councils, the Committee and the organized teaching profession:” and (b) by the deletion of subsection (2). 45

7. The following section is hereby substituted for section 4 of the principal Act:

4. (1) The Minister may constitute an ad hoc council to advise him on any matter which he may refer to the council. (2) Members of the council who are not full-time members of the public service may be paid, from moneys appropriated by the House of Assembly for such purpose, such allowances as the Minister with the concurrence of the Minister of the Budget may determine. (3) The administrative functions of the council shall be performed by officers of the Department.” 55

8. Section 4A of the principal Act is hereby repealed. 60

Verwysing van artikel 3 van Wet 39 van 1967, soos gewysig deur artikel 4 van Wet 73 van 1969, artikel 4 van Wet 92 van 1974 en artikel 4 van Wet 25 van 1982.

Amendment of section 3 of Act 39 of 1967, as amended by section 4 of Act 73 of 1969, section 4 of Act 92 of 1974 and section 4 of Act 25 of 1982.

Herroeping van artikel 4A van Wet 39 van 1967, soos ingevoeg deur artikel 6 van Wet 73 van 1969.

Repeal of section 4A of Act 39 of 1967, as inserted by section 6 of Act 73 of 1969.

Wet No. 103, 1986

WYSIGINGSWET OP DIE NATIONALE ONDERWYSBELEID (VOLKSKRAAD), 1986

9. Artikel 5 van die Hoofwet word hierby deur die volgende artikel vervang:

5. (1) Daar word hierby vir elke provinsiale onderwysdepartement 'n onderwysraad ingestel, wat bestaan uit—

(a) die hoof van die betrokke provinsiale onderwysdepartement;

(b) 'n beampte deur die hoof van die Departement uitsy personeel aangewys;

(c) die voorgeskrewe getal beamptes ten opsigte van die betrokke provinsie, maar hoogstens vier, deur die hoof van die betrokke provinsiale onderwysdepartement uitsy personeel aangewys;

(d) die voorgeskrewe getal persone ten opsigte van die betrokke provinsie, maar minstens twee en hoogstens ses, waarvan die voorgeskrewe getal ten opsigte van elke tersiere onderwyssektor deur die Minister aangewys word uit benoemings wat op die voorgeskrewe wyse gedoen is deur die tersiere onderwysinstellings onder beheer van die Departement in die betrokke provinsie;

(e) die voorgeskrewe getal persone ten opsigte van die betrokke provinsie, maar minstens vier en hoogstens agt, op die voorgeskrewe wyse deur die georganiseerde onderwysproffessie in die betrokke provinsie uitsy geledele aangewys;

(f) die voorgeskrewe getal persone ten opsigte van die betrokke provinsie, maar minstens agt en hoogstens sesien, op die voorgeskrewe wyse deur die georganiseerde oergerneenskap in die betrokke provinsie uitsy geledele aangewys;

(g) die voorgeskrewe getal onderwysers van private skole ten opsigte van die betrokke provinsie, maar hoogstens twee, deur die Minister aangewys uit 'n lys van name wat op die voorgeskrewe wyse deur die hoof van die betrokke provinsiale onderwysdepartement saamgestel is na oorleg met private skole wat by die betrokke provinsiale onderwysdepartement geregistreer is;

(h) een persoon deur die Minister aangewys uit benoemings wat op die voorgeskrewe wyse gedoen is deur die bestuursliggame van buitengewone onderwys soos omskryf in artikel 1 van die Wet op Onderwysdiens, 1967 (Wet No. 41 van 1967);

(i) een persoon deur die Minister aangewys uit benoemings wat op die voorgeskrewe wyse gedoen is deur die rade van tegniese kolleges; en

(j) die voorgeskrewe getal persone ten opsigte van die betrokke provinsie, maar hoogstens sewe, deur die Minister aangewys.

(2) Die Minister wys vir elke onderwysraad 'n voorsitter uit sy geledele aan.

(3) Die Minister kan regulasies uitvaardig met betrekking tot—

(a) die kwalifikasies en amptstermy van lede van 'n onderwysraad, en die vul van vakatures; en

(b) die aanstelling en funksies van 'n uitvoerende komitee vir 'n onderwysraad.

(4) Aan 'n lid van 'n onderwysraad wat nie 'n heeltydse lid van die Staatsdiens is nie kan, uit geld wat die Volksraad vir die doel bewillig, die toelae betaal word wat die Minister met die instemming van die Minister van Begroting bepaal.

(5) Indien 'n aanwysing beoog in paragraaf (e) of (f) van subartikel (1), of 'n benoeming beoog in paragraaf (d), (h) of (i) van subartikel (1), nie gedoen word nie, kan die Minister 'n aanwysing of be-

NATIONAL EDUCATION POLICY AMENDMENT ACT (HOUSE OF ASSEMBLY), 1986

9. The following section is hereby substituted for section 5 of the principal Act:

5. (1) There is hereby established for each provincial education department an education council, which shall consist of—

(a) the head of the provincial education department concerned;

(b) an officer designated by the head of the Department from his staff;

(c) the prescribed number of officers in respect of the province concerned, but not more than four, designated by the head of the provincial education department concerned from his staff;

(d) the prescribed number of persons in respect of the province concerned, but not less than two and not more than six, of which the prescribed number in respect of each tertiary education sector is designated by the Minister out of nominations made in the prescribed manner by the tertiary education institutions under the control of the Department in the province concerned;

(e) the prescribed number of persons in respect of the province concerned, but not less than four and not more than eight, designated in the prescribed manner by the organized teaching profession in the province concerned from its members;

(f) the prescribed number of persons in respect of the province concerned, but not less than eight and not more than sixteen, designated in the prescribed manner by the organized parent community in the province concerned from its members;

(g) the prescribed number of teachers in respect of the province concerned, but not more than two, designated by the Minister out of a list of names compiled in the prescribed manner by the head of the provincial education department concerned after consultation with private schools registered with the provincial education department concerned;

(h) one person designated by the Minister out of nominations made in the prescribed manner by the managing bodies of special education as defined in section 1 of the Educational Services Act, 1967 (Act No. 41 of 1967);

(i) one person designated by the Minister out of nominations made in the prescribed manner by the councils of technical colleges; and

(j) the prescribed number of persons in respect of the province concerned, but not more than seven, designated by the Minister.

(2) The Minister shall nominate a chairman for each education council from its members.

(3) The Minister may make regulations in relation to—

(a) the qualifications and term of office of members of an education council, and the filling of vacancies; and

(b) the appointment and functions of an executive committee for an education council.

(4) A member of an education council who is not a full-time member of the public service may be paid, out of moneys appropriated for such purpose by the House of Assembly, such allowances as the Minister with the concurrence of the Minister of the Budget may determine.

(5) If a designation contemplated in paragraph (e) or (f) of subsection (1), or a nomination contemplated in paragraph (g), (h) or (i) of subsection (1),

Art No. 103, 1986

Substitution of section 5 of Act 39 of 1967, as amended by sections 6 of Act 92 of 1974

noeming, na gelang van die geval, in die plek daarvan doen.

- (6) Die administratiewe werksaamhede van 'n onderwysraad word deur beambtes van die betrokke provinsiale onderwysdepartement verrig.
- (7) 'n Onderwysraad—
- (a) bepaal sy eie reëls betreffende sy vergaderings en prosedures op daardie vergaderings;
- (b) dien die Minister, die Departement en die provinsiale onderwysdepartement van advies aangaande aangeleentheid betreffende die onderwys wat die Minister, die Departement of die provinsiale onderwysdepartement na hom verwys, of wat die onderwysraad onder die aandag van die Minister, die Departement of die provinsiale onderwysdepartement wil bring; en
- (c) verrig die werksaamhede wat by of kragtens hierdie Wet of die regulasies daartrekkende uitgevaardig aan hom opgedra word.
- (8) Geen handeling van 'n onderwysraad is ongeltdig bloot vanweë 'n vakature in die onderwysraad nie.

10. Artikel 6 van die Hoofwet word hierby deur die volgende artikel vervang:

"Komitee van Onderwysbeleid.

Verpanging van artikel 6 van Wet 39 van 1967, soos gewysig deur artikel 7 van Wet 73 van 1969 en artikel 6 van Wet 25 van 1982.

- 6. (1) Daar is 'n **[Komitee]** Komitee van **[Onderwysbeleid]** Onderwysbeleid (in hierdie artikel die **[Komitee]** Komitee genoem), wat bestaan uit die onderwysbeleid en waarvan die **[Direkteur-generaal]** Hoof van die Departement die voorsitter is.
- (2) Die **[Komitee]** Komitee doen aanbevelings by die Minister en die **[Administrateur]** onderwysraad oor die wyse waarop die beleid ten opsigte van onderwys in skole en onderwysersopleiding wat ingevolge hierdie Wet bepaal is, op gekoördineerde grondslag uitgevoer kan word.
- (3) Die **[Komitee]** Komitee dien die Minister of 'n **[Administrateur]** onderwysraad van advies aangaande enige ander aangeleentheid betreffende die onderwys wat die Minister of die **[Administrateur]** onderwysraad na hom verwys of wat die **[Komitee]** Komitee onder die aandag van die Minister of die **[Administrateur]** onderwysraad wil bring.
- (4) (a) Die Komitee kan 'n subkomitee aanstel om, onderworpe aan die voorskrifte van die Komitee, die werksaamhede te verrig wat deur die Komitee aan die subkomitee opgedra word.
- (b) Die Komitee moet minstens een persoon aangewys deur die liggaam wat ingevolge artikel 83 (1) erken word, as lid van 'n subkomitee aanstel.
- (c) Die Komitee kan 'n persoon aangewys deur die georganiseerde ouergemeenskap, as lid van 'n subkomitee aanstel.
- (d) Die voorsitter van 'n subkomitee word deur die Komitee uit die geleedere van die subkomitee aangewys.
- (e) Aan 'n lid van 'n subkomitee wat nie 'n heeltydse lid van die Staatsdiens is nie kan, uit geld wat die Volksraad vir dié doel bewillig, die toelae betaal word wat die Minister met die instemming van die Minister van Begroting bepaal.

11. Artikel 7 van die Hoofwet word hierby herroep.

Herroeping van artikel 7 van Wet 39 van 1967, soos vermag deur artikel 8 van Wet 73 van 1969.

is not made the Minister may instead thereof make a designation or nomination, as the case may be.

(6) The administrative functions of an education council shall be performed by the officers of the provincial education department concerned.

(7) An education council shall—

- (a) determine its own rules relating to meetings and procedures at those meetings;
- (b) advise the Minister, the Department and the provincial education department in regard to matters relating to education referred to it by the Minister, the Department or the provincial education department, or which the education council wishes to bring to the attention of the Minister, the Department or the provincial education department; and
- (c) perform such functions as may be assigned to it by or under this Act or the regulations made thereunder.

(8) No act of an education council shall be invalid merely on account of a vacancy in the education council.

10. The following section is hereby substituted for section 6 of the principal Act:

6. (1) There shall be a **[Komitee]** Committee of **[Beleids]** Heads of **[Onderwys]** Education (in this section referred to as the **[Komitee]** Committee), consisting of the heads of education and of which the **[Direkteur-generaal]** Head of the Department shall be chairman.

Substitution of section 6 of Act 39 of 1967, as amended by section 7 of Act 73 of 1969 and section 6 of Act 25 of 1982.

- (2) The **[Komitee]** Committee shall submit recommendations to the Minister and the **[Administrateur]** education councils in regard to the manner in which the policy in respect of education in schools and teacher training determined in terms of this Act, can be carried out on a co-ordinated basis.
- (3) The **[Komitee]** Committee shall advise the Minister or an **[Administrateur]** education council in regard to any other matter relating to education which the Minister or such **[Administrateur]** education council may refer to it, or which the **[Komitee]** Committee may desire to bring to the notice of the Minister or such **[Administrateur]** education council.
- (4) (a) The Committee may appoint a subcommittee to perform, subject to the instructions of the Committee, such functions as may be assigned by the Committee to the subcommittee.
- (b) The Committee shall appoint at least one person designated by the body recognized in terms of section 8B (1), as a member of a subcommittee.
- (c) The Committee may appoint a person designated by the organized parent community, as a member of a subcommittee.
- (d) The chairman of a subcommittee shall be designated by the Committee from the members of the subcommittee.
- (e) A member of a subcommittee who is not a full-time member of the public service may be paid, out of moneys appropriated for such purpose by the House of Assembly, such allowances as the Minister with the concurrence of the Minister of the Budget may determine.

11. Section 7 of the principal Act is hereby repealed.

Repeal of section 7 of Act 39 of 1967, as substituted by section 8 of Act 73 of 1969.

WYSIGINGSWET OP DIE NASIONALE ONDIKWYSBELIED (VOEKSKRAAD) 1986.

12. Artikel 8 van die Hoofwet word hierby gewysig—

- (a) deur subartikel (1) deur die volgende subartikel te vervang:
(1) Die Minister kan in ooreg met die Minister van Finansies en na ooreg met een of meer Administrateurs Bevoegde Oudleerwysers-opevoedkundige dienste en ander hulpdienste instel om 'n kom, die raad of een of meer provinsiale administrasies die Departement by te staan om die vervesenliking van die doelstellings van hierdie Wet te bevorder; en
(b) deur subartikels (2) en (3) te skrap.

13. Artikel 8A van die Hoofwet word hierby deur die volgende artikel vervang:

8A. Die Minister kan regulasies uitvaardig betrefsende die aangeleentheid wat ingevolge hierdie Wet 15 by regulasie voorgeskryf moet of kan word, of ten opsigte waarvan by die houding of dienste ag om regulasies om te verander ten einde aan die bepalings van hierdie Wet gevolg te gee.

14. Die volgende artikels word hierby in die Hoofwet aan artikel 8A ingevoeg:

8B. (1) Indien 'n liggaam deur die Federale Raad van Onderwysersverenigings in Suid-Afrika en die Suid-Afrikaanse Onderwysersraad vir Blankes ingesluit by artikel 2 van die Wet op die Suid-Afrikaanse Onderwysersraad vir Blankes, 1976 (Wet No. 116 van 1976), gesig word, word daardie liggaam deur die Minister by kennisgewing in die Staatskoerant erken as 'n regs persoon met die oogmerk om die aansien van die blanke onderwysprofessie te bevorder.

- (2) Die liggaam wat ingevolge subartikel (1) erken is—
(a) word saamgestel en funksioneer ooreenkomstig sy konstitusie;
(b) verrig al die werksaamhede wat by of kragtens hierdie Wet of die regulasies daerkragens uitgevaardig aan die liggaam opgedra word; en
(c) kan uit eie beweging, en moet op versoek van die Minister of die Komitee, die Minister of die Komitee adviseer oor enige aangeleentheid rakende die onderwys en onderwysersopleiding.

(3) (a) Nadat die liggaam ingevolge subartikel (1) erken is, mag geen persoon in 'n onderwyspos aangestel word of by 'n skool onderwys gee nie tensy hy ingevolge die regulasies uitgevaardig kragtens subartikel (4) by daardie liggaam geregistreer of voorwaardelik geregistreer is.

(b) Iemand wat 'n bepaling van paragraaf (a) oortree, is skuldig aan 'n misdryf en by skuldigebevinding strafbaar met 'n boete van hoogstens R100 of met gevangenisstraf vir 'n tydperk van hoogstens drie maande of met sodanige boete sowel as sodanige gevangenisstraf.

(4) Die Minister kan na ooreg met die Federale Raad van Onderwysersverenigings in Suid-Afrika en genoemde Suid-Afrikaanse Onderwysersraad vir Blankes, of na die erkenning van die liggaam bedoel in subartikel (1), na ooreg met daardie liggaam, regulasies uitvaardig met betrekking tot—

- (a) die vereistes waaraan 'n persoon moet voldoen om by die liggaam geregistreer of voorwaardelik geregistreer te word;
(b) die inskrywing in 'n register van die name van persone wat aldus geregistreer is, en die uitreiking van registrasiesertifikaate aan hulle deur die liggaam.

NATIONAL EDUCATION POLICY AMENDMENT ACT (HOUSE OF ASSEMBLY) 1986.

12. Section 8 of the principal Act is hereby amended—

- (a) by the substitution for subsection (1) of the following subsection:
(1) The Minister may, in consultation with the Minister of Finance and after consultation with one or more Administrators, the Budget, establish audiovisual educational and other auxiliary services to assist him, the council or one or more provincial administrations, the Department to promote the attainment of the objects of this Act; and
(b) by the deletion of subsections (2) and (3).

13. The following section is hereby substituted for section 8A of the principal Act:

8A. The Minister may make regulations as to any matter which is required or permitted to be prescribed by regulation in terms of this Act, or in respect of which he considers it necessary or expedient to make regulations in order to give effect to the provisions of this Act.

14. The following sections are hereby inserted in the principal Act after section 8A:

8B. (1) If a body is established by the Federal Council of Teachers' Associations in South Africa and the South African Teachers' Council for Whites established by section 2 of the South African Teachers' Council for Whites Act, 1976 (Act No. 116 of 1976), that body shall be recognized by the Minister by notice in the Gazette as a juristic person with the object of promoting the prestige of the white teaching profession.

- (2) The body which has been recognized in terms of subsection (1)—
(a) shall be constituted and shall function in accordance with its constitution;
(b) shall perform all the functions that have been assigned to the body by or under this Act or the regulations made thereunder; and
(c) may of its own accord, and shall at the request of the Minister or the Committee, advise the Minister or the Committee on any matter regarding education and teacher training.

(3) (a) After the body has been recognized in terms of subsection (1), no person shall be appointed in a teaching post or teach at a school unless he has been registered or provisionally registered with that body in terms of the regulations made under subsection (4).

(b) Any person who contravenes a provision of paragraph (a), shall be guilty of an offence and on conviction liable to a fine not exceeding R100 or to imprisonment for a period not exceeding three months or to both such fine and such imprisonment.

(4) The Minister may, after consultation with the Federal Council of Teachers' Associations in South Africa and the said South African Teachers' Council for Whites or, after the recognition of the body referred to in subsection (1), after consultation with that body, make regulations in relation to—

- (a) the requirements with which a person shall comply in order to be registered or provisionally registered with the body;
(b) the entry in a register of the names of the persons who have been so registered, and the issuing of registration certificates to them by the body;

Amendment of section 8 of Act 99 of 1967

Substitution of section 8A of Act 99 of 1967, as amended by section 9 of Act 71 of 1969

Insertion of sections 8B and 8C in Act 99 of 1967

STATISTIESE DIENST
WERKSAAMHEID
WYSIGINGSWET OP DIE Nasionale Ondernemingswet
(VOORSKRAAD) 1986

Herroeping van Wet, en oorspronklike wysigings.

(c) die omstandighede waer teen 'n naam in die register geskrap of weergeveer kan word;	15
(d) appèl teen die wettigingsbesluit van die skraping van 'n naam in die register;	10
(e) die gelde betaalbaar op die wettigingsbesluit van die georganiseerde onderwysprofsies ten opsigte van—	5
(i) die inskrywing van 'n naam in die register; rewyngde registrasiesertifikaat, 'n uitreksel uit die register of 'n gesertifiseerde afskrif daarvan;	10
(ii) insae in die register; en	10
(iii) misdrywe in verband met registrasie, die register of kwalifikasies;	15
(iv) die opstelling van 'n professionele gedragskode vir persone wat by die liggaam getreksel is;	15
(v) die indiening van klages teen die liggaam getreksel is; en	15
(vi) die indiening van klages teen die liggaam getreksel is; en	20
(vii) strafwette wat by skuldige oortreding van die gedragskode opgeleg word; en	20
(viii) die aansuijling van komitees deur die liggaam, en die werksaamhede van die komitees;	25
(ix) die liggaam en ouditering van sy rekeninge; en	30
(x) enige ander aangeleentheid ten opsigte van die liggaam wat die Minister nodig ag dien; en	30
(xi) 'n Regulasie beoog in subartikel (4) kan ten doeleinde te voldoen 'n straf voorskryf wat 'n boete van R100 of gevangenisstraf vir 'n tydperk van drie maande of sodanige boete sowel as sodanige gevangenisstraf nie te bowe gaan nie.	35

Wet No. 103, 1986

(c) die omstandighede waer teen 'n naam in die register geskrap of weergeveer kan word;	15
(d) appèl teen die wettigingsbesluit van die skraping van 'n naam in die register;	10
(e) die gelde betaalbaar op die wettigingsbesluit van die georganiseerde onderwysprofsies ten opsigte van—	5
(i) die inskrywing van 'n naam in die register; rewyngde registrasiesertifikaat, 'n uitreksel uit die register of 'n gesertifiseerde afskrif daarvan;	10
(ii) insae in die register; en	10
(iii) misdrywe in verband met registrasie, die register of kwalifikasies;	15
(iv) die opstelling van 'n professionele gedragskode vir persone wat by die liggaam getreksel is;	15
(v) die indiening van klages teen die liggaam getreksel is; en	20
(vi) die indiening van klages teen die liggaam getreksel is; en	20
(vii) strafwette wat by skuldige oortreding van die gedragskode opgeleg word; en	20
(viii) die aansuijling van komitees deur die liggaam, en die werksaamhede van die komitees;	25
(ix) die liggaam en ouditering van sy rekeninge; en	30
(x) enige ander aangeleentheid ten opsigte van die liggaam wat die Minister nodig ag dien; en	30
(xi) 'n Regulasie beoog in subartikel (4) kan ten doeleinde te voldoen 'n straf voorskryf wat 'n boete van R100 of gevangenisstraf vir 'n tydperk van drie maande of sodanige boete sowel as sodanige gevangenisstraf nie te bowe gaan nie.	35

8C. (1) Subject to subsections (2), (3), (4), (5) and (6), the Acts mentioned in the Schedule are hereby repealed in full with effect from the date on which the body referred to in section 8B is recognized in terms of subsection (1) of that section.

(2) All assets, liabilities, rights and obligations of the South African Teachers' Council for Whites established by section 2 of the South African Teachers' Council for Whites Act, 1976 (Act No. 116 of 1976), shall on the date referred to in subsection (1) vest in the body recognized in terms of section 8B (1), with retention of his salary and conditions of service.

(3) Anything done in terms of the provisions of an Act repealed by subsection (1), and which is permitted or required to be done in terms of section 8B or the regulations made thereunder, shall be deemed to have been done in terms of the later provisions.

(4) Any person who immediately before the date mentioned in subsection (1) was in the service of the said South African Teachers' Council for Whites shall be deemed with effect from that date to have been transferred to the body recognized in terms of section 8B (1), with retention of his salary and conditions of service.

(5) Any person who immediately before the date mentioned in subsection (1) was registered or provisionally registered with the said South African Teachers' Council for Whites, excluding any person who was appointed to teach at a school referred to in paragraph (b) of the definition of "school" in section 1 of the South African Teachers' Council for Whites Act, 1976, shall be deemed with effect from

gestel was om onderwys te gee, word geëg met in-
 gang van daardie datum geregistreer te wees by die
 liggaam wat ingevolge artikel 8B (1) erken is.
 (6) 'n Ondersoek na 'n beweerde oortreding van
 die professionele gedragskode wat ingestel is inge-
 volge 'n Wet wat by subartikel (1) herroep is, kan
 voortgesit en afgehandel word asof daardie Wet nie
 aldus herroep is nie, en 'n oortreding van daardie
 gedragskode wat ook 'n oortreding van daardie
 gedragskode beoog in artikel 8B (4) uitmaak, kan in-
 gevolge die regulasies uitgevaardig kragtens daardie
 artikel ondersoek en afgehandel word, ondanks die
 feit dat die oortreding voor die datum bedoel in sub-
 artikel (1) gepleeg is.

15. Die lang titel van die Hoofwet word hierby deur die vol- 15
 gende lang titel vervang:

..WET

Om aan die Minister van [Nasionale Opvoeding] Onderwys
 en Kultuur sekere bevoegdhede te verleen ten opsigte van
 die algemene beleid wat gevolg moet word by die ver- 20
 skaffing van onderwys aan blankes in sekere skole; om se-
 kere aspekte van die opleiding van blanke persone as on-
 derwysers te reël; om aan genoemde Minister sekere
 bevoegdhede te verleen ten opsigte van die beleid wat in
 verband daarmee gevolg moet word, en ten opsigte van se- 25
 kere ander aangeleenthede in verband daarmee; om voor-
 siening te maak vir die instelling van 'n Nasionale Onder-
 wysraad] samestelling van 'n *ad hoc*-raad; om 'n
 onderwysraad vir elke provinsiale onderwysdepartement in
 te stel; en om voorsiening te maak vir die erkenning van 'n 30
 liggaam vir die georganiseerde onderwysprofessie, en vir
 ander aangeleenthede wat daarmee in verband staan."

Verrekening van
 lang titel van
 Wet 30 van 1967,
 soos gewysig deur
 artikel 14 van
 Wet 73 van 1969.

16. (1) Hierdie Wet heet die Wysigingswet op die Nasionale
 Onderwysbeleid (Volksraad), 1986, en tree in werking op 'n da-
 tum wat die Staatspresident by proklamasie in die Staatskoerant 35
 bepaal.
 (2) Verskillende datums kan ingevolge subartikel (1) ten op-
 sigte van verskillende bepalings van hierdie Wet bepaal word.

that date to have been registered or provisionally
 registered, as the case may be, with the body recog-
 nized in terms of section 8B (1).
 (6) Any inquiry into an alleged contravention of
 the professional code of conduct instituted in terms
 of an Act repealed by subsection (1) may be pursued
 and concluded as if that Act has not been so repeal-
 ed, and a contravention of that code of conduct
 which also constitutes a contravention of the code of
 conduct contemplated in section 8B (4) may, not-
 withstanding the fact that the contravention was
 committed before the date referred to in subsection
 (1), be inquired into and concluded in terms of the
 regulations made under that section."

15. The following long title is hereby substituted for the long
 title of the principal Act:

..ACT

To confer upon the Minister of [National Education] Educa-
 tion and Culture certain powers in respect of the general
 policy to be pursued in providing education to white per- 20
 sons in certain schools; to regulate certain aspects of the
 training of white persons as teachers; to confer upon the
 said Minister certain powers in respect of the policy to be
 pursued in connection therewith, and in respect of certain
 other matters in connection therewith; to provide for the
 establishment of a National Education Council] constitution
 of an *ad hoc* council; to establish an education council for
 each provincial education department; and to make provis-
 ion for the recognition of a body for the organized teaching
 profession; and for other matters incidental thereto."

16. (1) This Act shall be called the National Education Policy
 Amendment Act (House of Assembly), 1986, and shall come
 into operation on a date fixed by the State President by procla-
 mation in the Gazette.
 (2) Different dates may be fixed in terms of subsection (1) in
 respect of different provisions of this Act.

Substitution of
 long title of
 Act 39 of 1967,
 as amended by
 section 10 of
 Act 74 of 1969

Short title and com-
 mencement.

Wet No. 103, 1986 WYSIGINGSWET OP DIE NASIONALE ONDERWYSBELEID
(VOLKSRaad), 1986

BYLAE
WETTE HERROEP

No. en jaar van Wet	Kort titel van Wet
116 van 1976	Wet op die Suid-Afrikaanse Onderwysers-raad vir Blankes, 1976
24 van 1978	Wysigingswet op die Suid-Afrikaanse Onderwysers-raad vir Blankes, 1978
105 van 1981	Wysigingswet op die Suid-Afrikaanse Onderwysers-raad vir Blankes, 1981
17 van 1984	Wysigingswet op die Suid-Afrikaanse Onderwysers-raad vir Blankes, 1984

NATIONAL EDUCATION POLICY AMENDMENT ACT (HOUSE OF ASSEMBLY), 1986 Act No. 103, 1986

SCHEDULE
ACTS REPEALED

No. and year of Act	Short title of Act
116 of 1976	South African Teachers' Council for Whites Act, 1976
24 of 1978	South African Teachers' Council for Whites Amendment Act, 1978
105 of 1981	South African Teachers' Council for Whites Amendment Act, 1981
17 of 1984	South African Teachers' Council for Whites Amendment Act, 1984

Press to visit detainee camps

PRETORIA — The Department of Education and Training will this week take a group of journalists and politicians to visit one of its "re-orientation" camps for ex-detainees.

A DET spokesman said here yesterday the visit would be by invitation only. However all the newspaper groups and the foreign media would be represented.

Meanwhile, the Deputy Minister of the Department of Education and Training, Mr Sam de Beer, held discussions with senior officials here yesterday on the "youth centres" — as the department calls them — where detained youths are "educated".

The department used "private sector expertise" to plan and present programmes at the centres, according to the DET. It declined to name the experts involved.

The DET also would not comment on the "extremely hostile" manner in which administrators at a camp near Thaba'Nchu had treated Progressive Federal Party Missing Persons Bureau investigators last Friday.

Mr Drickus Botha, administrative manager for one of the two "outside consultants" linked with the camps, Adult Education Consultants (AEC), yesterday refused to comment on the

statement by colleague Dr Johan van der Westhuizen on AEC involvement.

Dr Van der Westhuizen — who could not be reached yesterday — denied at the weekend that the AEC is "involved" but confirmed it is "linked" with the camps.

DET spokesman Mr Job Schoeman said the AEC had "no connection whatsoever" with the camps. He refused to name the groups involved.

He said the press and parliamentarians would, by invitation, be able to meet them on a formal visit to the camps later this week.

Meanwhile, Mr Sedley Berger of the Human Resources Institute in Bedfordview has admitted that the HRI offers "a two-day training session in the DET's many day programmes".

He said government officials had requested that he be "on standby" until they arrange a tour for journalists and politicians to one of these camps.

He was not prepared to go public on the matter until he and other consultants who are involved are presented publicly during the tour.

In a statement the Azanian Students' Movement called for the "immediate closure" of the camps and for the reopening of schools. — Sapa and Own Correspondent

CAF Trust 17/9/86 50

Minister rejects open government schools

Political Staff

MOVES to open some government schools to all races — such as at SACS, Westerford and Rondebosch — have been rejected by the Minister of National Education, Mr F W de Klerk.

Mr De Klerk, who is the Transvaal leader of the National Party, said the alternative for people who wanted integrated education was private schools.

"As long as the National Party has a say, we will favour and stand by the basic approach of own education in government schools," he said in an interview in the latest edition of Leadership.

"We believe it is best for a child to go to a school which is an extension of his environment, his family life, his cultural life."

However, the government had adopted "a new policy".

"We realized that there are exceptions where special circumstances are present, and, secondly, we realized that some people feel very strongly about the issue."

"Consequently, we have adopted a positive approach towards the subsidization of private schools.

"The new subsidy formula basically boils down to the fact that we subsidize a private school with the same amount per pupil that we directly expend per pupil in government schools.

'Alternative'

"Thus, there is an alternative for people who feel strongly about integrated education."

Mr De Klerk said he was in favour of interaction between youngsters.

"They need to get to know each other, and it applies across the board.

"But the interaction needn't be in the same classroom or in the same school bench where you are being taught maths and science and geography."

Earlier this year, parents at SACS, Westerford and Rondebosch voted in favour of opening the schools to all races. But Mr De Klerk's statement has ruled this out unless they were to become private schools.