

Education -- GENERAL

1990

JUNE -- JULY

Black teachers at wits' end

50 Their militancy creates a rift in white peers' ranks

It has become a commonplace occurrence for black pupils to vent their anger against an inferior education system. But this year it was their teachers who entered the arena of protest.

Teachers, not known for their militancy, have rallied together and held marches and meetings country-wide, staged pickets, sit-ins, strikes. This action has resulted in a series of meetings with top Government officials, the most significant being with Minister of National Education Gene Louw.

The demands by black teachers have generally been expressed through unrecognised teacher associations. Their actions have at times been perceived as a threat by established teacher organisations, including the white Teachers' Federal Council (TFC).

Teachers, relatively inexperienced in organised protest action, have not always heeded recommendations from their leaders.

Recent actions

Recent action has included:

● Black teachers in Soweto and Alexandra, who fall under the Department of Education and Training (DET), embarked on a "chalks-down" which dragged on for a month during the first term.

The strike, organised by the National Education Union of SA spread to the East Rand and other parts of the Transvaal. When teachers returned to the classroom they embarked on an ongoing defiance of DET regulations, which included preventing inspectors from visiting schools to evaluate teachers.

● Transvaal coloured teachers, who fall under the Department of Education and Culture (House of Representatives), downed chalk almost three weeks ago and pupils did not write the mid-year exams.

The Director of Education in the own affairs department, Awie Muller, met the Action Committee of Teachers (ACT) and the Progressive Teachers Union (PTU). Despite a recommendation by the ACT ex-

While the debate about the future of education gains momentum, black teachers have taken to the streets to protest against working conditions. They have repeatedly called for a single education system, believing it to be a prerequisite to broader negotiations about the country's future. Now their action has had a ripple effect on the organised white teaching profession. **JANET HEARD** reports.

ecutive to suspend the strike, teachers voted to continue until July 10.

The established Transvaal Association of Teachers did not support the strike and was asked not to attend the meeting between Mr Muller and the ACT/PTU.

● Indian teachers held two meetings with the Department of Education and Culture (House of Delegates) about their grievances. A march was held in Durban and another in Lenasia on the West Rand (which was led by principals). The department has been given until July 9 to respond to their demands.

● The first teachers to be dismissed for embarking on a chalksdown were 144 teachers in the Brits townships of Letlhabile and Oukasie. The DET said they could re-apply for their posts within a limited period.

In a bid to avoid a breakdown in the education system and amid threats of a national strike, Mr Louw met a delegation from the Cosatu-aligned nonracial umbrella body, the National Teacher Unity Forum (NTUF).

The meeting, described as "constructive and historic" by both parties, resulted in a decision by the TFC, which has 93 000 members, to suspend co-operation with Mr Louw and appeal to President de Klerk to intervene in the dispute.

TFC chairman Professor Hennie Maree accused Mr Louw of ignoring standard negotiation procedures and of discussing matters outside

the sphere of his jurisdiction.

He said the NTUF was an unrecognised body whose aim was to not co-operate with Government.

The TFC's action revealed differences between the eight TFC affiliates and warnings of a possible split within the TFC.

Two affiliates, the Natal Teachers' Society (NTS) and the Transvaal Teachers' Association (TTA), publicly dissociated themselves from the statement saying it did not represent the views of all TFC members. They supported any attempts by the Government to resolve the crisis in education.

The NTS, which enjoys observer status on the NTUF, and the TTA both plan to attend the next regional meetings of the NTUF.

Other more conservative affiliates such as the Transvaalse Onderwysersvereniging backed the TFC's action.

The NTUF, which was formed in 1988 at a conference of teachers in Harare, claims the support of 150 000 teachers of all races. One of its long-term goals is to establish a single teachers' union.

At the meeting with Mr Louw, discussions centred on demands which have been echoed in disputes teachers have had with their respective Ministers in each own affairs department.

Mr Louw agreed there should be a basic living wage for teachers and high priority be given to seeking

end

parity in salaries between male and female teachers. He agreed to urgently address the problem of temporary appointments in view of the country's critical shortage of qualified educationists.

NTUF spokesman Poobie Naicker said this week that it was unfortunate that, "in this day and age, the TFC reacted negatively to the meeting, but it is a positive sign that a growing number of white teachers dissociated themselves from the TFC's action".

He dismissed the suggestion that the NTUF was a threat to established teacher organisations. "On the contrary, we will play an important supportive role to maintain the present standards of education, and make improvements."

Explaining the outburst of teacher dissent, he said their grievances were rooted in the Government's education policy which was based on apartheid.

Black teachers were overworked, underpaid and often not paid timely. They had to cope with large classes and inadequate facilities, he said.

Low morale

Mr Naicker said the bureaucratic and "inefficient" control of the education departments had contributed to lowering the morale of teachers.

Inspectors expected teachers to maintain a high standard of teaching without considering the conditions under which they taught.

"It is in this light that teachers have come out very forcefully to express their anger, frustration, and disappointment and have now taken to the street in protest marches to demand a change to the present order.

"There is a unified call from teacher organisations for a single ministry of education with a single education department and provision of equal opportunities for all South Africans. We believe this is a prerequisite to any meaningful negotiations for a new constitutional dispensation for SA", Mr Naicker said.

W/Mail 1/6-7/6/90
 A thousand expected at children's rights launch

THE National Campaign for Children's Rights will be launched tomorrow at the Johannesburg City Hall.

Almost 1 000 people are expected at the historic event, including children from all over the Transvaal and representatives from concerned organisations.

The day will be marked by cultural activities, workshops and speakers will include Albertina Sisulu and Sister Bernard Ncube, who are both convenors-in-chief of the campaign.

The campaign comes in the wake of a consultative conference, sponsored by the United Nations International Children's Education Fund (Unicef) and held in Gabe-

rone, Botswana, two months ago. At the conference the plight of the child victim of apartheid was explored.

Among issues to be taken up by the campaign are the lack of legal protection for children and their repression and detention by security forces.

General social and educational problems besetting children like homelessness, no schooling and crime, will also be addressed, and material assistance will be at the top of the agenda. "The campaign will have the effect of setting the pace for the entrenchment and enforcement of the child in a democratic, non-racial and unitary South Africa," say the convenors.

(50) W/Mail 1-7/6/90

The education crisis starts long before school

TODAY, International Children's Day, puts the plight of the biggest section of our population under the spotlight.

While anxiety is expressed at the high matric failure rate in black schools, little cognisance is taken of the crisis in pre-school educare. Many believe that unless drastic steps are taken to correct the education crisis at its roots, millions of South African children will face poverty and unemployment.

Studies have shown that those underprivileged children whose education is neglected from an early age, encounter the biggest problems later on.

Most of South Africa's 6,3 million children under six years old receive little — if any — pre-school education. The state's provision for educare is negligible. Those black children who receive adequate pre-school education are pitifully few — a mere 0,5 percent.

It is not difficult to understand why 25 percent of black children fail grade one. Of the remaining 75 percent who do continue, more than 50 percent are likely to fail matric.

International studies indicate that the first six years of a child's development, where absorption is at its highest, are the most formative: children both undernourished and deprived of mental stimulation

from an early age grapple with later study, according to an American researcher Dr David Wykart. He found that inadequate pre-school stimulation at this crucial stage led directly to a child's inability to master concepts throughout schooling, which could lead to social problems like teenage pregnancies and drug abuse.

A similar study was carried out on children in Athlone, Cape Town, by the Early Learning Resource Unit (Elru). Unit director Linda Biersteker says those children with a pre-school back-

ground had a better "socio-emotional state", were more motivated academically and had "learned how to learn", as opposed to those who received no pre-school education.

PHILIPPA GARSON reports

Balanced nutrition provided in pre-schools is essential for growing children often deprived of vital foods at home, says Biersteker.

She adds that illiterate parents feel unconfident about teaching their children

tion crisis, a basic issue is ignored: "From the first day that most children set foot in the classroom, they are handicapped — and will never catch up."

She adds that the designation of state welfare and education subsidies is "racially determined, unequal, fragmented and extremely complicated".

The state divides welfare and education subsidies for children between the the Department of National Education and Department of Health and Population Development. Welfare subsidies are handed down to local authorities, who allocate and distribute them, but seldom, says Davies, do they make provision for educare facilities.

According to the latest composite figures on state spending for education, no pre-primary state schools exist for blacks or "Asians", 40 exist for "coloureds", and 11 500 for whites.

Non-racial or community-based private pre-schools receive no state funding whatsoever, and the DNE has hinted that funds received by a meagre 139 pre-schools for black children will dry up by 1992.

Estimated figures released by the Urban Foundation's Dr Andries Lategan show that of the 6,3 million children under six years old in the country, includ-

ing the homelands, 5,5 million are black. Of these, only 160 000 attend pre-school.

Independent educare projects (without exception) report that they are "strapped for cash", and while receiving some support from the private sector — which frequently initiates its own projects — the backlog is so huge that "a crisis situation exists".

The corporate sector directs a minute percentage of funding for education into pre-schools, says Biersteker, and often fails to provide running costs.



Crisis in the classrooms ... The problem needs to be addressed at a pre-school level

Picture: CHRIS LEDOCHOWSKI, Afrapix

and leave it to the schools, despite the fact that a child learns most at pre-school age.

National co-ordinator of the (anti-apartheid) South African Association for Early Childhood Education (SAAECE), Elaine Davies, says: "The whole South African attitude towards education is skew. People worry about the poor matric results in black schools but don't trace the problems back to the root causes."

She says that without denying the many factors contributing to the educa-

NECC takes first tentative step in direction of accord

IN a move to address the deepening education crisis in the country, the National Education Co-ordinating Committee this week agreed to make suggestions to the Department of Education and Training on how to spend R800-million given to DET schools by the government.

Announcing the decision at a press conference in Johannesburg on Wednesday, NECC general secretary Ibron Rensburg, said he hoped this would be the first tentative step towards negotiation between education officials and teachers.

The DET requested the NECC early this month to provide the department with their "thinking" on how a government non-recurrent expenditure of R800-million could be allocated productively to improve the standard of DET schools.

The NECC said while it welcomed the move, there was concern that because the DET provided education for about 30 percent of all black students, the 70 percent of students who receive their education in the "homelands" and outside DET schools are not intended beneficiaries of the R800-million.

The University of the Witwatersrand Education Policy Unit has prepared a document for the NECC containing suggestions that could be made to the DET concerning the improvement of the quantity and quality of black education.

The EPU report proposed that the NECC should give priority to improving the quality of teachers.

The NECC has agreed to make suggestions to the DET on how to spend R800-million. PHIL MOLEFE reports

The report noted that the black teaching corps in South Africa is generally demoralised, disorganised and undertrained.

In this regard, the EPU proposed that teachers' salaries and qualifications, should be upgraded.

"The whole question of service conditions for teachers is one which needs constant attention in order to ensure that the best people enter and are retained by the profession," said the report.

EPU proposed that much attention should also be given to pre-primary and primary schooling, and advised that the call for a non-racial department of education should be accompanied by a demand for compulsory education at least up to the age of 11.

Lack of education at primary level contributes to South Africa's high illiteracy rate, particularly among blacks, because of the absence of compulsory schooling, said EPU.

The supply of textbooks was another area that should be given priority because the supply is "almost without exception inadequate in every school".

The EPU brief is directed towards short term priorities.

Rensburg said the NECC would make suggestions to the department next week.

w/Man 1/6 - 7/6/90

50

SA education needs radical ⁽⁵⁰⁾ change — Louw

W/KA 2/6/90
By TYRONE SEALE
Weekend Argus Reporter

SOUTH Africa needs a radical reshaping of education at all levels to stimulate the economy and contribute to constitutional peace, says National Education Minister Mr Gene Louw.

In line with broader political developments, an overhaul of education systems and methods would trigger a cycle of prosperity and confidence in post-apartheid South Africa.

New teaching strategies would produce graduates and trainees qualified for the technological challenges of the 21st century; more jobs would follow; productivity would increase and boost profits, corporate wealth and personal earnings.

In an interview Mr Louw said it was with these possibilities in mind that the government had commissioned a one-year investigation into all aspects of education.

Last month he announced the appointment of 20 working groups which would report to the government towards the middle of next year on ways to create a co-ordinated system with greater community participation and economic effectiveness.

A safety valve

Areas of investigation would include the creation of links between formal and informal education; possible changes to university and technikon entrance requirements; phasing out overlapping and duplication in university and technikon programmes and more opportunity for parents and the public to influence education.

The "education renewal strategy" is the second most important investigation into education in the history of South Africa.

The first was the Human Sciences Research Council-supervised De Lange Commission, launched in October 1981 as a safety valve to the simmering schools unrest at that time.

Two years after the commission had started its work, the government rejected outright several key recommendations.

Zuurbekom will open classrooms once more

LAERSKOOL Zuurbekom, which has stood deserted and surrounded by waist-high weeds since it closed last year because of dwindling numbers of white pupils, has now been handed over for blacks pupils to use.

Mr Willie van Staden, spokesman for the Transvaal Education Department (TED), said the school has been transferred to the Department of Education and Training (DET) which runs black education.

"The decision was taken because of the rezoning of residential areas. The dwindling number of white pupils in the area contributed to the decision," Mr van Staden said.

The school has served the white community in the area for 35 years. Up until two years ago it was catering for about 90 children. By the beginning of 1989 that number had dropped to 60. White pupils in the area were being bused to schools in Randfontein or Westonaria. In February this year the school was empty. It had no choice but to close.

Black pupils in the area were

JOVIAL RANTAO

having to travel to schools in Soweto. Moves to get the school's facilities made available to them were already being put in motion in May last year.

Former Soweto mayor and president of the Sofasonke Party, Mr Ephraim Tshabalala, said then that he was investigating the possibility of buying the school for use by black pupils.

Now Mr Tom Kekana of the DET says that the department's regional office, under which the school will be controlled, has applied for a grant. As soon as the application is approved, the school will start operating. Furniture and books are already available.

He added that the school, which can accommodate up to 500 pupils in 15 classrooms, will not be renamed, at least for now. "Once the school's management committee has been elected, parents can decide whether or not they want the school renamed."

Minor renovations to the buildings are under way.

2/6/90 (50)

NEWS

Two high schools reach out on sportsfield

Children first across the line

JOVIAL RANTAO

TWO high schools in Fourways outside Johannesburg — one black, the other white — are preparing their pupils for the new South Africa.

Headmasters at Fourways and Witkoppen schools realised that, if democracy was to be achieved, they had to start now teaching their pupils to accept one another.

As a first step, the schools decided to break the ice by meeting each other on the sportsfield. On Wednesday Fourways challenged Witkoppen to games of netball, soccer and hockey.

"I think this is very nice. We would like to see more of this happening. Besides making friends we also want to learn their styles of playing and teach them ours," said Ignittia Molefe (12), a Std 5 pupil at Witkoppen.

Henrietta Hawson (16), a Std 9 pupil at Fourways, said she enjoyed holding discussions with pupils from Witkoppen and finding out more about them. "Whoever came up with the idea must be praised. Our coming together was the

greatest thing I've ever experienced. The only problem is that Witkoppen girls were too good for us in netball," she said.

Eloise Cheary believed that the exercise would undoubtedly improve race relations among youngsters and hoped it would extend to the parents. "We have to start small and I hope other schools will join us and that this exercise grows. If we get more pupils involved relations must improve between all groups."

Fourways teacher Mrs Shayne Williams, who is also co-ordinator of the "Integration Project" said after looking at the prospects of open facilities to all in the near future, her school decided to help prepare youngsters for it.

"All we wanted to do was to open a line of communication with any other school, but chose Witkoppen as they are so near to us. We believe that if children mix freely at an early age they should have no problems in the future."



FRIENDS: (from left) Catherine Mahlangu (15), Eloise Cheary (16), Henrietta Hawson (16) and Ignittia Molefe (12) get to know one another. ● Photograph: Stephen Davimes.

"In the next few weeks we will taking a step further when 20 pupils and a few teachers from each of these schools swap classes for a day," Mrs Williams said.

Pupils I spoke to at random admitted being anxious, excited and, to a certain extent, nervous about meeting and making friends with others from the other side of the colour line.

Fourways headmaster Mr M R Pyke was all smiles when he spoke about the project: "I'm very

excited about they way things went. I'm happy to be involved in this project and believe this was the most natural thing to do."

Mr Sam Makama, Witkoppen's headmaster, was equally optimistic: "The kind of action is very good in that it will help our children to accept each other as brothers and sisters. Academically it will also be an eye-opener as pupils will discover how others learn. It may even help them to improve their own studies."

DET pupils still prefer English ⁵⁰

B10am
4/16/90
LINDEN BIRNS
BLACK secondary school pupils' attitudes to learning Afrikaans vary from neutral to positive although English remains their preferred language.

This is the view of the Human Sciences Research Council (HSRC) whose Institute for Educational Research recently concluded a study into the status of Afrikaans at Department of Education and Training (DET) schools.

Project co-researcher Gerrit Kamper said: "The status of Afrikaans at black schools is still a hot issue, even 14 years after the 1976 Soweto riots."

At the time enforcement of Afrikaans as an official medium by the then Education Minister M C Botha and his deputy Andries Treurnicht helped spark intense unrest.

The HSRC study revealed that generally, pupils see Afrikaans as valuable for study and job opportunities. Findings show matric pupils are more positive than Std 8 scholars, but all prefer English.

The investigation identified a shortage of text-books and learning aids, a lack of subject atmosphere, inadequate pupil-teacher interaction, and the use of unstimulating and stereotype teaching techniques as hindering factors.

The study claimed that teachers' attitudes to Afrikaans and its teaching was positive.

It identified problems facing teachers such as large class groups, erratic professional and managerial guidance and inadequate professional liaison with their colleagues.

The study recommendations included that all pupils should have their own text-book, tape recorders be made available and teachers whose mother-tongue is Afrikaans be recruited.

90 4/6/90 (90) (10)

Renewed effort to solve black education crisis

By Janet Heard,
Education Reporter

A delegation from the giant umbrella teacher body, the National Teacher Unity Forum (NTUF), will meet National Education Minister Gene Louw tomorrow in a bid to address the deepening crisis.

The key short-term demands of teachers include the democratisation of the DET and the establishment of parent-teacher-pupil associations. Such associations, they say, will legitimise schools in the eyes of pupils and the wider community, and restore order.

Heightened protests against the inferior education received by black pupils have occurred this year and teachers have embarked on mass protest actions including strikes, marches and a defiance of DET regulations.

There is a virtual breakdown in learning at many schools, educationists have warned, and a national teachers' strike is looming.

There is little chance of improvement on last year's 42 percent pass rate in DET schools and many pupils, particularly in parts of the Transvaal and the Free State, are unlikely to sit for the mid-year exams.

This is the situation in the four provinces:

● Free State: There has been virtually no teaching at schools in Mangaung outside Bloemfontein this year, and all primary and secondary schools have ground to a halt as pupils wait for a response to their demands.

DET regional director N P J Botha said: "Even if they return tomorrow, how can they do a year's work in half a year? Pupils have demands, but I (as a DET official) am in no position to satisfy them. For example, how can I ensure that police keep away from schools or provide one single education department in South Africa?"

● Transvaal: Pretoria teachers have threatened mass action this week against the suspension of 13 teachers. In surrounding areas such as Oukasie and Lethabile, teachers have entered their second week of strikes.

● PWV: Coloured teachers are on strike. In Soweto and Alexandra, teachers and the DET have reached deadlock in attempts to alleviate the education crisis. There has been a breakdown in authority, with teachers complaining that pupils will not obey rules.

Peter Mundell of the regional DET office said although pupils and teachers were attending school, "there is a virtual standstill in education at secondary schools and meaningful teaching is simply not taking place".

● Cape: The DET reports that schools generally settled down in the second term and examinations were being written. Teachers and pupils have held marches and handed petitions to the DET on various occasions.

● Natal: Disruptions at DET schools and those under the KwaZulu Education Department stem largely from the UDF-Inkatha conflict. A DET spokesman said there had been no normal schooling in Inanda near Durban and Imbali outside Maritzburg.

Teachers' strike prevents exams

TANIA LEVY

STRIKE action by teachers prevented about 40 000 pupils from starting exams at most coloured schools on the Reef on Friday.

Pupils at Kliptown High were sent home at 11am when about 35 of the school's 50 teachers refused to invigilate, a teacher said.

Silver Oaks High headmaster Lawrence Plessis said the disruption of exams would be detrimental to matric pupils in particular, whose June exam results were important for university entrance and bursary applications.

He said more than 80% of the West Rand school's teachers joined the action.

Teachers are refusing to teach or invigilate until the coloured Department of Education and Culture responds to a list of demands presented by Transvaal teachers at the end of the first protest a fortnight ago.

Short-term demands include prompt payment of salaries, employment of temporary teachers for no less than a year at a time and suspension of inspections. Plessis said although teachers' grievances were legitimate their strategy was out of order.

THEO RAWANA reports that House of Representatives liaison officer Thinus Dempsey said the number of students affected was only about 20 000 at about 20 schools.

"The problem is that the teachers march to coloured Education and Culture offices and address their grievances to National Education Minister Gene Louw."

He said Louw would see the teachers tomorrow.

Progressive Teachers' Union spokesman Mike Davy could not be reached for comment yesterday.

DET pupils still prefer English

LINDEN BIRNS

BLACK secondary school pupils' attitudes to learning Afrikaans vary from neutral to positive although English remains their preferred language.

This is the view of the Human Sciences Research Council (HSRC) whose Institute for Educational Research recently concluded a study into the status of Afrikaans at Department of Education and Training (DET) schools.

Project co-researcher Gerrit Kamper said: "The status of Afrikaans at black schools is still a hot issue, even 14 years after the 1976 Soweto riots."

At the time enforcement of Afrikaans as an official medium by the then Education Minister MC Botha and his deputy Andries Treurnicht helped spark intense unrest.

The HSRC study revealed that generally, pupils see Afrikaans as valuable for study and job opportunities. Findings show matric pupils are more positive than Std 8 scholars, but all prefer English.

The investigation identified a shortage of text-books and learning aids, a lack of subject atmosphere, inadequate pupil-teacher interaction, and the use of unstimulating and stereotype teaching techniques as hindering factors.

The study claimed that teachers' attitudes to Afrikaans and its teaching was positive.

It identified problems facing teachers such as large class groups, erratic professional and managerial guidance and inadequate professional liaison with their colleagues.

The study recommendations included that all pupils should have their own text-book, tape recorders be made available and teachers whose mother-tongue is Afrikaans be recruited.

Fear not, ANC tells Jewish school heads

CAPE TOWN 5/6/90 (50)

Staff Reporter

JEWISH and other culturally-based schools had nothing to fear from the ANC in a new South Africa if they were free of racism, ANC leader Ms Cheryl Carolus told the Association of Principals of Jewish Schools national conference in the city yesterday.

Ms Carolus and Mr Gareth Rossiter of the National Education Co-ordinating Committee (NECC) were invited to address the conference.

Both speakers said:

● The ANC recognised the right of individuals to exercise their cultural backgrounds as long it was not at the expense of others.

● The ANC and NECC wanted every school to fall under a single, non-racial education department.

● The NECC wanted schools to be

run in co-operation with parent, teacher and student bodies.

● The country could not afford R5 billion of under-utilised white educational assets when two-thirds of the population was illiterate.

● Education would be free, compulsory and equal for all children and higher and technical education open to all by means of state allowances and scholarships awarded on merit.

The NECC, which is establishing an alternative education department, has set up commissions to grapple with issues such as future language policy, the content of future curricula and adult education, and contributions from all sectors are welcome.

● SA 'can't afford' instant equality —

Page 5

SA 'can't afford' instant equal education

cart Tim's
5/6/90
50

Political Staff

THE economy could not carry the burden of instant equality in education even if this was possible and equality could mean a lowering of standards, the Democratic Party's finance spokesman, Mr Harry Schwarz, said yesterday.

Equality in education would be on any negotiation table, he said.

Mr Schwarz, addressing a meeting of the Association of Principals of Jewish Schools in South Africa, said it was generally accepted that education was one of country's greatest challenges.

The country was today paying the price of misguided and confused ideologies.

"The often quoted figures of dispar-

ity in education expenditure on a per capita basis cannot be instantly removed, even it is financially feasible, as there are not the trained teachers and the facilities."

The ratio of one teacher to 17,2 pupils for whites, one to 37,6 in the Department of Education and Training and as low as one to 51 in KwaZulu could not be remedied overnight for the same reasons, he said.

"What is therefore needed is a realistic plan of which a timetable is an integral part, linked to a re-arranged set of state of expenditure priorities and the growth in the gross domestic product. Also, a realistic programme to remove discrimination in education and for this plan to be put on the negotiating table."

NP offers empty school to HoD

Capt Timp 5/6/90
Political Staff (50)

EMPTY white schools would first be offered to departments within the House of Assembly and then offered to other education departments, the Minister of Health Services, Welfare and Housing in the House of Assembly, Mr Sam de Beer, said yesterday.

He also said it had been decided to offer the unutilised Rynsoord School in the Rynsoord-New Modder area on the East Rand to the Department of Education and Culture in the House of Delegates to be used as an educational institution.

"The decision to offer facilities not required by one population group to another reflects the true spirit of sharing," he said.

Minister ^{CAT} teachers ^{5/6/70} meet in ⁽⁵⁰⁾ city today ³⁷⁷

THE Minister of National Education, Mr Gene Louw, will meet a delegation from the National Teachers' Unity Forum (NTUF) in the city at 9am today, a spokesman said yesterday.

Last week Mr Louw was criticised for refusing to meet a NTUF delegation in March because a protest march coincided with the appointment.

About 4 000 teachers, student teachers and a number of pupils staged the march through Cape Town on March 29.

NTUF spokesman Mr Poobie Naicker then said Mr Louw had agreed to meet the delegation "unconditionally".

The delegation had then asked for a rescheduled meeting on June 5.

The NTUF is seeking "single, non-racial, non-sexist" education.

NTUF delegates said last night that they would seek "an agreement of intent" from Mr Louw to look into teachers' grievances.

26 white schools 'converted'

By Peter Fabricius, Political Correspondent

CAPE TOWN — Twenty-six empty or under-used white schools have been converted to coloured, black and Indian schools.

This was disclosed by Sam de Beer, Minister of Health Services, Welfare and Housing, and Piet Clase, Minister of Education and Culture, after a question in Parliament.

The transferred white schools include Laerskool Mayfair, Goedehoop and Rynsoord school on the East Rand, both of which are to become Indian schools, and Laerskool Suurbekom, which is to become a black school.

In reply to a question by Edenvale MP Brian Goodall, Mr

Clase disclosed that 18 white schools had been transferred to the coloured schools department, six to the Indian schools department and one to the black education department.

Most of the schools transferred for coloured use are in the Cape and most of those which have become Indian schools are in Natal.

Mr de Beer also announced that because Indians would in future live in Rynsoord and New Modder in Benoni, the Government had decided to transfer the Rynsoord school to the Department of Education and Culture in the House of Delegates.

He added that several other institutions had wanted the property but, in terms of new policy, education departments would have first option.

Furore over language grows again

No lily-white birth for Afrikaans - linguists

SO
Soweto
6/6/90

IN the shadow of a mosque in Cape Town's Malay quarter, a man opens a book of flowing Arabic script and reads aloud in a language unknown beyond Africa.

The reader, Achmat Davids, is speaking the guttural Afrikaans the world associates with the white creators of South Africa's apartheid system.

But the Dutch-sounding words were written in the Arabic alphabet in 1877 for the Moslem Malays of the Cape, a community descended from Asians brought here as slaves 350 years ago.

The language beloved of the exclusivist white minority is the child of a multi-cultural past, according to a growing body of research by South African linguists.

It is a conclusion that has political overtones in a country emerging from 40 years of formal race segregation.

"Very few academics now claim Afrikaans had a lily-white birth. The Moslem Malays played a significant role," said Heim Willemse, Afrikaans lecturer at the University of Western Cape.

Resents

Davids, a University of Natal linguist and historian of South Africa's Moslem community, resents what he sees as the appropriation of Afrikaans as a white language.

Afrikaner whites, descendants of 17th-century European settlers, consider Afrikaans central to their identity and want its use legally protected by any future black government.

Majority blacks, who speak a variety of African languages, are taught Afrikaans at school but often see it as an instrument of white oppression. They and the small ethnic Indian minority prefer English as a lingua franca.

But Afrikaans is a language of the mixed-race "Coloured" minority including 300 000 Malays descended from Asian slaves and political exiles of the 17th and 18th centuries.

Forced to speak Dutch by



FLASHBACK: This photograph was taken on May 20, 1976, after the Department of Education and Training took a decision that a number of subjects in black schools would be taught in Afrikaans. On June 16, the same year pupils in Soweto took to the streets to demonstrate against this ruling and clashes with authorities and police have become the order of the day since then.

whites, Malays and Africans created their own form of the language, incorporating non-European words and a simplified grammar drawing on Asia's Malay, Javanese, Buganese and Sundanese languages.

Complexities

"They never fully mastered the complexities of high Dutch and introduced into their oral communications expressions which are easily recognised as of eastern origin," said Davids.

Everyday Afrikaans words of Asian origin include sjambok (whip), baadjie (jacket), baie (many) and tjommel (chatter).

"Afrikaans is still close to Dutch but it has never been a purely white language," said Cape Town University Afrikaans professor Roy Pheiffer.

"More and more, of these (Arabic-Afrikaans) books are coming to light."

Davids, interviewed in his whitewashed home among the warren of streets and mosques of Cape Town's Malay quarter, is more emphatic.

"We (Malays and Africans) are the formulators and the carriers of the language in the Western Cape where it first emerged," he said.

Davids has about 70 Arabic-written Afrikaans books, many lodged in the South African Public Library. More than 60 others are held in West Germany. He says it was Arabic that gave Afrikaans its first formal spelling system.

He possesses one of the earliest examples, "Bayanuddin" or Explanation of Religion, printed in 1877. Parts of the work were in circulation in manuscript form in 1863, a year after the first publication of Afrikaans in Roman script.

For at least 150 years Arabic

script was used by Cape Malays for letters, commercial pamphlets and religious literature in Afrikaans. An Afrikaans ballad on a religious theme was published in Arabic script in the 1920s.

Recognised

In 1925 the government recognised Afrikaans as an official language alongside English.

Davids maintains that the standardisation of Afrikaans that followed obliterated many Malay words from the language to give it a Dutch flavour. Use of Arabic lettering died out in 1957.

He said South Africa's non-white peoples could draw on his and his colleagues' research to tell Afrikaners:

"You must recognise that what belongs to you belongs also to me. For the survival of Afrikaans, whites must look to the non-white communities, that contributed so much to it." - Sapa-Reuter

'Historic' agreement with teachers

Political Correspondent

THE government and the National Teachers Unity Forum (NTUF) yesterday reached agreement on a wide range of educational matters, including a commitment to end apartheid in education.

A joint statement issued by the Minister of National Education, Mr Gene Louw, and a NTUF delegation led by Mr Poobie Naicker described the meeting as "historic".

The two parties said the discussions had been "open", "constructive" and reflected a commitment to find solutions to the critical issues affecting edu-

cation in general and teachers in particular.

At yesterday's meeting the parties accepted the principle of a "minimum living remuneration" for teachers and the NTUF undertook to submit proposals to bring this about.

The joint statement noted that Mr Louw "has reaffirmed the government's commitment to abolish apartheid and remove discrimination in general and in education in particular."

Mr Louw also declared his unconditional opposition to any form of victimisation of teachers and the NTUF delegation agreed to submit details about

specific cases and categories of victimisation for "immediate attention".

The parties also agreed that there was a "crisis" in SA education, especially black education, and Mr Louw reiterated the government's commitment to provide equal educational opportunities for all South Africans.

Mr Louw also accepted the principle of job security for qualified teachers, and there was consensus that the problem of temporary appointments should be addressed urgently in view of the shortage of teachers.

CALL 71015 6/6/90 (50)

Steer 6/6/90



Talks to start on open schools

By Janet Heard,
Education Reporter

The Federation of Parents' Associations of SA will meet the Minister of Education and Culture (House of Assembly) tomorrow to discuss and obtain clarity on the two models which have been proposed on open schools.

Transvaal English Medium Parents' Association spokesman, Glen Stuart, said yesterday that meetings had been held to gauge parents' opinion on the two models proposed.

The first model is that schools open to all races and become private schools; the second is that parents vote to open with schools remaining government-controlled.

Mr Stuart said the majority of parents felt that the privatisation option was too expensive and most are looking at the second option.

Linguist Achmat Davids displays a 19th century text written in Afrikaans using the Arabic alphabet. ● Picture by Reuter.

'Positive attitude' to Afrikaans found in black schools

By Mckeed Kotlolo
Pretoria Bureau

Work by the Human Sciences Research Council has revealed that the attitude of black secondary school pupils towards Afrikaans is "positive", despite lack of stimulation in the learning environment.

The research was aimed at analysing the present position of Afrikaans at secondary schools under the Department of Education and Training (DET).

Although pupils' language preference was clearly English, it was found the attitude of pupils towards Afrikaans was neutral to positive. Its position, place and role in secondary schools' broad curriculum and the attitude of the black community towards the subject in general was received with "mainly positive recognition".

Mrs Sabrina Cahill, one of the researchers, said: "As far as the role of Afrikaans is concerned in terms of the broad black community's expectations, the findings reveal that Afrikaans is regarded as having considerable functional value for studying and job opportunities."

It was also found that the attitude of matric pupils towards the subject at those schools was more positive than that of the Std 8 pupils.

A shortage of textbooks and teaching aids, inadequate inter-action between pupils and teacher as well as the use of stereotyped and unstimulating teaching techniques were responsible for the "largely non-stimulating learning environment" in the Afrikaans class.

The researchers also found the "occupational proficiency of the Afrikaans teachers to be inadequate, with gaps in subject knowledge and language proficiency skills having a negative effect on the teachers' capability".

However, the general attitude of the Afrikaans teacher towards the subject, its teaching and training courses offered was found to be substantial.

Researchers also discovered indications of discrepancies between examination results and actual communicative competence in Afrikaans.

The study concluded that most of the problems experienced with Afrikaans teaching could be overcome and "a change in educational policy with regard to the status of Afrikaans was therefore unnecessary".

Teachers want classes during holidays

Star
6/6/90
By Janet Heard
Education Reporter

50
208
Most teachers at secondary schools in Soweto, Alexandra and Pretoria are willing to teach during the holidays, beginning on June 15, to help pupils catch up on syllabuses after two terms of disruption.

Details on how classes will be held are being finalised by teacher organisations.

There has been little education in many schools — mid-year exams have not been writ-

ten and the DET and teachers are deadlocked in attempts to ensure effective learning.

A high school headmaster has expressed concern that pupils might not heed the call to come to classes during the holidays.

Northern Transvaal regional director Job Schoeman said yesterday "any efforts to make up lost time must be welcomed".

"Schools that wish to remain open during the holidays for this purpose may do so. However, arbitrary decisions on the open-

ing and closing dates for schools cannot be tolerated."

He warned teachers that if they did not report for duty when the third quarter opened on July 10 they would be "deemed to be on unpaid leave".

● Defiance by teachers of DET regulations, including refusing inspectors from visiting schools, continues in the Transvaal. Joe Mogane of Neusa's Transvaal branch said working conditions of teachers had not yet been addressed.

Education endowments likely

LINDA ENSOR

ENDOWMENT policies to provide for children's education will become possible if a change to the Insurance Act becomes law.

However, concern has been expressed that the enabling clause could enhance the risk of infanticide by parents wishing to get their hands on the policy proceeds.

The amending clause is contained in the Financial Institutions Amendment Bill which has passed its second reading in Parliament. *6/10am 7/6/90*

The Bill increases the limits contained in the Insurance Act on the sums assured in terms of a child's policy from R250 to R10 000 for children under the age of six years and from R500 to R30 000 for a child over six and under 14 years old.

The limits were originally introduced to protect children from infanticide and are a standard element of international insurance legislation, although there has recent-

ly been a move to reduce these limits in other countries as well.

Old Mutual legal services manager Abri Meiring said while he shared the concern about the dangers of increasing the limits, he also welcomed the amendment as there was a real need in the marketplace to provide for children's education by means of endowment policies.

"Education has become a top priority and endowment policies for this purpose are one of the few policies which are bought and not sold," he said.

"However, if the industry is irresponsible and writes cheap life policies for children, then infanticide will be a problem." Meiring added that given the fact that the SA industry was rated as one of the most

□ To Page 2

Child policy *6/10am 7/6/90*

sophisticated and responsible in the world, this was highly unlikely.

The amendment was necessary, Meiring said, to overcome tax obstacles placed on writing a child's endowment policy and contained in the Sixth Schedule.

Since 1985, children's endowment policies have been impossible to write, he said, because an amendment to the Sixth Sched-

ule made it mandatory for there to be a minimum element of life cover of at least eight times the premium in any endowment policy. But the Insurance Act's R500 limit on the sum assured meant no policies could be written.

Also, each family unit was limited to R1 500 in premiums paid on pure endowment policies.

□ From Page 1

Principals to put demands to DET

By Janet Heard, Education Reporter

Soweto principals are expected to present a list of demands about poor conditions in schools to the regional director of the Department of Education and Training (DET) today.

Principals who spoke to The Star said the call to present a list of demands came from the Congress of South African Students (Cosas).

"We are in the most difficult position imaginable. We have been given a brief period to get our act together and we are not even sure how we are going to present the demands to the DET", a

Soweto principal said.

"The community expects a positive response to their demands in a very short space of time."

The principals are increasingly finding themselves caught between heeding demands from the community and at the same time keeping in line with strict DET regulations or face disciplinary action.

Principals said that they had handed in all the requisitions for equipment "months ago" and the community was now blaming them for the DET's failure to send equipment to the schools.

Star 7/6/90

(50)

Writers' Association won't be aligned politically

THE African Writers Association has emphasised its non-alignment to any of the existing political organisations.

And the reason for this position, in AWA's view, is that as an organisation of writers its primary role is to facilitate the literary expression of an African/black experience.

According to AWA, writers, among other social players, have an important role in expressing our hopes, strengthening experiences (historical and cultural), follies and weaknesses.

Here are the principles that will guide AWA in its future operations, which follow a special conference held this year by the AWA membership:

* AWA should be a pro-active, non-aligned writers association (not aligned to any political organisation);

* Shall vigilantly guard against the violation of its autonomy and independence;

* Observe the principle of non-collaboration (that is: not participate in activities that celebrate our enslavement and conquest);

* Should voice itself on issues affecting writers across the political spectrum (especially its members) among the oppressed;

* Should allow its members to retain the right to affiliate to any political movement of their choice, as long as it does not reflect negatively on the association (AWA);

* In cognisance of the association's primary role (facilitating the expression of an African/black experience) the leadership shall be drawn from the ranks

By VICTOR METSOAMERE

of its membership who are an integral part of this experience.

* The AWA shall have relationships with all progressive cultural/political organisations.

Meanwhile, the closing date for the African Writers Association's short story and poetry competition is June 30.

The contest, to encourage budding writers, is open to those whose works have not been published yet.

The contest judges are Professors Es'kia Mphahlele, Njabulo Ndebele and Bob Lehaoai.

Prizes for the first three winners are R1 000, R500 and R250 and the results will be announced in Johannesburg on November 23.

For further information telephone AWA at (011) 403-2342.

AWA is to open a reading room at the association's offices in Braamfontein this month. Two other AWA projects, the writing workshops and public readings, are to be continued soon.

The on-going book service project, which provides books at well below the retail price to the public, also continues in earnest.

The AWA also intends to revive its two publications, the newsletter and a magazine, *The Classic*. The writers organisation also realised the need for an AWA research service and a comprehensive writers training course. Both of which can only emerge when there is ample finance.

50
Soveran 7/1/90

When the shareholders of the African Bank meet later this year, it will be time to instruct the board, or the bank's think-tank, to go

back to the drawing board. In this article THAMI MAZWAI takes a look at the bank and what lies ahead.



Mr Jack Theron

A NEON sign outside branches of the African Bank in various townships reads: "Our strength is our people". But the bank, a symbol of hope in the '70s, has failed to develop this strength.

Worse still, as far as black sentiments go, it is now headed by a white, Mr Jack Theron (63). Theron is a former gen-

Searching for the black rand

Sowetan 7/6/90 58

eral manager at the Trust Bank.

However, these senti-

ments do not worry Theron. He has been asked to get the bank

going, and this is all there is to it.

"I enjoy the loyalty of the board and my staff. Also, it was the staff that asked for me when there were problems with its last chief executive, Mr Gaby Magomola," he says.

Theron and his top management team are based at the bank's head office in Marshall Street, downtown Johannesburg.

His team consists of Mr CA Brink, general manager operations; Mr IA Mamojee, general manager, financial control; Mr M Sindane, assistant general manager marketing; Mr W Amos, senior manager, advances and credit control; Mr J van Zyl, general manager, Afsure; Mr T Mashabane, internal audit; and the company secretary is Mr V Hadebe.

Troubles

The bank has had more than its share of troubles.

Its first black chief executive, Mr Moses Maubane, left under a cloud in 1986 when the bank was rocked by a R65-million foreign exchange scandal. He died a few months later.

Maubane succeeded Mr Mike Tapping, now a member of the board and a former executive of Barclays, now First National.

The sauve Magomola took over as chief executive in 1987. In 1989 the board told him his management style was unacceptable and sacked him.

An out of court settlement this year settled the challenge he had lodged claiming his dismissal was unfair.

But his dismissal, coming so soon after the foreign exchange scam, saw confidence in the bank plunge still further.

Theron took over after Magomola. He joined the bank in 1986 as caretaker chief executive when the SA Reserve Bank instituted its investigations

into the foreign exchange scandal.

The scandal involved more than R300 million, and the R65 million was the profits involved.

He claims the bank has recovered from these blows.

Growth

For instance, he says, last year's performance showed a 9.25 percent growth in deposits to R158m.

Retained earnings rose to R175 170 from R76 108. At the end of April 1990 its interim report showed another improvement and retained earnings were R461 145.

However, its major competitors, the white banks, are already in the billion rands league.

This hardly scares Theron. He argues that his bank fares better than its competitors. "The bottom line is returns on business. Our return on assets was 1.2 percent while the best had a .9 percent return. They are also part of huge groups, while we stay independent.

"Our present strategies will see us grow at a steady pace," he said. The bank will now be going for white corporate clients.

Branches

Also, he adds, the banks hopes to have at least 30 branches by 1993 compared to the present 12.

These strategies reflect a realisation that political sentiments, which preceded the bank's launch in 1975, will alone not make it the pillar of hope it should be.

The political sentiment can only supplement well-tested business strategies that any undertaking needs to survive. This also applies to getting blacks to buy its shares.

At the moment slightly more than 60 percent of the bank's 6 250 000 ordinary shares have been issued. Five major white

banks hold 4 500 000 cumulative redeemable preference shares.

These five institutions have the African Bank in a tight squeeze. Should the bank default on paying them their dividends, the non-voting preference shares they hold acquire the vote.

Blacks would then lose control of the bank, which they presently have because the articles of association specify that only blacks may own ordinary shares, which are voting shares.

As four million of these are issued the 4,5 million preference shares held by the white banks would swamp the ordinary share vote.

Resources

Lack of resources, poor marketing, inferior information systems and a fluctuating personnel morale are some of the bank's management problems, which keep it living from hand to mouth.

White financial institutions have also not given it growing space. Because of their superior resources and service, they have collared patronage from black businessmen, professionals and the upwardly mobile in the townships.

Their experience in the lending and keeping of money has made them attractive to black investors.

The most serious dent to the African Bank's image was its failure to get blacks to invest their "stokvel" funds, worth roughly R8 billion a year.

According to research more than R200 million changes hands in the country's townships in these "stokvels" every month.

In the race for these funds, the African Bank got a smaller share to that now held by its more robust rivals. It is these funds that can give it the edge.

Theron is philosophical about these setbacks and confident that his bank is on the verge of

growth. The priority is removing the axe continually hanging over their heads by redeeming the preference shares held by the white banks.

The R500 000 paid out in dividends each year to these banks will then contribute to the bank's growth.

"Our staff has a new life and our pay packages compare well in the market. Marketing for business will be our major activity. We are upgrading our systems and there has been a restructuring with regional managers being appointed.

"Each of these managers will now be responsible for the profitability of his region. This is will drive them to do their utmost," he maintains.

Already Mr AR Tlhabanelo and Mr ZL Zembe have respectively been appointed to head the Witwatersrand and Pretoria regions.

Complaint

An ongoing complaint in the bank's middle management has been that they do not participate in decision-making. It is hoped that these structural adjustments will see local managers take decisions.

The bank will have to move very fast if it is to continue being a player in the financial markets. The recently passed banks law has placed banks and building societies on par, just as the banks law passed in 1984 removed the differences between merchant, general and commercial banks.

This means that the finance sector is headed for a major restructuring, something that Bankorp is presently undergoing. Meaner and hungrier banks will emerge, all gunning for the black rand, one of the logical areas of growth.

The African Bank will then have more problems on its plate than it presently has.

177 225 vacancies at white schools

Political Staff

CMT Tint's 11/6/90 "50"

A TOTAL of 177 225 places in white schools are vacant, the Minister of Education and Culture, Mr Piet Clase, has told Mr Roger Burrows, the Democratic Party MP for Pinetown.

Mr Burrows today made known the answer to a parliamentary question he had posed on the number of empty desks in white schools.

The number of vacancies in primary schools was: Cape 46 415, Natal 29 275, OFS 12 175 and Transvaal 8 098. The total was 95 963.

In secondary schools there were 28 937 vacancies in the Cape, 23 937 in Natal, 5 516 in the OFS and 22 872 in the Transvaal — a total of 81 262.

Meanwhile, parents and education bodies have until the end of this week to submit their response to Mr Clase on proposals to ease racial restrictions on white schools.

Teachers' strike: parents appeal for urgent action

By Janet Heard,
Education Reporter

Parents of children affected by the strike by coloured teachers in the Transvaal have appealed to the House of Representatives to urgently address teachers' demands.

Many parents contacted The Star yesterday and expressed grave concern that the future of their children was at stake as no mid-year examinations were being written.

Striking teachers at more than 50 schools will review their five-day "chalks down" at a mass meeting in Eldorado Park today.

Parents contacted The Star yesterday and complained that the Department of Education and Culture (House of Representatives) had ignored the teachers' demands, which were submitted to the department on May 18.

'Suffering'

Carol Damons, whose son is in Std 2 at the Bosmont Second Primary School, said: "I would like to know why the Department of Education is taking so long to respond to teachers' grievances. In the meantime, the children are suffering and it will have an affect on their future and the future of SA."

Another mother, Gail Thomas, said: "I have a son in matric, he wants to apply for a bursary to attend universi-

ty next year and if he does not have his June mark, they won't consider him."

Sharon Tim of Bosmont, whose two children are in primary school, said teachers should be given maternity leave and should be paid on time, but added: "Why do teachers wait for the crucial time — during exams — to embark on a strike, and why does the department ignore their grievances for so long?"

The organisation co-ordinating the strike, the Action Committee of Teachers (ACT), has held a series of meetings with parents to explain the reasons for embarking on the strike, and 10 parents support committees have been formed in different areas.

An ACT spokesman, Mike Davy, said yesterday that ACT had still not received a response from the department.

The Minister of Education and Culture, Rev Allan Hendrickse, said in a statement to The Star earlier this week that it would be "inappropriate" to comment on the teachers' demands as they were included in the overall demands of teachers' represented by the National Teacher Unity Forum.

"My policy in respect of education has been stated clearly, namely that I am working for the removal of the racial bias of education structures and am striving for the establishment of a unitary education system open for all."



Angry white teachers cut ties with Louw

1/16/90
8/6/90

By ANDREA WEISS
Staff Reporter

WHITE teachers have cut ties with Education Minister Mr Gene Louw in protest against his recent meeting with the National Teachers' Unity Forum (NTUF).

The Teachers' Federal Council (TFC), which represents about 93 000 white members, was reacting to the meeting between Mr Louw and the NTUF in Cape Town on Tuesday and a joint Press statement issued afterwards.

The TFC claimed Mr Louw had negotiated with an unrecognised body, discussed matters outside the ambit of his department's portfolio and ignored established negotiation structures.

Against this background, the TFC had decided "until further notice" it would not be able to afford its continued co-operation with the Education Minister and his department.

"It is now the responsibility of the State President and his Cabinet to give clarity on whether the arbitrary action of the minister is acceptable at government level."

The TFC wished to "make clear" it did not dispute the minister's prerogative to have talks with whom he wished. It also "appreciated the fact that there are many problems in education".

However, it failed to understand why the minister held discussions with a non-recognised body "whose express aim was not to co-operate with government structures".

It also did not grasp how Mr Louw was able to discuss matters outside the jurisdiction of his department and which were the political responsibility of ministers of other education departments.

While teachers' contribution to education was spelt out by law, it was strange that people outside the educator's sector — especially those involved with Cosatu and organised trade unionism — should have been part of the delegation to Mr Louw, the TFC said.

The TFC had met Mr Louw as recently as May 28 to discuss "sensitive education matters".

"The joint public statement by the minister and the NTUF now creates the impression that this was the first time these matters had been given attention," said the council.

By BARRY STREEK
Political Staff

THE Teachers' Federal Council, representing 93 000 teachers, yesterday broke all ties with the Minister of National Education, Mr Gene Louw, because of his meeting this week with the National Teachers' Unity Forum.

The TFC, a predominately white body, claimed that the NTUF had been conceived and structured outside South Africa and operated under the auspices of Cosatu.

It said in a statement issued by its chairman, Professor Hennie Maree, that Mr Louw had negotiated with an unrecognised body, discussed matters which did not fall within the ambit of his portfolio and ignored recognised negotiation structures.

The TFC said it was "astounded" by the events surrounding the meeting between Mr Louw and the NTUF delegation.

Against this background, the TFC "regrets to announce that under these circumstances it will until further notice not be able to

Teachers' body breaks ties with Louw

CME Times
8/6/90

50

afford its continued co-operation to the Minister of National Education and his department.

"It is now the responsibility of the State President and his cabinet to give clarity on whether the arbitrary action of the minister is acceptable at government level."

One of the characteristics of the country's education structures was the "say" given to the recognised

organised teaching profession at all levels, the TFC said.

However, some of the organisations in the NUTF had up to now consistently refused to participate in and co-operate with advisory structures of the Department of National Education.

It was also strange that people outside the educators' sector — specially those involved with Co-

satu and organised trade unionism — should have been part of the teachers' delegation to Mr Louw.

The NUTF operated by "means of, among others, protest marches through which education is disrupted".

The impression was now created that what had been achieved with great difficulty through the recognised channels was a result of the meeting between Mr Louw and the NTUF.

"The TFC wants to emphasise that, in the light of these facts, it cannot accept the handling of the matter which negates and ignores existing and recognised procedures, practices and structures and which jeopardises existing recognised bodies that operate within the confines of the law.

"Such a disorderly handling undermines authority and confidence and is a forerunner to chaos and confusion in the entire system," the statement said.

Mr Louw could not be contacted for comment last night as he was in transit to Johannesburg, where he had to attend a function.

Education 'at a standstill in Soweto'

By Janet Heard, Education Reporter

The formal education programme at secondary schools in Soweto had come to a tragic standstill, Peet Struwig, the regional director of the Department of Education and Training (DET), said yesterday.

He said in a statement the recent action by organisations had resulted in schools being inaccessible to the DET and in principals and teachers being mere spectators.

There was a complete breakdown in authority, the prospect of near irreversible academic degradation, and a "real prospect of anarchy and total disorder".

He said constructive dialogue between the DET and student and teacher organisations was not forthcoming in spite of the DET's "genuine open-door arrangement" with organisations.

Problems

"Problems such as the repair of schools, supply of books and overcrowding have always been accepted (whatever their cause) as legitimate grievances.

"This region has addressed these problems in the past and will continue to address those that are within its authority and by the most efficient means at its disposal," Mr Struwig said.

Referring to the ultimatum given to principals by the Congress of SA Students (Cosas), that by yesterday all outstanding equipment or shortages be supplied to schools, he said this could simply not be met.

Minister upsets white teachers

8/6/90
Education Reporter

The Teachers' Federal Council (TFC), a national body representing mainly white teachers, said yesterday it is "withholding its co-operation" with Education Minister, Gene Louw until further notice over his decision to hold talks with the National Teacher Unity Forum (NTUF).

A delegation of the NTUF, a non-racial umbrella teacher body claiming a membership of 150 000, met Mr Louw in Cape Town on Tuesday to discuss teachers' demands and address the crisis in black education.

TFC chairman Professor Hennis Maree objected to the meeting on the grounds that:

- The NTUF was "a non-recognised body, whose express aim is not to co-operate with government structures".
- People outside the educators' sector were part of the NTUF delegation. (Jay Naidoo, the general secretary of Cosatu, was a member).
- A number of matters discussed at the meeting were outside the ambit of the Minister and were "the political responsibility of Ministers of other State education structures", said Professor Maree in a statement.

Mission accomplished: an all-race teachers' college

A ramshackle mission outside Pretoria is being revamped to serve as the site of South Africa's first non-racial, private teachers' training college.

Edendale mission station — comprising a 19th century church and an ornate classroom block — has been in a state of disrepair since the last Berlin missionary left in 1962.

Now, with the help of a R30 million private sector donation, Promat Colleges has obtained Government permission to go ahead with the establishment of the college.

Both the architectural planning and the college's existence represent a clear break with a rigid 30-year legacy of segregated teacher training under successive Nationalist governments.

Negotiations

The mission buildings will be rebuilt to retain the churchyard atmosphere and a number of other buildings of similar design are being erected.

Promat Colleges — a non-profit organisation which has five colleges that aim to help black teachers gain their matric certificates — will administer the college.

The breakthrough follows five years of intense negotiations with Government education authorities, who until now have kept teacher training racially separate and under official control.

It is hoped the new college will point the way towards addressing South Africa's severe lack of qualified teachers. By the year 2000 the country will need at least 240 000 teachers — by 1987 there were only 50 331 of whom 30 percent had not passed matric.

A four-year syllabus has been drawn up in conjunction with the University of the Witwatersrand and will enable those who gain the diploma to teach at any school in the country.

The Promat centre near Pretoria and Mamelodi on 26 ha of land donated by the chemical company Anikem will house the new college as well as a primary and secondary school.

The first phase of the project comprises complexes of classrooms and laboratories, an administrative cen-



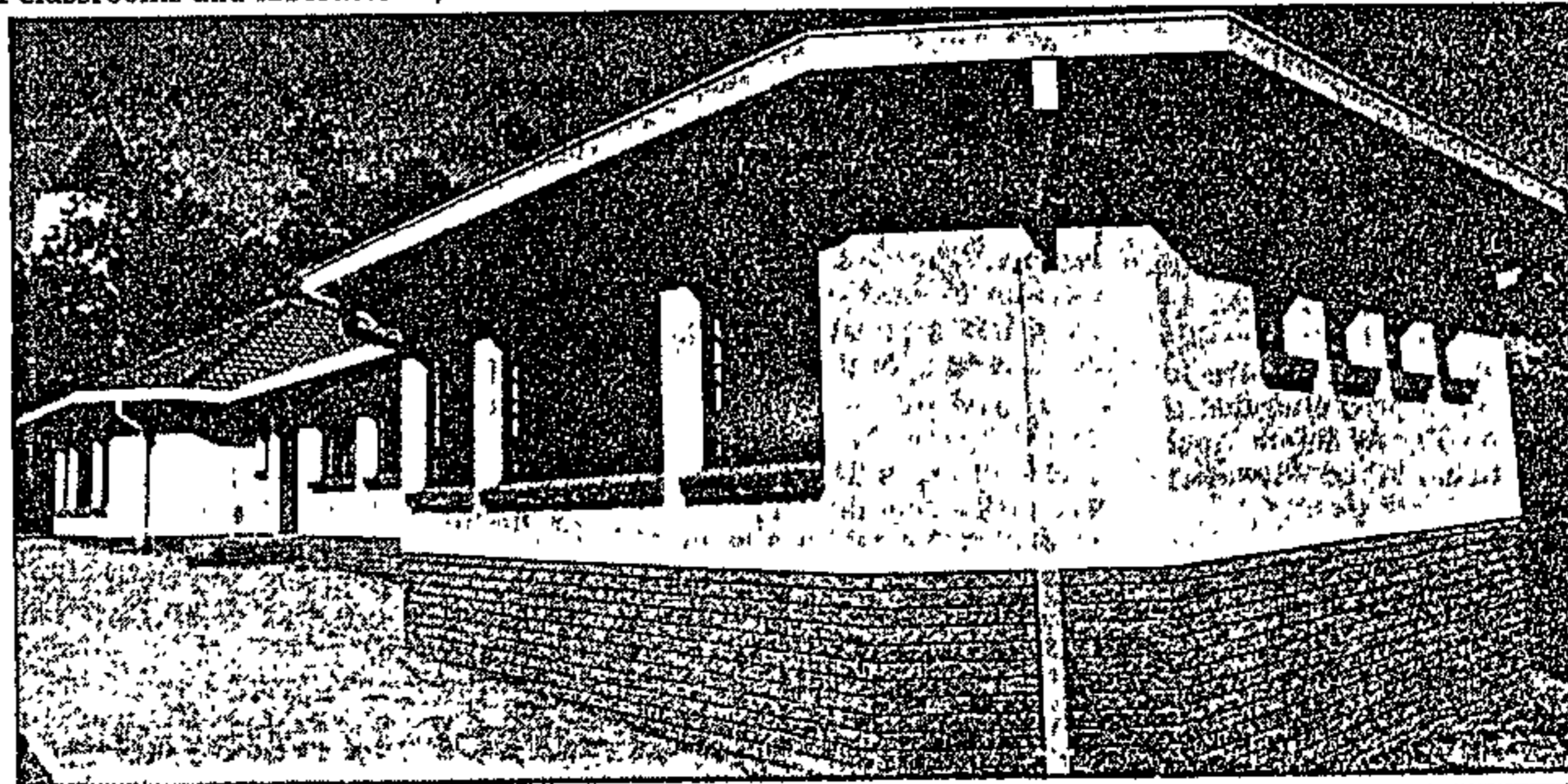
Edendale mission station — comprising a 19th-century church, above, and an ornate classroom block, below — is being revamped to serve as the site of South Africa's first non-racial, private teachers' training college.

● Pictures by Ruvan Boshoff.

tre and all-purpose hall with seats designed to recline completely for indoor sports activities.

The second phase will include hostels for boarders and sports fields and facilities. It will open in January.

PATRICK BULGER



Change is creeping in everywhere these days. Now a ramshackle mission outside Pretoria is being revamped to serve as the site of South Africa's first non-racial, private teachers' training college. Both the architectural planning and the college's existence represent a clear break with a rigid 30-year legacy of segregated teacher training under successive Nationalist governments.

8/6/90

Education row brews

A HUGE row which threatens to divide the organised white teaching profession is brewing after the powerful Teachers' Federal Council (TFC) attacked the Minister of National Education, Mr Gene Louw, for meeting this week with the Cosatu-based National Teachers' Unity Forum (NTUF).

The Natal Teachers' Society (NTS) and the Transvaal Teachers' Association (TTA) — which both sit on the TFC — yesterday disassociated themselves from a statement made by the TFC, saying they were angry at not being consulted by the body before it launched its attack on Mr Louw.

And last night Mr Louw censured the TFC for breaking all ties with him and his department following his meeting with the NTUF.

The TFC, representing 93 000 predominantly white teachers, took its drastic protest action after claiming the NTUF had been conceived and structured outside South Africa and operated under the auspices of Cosatu.

Mr Louw acknowledged that during his discussion with the NTUF the council did raise matters that "belong in the field of authority of my education colleagues or could overlap with that field", but

Louw censures teachers' union

The CP's spokesman on national education, Mr Andre Gerber, said yesterday the government's "abuse" of the TFC was stimulating the widening gap between the government and the organised white teaching profession.

TFC chairman Professor Henie Maree was not available for comment yesterday, but a senior TFC source disclosed that cutting ties with Mr Louw was largely symbolic, as the 90 000-strong TFC dealt mainly with its own Minister of Education and Culture, Mr Piet Clase.

However, the spokesman said all teachers in schools financed or subsidised by the Department of Education and Culture, House of Assembly, had to register with the TFC and abide by its code of professional conduct. This code precluded its own members from "resorting to the same tactics as the NTUF", whose teachers were not bound in the same way.

And in reaction to the TFC's move, the mostly white Cape-based SA Teachers' Association (Sata) yesterday said it believed there was no justification for the continued unprofessional treatment of many teachers, "which stems often from purely administrative inefficiency". — Political Correspondent, Own Correspondent and Staff Reporter

said he undertook to channel such inputs to his colleagues for their consideration and disposal.

Criticising the way the TFC had handled the issue, Mr Louw said it was "a pity" the white teachers' body had chosen to announce its decision to withdraw co-operation in a press statement "without first discussing the matter with me".

Mr Louw added: "The TFC is a respected professional teachers' association and I did not expect that such an important educational matter would be dealt with through the press, since my door is at all times open to the TFC."

He noted the CP "has also entered the debate by issuing a press statement in support of the TFC". However, he said he would not react to the CP's remarks.

CMT TWP
9/6/90
50

Angry parents to march as school system faces anarchy



Str 9/6/90

50

JOVIAL RANTAO and SAPA

SOWETO parents are angry and frustrated about the critical situation in the township's secondary schools, where there has been a complete breakdown of authority.

Now parents are planning to march to the Department of Education and Training offices in Johannesburg on Monday to demand school books for their children.

Warning that there was a real prospect of anarchy, Peet Struwig, the DET's Johannesburg regional chief director, said yesterday that schools were virtually inaccessible to DET officials.

Listing other problems, he said:

- Principals and senior teachers had been relegated to the status of spectators.
- Authority had collapsed on an unprecedented scale.
- There was a prospect of near-irreversible academic degeneration.
- Attitudes were being cultivated in young school-leavers which would seriously impair the realisation of their potential.

"The damage to the rank, status and dedication of senior education personnel is irreparable. The traumatic effect of boycotts, intimidation and the defiance campaign, on sound and effective organisation is simply ignored," Mr Struwig said.

A statement from Community Assembled to Mobilize and Promote Unity in Schools (Campus) said yesterday that, even though the academic year was so far advanced, students still had no text books.

Matric students were sharing one book between five people.

Campus accused the DET of insensitivity. "They will be blaming everything else for poor results at the end of the school year."

Soweto Education Coordinating Committee (SECC) spokesman David Maepa said that because of the book shortage, there had been very little effective teaching this year.

"If we had the books then we would have the challenge of ensuring effective teaching was taking place."

He said the DET looked to see if a particular book had been supplied to a particular school in the last five years. If it had, it was not re-issued.

Quota

He also pointed out that the number of students in Soweto schools was 40 percent above the DET quota.

Mr Maepa said that as soon as books were delivered, the disruption would ease, as pupils would at least have learning materials.

Besides the march on DET offices, other actions were in the pipeline, he said.

Mr Struwig said the supply of books, overcrowding and repair of schools were legitimate grievances, which the DET would continue to address to the best of its ability.

Top-level talks ⁵⁰ on education crisis

Staff Reporter *MRGS 12/6/90*

THE Nyanga Education Co-ordinating Committee is to discuss the crisis in black education with a top Department of Education and Training official, Mr Bill Staude.

A delegation of 12 held talks with Mr A M Ndamase, Deputy Director, Cape Town West, yesterday. He promised to set up a meeting with Mr Staude, the regional chief director, on Friday, said Mr Mziwonke Pro Jack who led the delegation.

He said the delegation, which represented parent-teacher-student associations at Sebenza, Crossroads No 3 and Sizamile high schools in Nyanga, had handed Mr Ndamase a memorandum in which they highlighted conditions at the schools.

"We told him black education was collapsing," Mr Jack said.

Sizamile has desks for only 640 of its 1 113 pupils, had a shortage of stationery from Standard 6 to matric and teachers at all three schools were overloaded, with some working 47 to 50 periods a week, Mr Jack said.

It was disturbing that non-teaching staff at comprehensive schools were working as groundsmen and nightwatchmen without any extra remuneration.

The delegation also told Mr Ndamase that it wanted to rename schools in Nyanga after Mr Nelson Mandela, and the question of acting principals running schools for as long as two years was also raised.

Black schools short of almost everything

By BRONWYN DAVIDS

SHORTAGES of essential equipment at black schools were impeding the learning process of pupils, the Nyanga Education Co-ordinating Committee told representatives of the Department of Education and Training yesterday.

Among the grievances voiced were:

- Shortages of stationery and textbooks, specially recommended science and maths books.
- Shortages of desks. About 1 113 pupils were enrolled at the Sizamile High School in Nyanga, but there were only 640 desks at the school.
- Exams had to be written in shifts because of shortages of equipment and desks.
- Science laboratories had no equipment in them and though there were library buildings with shelves in them, there were no books.
- The workload of teachers has doubled because the pupil quota at all black schools has been exceeded.

CAPL TIMES 12/6/90 (199) 50

UDF lashes out at boycotting students

NELSPRUIT. — Students who refused to attend school would not be able to criticise a future government that employed educated whites, United Democratic Front general-secretary Mr Pope Molefe insisted at a Lowveld rally on Sunday.

At the rally in Thulamashe stadium in the Mala district near Nelspruit, the UDF leader called on the more than 7 000 residents in the rural community to support the African National Congress "Back to School" campaign.

"Students should recognise that if they don't arm themselves with knowledge now, they will not be able to blame the future government when it employs educated whites to occupy central positions," Mr Molefe warned.

— Sapa

Cape Times 12/6/90

10 parents stage sit-in

SO

JOHANNESBURG. — Ten Soweto parents began a sit-in at the Department of Education and Training (DET) headquarters here yesterday afternoon after the DET allegedly failed to give a firm undertaking to provide much-needed textbooks for Soweto schools.

A 2½-hour meeting between a delegation from the Soweto Education Co-ordinating Committee (SECC) and the DET had earlier failed to reach agreement on the crisis in Soweto's schools.

Mr David Maepa, head of the SECC delegation, broke the news that the DET had not been able to meet their demands for text books. — Sapa

Copy TMS 12/6/90

SA population growth highest

SOUTH AFRICA is experiencing the world's highest population growth, with particularly high growth rates in the lower socio-economic sections of the population, Mr S P Cilliers of the Department of Arts at Stellenbosch University said yesterday.

He told the President's Council this sector also had the lowest educational standards. — Sapa

Municipal Reporter

FOUR of the longest-standing tenants of Myrtle Manor in Rondebosch — the block of flats in which Leadership Education and Advancement Foundation (LEAF) non-racial college wants to establish classrooms — said yesterday that they were quite happy with the proposals for their building.

Mrs Cathy Lerm, Mrs Frouke Brand, Mrs Ida Stewart-Collings and one other woman who declined to be named said their main concern was that they should be able to stay on.

Two of them, Mrs Stewart-Collings and the unnamed woman, are protected "statutory tenants".

Mr Richard Todd, national director of LEAF, assured all four women yesterday that they could remain in the block in which they have each lived for between 15 and 40 years.

He said there were 27 flats in Myrtle Manor, 18

Cape Times 12/6/90
**Tenants
'happy' to have LEAF
in block**

of which were occupied by students or staff of the Cape Technikon.

Of the nine tenants who were not connected with the Technikon, just three were protected tenants, but LEAF has undertaken to permit all of them to "remain for as long as they wish".

To this end, LEAF has decided to retain six of the larger flats and up to three of the bachelor flats, according to needs.

Two of the larger flats which would be kept would be on ground level, two on the first floor and two on the

third floor, Mr Todd said.

In LEAF's initial plan, the first two storeys would have been classrooms and only the top floor of flats would have been retained. However, the foundation had subsequently realised that "it would not be sensible to expect old people to walk up to the top floor".

Three of the women agreed they would rather have the classrooms in their block than have students living there, as there would be less noise at night. Mrs Lerm did not mind whether there were classrooms or students in the block.

Mr Todd said yesterday that LEAF was considering asking the city council to review and rescind its decision not to allow classrooms in Myrtle Manor.

Otherwise it could move some of the students into the flats and convert rooms in the nearby residential blocks into classrooms instead, he said.

Parents demand textbooks

Str...
12/6/90 By Janet Heard,
Education Reporter

50
Parents and members of the Soweto Education Co-ordinating Committee yesterday began an indefinite sit-in at the Department of Education and Training offices in Johannesburg.

They are demanding the immediate supply of textbooks to schools.

The 10-person delegation began the protest in the conference room on the eighth floor of the DET's Braamfontein office at lunchtime, after the DET failed to supply the delegation with a fixed date for the supply of books to schools.

They will remain in the building until a definite date is set.

DET regional director Peet Struwig met the delegation for

more than two hours before the sit-in began.

Before the meeting, about 100 parents bearing ANC flags and banners marched to the DET office to demand books.

In a report-back to parents who were waiting outside the DET building, a spokesman said that both the department and the SECC had agreed to combine forces to ensure that textbooks and stationery were delivered as soon as possible. It was admitted that the textbooks and stationery were inadequate.

The delegation was confident that if pupils were supplied with textbooks, they would at least have the basic tools for study.

In another move, principals, who have not been attending

school since Friday after the Congress of South African Students (Cosas) told them to stay away until textbooks were supplied, have appealed to be let off the hook.

A spokesman for an ad hoc committee of principals, who asked not to be identified, yesterday appealed to Cosas to rescind its action. The spokesman said that principals had tried their best to ensure textbooks were supplied to schools.

"When there is a delay in the supply of books, the community thinks we are not pushing hard enough, but we have done our job. We handed in our requisitions months ago and have made appeals to the DET to supply books," he said.

THIS week, an important date on our education calendar, June 16 1976, will be remembered.

What will happen at commemoration services to be held across the nation is predictable.

We will recall the introduction of Bantu Education and events leading to the unrest of 1976. We will condemn the authorities for imposing an unacceptable system of education on us. We'll denounce the police for killing innocent and unarmed children. We'll also denounce our political rivals.

All this is understandable though not altogether necessary. After all, we do it every year and seemingly, not as a means to an end but as an end in itself.

That we aren't achieving much in our struggle is largely because we don't focus on the real issues. We are not solution-oriented in what we do.

Garbage

For 13 years, we have repeatedly been identifying the same problem and stopping there. The mere condemnation of the system as inferior, calling for equal education or one education department is not getting to the marrow of the problem.

If a product is of inferior quality, it can be improved. Bantu Education is pure garbage which cannot be improved. It therefore makes no sense to try to grade garbage as being either of inferior or superior quality.

When you talk of equal education, it means you have measured the size, amount, number, value, degree or the rank of two or more education systems.

In our case, the systems to be equalised are probably the white, black, coloured and Indian education systems.

But there's no evidence to show how equalising them would suddenly make them acceptable or relevant.

All education systems in South Africa assume that all is well with the country's socio-political and economic system, hence they co-opt learners into

that system without challenging or attempting to transform that system.

The creation of one education department is also no solution. If you had two or more bags of rotten potatoes and you transferred them into one bag, their condition would not change, they'd remain rotten.

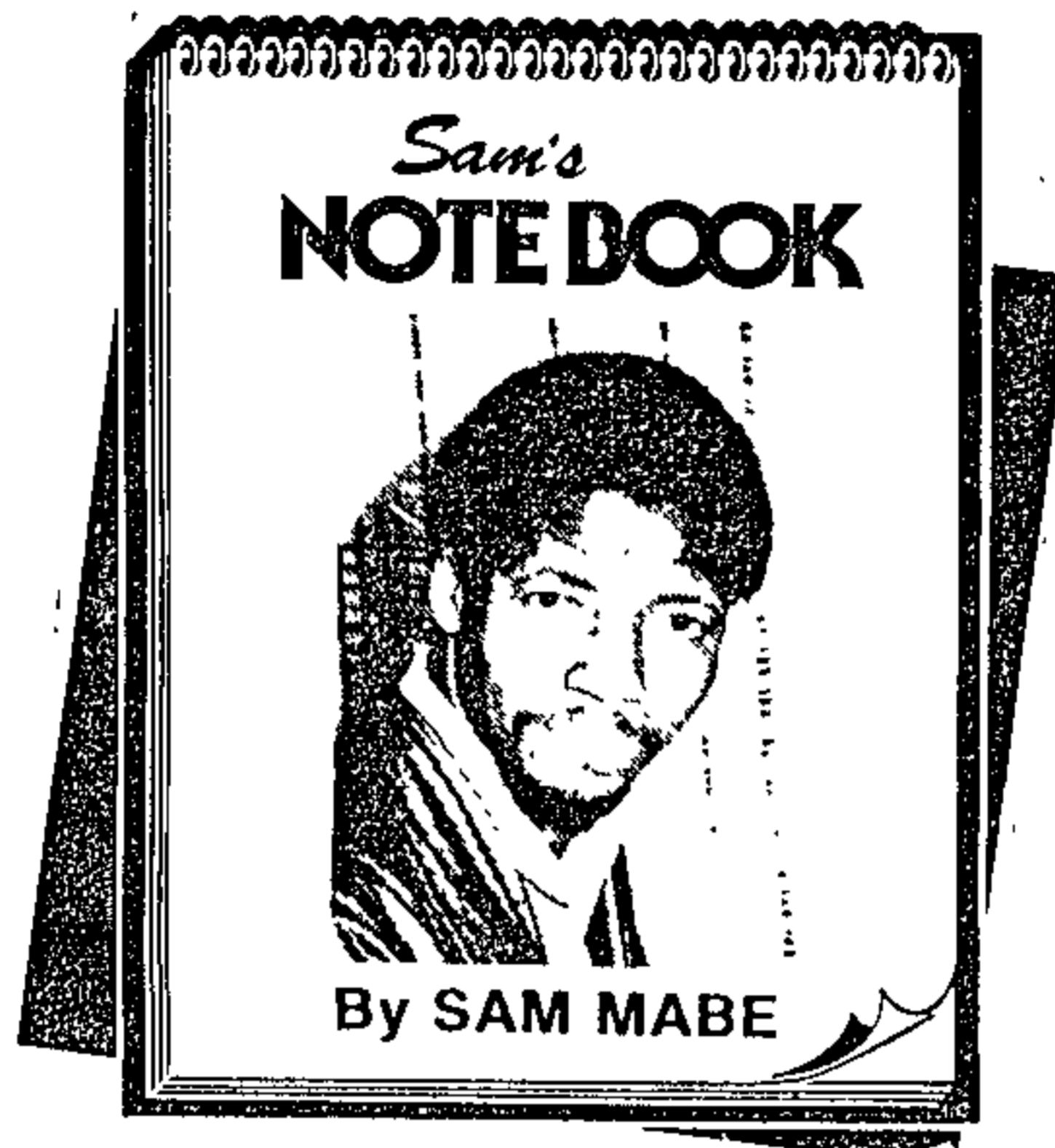
For a start, what we need is to examine teaching methods applied in our schools to see how negative tendencies, values, attitudes and perceptions are nurtured in our children.

We could then work out a way of reversing all that by prescribing solutions for individual problems that Bantu Education creates.

Among other things, for instance, the learner goes to school to be taught how to express himself, to think critically, logically and creatively, to prepare himself for life after school.

Problems need well-thought-out viable solutions

Sowetan 13/6/90 (50)



at university, they encounter problems when they join commerce and industry. Here, they are found to lack the creativity they require to meet the challenges of an industrial or commercial environment.

They can repeat learnt processes only, but cannot develop new ideas. This makes them suitable as labourers who can only do what they are instructed to do. Hence, most blacks emerge from school as job seekers and not job creators.

Recently, my son went to the zoo and on his return, I asked him to write an essay on his experiences. I thought his teacher was going to ask him to do that to help her assess the children's impression of their trip. I was wrong.

To solve all these problems, we don't need to be liberated first. Solving such problems - by addressing ourselves to teaching methods - we will in fact, be liberating ourselves.

In some township schools, there are so-called liberated zones controlled by one or the other political organisation. Just as the Government uses education as an instrument of control, political activists use schools for purposes that are unrelated to education.

Silent

And we are quiet about it. Our leaders choose their words very carefully when addressing such issues. They say only what will earn them the applause of the comrades and they steer clear of issues that are too controversial or those on which they will be expected to take a standpoint that may be unpopular.

But Bantu Education does the opposite.

There is one-way communication in the classroom. The teacher does all the talking while the learner just listens. He also writes notes for learners to transcribe into their books.

It does not develop their creative senses.

Silence

It creates a culture of silence and children who are not articulate often lack confidence in themselves. They often say yes when they mean no. With no training on how to express themselves orally and to solve problems, they often convey their feelings through action - they apply jungle law.

Hence the endless violence in our schools.

Exam questions are not designed to challenge learners to demonstrate their creativity. Because they memorise what they are taught, exams are merely for them to regurgitate what they learnt.

Even if such children got good symbols in matric or

True revolutionaries should be honest and courageous enough to call their fellow-revolutionaries to order for their counter-revolutionary activities.

Apartheid has destroyed many structures in our communities, but in the name of the struggle to rebuild them, we have destroyed many others.

Clashes

The PTAs that we talk a lot about don't seem to be materialising. If they have, they should be used for addressing such problems instead of engaging in clashes for the dominance of one political tendency over the other.

The resolution of education problems must cease to be the monopoly of political activists. As parents, residents, workers, taxpayers and teachers, we all have a democratic right to be involved in the search for solutions to education problems while the children should be in class and receiving education.

We have been talking for far too long. The time for action - constructive action - has come and we should all stand up and be counted.

There is no better investment that people can make in their own future than being educated. We have products of Bantu Education among us who have still managed to emerge as shining stars locally and internationally.

The struggle for a new system of education has to be intensified. But there is no better place to wage that struggle than in the classroom.

IF YOU HAVE

We need to show tolerance-Seathlolo

Sowetan 13/6/90

DA
50

FOURTEEN years after the Soweto riots the Azanian Students Movement, the student body of the Azanian People's Organisation, has called for the "struggle to be intensified at all levels" and has reaffirmed its stand on non-negotiation with the Government.

At a meeting organised this week by Azasm at the University of Natal in Durban, Mr Khotso Seathlolo, ex-leader of the 1976 Soweto Students Representative Council which was at the forefront of the protest against the imposition of Afrikaans in black schools, said the Black Consciousness Movement did not believe the time was right for negotiations with the South African Government.

"We believe we can-

not negotiate until all are considered equals. De Klerk says certain conditions must be fulfilled - such as the guarantee of minority rights in South Africa.

"A non-racial society will not be a part this. We will not be partners with De Klerk and his racist policies."

Condemned

He condemned the South African Government's economic policy: "We are speaking on behalf of those who can't afford bread, of the ordinary nurse and teacher who are struggling to pay off their housing loans.

The poor

"De Klerk says the poor must rely on economic growth. But South Africa has been having economic growth anyway and what has it done for the ordinary people?

"We can't tell the poor that they have to wait for the benefits of the economy to trickle down to them."

Speaking on the split amongst the black liberation movements, Seathlolo called for

tolerance of "dissenting views."

"Today it is very dangerous for anyone to hold a particular political view. It is a time that we are at each other's necks and those who cannot argue their case, argue physically.

"It would be interesting if we could relive the spirit of 1976. Then there were dissenting views and they were allowed.

Appeal

"My appeal to all is that only through debate can we come up with the right ideas. There needs to be tolerance."

He said the Black Consciousness Movement "had never preached racism." He said the term "black" was used as "a positive term of identifying ourselves".

"We understand 'black' to mean those who are economically and politically discriminated against as a united group."

To commemorate June 16, Azapo will be holding a mass meeting on the day at the Vedic Hall, 12 Carlisle Street, Durban, at 12.30pm.

esday June 13 1990

Sowetan 13/6/90

Nation Building Fund inaugurated



NATION BUILDING

The power is in your hands



The Sowetan Nation Building Trust Fund was formally inaugurated at Sowetan's offices last week. Professor Es'kia Mphahlele, of the Centre for Black Education and Research was elected chairman of the fund. Mr Aggrey Klaaste, editor of Sowetan was elected secretary and senior assistant editor Mr Thami Mazwai was elected treasurer. The eight members of the fund also include Mr Lebamang Sebidi, executive director of the Trust for Educational Advancement in South Africa, the Rev Mvume Dandala, Sowetan assistant to the manager Ephraim Lukoto, deputy editor Joe Tlholoe and assistant editor Sam Mabe. In the picture are from left: Klaaste (with back facing camera), Lukoto, Mphahlele, Sebidi, Tholoe, Mabe and Mazwai. (SO)

Teachers' sit-in abandoned, one by parents continues

Education Reporter

More than 60 coloured teachers abandoned a sit-in at the offices of the Department of Education and Culture (House of Representatives) in Johannesburg yesterday after the national director of education, A W Muller, agreed to meet them today.

This is the second education "sit-in" in Johannesburg this week.

On Monday, Soweto parents began a sit-in at the offices of the Department of Education and Training in Braamfontein.

In yesterday's action, teachers who are on strike took over

the office of the regional chief inspector for eight hours.

They were demanding a response to a list of grievances sent on May 18.

After lengthy meetings and telephone calls to Cape Town, Mr Muller agreed to meet the teachers in Johannesburg today to discuss their grievances.

The demands include the timely payment of salaries, the scrapping of the inspection system, and parity between male and female teachers.

The eight Soweto parents and members of the Soweto Education Co-ordinating Committee

enter their third day in the DET offices today.

They plan to remain until given a date for the delivery of vital textbooks, still unavailable six months into the year.

One of the protesters, David Maepa, spoke to a press gathering outside the building yesterday after the DET refused permission for a press conference inside.

He said they had been supplied with hot water, but did not have mattresses and were having food delivered from outside.

The DET regional director,

Peet Struwig, said yesterday that he had met his superiors in Pretoria and was waiting for instructions on how to address the shortage of textbooks.

He said the crisis had been exacerbated by the increase in the number of pupils attending school this year following the back-to-school call, and by many pupils not returning books at the end of the year.

● Parents of pupils affected by the strike by coloured teachers in the Transvaal will march to the House of Representatives building in Johannesburg tomorrow.

50
~~13/6/90~~

Education report rally to be held tomorrow

Star
13/6/90

Staff Reporter

The National Teachers' Unity Forum will hold a mass rally in kwaThema on the East Rand tomorrow to report back on the organisation's recent meetings with Gene Louw, Minister of Home Affairs and National Education.

The rally, organised in conjunction with Cosatu and the ANC, will be held at the kwaThema Stadium and will start at 9 am, a National Education Union of South Africa (Neusa) spokesman said last night.

The spokesman urged all Neusa members to attend the rally.

He said Neusa will stage an education workshop at Wits University on June 23.

3

122 317 class

places 'lost'

Political Staff

THE number of empty spaces in white schools had dropped appreciably between May last year and March this year because the government mislaid or lost 122 317 potential school places in the Transvaal, Mr Roger Burrows, Democratic Party MP, said yesterday.

He said the Minister of Education and Culture, Mr Piet Clase, had told him that certain schools in the Transvaal had been "closed down and alienated".

Task force to probe mass education by TV

Sowetan 14/6/90

SO

THE use of television as a powerful tool for mass education could be introduced in South Africa early next year, the SABC announced during its Network programme on Tuesday night.

Announcing the envisaged educational service, the chairman of the SABC Board, Professor Christo Viljoen, said TV could play a vital role in improving standards in black education.

Before the idea can be implemented, a special task force appointed by the Minister of National Education, Gene Louw, must submit its findings on the use of TV as a means of education.

Viljoen envisaged that the programmes would be administered by a "utility company" which would include members of the SABC, education departments, private enterprise and newspaper groups.

He said the programme could be a move towards a single syllabus under one education department, although this was not the primary aim of the pro-

gramme.

The service could be transmitted into schools for six hours from the closure of Good Morning South Africa until 2.30pm.

Viljoen said the main target group would be secondary and primary pupils but it could expand to include pre-primary schools at a later stage.

He said that the use of educational programmes in schools would not threaten the teaching profession as it would be a supplementary form of learning and part of the daily routine.

Star schools head, William Smith, said that the country had seen a dwindling number of qualified teachers and, "without education there is no economy".

"The days of talk and chalk are dead and gone. We have got to do something very bold. We have got to get out there and do something for our people and the way to go is through television."

DET protesters to refuse meals

8/2
14/6/90 By Janet Heard
Education Reporter

The eight Soweto parents who are staging a sit-in at the Braamfontein offices of the Department of Education and Training decided yesterday to refuse meals and take only dried fruit and liquids.

The Soweto Education Co-ordinating Committee (SECC) has warned that this could build up to a full-scale hunger strike.

This morning members of the ANC internal leadership were due to meet the parents in support of their demand for much-needed textbooks.

A spokesman for the parents said they had still not received

any feedback to their demand from the regional director, Peet Struwig.

The ANC said in a statement that if the demand for textbooks was not met, the ANC, with students, parents and teachers, would decide on appropriate action to address the issue.

The parents began the sit-in at lunchtime on Monday and plan to remain there until a definite date has been set for the delivery of textbooks to schools.

The parents have undertaken not to speak to the press during their stay in the conference room on the 16th floor of the DET building.

Responding to the action by

parents, the director-general of Education and Training, Dr Bernhard Louw, said in order to seek ways to eliminate the shortage, DET officials must have access to schools, and principals and department heads must be permitted to carry out their duties without interference.

For the past two months teachers have prevented inspectors from visiting schools in protest against the failure of the DET to respond to their demands. Last week, the Congress of South African Students (Cosas) called on principals not to return to school until textbooks had been delivered.

14/6/90

Teachers decide to end strike after talks with Govt officials

Striking teachers yesterday voted to suspend their strike action from next term, which begins on July 10.

This development came about after a five-hour meeting in Johannesburg yesterday between teachers, who have been on strike for almost two weeks, and officials from the Department of Education and Culture (House of Representatives).

Teachers and officials discussed the list of teachers' short-term demands sent to the department on May 18.

The discussions have apparently paved the way for future negotiations between the department and the Action Committee of Teachers (ACT) and the Progressive Teachers' Union (PTU).

Chief Director of Education

Awie Muller and Director of Colleges Cyril Beukes flew to Johannesburg from Cape Town yesterday after about 60 teachers had staged a sit-in in the House of Representatives building in Bree Street, Johannesburg on Tuesday.

A joint statement read out after the meeting said the department would consider not withholding the salary cheques of teachers who participated in the strike, but might take action against teachers who took part in the sit-in.

The statement added that the department had agreed to reassess the role of the inspectorate after much discussion about the demand that the system of evaluating teachers be scrapped or re-evaluated. — Education Reporter and Sapa.

Teachers
Capt 711 8/15/90
want talks
with FW

PRETORIA — The Teachers' Federal Council has asked for meeting with President FW de Klerk as the row intensifies over the organisation's split with the Department of National Education.

This was announced yesterday by TFC chairman Prof Hennie Maree after delegates from eight TFC-affiliated associations met here.

The 93 000-member TFC's break with the Minister of National Education, Mr Gene Louw, in retaliation for his meeting with the National Teachers' Unity Forum — a member of the Congress of SA Trade Unions — was ratified by six of the member associations.

The Natal Teachers' Society and Transvaal Teachers' Association voted against. — Sapa

per

was transferred to SA to run the Port Elizabeth branch, before being appointed area director for the eastern and western Cape. Not long after, the packing cases were out again: Smith was moved to Johannesburg, where he was appointed GM of the paper division (in 1979) and CE in 1983.

His recent Printing Industries Federation award came in part as a result of substantial grants made over recent years to the federation by Wiggins Teape to encourage "bridges of communication and understanding between the printing industry and paper manufacturers." Paper merchants like himself, Smith believes, are the perfect middlemen for this.



... of the industry

Smith is of the opinion that the education programmes and discussion forums that have been established will benefit the entire trade.

His company is looking to develop more business in central and southern Africa and are already the sole paper merchants in Botswana and Mauritius. Smith believes

the future for local industry lies in a Southern African Economic Community, which, in turn, would stimulate interest from investors in western Europe and the USA.

Married to Fiona, he has four children. He enjoys music, reading political history and a game of golf. ■

IHRON RENSBURG

FIM 15/6/90

The new breed

(50)

When black, or ANC, empowerment becomes a reality, Ihron Rensburg (30) could well be in line for senior office in "the people's" education department.

As general secretary of the National Education Co-ordinating Committee (NECC), Rensburg is a tenacious, efficient and serious-minded organiser. He sees himself as a scientific socialist in the Leninist mould. Indeed, he disputes that communism has

FIM 15/6/90 (50)

crashed in eastern Europe: what happened has to do with the "decay of working-class tenets," he says.

Last December, while the NECC was still outlawed (it was unbanned by President F W de Klerk on February 2), Rensburg was re-elected full-time general secretary — when the NECC was defying its ban. Formed in 1985 in response to the perennial crisis in black education, it attempts to engage the authorities in negotiation over pupil grievances and was the chief proponent of "people's education."

Explaining people's education, Rensburg points to "the disjuncture between the black classroom and the world outside it," saying "the curriculum must be linked to the social and economic totality of society . . . education must empower students" for a role in a developing economy.

At the end of this month, he will relinquish his post as executive director of the Education Development Trust to give "100% of my time to mobilising, organising and policy-making for the NECC."

He says a major event planned to coincide with the June 16 anniversary of the Soweto uprising is the official re-launch of the Congress of SA Students (Cosas) after a five-year ban. Rensburg is also due to meet the ANC education department to discuss restructuring the NECC and internal mobilisation of the ANC's education department later this month.

Rensburg describes himself as "a typical political activist of the class of 1976." Indeed, 14 years ago this week, when the youth of Soweto set off a countrywide rebellion

Rensburg . . . education for empowerment



FIM 15/6/90

(50)

against Bantu education, Rensburg, then a Standard 9 pupil at Paterson High in Schauderville, Port Elizabeth, was playing a prominent role in the pupil protests in the eastern Cape. In September that year, he was detained without charge for 14 days. "That was the beginning of the ripening of the seed," he says.

In 1978, Rensburg was admitted to Rhodes University, where he studied pharmacy. He was detained again in 1980 for two weeks.

After graduating in 1981, Rensburg did his internship at PE's Livingstone Hospital. It was a time when the PE Black Civic Organisation was in the forefront of resistance in the area.

In 1984, when Rensburg was managing a pharmacy in New Brighton township, he became active in the politics of education. "I ended up spending half my time in the pharmacy and half dealing with the crisis in PE schools and meeting with the Department of Education & Training." In 1986, he was elected to the executive of the NECC.

He is unmarried. ■

Probe gives reasons for school failure rate

Political Staff

AN inquiry ordered by the House of Representatives administration has found that cultural and socio-economic backlogs, disrupted family lives and inadequate facilities are responsible for the high failure rate in coloured schools.

The main findings of the inquiry were disclosed in Parliament when the chairman of the Minister's Council of the House, Mr Allan Hendrickse, delivered his policy address in his capacity as Minister of Education and Culture.

Mr Hendrickse said the scientific inquiry had recently completed its report.

It found that the high failure rate was because of the "the great cultural-socio-economic backlog in our community, which delays the development of young children so that more than a third of school-beginners are not ready for school".

As a solution, a practical school-readiness test had been developed with the aim of ensuring these children received preparation education to prepare them for entry into formal education.

Another reason for the high failure rate was because "disrupted families and the low level of cultural-socio-economic conditions in the community also inhibited the learning activities of many pupils in the higher standards".

A modular system had been recommended to limit this so that education could be organised into smaller units. Proposals concerning greater differ-

entiation in education, increased involvement of parents and homework being supervised at school were being investigated.

Mr Hendrickse said the inquiry also found that incomplete classroom accommodation, particularly in secondary schools, resulted in teachers not being fully used. Also, teachers were often forced to teach classes so large they could not be controlled.

However, the administration did not have sufficient funds to address the accommodation problem.

Another reason for the failure rate was the serious shortage of adequately-trained teachers in various subjects in secondary schools.

He said the department was investigating this problem and that there were 1 845 unqualified and 15 659 underqualified teachers in service.

The inquiry also found that too much emphasis was being placed on academic subjects and there was insufficient attention paid to the technical and other professional subjects needed for pupils who were not interested in tertiary education.

Mr Hendrickse said the inquiry also recommended that all education in the country should resort under one ministry of education with the aim of better co-ordination and the achievement of real equality.

Meanwhile Mr Jac Rabie (UDP Reiger Park) has said the Department of Education and Culture in the Administration of the House of Representatives was "in a state of total chaos". Speaking during the debate on the House's Education and Culture Vote, he said teachers were striking and exams were not being written. The root of the problem was a shortage of money.



Now hear this . . . a marshal instructs the crowd of about 7 000 coloured parents, teachers and children who marched through Johannesburg yesterday to submit their grievances to the House of Representatives office. ● Picture by John Hogg.

Mass protests underline the turmoil in black education

By Janet Heard, Stan Hlope and Shehnaaz Bulbulia

South Africa's black education system is threatened with collapse amid unprecedented mass protest action.

Various education departments have been hit by marches, pickets, sit-ins, strikes, and mass rallies by teachers, principals, parents and pupils.

These have led to attempts to negotiate with top Government officials.

A uniform long-term demand by black teachers is the call for one single education system.

Yesterday, events staged by

Indian, coloured, African and even white groups included:

● After a visit to eight parents "sitting in" at the offices of the Department of Education and Training (DET), ANC leader Walter Sisulu signalled that the ANC was planning to get involved not only in the textbook shortage which resulted in the sit-in, but in the growing national education crisis as a whole.

The parents rejected the response by the DET that their demands would be addressed when schools returned to normal.

● At a press conference, the Congress of South Africa Stu-

dents (Cosas) announced that schools would stay open during the holidays as part of a defiance campaign.

● In Lenasia principals led a 3 km march involving more than 1 300 Transvaal Indian teachers, pupils and parents to the local office of the House of Delegates (HoD) to express their "total dissatisfaction".

● Affiliates of the white teacher body, the Teachers' Federal Council (TFC), are split on the TFC's decision to suspend co-operation with the Minister of National Education, Gene Louw.

There are rumours of a possi-

ble split within the TFC following Mr Louw's decision to meet the non-racial National Teacher Unity Forum a few weeks ago.

● About 7 000 coloured parents, teachers and children marched to the regional offices of the House of Representatives in central Johannesburg and submitted a list of grievances which resulted in the teachers staging a two-week "chalks-down". The teachers decided to continue the strike until July 10.

● The DET has asked Soweto teachers to collect their salary cheques from their area offices after midday today.

Parents defy DET's order to leave

EIGHT Soweto parents on hunger strike at the Johannesburg offices of the Department of Education and Training (DET) yesterday defied an order from the Minister of Education and Development Aid, Stoffel van der Merwe, to leave the building.

The eight, members of the Soweto Education Co-ordination Committee, occupied the building on Monday after talks between themselves and DET officials broke down. They said they would not leave until each Soweto pupil was provided with a text book.

At 12.15 pm yesterday, Mr Peet Struwig, director of the DET's Johannesburg region, delivered notices to

JOVIAL RANTAO

the parents' delegation ordering them to vacate the building within an hour.

"Your continued presence in the building is unlawful, notwithstanding your motives for such conduct," said the letters, which were signed by the State Attorney, Mr J F Zwiigelaar.

Mr van der Merwe warned the delegation in the letters that if they did not comply with the order, he would make an urgent Supreme Court application to

● TO PAGE 2.

DET sit-in

● FROM PAGE 1.

have them removed.

Soon afterwards Mr David Maepa, spokesman for group, emerged from the building and told reporters the delegation would not respect the notices.

They would remain in the building until their demand was met and continue with their hunger strike.

The delegation last ate solids — dried fruits and biscuits — on Thursday at lunchtime and are now taking liquids only.

"We are disappointed

as the issue was the delivery of books to our children and not the illegal occupation of the building," said Mr Maepa.

About 1½ hours after the deadline for the group to leave the DET's Educon Building, a team of five lawyers arrived.

When the lawyers emerged from the building two hours later, they confirmed that the delegation had decided to remain in the building until their demand was met.

The parents would also not oppose a court application to have them removed.

● See Page 4.

Star
16/6/90

TV as education tool possible 'next year'

Star
16/6/90
50
Education Reporter

The use of television as a powerful tool for mass education could be introduced in South Africa early next year, the SABC announced last night.

The chairman of the SABC board, Professor Christo Viljoen, said television could play a vital role in improving standards in black education.

Before the idea could be implemented, a special task force appointed by Minister of National Education Gene Louw had to submit its findings on the use of TV in education.

Professor Viljoen envisaged that the programmes would be administered by a "utility company" which would include SABC members, education departments, private enterprise and newspaper groups.

He said the programme could be a move towards a single syllabus under one education de-

partment, although this was not the primary aim of the programme.

The service could be transmitted to schools for six hours from the closure of "Good Morning South Africa" until 2.30 pm.

Professor Viljoen said the main target group would be secondary and primary pupils, but it could expand to include pre-primary schools at a later stage.

Star Schools head, William Smith, said that the country had seen a dwindling number of qualified teachers.

"The days of talk and chalk are dead and gone. We have got to do something very bold. We have got to get out there and do something for our people and the way to go is through television."

Star Schools had a series of educational videos ready for use on TV if the go-ahead were given, Mr Smith said.

Schools crisis simmers on

Star 16/6/90

50

FOURTEEN years ago today schoolchildren in Soweto took to the streets to protest against being taught in Afrikaans. It was the first tangible sign that something was seriously wrong with black education. A decade and a half later black education is still under attack — and discontent has spread to white, coloured and Indian schools. **SUE OLSWANG** reports.

DISPARITIES IN THE QUALITY OF SCHOOLING 1976-1988

1976	White	Black
Per capita exp on education	R605,00	R39,53
Teacher-pupil ratio	1:20.1	1:54
Teacher qualifications	Matric + Degree and/or Teaching Qualification (94,5% total)	Std 8 + Teaching Qualification (49,3% total)
Shortage of classrooms	Nil	2 000
Number of places required	Nil	(@ 54 per class: 108 000)
1986	White	Black
Per capita exp on education	R2 508,00	R476,95
Teacher-pupil ratio	1:16	1:41
Teacher qualifications	Degree and/or Teaching Qualification	Std 8 + Teaching Qualification (38,3% total)
Shortage of classrooms (primary)	Nil	1 494
Number of places required	Nil	(@ 40 per class: 59 760)
Shortage of classrooms (secondary)	Surplus	3 030
Therefore number of places required	Surplus	(@ 35 per class: 106 050)
Total number of places required	Surplus 176 225	Shortfall 165 810
The number of places in classroom	1 074 189	
The number of pupils	897 964	
No of places available	176 225	

1988	Blacks*	Coloured	Indians	Whites	Total
Pupil enrol	6 022 717	827 527	229 790	905 423	7 985 457
Prim/level	4 479 949	605 534	138 757	504 290	5 728 530
Secun/level	1 542 768	221 993	91 033	401 133	2 256 927
No schools	15 937	2 027	446	2 576	20 986
No teachers	158 846	33 397	11 062	70 648	275 919

Std 10 Total number candidates	Blacks	Coloured	Indians	Whites	Total
1988	169 412	21 007	13 222	69 549	273 190
Passes	98 050	14 235	12 577	66 809	191 671
Exemptions	27 865	3 492	5 082	29 126	65 565

SOURCE: SA BAROMETER — Vol 4, No 10, June 8, 1990

APARTHEID EDUCATION: There have been a number of changes between 1976 and 1988, but as the table shows a great deal must still be done to remove disparities in the education provided to South Africa's different race groups.

SOUTH Africa's already critical skills shortage will become worse if the present educational disparities and the way some education departments function is allowed to continue.

The education crisis simmers after years of repeated calls for a single education system for all South Africans, regardless of colour.

Problems in black education — where pupils and teachers battle with grossly overcrowded classrooms and drastic shortages of textbooks — have again been highlighted by the following recent incidents:

● An eight-person delegation of Soweto parents this week "sat in" and refused meals after marching on the Braamfontein, Johannesburg offices of the Department of Education and Training (DET) to demand school books for their children.

The delegation, which embarked on a full hunger strike on Thursday afternoon and has defied a ministerial order to leave, has vowed to remain "sitting in" until the setting of a definite date for the delivery of textbooks to black schools. About 300 000 black pupils do not have textbooks.

The delegation has the full support of the African National Congress (ANC) and the head of its

leadership core, Walter Sisulu, visited the parents on Thursday.

● A substantial number of black principals did not return to schools in Alexander and Soweto after the Congress of South African Students (Cosas) called for their stay away until textbooks are delivered and damaged desks replaced.

Cosas has urged black pupils and teachers, whose schools closed yesterday, to forego their June holidays and attend classes.

● Close to 140 teachers from Oukasie and Lethabile, near Brits, were dismissed this week by the DET after their 14-day absence from schools.

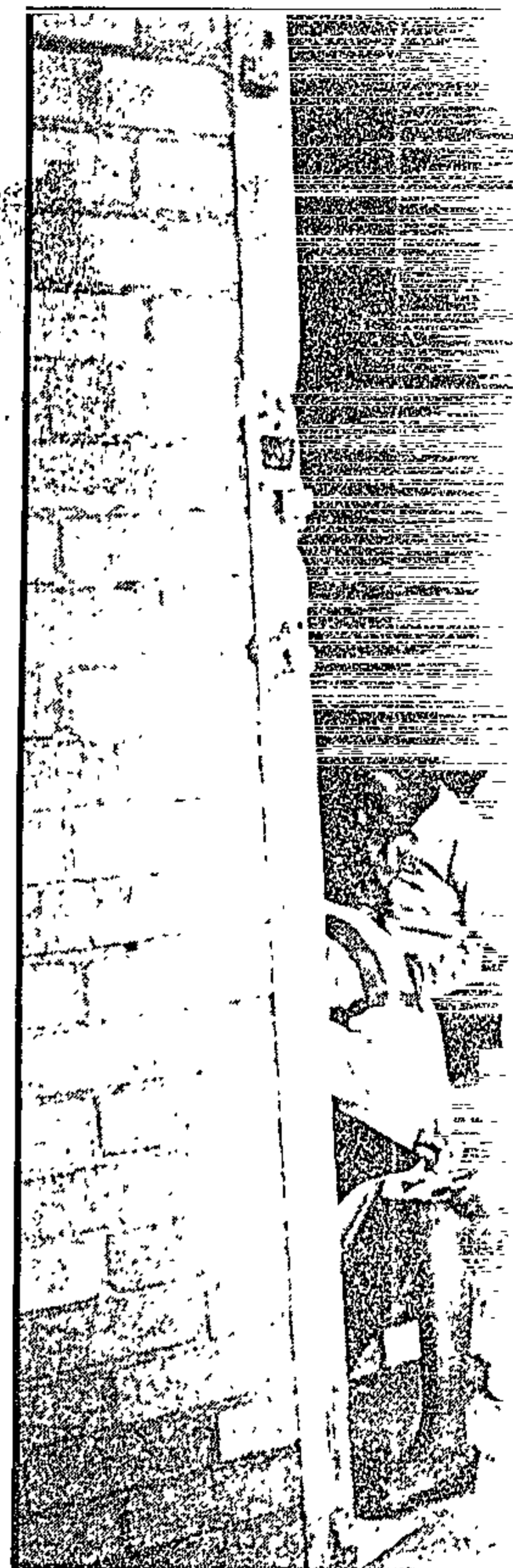
Spread

The chaos in education — which initially saw protest actions among the black population only — recently spread to other population groups as well.

The coloured education sector has seen:

● Striking teachers abandoning a "sit-in" at the Johannesburg offices of the Department of Education and Culture (House of Representatives) after the national director of education, A W Muller, agreed to discuss demands for the timely payment of salaries, an end to the inspection system, the provision of equipment and parity between male and female teachers.

● Parents of pupils affected by the teachers'



BLEAK FUTURE: For every 10 000 matric, according to figures issued by of these children gain matric

strike, the second in a month, on Thursday marched in support of the Transvaal "chalks down".

Problems in Indian education have been highlighted by:

● A teachers' march on

Thursday to memoranda fices of the H egates in Len

● A march thousand Du ers to protest Department and Culture' Representati of evaluat...

White edu week saw:

● The Trans. wysersvered warning of split in the ber white nat er body, the Federal Co because of a tween the V tional Edu Louw, and aligned Nat Unity Forum

The TFC, voluntary c cluding the T suspended li tion with M

Victor Lidchi's in Rosebank

Closing down

Total Stock Liquidation of over a 1,000 Persian Rugs, Kilims, Carpets & Runners

1 Because we | 4 Just a few examples | 5 Important Note

from R2 000 000 stock (Everything must be liquidated)

Crisis On

Sta 16/6/90

50

Africa's al-
tical skills
will be-
rse if the
educational
s and the
education
ents func-
llowed to

ation crisis
ter years of
calls for a
cation sys-
South Afri-
dless of co-

in black edu-
here pupils
battle with
ercrowded
and drastic
textbooks -
been high-
e following
nts:

erson dele-
veto parents
t in" and re-
fter march-
amfontein,
g offices of
ent of Edu-
Training
hand school
children.
tion, which
a full hun-
Thursday
has defied
order to
wed to re-
in" until the
efinite date
ry of text-
k schools.
00 black
have text-

ion has the
f the Afri-
Congress
head of its

leadership core, Walter
Sisulu, visited the parents
on Thursday.

● A substantial number
of black principals did
not return to schools in
Alexander and Soweto
after the Congress of
South African Students
(Cosas) called for their
stay away until textbooks
are delivered and da-
maged desks replaced.

Cosas has urged black
pupils and teachers,
whose schools closed yes-
terday, to forego their
June holidays and attend
classes.

● Close to 140 teachers
from Oukasie and Letiha-
bile, near Brits, were dis-
missed this week by the
DET after their 14-day
absence from schools.

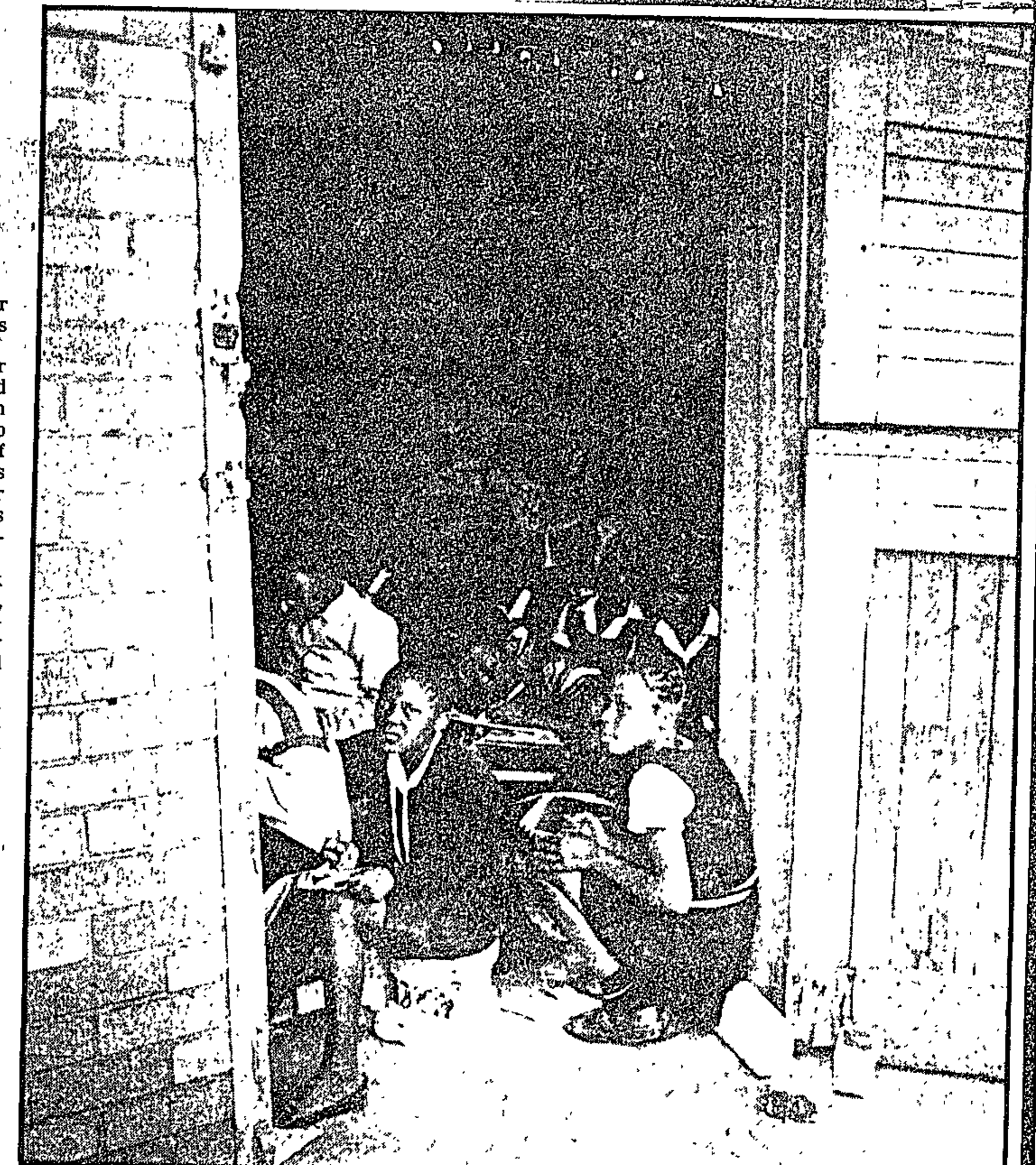
Spread

The chaos in education
- which initially saw
protest actions among
the black population only
- recently spread to
other population groups
as well.

The coloured education
sector has seen:

● Striking teachers aban-
doning a "sit-in" at the
Johannesburg offices of
the Department of Edu-
cation and Culture
(House of Representa-
tives) after the national
director of education,
A W Muller, agreed to
discuss demands for the
timely payment of sal-
aries, an end to the in-
spection system, the pro-
vision of equipment and
parity between male and
female teachers.

● Parents of pupils af-
fected by the teachers'



BLEAK FUTURE: For every 10 000 black children who start school in Grade 1, only 113 will pass matric, according to figures issued by the Research Institute for Educational Planning (RIEP). Only 27 of these children gain matric exemption and a single child gets an exemption in maths and science.

strike, the second in a
month, on Thursday
marched in support of
the Transvaal "chalks
down".

Problems in Indian
education have been
highlighted by:

● A teachers' march on

Thursday to present a
memorandum to the of-
fices of the House of De-
legates in Lenasia.

● A march by several
thousand Durban teach-
ers to protest against the
Department of Education
and Culture's (House of
Representatives) system
of evaluations.

White education this
week saw:

● The Transvaal Onder-
wysersvereniging (TO)
warning of a possible
split in the 93 000 mem-
ber white national teach-
er body, the Teachers'
Federal Council (TFC),
because of a meeting be-
tween the Minister of Na-
tional Education, Gene
Louw, and the Cosatu-
aligned National Teacher
Unity Forum (NTUF).

The TFC, with eight
voluntary affiliates in-
cluding the TO, last week
suspended its co-oper-
ation with Mr Louw in

protest against his deci-
sion to meet the NTUF.
President FW de Klerk
has been asked to inter-
vene in the dispute.

Breakdown

The Education Policy
Unit at Wits University
said in a press statement
that the core of the prob-
lem was a breakdown of
authority at every level
of the school system.

"Teachers have no ped-
agogic authority over
their pupils. Without au-
thority schools cannot
run," it said.

The EPU said the key
causes included the State
of Emergency "smash-
ing" the authority of
community organisations
and the rising expecta-
tions which accompany
times of change.

The EPU maintained
there was nothing the

DET, in its present form,
could do to meaningfully
address the crisis.

"The only way the DET
can move is in concert
with legitimate commu-
nity groups toward the
establishment of a new
education system," it
said.

The call for a single
education body is the
most common rallying
point for both teachers
and students, according
to leading educationist
Dr Franz Auerbach.

"Behind the demand
for a single education de-
partment is the profound
belief that needs will be
assessed and resources
allocated on the basis of
fairness and equality only
once a single department
(decentralised regionally
but not ethnically) de-
cides on priorities," he
said in the statistics jour-
nal SA Barometer.

in Rosebank

down

ation of over a 1,000

Carpets & Runners

kamples | 5 Important Note

Everything must be liquidated!



Boltshoko Secondary School pupils with the chairs they retrieved from the taverns.

■ Pic: DAN DLHAMINI

Kids raid taverns for school's furniture

By DAN DLHAMINI

WHEN pupils of Boltshoko Secondary School in Ikageng went back to classes this week after a boycott they found some of their chairs had been stolen. So they raided taverns and hairdressing salons and recovered over 100 chairs and other school property from them.

The pupils told *City Press* they heeded the back-to-school call but when they arrived found that chairs were missing and some doors had been ripped off by vandals and thieves during the boycott.

The pupils said the shortage of chairs was a problem because some had to sit on the floor and could not concentrate in the classroom.

Boltshoko headmaster Karabelo Tlhapi said the shortage of chairs created problems both for teachers and pupils. Pupils had told him they had seen their marked school chairs at various taverns and hairdressing salons and were going to collect them.

"Parents and residents must realise that schools in Ikageng belong to the community. I can imagine how embarrassed are those from whose premises

school property was recovered. It is every responsible person's duty to look after the property of the school instead of taking it for his or her personal use," said Tlhapi.

The pupils said they did not want to involve the police, "just to show that we are capable of solving our problems without involving the system, which brings hardships to our people".

They say they rejected the help of other youths who wanted to hijack their project of retrieving their school property.

The pupils denounced the burning of a bus, a bakkie and a

truck this week.

"That's the work of 'tsotsis' who were frustrated when they failed to hijack our mission. We condemn their actions because they put us in a bad light, as people think we students were involved. That is not true," said the pupils' spokesman.

Meanwhile, working mothers – especially those who live in the Mandela village squatter camp – were furious with the action because buses no longer enter the township and they have to walk about 4km from Ikageng entrance to their homes.

CHAALM AAS JUNE 16

Police keep a low profile as crowds make it a holiday

STAFF REPORTERS

JUNE 16 was commemorated peacefully throughout the country yesterday. And, for the first time in the history of the event, police kept a low profile.

Three main services were held in Soweto:

■ One by the ANC at the Jabulani Amphitheatre where 40 000 people had gathered to pay tribute to the fallen "heroes" of 1976;

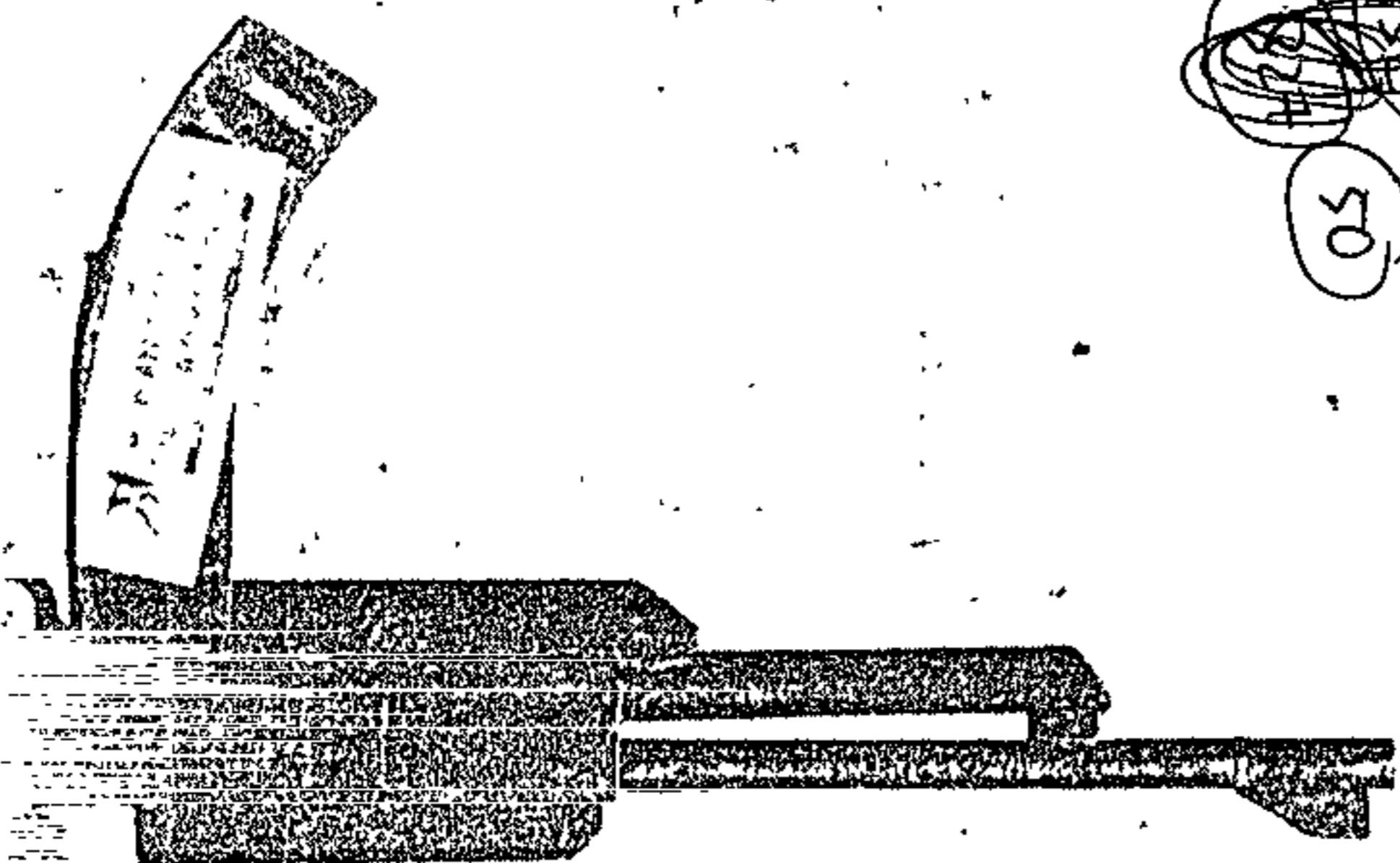
■ At Orlando Stadium about 2 500 people gathered under the banner of the PAC on this solemn occasion to mark the anniversary; and

■ At Regina Mundi, until this year the traditional venue for June 16 services, Black Consciousness Movement speakers called on about 3 000 people attending the service for discipline and an end to inter-organisational violence presently plaguing the country.

It was tense, but quiet, in most of Natal with many people apparently having resisted the Soweto Day hayaway call and reporting for work.

A police spokesman for Durban and Maritzburg said here had been no

clerk 17/6/90
50



180 000 miners may lose their jobs

By PATRICK MAFARO

ONE hundred and eighty thousand workers employed at 17 low-profit gold mines may lose their jobs if the price of gold continues to fall.

The Chamber of Mines, which released these startling figures to City Press, said the mines are on the Reef and in the Free State.

They are a source of income to many others besides mine workers.

Closing the marginally profitable mines will result in a lot of suffering as

Anglo American could lay off nearly 8 000 employees at Freegold's South Region.

Gold and Uranium Division managing director Lionel Hewitt said at current gold prices and operating costs, certain mines could not sustain certain operations which would be stopped over the next nine months.

He added that management had invited discussions with affected worker representatives. "At Freegold South Region this planned curtailment is likely to involve the reduc-

■ Soviet Union sales are flooding the market. It is estimated over 300 tons of gold have been swapped for foreign loans.

■ The Middle East has entered the market because of the weakening oil price; and

■ Relations between the East and West have improved.

Gold analysts are talking of the price sliding to lows of 320 dollars.

The London-based Metal Bulletin attributes the price slide through the psychological 360-dollar mark to rumours that Jap-

255 million dollars to cover external debts.

Dark days are ahead for miners because other big industries which would have absorbed them also face a bleak future. The unemployment figure already stands at six million.

With economists estimating economic growth as low as one percent, the more than 200 000 people who flood the job market each year have bleak prospects.

Economists point out

clerk 17/6/90
215

promise as crowns make it a holiday

STAFF REPORTERS

JUNE 16 was commemorated peacefully throughout the country yesterday. And, for the first time in the history of the event, police kept a low profile.

Three main services were held in Soweto:

■ One by the ANC at the Jabulani Amphitheatre where 40 000 people had gathered to pay tribute to the fallen "heroes" of 1976;

■ At Orlando Stadium about 2 500 people gathered under the banner of the PAC on this solemn occasion to mark the anniversary; and

■ At Regina Mundi, until this year the traditional venue for June 16 services, Black Consciousness Movement speakers called on about 3 000 people attending the service for discipline and an end to inter-organisational violence presently plaguing the country.

It was tense, but quiet, in most of Natal with many people apparently having resisted the Soweto Day stayaway call and reporting for work.

A police spokesman for Durban and Maritzburg said there had been no "unrest" incidents.

Wadley Stadium in Edendale, Maritzburg, venue for one of about six rallies scheduled for yesterday, held less than 1 000 at 11 am, when the rally was due to start.

A spokesman for the Saaicor factory at Umkomaas - one of the areas where trouble had threatened - said most of the workforce had turned up on time.

Another June 16 service was at Atteridgeville where co-leader of the 1976 students' revolt Khotso Seatholo told an Azapo service that the government was to blame for the turmoil in black education.

Central Johannesburg had its own share of the June 16 activities when Joyco members staged a placard demonstration outside the Methodist Cathedral after earlier having been ordered to disperse from Joubert Park.

Having warned protesters that they had no permission for the Joubert Park gathering, police again ordered the crowd to disperse as it toyi-toyed outside the cathedral. About 20 armed members of the SAP were on the scene.

Crowd marshals directed people to move on to Saratoga Cathedral, where Joyco held a service.

It was like a public holiday in Soweto, with most traffic heading for either of the three services billed for the day in the sprawling area.

The Indian township of Lenasia near Johannesburg experienced a major shutdown of businesses.

Earlier in the week, the Lenasia Traders' and Professionals' Association called on all outlets to be closed on June 16 and to have extended shopping hours on Friday evening and this morning.

There was a merry-making atmosphere at Jabulani, where people remembered the event with song and dance, interspersed with poetry and speeches.

Throughout the morning session of the rally the programme was interrupted by the arrival of dignitaries, ANC leaders Walter Sisulu and his wife Albertina, Steve Tshete, Ruth Mompoti, and others.

"Mama Africa" Miriam Makeba addressed the crowd.

At Orlando, the gathering, which was convened by the PAC-inclined Nactu, was addressed by speakers from the trade union and other affiliates of the PAC.

Hundreds of supporters and followers sprawled on the ground as youths sang and chanted PAC slogans.

The gathering saw hundreds of PAC supporters from various areas on the Reef bused in to give the PAC view of circumstances surrounding the eventful June 16.

The services which started two hours late, because there was no sound system, was opened by Archbishop PW Ntongana, of the Apostolic Methodist Church of South Africa.



The June 16 mood... a youth holds aloft his 'Made-in-Soweto' AK-47 'rifle' yesterday.

Schools decide to ignore

By SOPHIE TEMA

THE schools crisis deepened this week as students in Soweto decided not to take mid-year holidays this year.

The executive of the Congress of South African Students' (Cosas) Soweto branch this week announced a joint decision between students and the organisation that schooling continue to make up for time lost since the beginning of the term.

The Pretoria Teachers' Union also took a resolution to ignore the official school calendar and continue with classes.

DET Northern Transvaal regional director Job Schoeman said: "Although efforts to make up for lost time in black education are welcome, arbitrary decisions on the opening and closing dates for schools will not be tolerated."

He said teachers who did not report for duty when schools reopened would

be deemed to be on unpaid leave.

Schools officially closed on June 15 and reopen on July 10.

At a Press conference in Soweto this week, Cosas executive members said the decision not to close schools was supported by all education organisations and the pupils.

Cosas said the move followed the breakdown in education in the PWV areas as a result of the failure by the Department of Education and Training (DET) to provide pupils with textbooks.

The executive said parents and others concerned had also supported the Cosas move.

The executive told the Press conference the move was to prepare pupils for the examinations they hoped to write from July 3, whereafter schools would go into a short recess from July 13 to August 1.

The executive said this was also part of a defiance campaign against the

DET for not having yet provided with books halfway into the year. Cosas said there was a shortage of books in black schools at a time when 10 pupils had only one single textbook.

It said the demand for textbooks had resulted in Cosas calling principals to absent themselves from their schools and report to the DET offices in Booyens. "We again requested all principals to submit lists or requisition forms and in the meantime the DET offices daily to in the seriousness of the situation."

"Principals had until now their commitment towards the DET crisis but we still would expel or suspend principals from schools and we stand by our decision."

"Cosas recognises them

A meeting with three Soweto school principals this week gave me an insight into their plight and that of other Soweto principals who last Monday were ordered out of schools by a student body.

Listening to these once-respected men whose fate and profession is now in the hands of those they sought to educate and make better leaders in future, left me hollow.

They were not asking for sympathy or for intervention from the community on their behalf; they were not accusing anyone of being responsible for the present education crisis; they were simply concerned about the future of the children they want to teach.

Without serious learning children would fail, they told me.

The more outspoken of the three principals struck me as a man who has seen it all in his almost 20 years in the profession. As a pupil he was actively involved in student politics.

But he and his group at that time had one ambition

MY WAY

With Khulu Sibiyi
A/6/90
Sphen

Kids cutting OWN throats



Year after year we have seen learning disrupted by pupils who make one demand after another. Some of their demands are legitimate, but others are ludicrous.

For instance, when teachers in Soweto put down their chalks recently, demanding better salaries and other conditions from DET, this was a deep-rooted dissatisfaction which the DET treated uncaringly and without sensitivity.

But now pupils are demanding books after the DET has promised they will be freely available.

According to the principals, pupils have not returned the books they were given last year and the authorities have refused to issue new books until last year's books have been returned.

But the principals were worried about the future of pupils who wanted to learn and pass their exams at the end of the year.

They are worried about discipline at schools. If pupils can chase principals out of schools, they say, how will they be disciplined in future?

This is causing irreversible damage.

in life — to be educated first.
government and that this concept started with the introduction of the 1953 Bantu Education Act.

“It is true that black principals have played a passive role in the liberation of their people. They have been used in the past to suppress their own children at school. But that is a thing of the past,” said Mr M.

When Soweto kids boycotted classes and took to the streets 14 years ago yesterday, rejecting Afrikaans as a medium of instruction, principals in most schools were ordered by the DET to enforce it. They knew this was a time-bomb. They did nothing about it, although

On several occasions he made representations to the DET on behalf of his pupils, “simply because as a black man, a teacher and a principal I understand the problems of my people”.

But for pupils to order principals out of school was achieving nothing. He is conscious of allegations that principals and school inspectors are tools of the DET and

many, of course, resigned later when the situation did not improve.

The job of a principal has been more difficult since then. Some of the today's teachers marched to DET offices recently demanding better salaries.

Principals, on the other hand, are painstakingly trying to bring back normality to schools and, they admit, this is not an easy task.

“On one hand, we have radical teachers and pupils and on the other we have DET who expect us to control an uncontrollable situation caused by their policy of Bantu Education,” he said.

Schools decide to ignore holidays

By SOPHIE TENA

THE schools crisis deepened this week as students in Soweto decided not to take mid-year holidays this year.

The executive of the Congress of South African Students' (Cosas) Soweto branch this week announced a joint decision between students and the organisation that schooling continue to make up for time lost since the beginning of the term.

The Pretoria Teachers' Union also took a resolution to ignore the official school calendar and continue with classes.

DET Northern Transvaal regional director Job Schoeman said: "Although efforts to make up for lost time in black education are welcome, arbitrary decisions on the opening and closing dates for schools will not be tolerated." He said teachers who did not report for duty when schools reopened would

50

Press 17/6/93

be deemed to be on unpaid leave. Schools officially closed on June 15 and reopened on July 10.

At a Press conference in Soweto this week, Cosas executive members said the decision not to close schools was supported by all education organisations and the pupils.

Cosas said the move followed the breakdown in education in the PWV areas as a result of the failure by the Department of Education and Training (DET) to provide pupils with textbooks.

The executive said parents and others concerned had also supported the Cosas move.

The executive told the Press conference the move was to prepare pupils for the examinations they hoped to write from July 3, whereafter schools would go into a short recess from July 13 to August 1.

The executive said this was also part of a defiance campaign against the

DET for not having yet provided pupils with books halfway into the year.

Cosas said there was a gross shortage of books in black schools and quoted instances where 10 pupils had to share a single textbook.

It said the demand for basic learning materials which the DET failed to supply resulted in Cosas calling on school principals to absent themselves from their schools and report to the department offices in Booyseens to press authorities into supplying books.

"We again requested all principals to submit lists or requisitions of their demands and in the meantime report to the DET offices daily to indicate the seriousness of the situation.

"Principals had until now not shown their commitment towards the education crisis but we still would not agree to expel or suspend principals from the schools and we stand by our principals." Cosas recognises them as principals

and heads of schools and all we asked them to do was to disband the Principals' Council which was set up by the DET and join teachers' organisations."

In a statement, Cosas said: "The government has deliberately denied students an opportunity to learn. The first semester has gone by and no adequate stationery or necessary requirements have been made available.

"If education is brought to a standstill it will be as a result of the negligence of the government and the DET. We therefore call on both departments to supply all students with books immediately."

Cosas said the DET should also consider the shortage of desks and other furniture in schools, overcrowding in classrooms and the number of damaged classrooms and broken windows.

See Page 2

Back at school on time or lose pay, teachers warned

Education Reporter

Teachers at black schools have been warned to be back at school on July 10 for the next term or lose pay, regardless of whether classes continue during the present holidays to make up for time lost through boycotts.

The warning came from Department of Education and Training Director General Bernhard Louw in the face of plans made by the Congress of South African Students (Cosas) for the holidays to be postponed, and be held instead from July 13 to August 1.

Dr Louw said that irrespec-

tive of any tuition given during the official school holidays, the schools would re-open on July 10.

'Unacceptable'

"It is therefore expected of teachers to report for duty at their schools on July 10. Should it happen that any teacher absents himself from school on or after July 10 without any legitimate reason, I have no choice but to regard such a teacher's absence as leave without pay", Dr Louw said.

It was "unacceptable" for teachers to postpone the school holidays to a later date, irrespective of whether

they decided to teach during the official June holidays.

Because many schools had been disrupted since the beginning of the year and much teaching time had been lost, any attempt to make up for lost time was heartily welcomed, he said.

"There is therefore no objection if schools do not close during the coming holidays but continue with teaching".

Teachers in parts of the country including Soweto and Alexandra have undertaken to continue teaching through the June holidays, which officially started last Friday. The Congress of South Afri-

can Students (Cosas) said in Soweto last week that all schools would continue until July 13. Half-yearly exams would start on July 3 until July 13 and they would then break until August 1 to allow teachers to mark scripts, Cosas said.

● On SABC's Network last night, Dr Stoffel van der Merwe, Minister of Education and Development Aid, appealed to Mr Curtis Nkondo, president of the National Education Union of S.A., to speak to him when he had a problem.

from his organisation who had a problem with his department, or who "ran into a brick wall" with officials, would approach him or his office directly.

Problems

"Why don't you speak to me before you take the children out of school; why don't you speak to me before you take the teachers out of school, so that we can see if we can solve the problem beforehand," Dr van der Merwe said.

He said if the organisation did not do so, he could not accept their bona fides.

Sept 7th 1967 50
**SECC man
hospitalised**

JOHANNESBURG. — One of the eight members of the Soweto Education Co-ordinating Committee (SECC) occupying the Department of Education and Training building in Johannesburg was admitted to Hillbrow hospital on Friday, but discharged on Saturday.

A hospital spokeswoman confirmed Mr Silas Tloubatla had been admitted to Hillbrow, but declined to disclose the reasons for his admission.

The SECC members began occupying the building on Monday last week. — Sapa

QUESTIONS

† Indicates translated version.

For oral reply:

General Affairs:

State President:

Bureau for Information: staff/services

*1. Mr P G SOAL asked the State President:

- (1) Whether the Bureau for Information has undergone or is to undergo any alterations in its staff or structure or the services provided by it; if so, (a) when and (b) in what specified ways;
- (2) whether the Bureau is to provide news services; if so, (a) to whom, (b) what will be the format of such services and (c) why?

B1252E

The STATE PRESIDENT:

(1) Yes.

(a) Since the end of 1989.

(b) The Bureau for Information is at present directly responsible to the State President as its political head, whereas in the past it had its own Minister or Deputy Minister. In accordance with the government policy of rationalisation in the public service, the Bureau has undertaken a study on the commercialisation of its operations. It will soon make recommendations to the Government in this regard.

- (2) The Bureau is currently considering the introduction of a news service. However, no final decision has yet been taken on whether such a news service will be launched or on its format or recipients.
 - (a) and (b) fall away.
 - (c) The aim of such a news service would be to improve the flow of press releases, speeches and news from the Government to the media, to commercial wire services and to the public. The proposed service would not compete with commercial wire services.

(Annexure submitted in Afrikaans only.)

†Adv S C JACOBS: Mr Speaker, arising out of the hon the State President's reply, can he indicate to us whether proper provision is being made in this new service for differentiating capacity as Ministers of State and when they act as representatives of the NP?

†The STATE PRESIDENT: Mr Speaker, in the first place, the new service has not yet been decided upon. It would thus be speculative to go into detail about what exactly is proposed for the new service, if it is decided upon. In the second place the State has not been guilty in the past of doing something other than distributing government information by means of the bureau. We shall continue on the same basis.

†Adv S C JACOBS: Mr Speaker, further arising out of the hon the State President's reply and regarding the services in the past, what criterion was used to differentiate between when a Minister acted in his official capacity as Minister of State and when he acted as member of the NP?

†Hon MEMBERS: Common sense!

†The STATE PRESIDENT: Common sense, Mr Speaker.

Security forces: covert functions

*2. Mr C W EGLIN asked the State President:

- (1) Whether the full investigation into covert functions carried out by the various branches of the security forces, as announced by him, has been completed; if not, when is it anticipated that the investigation will be completed; if so,

- (2) whether he has received a report on the investigation; if not, why not; if so, when;
- (3) whether this report has been submitted to members of the Cabinet; if not, why not; if so, when;
- (4) whether, as a result of the report, any action has been taken to ensure (a) financial and (b) Cabinet control over covert projects; if not, why not; if so, what action?

B1297E

†The STATE PRESIDENT:

- (1) Yes.
- (2) Yes: An interim report has been received.

(3) The report has already been submitted to the Committee for Security Affairs. After deliberation thereof, it will be submitted to the Cabinet for approval.

(4) (a) and (b)

Decisions regarding Cabinet accountability with regard to the approval of actions and funds have already been taken. Final steps and decisions will be taken as soon as the report has been approved by the Cabinet.

Ministers:

CCB: persons on lists

*1. Mr S S VAN DER MERWE asked the Minister of Law and Order:

- (1) Whether he has taken note of the names of persons appearing on lists compiled by the Civil Co-operation Bureau, as revealed in evidence before the Harms Commission; if not, why not; if so,
- (2) whether any steps have been taken to ensure the safety of these persons; if not, why not; if so, what steps?

B1209E

The MINISTER OF LAW AND ORDER:

- (1) Yes. The names of three individuals were mentioned in evidence before the Harms Commission.
- (2) These persons receive the normal Police protection to which every citizen is entitled. Up until now the Police have not yet received a request to make special arrangements regarding the safety of these persons.

†Mr S S VAN DER MERWE: Mr Speaker, arising out of the hon the Minister's reply, can he furnish us with the names of the three persons he is referring to? To the best of my knowledge, the names of more than three persons were mentioned before the Harms Commission in this regard.

†The MINISTER: Mr Speaker, the names that I have available and of which we have taken note are those of Gavin Mark Evans, Abdul Omar and Quinsa Mhlabo.

Mr Stanza Bopape: disappearance

*2. Mr J VAN ECK asked the Minister of Law and Order:

- (1) Whether, with reference to his reply to Question No 13 on 25 April 1989, any progress has been made in the investigation into the disappearance of Mr Stanza Bopape from police custody on 12 June 1988; if so, what progress;

(2) whether he will provide to the Harms Commission the names of the members of the South African Police Force who allegedly accompanied Mr Bopape in a police vehicle on the day of his disappearance; if so, when; if not, why not?

†The MINISTER OF LAW AND ORDER:

- (1) An intensive investigation under the personal supervision of Lieutenant-General Jaap Joubert has since continued and is still continuing unabated.
- (2) Yes, should such a request be received from the Harms Commission.

One education department

*3. Mr A GERBER asked the Minister of Education:

What is the policy of his Department in regard to one education department for the Republic of South Africa?

The MINISTER OF EDUCATION:

The provisions of the Republic of South Africa Constitution Act provide the framework for the existing structures for the provision of education. The responsibility for making proposals for the amendment of the Constitution is vested in the Government.

It is not the responsibility of my Department of Education and Training to maintain an independent policy relating to the question of a single education department for the Republic of South Africa.

†Mr A GERBER: Mr Speaker, arising out of the hon the Minister's reply, can he tell us firstly whether he is aware of a statement that his hon Deputy Minister made, and secondly whether he agrees with the statement that this particular hon Deputy Minister envisages one education department for the Republic of South Africa?

†The MINISTER: Mr Speaker, the question was about the policy of the Department and I replied to that question. If the hon member has problems with the standpoints of Ministers, the

correct place to enquire about them is during the debates on the budget votes which were held not so long ago. *Heads* 17/6/90

†Dr W J SNEYMAN: Mr Speaker, further arising out of the reply of the hon the Minister, I should like to know whether he is aware that in a television interview the hon the Deputy Minister envisaged exactly that to which the hon member for Brits referred, namely that it is the ultimate aim of the Government to establish one education department. *(SO)*

†The MINISTER: Mr Speaker, my reply is exactly the same as my reply to the question of the hon member of Brits.

†Mr J H HOON: Are you aware of it?

†The MINISTER: I am aware of the hon the Deputy Minister's standpoint, but that is not what the question here is about. [Interjections.] I am not prepared to compromise myself on a matter that does not fall within the line functions of my portfolio. [Interjections.]

†Mr H D K VAN DER MERWE: Mr Speaker, further arising out of the hon the Minister's reply, I should like to ask him whether he is ashamed of his party's policy. [Interjections.]

Cape Peninsula: unrest-related deaths

*4. Mr P G SOAL asked the Minister of Law and Order:

How many persons died in the Cape Peninsula as a result of unrest on or about 6 September 1989? *Heads* 19/6/90 B1251E

†The MINISTER OF LAW AND ORDER:

In total 18 unnatural deaths were reported to the South African Police on 6, 7 and 8 September 1989. In 10 of these deaths it could be ascertained beyond doubt that the persons died as result of unrest.

In the remaining 8 instances, inquests and criminal trials must still be held. The causes of these deaths will only then be ascertained beyond doubt.

HSRC: views on reform initiatives

*5. Dr F H PAUW asked the Minister of National Education:

Heads 17/6/90 (1) Whether the Human Sciences Research Council (HSRC) does ongoing research on the public's views on the Government

conducted an investigation into the disappearance in July 1987 of two Mamelodi business partners, whose names have been furnished to the Police for the purpose of the Minister's reply; if so, (a) when, (b) with what result and (c) what are the names of these persons;

(2) whether the Police received any reports or evidence to suggest that either of these persons had been kidnapped; if so, (a) what reports or evidence and (b) what action was taken as a result;

(3) whether either of these persons had been arrested or detained by the Police shortly before their disappearance; if so, (a) (i) when, (ii) why and (iii) on whose instructions were they arrested or detained and (b) when were they released? *Heads* 19/6/90 B1257E

The MINISTER OF LAW AND ORDER:

(1) and (2)

The alleged kidnapping of the two persons concerned on 15 July 1987 was reported at the South African Police, Mamelodi. Since then the investigation of the case has continued unabated.

(3) No.
(a) and (b) Fall away.

Certain advocate: appointment as judge

*8. Adv C D DE JAGER asked the Minister of Justice:

(1) Whether he approached a certain advocate, whose name has been furnished to the Minister's Department for the purpose of his reply, with a view to appointment as a judge in the Republic of South Africa; if so,

(2) whether he will furnish the name of the advocate concerned to the House; if not, why not; if so, what is his name;

(3) whether this advocate requested extension to be granted to him so that he could first consult a certain political leader; if so,

(4) whether he will make known the name of this political leader; if not, why not; if so, what is his name;

(5) whether the advocate concerned has furnished a reply to him; if so, what was the purport of the reply? *Heads* 19/6/90 B1286E

†The MINISTER OF JUSTICE:

The State President may in terms of section 10(1)(a) of the Supreme Court Act, 1959 (Act 59 of 1959), appoint fit and proper persons as judges of the Republic of South Africa.

Negotiations which may take place prior to a possible appointment do not always come to my notice. These as well as negotiations of which I am aware, are regarded as confidential and I will continue to regard it as such. I therefore do not find it proper to comment on the hon member's question. He is his party's chief spokesman on justice, however, and I should be glad to discuss the matter with him privately.

An Hung: vandalism

*9. Mr R J LORIMER asked the Minister of Law and Order:

Whether any investigations are in progress or have taken place with regard to alleged incidents of vandalism in connection with and theft from the Taiwanese trawler *An Hung* that was wrecked off the South Cape coast in May 1990; if so, what are the relevant details; if not, why not? B1291E

The MINISTER OF LAW AND ORDER:

Yes.

Two charges in terms of the Merchant Shipping Act, 1951 (Act 57 of 1951) are being investigated by the South African Police at Napier, namely:

The contravention of section 296 — looting a stranded ship, and

the contravention of section 299 — boarding a ship without the permission of the salvage officer.

Mr R J LORIMER: Mr Speaker, arising out of the hon the Minister's reply, can he tell us whether any of the stolen goods have been recovered?

The MINISTER: Mr Speaker, unfortunately I do not have this information. I promise to investigate and inform the hon member.

201 19/6/90

~~250/250~~ ~~250/250~~ 50

Lawyer ordered to leave DET office

By Janet Heard,
Education Reporter

The legal representative for the seven parents who have embarked on a liquid diet and are "sitting-in" at the Department of Education and Training (DET) offices was ordered to leave the premises yesterday afternoon.

Lawyer Kuben Pillay said DET regional director Peet Struwig gave him 10 minutes to consult his clients before he was told to leave the building and not return.

Eviction

He was informing the parents that an eviction order would be brought against them today at 2 pm in the Rand Supreme Court on behalf of the Minister of Education and Development Aid, Stoffel van der Merwe.

The parents, who are demanding textbooks for schools, enter their eighth day in the DET building in Braamfontein today.

It is expected that they will not defy a court order.

In another development yesterday, Dr Rafik Bismilla, the general secretary of the South African Health Workers' Congress (Sahwco), forced his way past DET security guards and caught the lift to the eighth floor where he locked himself in the conference room with his patients.

He forced his way through after security guards informed him that he

would not be able to examine the parents again.

By late last night Dr Bismilla had not come out of the building and a Sahwco spokesman, Aslam Dasoo, said he intended to remain with the parents to ensure they received medical attention.

Mr Pillay said Dr Bismilla found the announcement of an end to contact with his patients "incompatible from a health standpoint, and therefore he forced his way into the building".

White parents of Woodmead School near Johannesburg are among the growing number of people who have pledged support for the parents.

At lunchtime yesterday, six parents from Woodmead and the principal of St Ansgar's College, C L Mahlaba, visited the DET offices and after an hour-long wait handed a letter for the attention of Mr Struwig to a DET official.

Their arrival coincided with a gathering of about 1 000 people who stood in front of the building and sang freedom songs in support of the parents.

Sapa reports that the Congress of South African Students has urged principals to return to schools and continue their efforts to ensure textbooks were delivered.

● The call for children and teachers to forego the June holidays and attend classes in Soweto appears to have been relatively successful.

All the schools The Star contacted yesterday reported between 90 and 99 percent pupil attendance.

In a few cases the telephone was not answered.

2019/6/90

~~256~~ ~~257~~ ~~258~~ 50

Lawyer ordered to leave DET office

By Janet Heard,
Education Reporter

The legal representative for the seven parents who have embarked on a liquid diet and are "sitting-in" at the Department of Education and Training (DET) offices was ordered to leave the premises yesterday afternoon.

Lawyer Kuben Pillay said DET regional director Peet Struwig gave him 10 minutes to consult his clients before he was told to leave the building and not return.

Eviction

He was informing the parents that an eviction order would be brought against them today at 2 pm in the Rand Supreme Court on behalf of the Minister of Education and Development Aid, Stoffel van der Merwe.

The parents, who are demanding textbooks for schools, enter their eighth day in the DET building in Braamfontein today.

It is expected that they will not defy a court order.

In another development yesterday, Dr Rafik Bismilla, the general secretary of the South African Health Workers' Congress (Sahwco), forced his way past DET security guards and caught the lift to the eighth floor where he locked himself in the conference room with his patients.

He forced his way through after security guards informed him that he

would not be able to examine the parents again.

By late last night Dr Bismilla had not come out of the building and a Sahwco spokesman, Aslam Dasoo, said he intended to remain with the parents to ensure they received medical attention.

Mr Pillay said Dr Bismilla found the announcement of an end to contact with his patients "incompatible from a health standpoint, and therefore he forced his way into the building".

White parents of Woodmead School near Johannesburg are among the growing number of people who have pledged support for the parents.

At lunchtime yesterday, six parents from Woodmead and the principal of St Ansgar's College, C L Mahlaba, visited the DET offices and after an hour-long wait handed a letter for the attention of Mr Struwig to a DET official.

Their arrival coincided with a gathering of about 1 000 people who stood in front of the building and sang freedom songs in support of the parents.

Sapa reports that the Congress of South African Students has urged principals to return to schools and continue their efforts to ensure textbooks were delivered.

● The call for children and teachers to forego the June holidays and attend classes in Soweto appears to have been relatively successful.

All the schools The Star contacted yesterday reported between 90 and 99 percent pupil attendance.

In a few cases the telephone was not answered.

1770
Star 20/6/90 50

Hundreds hail parents after DET sit-in

By Janet Heard,
Education Reporter

Seven Soweto parents protesting against the shortage of textbooks in schools ended their sit-in at the Department of Education and Training offices in Johannesburg yesterday.

The protesters, who have not eaten for five days after embarking on a liquid diet, were given a hero's welcome by hundreds of principals, teachers and parents as they walked through the building in Braamfontein shortly after 1 pm.

The parents, who staged the protest for eight days, left the building of their own accord an hour before an eviction order was to be lodged in the Supreme Court on behalf of Education and Development Aid Minister Stoffel van der Merwe.

Emotional

The protesters, members of the Soweto Education Co-ordinating Committee (SECC), said the "war" against the DET had just begun and they vowed to continue their "just demand for books".

In an emotional speech, one of the protesters, David Maepa, said the DET had failed to heed their appeal for textbooks.

He said the parents were forced to leave the building, because the department had criminalised the protest by deciding

to take the matter to court.

"They (DET) say the schools' situation is abnormal. We agree. They say the situation is abnormal because inspectors and principals have no access to schools. We differ. We say the situation is abnormal because without books no normal schooling can take place."

He warned there were only 71 school days left before the final examinations begin. "Our children are still without books and the department says it still needs to investigate the extent of the shortage".

He said DET regional director Peet Struwig "would be doing the community a favour if he bowed out".

From Saturday the DET refused to allow the parents any contact with the outside world and prevented people from delivering fruit juice, cigarettes and newspapers to them. On Monday, a doctor forced his way through security officials after he was told he was not allowed to visit his patients.

The National Education Co-ordinating Committee will hold a special meeting on June 28 to formulate a plan to ensure textbooks are delivered to schools.

Mr Struwig said in a statement that his department would continue to address shortages and speed up supplies as quickly as possible.

"Disruptions, stayaways and intimidation have created a tragic backlog (of textbooks) since 1985", he said.

ould not cope with the additional
ffic burden generated by the pro-
ed development.

system easier to police and to understand.
What was needed, too, was a tax culture where taxpay-
ers accepted reasonable taxes were necessary.

Equal education: R25bn price tag

TANIA LEVY

TAXES would have to be increased 25% to equalise spending on education and would lead to an economic fiasco, Pretoria University's Economics Department said in a report on education financing in SA.

Education would have to be allocated 42% of the state budget and 11% of GDP if the amount currently spent on each white pupil were to be spent on each black pupil.

Education accounted for 13,3% of the budget and 3,5% of GDP.

Expenditure on schooling would have to be more than doubled if per capita spending on white pupils was to be matched by the amount spent on blacks. Total primary and secondary education spending would rise from R9,3bn to R25,6bn.

Present spending on black education would have to be increased fourfold from R5,4bn to R21,7bn. *B.W.M. 20/6/90*

If the same percentage of black children as white were to progress to matric level, total expenditure on schooling would have to be increased to R29,1bn, with R25,2bn for blacks alone.

There is presently considerable erosion

of black pupils during the progression to matric, with only about 150 000 blacks in matric last year compared with the 450 000 1978 grade one pupils who should have reached matric by 1989.

The report says privatisation of education is the only realistic way to maintain the present standard of white education and extend it to all school pupils at no extra cost.

However, privatisation would have to be based on certain critical standards including government setting internationally comparable minimum standards and guaranteeing them through subsidies.

The subsidy per pupil would be higher for low-income and underprivileged communities, and all local communities would have the right to introduce their own values into their children's education over and above the minimum standards.

Above the guaranteed minimum, education standards would differ among various communities and this, the report says, would be acceptable.

CMT 7/11/90 20/6/90
50 356 270

Tearful parents end sit-in hunger strike at DET office

JOHANNESBURG. — The sit-in hunger strike at the Department of Education and Training offices ended yesterday with the demand for more books for Soweto schoolchildren still not met.

The seven parents involved in the sit-in, backed by representatives from a number of national anti-apartheid bodies, issued a defiant statement: "The struggle will continue until the authorities comprehend and act on the critical shortage of textbooks in Soweto schools."

The parents, ashen-faced and several of them crying, grouped in a

park opposite the DET offices to face the press to declare the sit-in a victory.

"We are not out in disgrace, but with our heads held high," said spokesman Mr D Maepa.

The seven, who were holed up in the DET's Braamfontein offices for seven days, had their last solid meal on Thursday afternoon. The DET, acting within its legal rights as owners of the building, blocked all access to them, cutting off liquid supplies, medical attention and communication with the press or their lawyer. — Sapa



John G Kilroe, executive chairman,
Shell South Africa

THE FUTURE LIES IN OUR HANDS . . .

'We are on the threshold of one of the most significant periods in our history.'

These are words from my foreword to the 1988 Shell Business Report. When that was written, Mr P W Botha was still State President; Dr Nelson Mandela was still imprisoned; the African National Congress and most other black political parties were still banned or restricted; thousands of political detainees crammed our jails. But, as I stressed then, there was still hope. I urged government to accept the challenge, to lead us towards a peaceful transition before it was too late. The climate for change had never been better.

Yet, filled as I was with belief in the future, I did not imagine that within one year such dramatic change would have come about. When school-children of the future are taught our country's history, February 1990 will rank in importance alongside 1652, 1820, 1838, 1910, 1955 and 1976.

State President F W de Klerk must be admired for the courage he has shown in taking the first steps down the road towards freedom for all South Africa's people. Cynics will still shout "too little too late." But his actions must be viewed against his heritage and background, the strong opposition from many of the white electorate, and the pressure he faced from his own people.

There are those who try to detract from what he has done by attributing it all to international censure, a failing economy, and threatening discontent from within the black community. No doubt, all of these are factors which influenced his decision-making. Notwithstanding his motives, however, he had the strength to do what he believed was necessary. He has placed government squarely in the negotiating arena, and he has opened the doors to all stakeholders to join him. The support of the international community for the cause of freedom and justice in South Africa has been laudable, but the focus has now shifted to within the country itself. South Africans must assume responsibility for their own future, and the action must take place domestically.

No thinking person could ever believe that the road to be travelled is an easy one. Already, the way is steep, the deviations many and the potholes dangerous. Not all of them have been avoided. The important fact, though, is that finally, after years of struggle, after the martyrdom and oppression of so many thousands, we are on that road. The process has begun.

Legacy of Apartheid

As I look into the years ahead, I see major obstacles which we will have to overcome if South Africa is to be truly free.

The first of these is the legacy of rampant racism and prejudice. It is the lack of trust and faith in our fellow human beings that flows through all strata of South African society. Those in leadership positions have evidenced a willingness to try to cross the divides. They are prepared to trust, and in doing so they express their hope. My concern, though, lies with the ordinary citizen.

White South Africans are experiencing fear. They see their privileged positions drastically threatened as they hear talk of nationalisation, the redistribution of wealth, and majority government. Fear is a negative emotion, and leads to negative responses. Many of those who were previously fairly moderate are pulling back, regressing into their prejudiced time-warp. Much of this is a result of the unmitigated propaganda which they have been fed for so many decades.

Black leaders, black political parties, black trade union federations, have been presented to them as evil incarnate, violent terrorists, with one aim only - destruction. Ours has been a diet of misinformation and distortion, of misleading diatribes, and because there was no freedom of expression, because of bannings and draconian security legislation, these could never be appropriately addressed. It is small wonder, therefore, that certain white South Africans react with horror and suspicion when they see yesterday's "enemy" being welcomed into the fold.

For generations, white children were taught from their earliest years of schooling that they were superior, that they had rights for which their forefathers fought, that they were God's chosen people. They are no strangers to talk of "swart gevaar." Now the same people who were feverishly warning against the black threat are telling them to live alongside blacks, to treat them as equals, even to respect them. No-centuries of deep-rooted prejudice cannot be eradicated overnight.

Fear emerges, and with it comes the resistance to change, the formation of new and even more frightening groupings of militant reactionaries. How sad it is that this is what we have created for ourselves.

Black South Africans too, have not escaped the legacy of apartheid's divisionary tactics. The policy of "divide and rule" has been successful. Ethnic, tribal, and many other splits have been fostered, deliberately and with dogged intent. How can we now express surprise when people are engaged in unprecedented violence, when they are dying by the thousands at the hands of their brethren? Apartheid's policies are responsible in no small part for the current chaos. When natural leadership is suppressed, when artificial groupings are encouraged and imposed, power-struggles are inevitable.

Furthermore, it is a truism that violence begets violence. Violence is not only physical, although there has been more than enough of that. For over three centuries, blacks have known the violence of oppression, unbearable injustice, and the ugly weight of discrimination. There must be a great temptation to become bitter and to retaliate with corresponding violence. But if this happens, the new order we seek will be little more than a duplicate of the old order.

Thus this is for many a perplexing, bewildering, frightening and uncomfortable time. The struggle to eliminate our unhappy inheritance, one which flagrantly glares at us from every township street and "homeland" hovel, can only occur through a profound internal change. The hope for the future lies within each one of us. We must all - every man, woman and child - reach inside ourselves to purge ourselves of distrust, hatred, prejudice and fear. It is not enough to look to our leaders for the solutions. As individuals, we must learn to trust and to have faith in each other.

The Education Crisis

To say that there is an education crisis in South Africa is a gross understatement. The reality of black education is dismal. Major problems such as underfunding, classroom shortages, overcrowding, lack of qualified teachers, and abysmal living conditions have all contributed to a state of affairs which cannot be, indeed is not, tolerated.

Fifty per cent of the country's population is under the age of sixteen. This statistic gives the dimension of the problem. For every Rand spent on a black child's education, over R4 is spent on a white child. White classrooms are half-filled, while black scholars cram into leaking, cold,

Reprinted from the Chairman's
Foreword to the 1989 Shell
South Africa Business Report.
Copies of the report are
obtainable from the public
affairs department, Shell South
Africa (Pty) Ltd., P.O. Box
2231, Cape Town 8000.

miserable structures by the hundred. And black students are aware of these facts.

Black teachers are underpaid, subject to maladministration, and their resentment has manifested itself through strikes and work stoppages. The festering sore of inequality in education erupted in June 1976 and, since then, there has scarcely been peace in the schools. Teachers are perceived to be government stooges, not worthy of respect, and authority has totally broken down. School boycotts are more the norm than the exception. There are estimates that on any one school day, approximately 200 000 children scattered throughout the country are boycotting classes. Today's scholars have seen whites almost solely in the role of oppressors, as police invaded school premises to "maintain law and order" and as they crushed student protest. Our children are angry and deeply scarred. That they ignore the calls of their leaders to return to school, to halt the boycotts, to develop their potential through education, is understandable. These children have lost patience. They want action, and they want it immediately.

There is little understanding of the negotiation process. When their leaders were returned to them and their political parties were unbanned, expectations ran high. On the night of Dr Mandela's release, Soweto could not sleep - jubilation kept it awake. Once again, just as in the mid-1980's, there was a belief that liberation was around the corner. The months have passed, and they see no tangible progress. The 'talks about talks' have no real meaning to them, no effect on their material lives. As far as they are concerned, they are still engaged in a struggle, their fight for freedom.

I quake as I wonder - have we all lost control of our youth? The prospect is frightening. It is even more disturbing in the light of their expectations. It is apparent that the vast majority of this 50% of the population have totally unrealistic expectations of their entitlements under our future government. It is a commonly held belief that they will then be guaranteed jobs, high wages, housing, and superior education. The economic reality of the situation escapes them. No matter what economic structure emerges, the country is simply incapable of achieving the growth rates and generating the income to meet these expectations. Bear in mind also that we have produced almost two generations of whom the largest proportion is functionally illiterate, and the problem becomes

even more serious. How will we accommodate this mass of unskilled labour? Not even under the most optimistic scenario can we ever hope to create sufficient new jobs.

We have a problem. The government of the future has a problem. H G Wells said that human history "is more a race between education and catastrophe." We are experiencing the truth of these words. Education has got to be the priority of government, present and to come, of the private sector and of all South Africans. This is our Achilles' heel.

At Shell, we have been acutely aware of this for years. Our response has been to attempt to address the socio-political causes of the crisis, at the same time providing resources for education empowerment programmes. These programmes have been focussed on the training of teachers in order to achieve the greatest multiplier effect. By conservative estimates, we reached over 1,3 million scholars this way in 1989.

But formal education is not enough. We have to look further, at education which will temper the impossible expectations. Students must be helped to gain an understanding of basic economics, and this must be done as a matter of urgency. I am not suggesting here that we attempt to propound the virtues of a free market system over socialism, or a decentralised economy versus a centrally-planned economy. Whatever emerges in the new era, the logistics of the funding of massive social projects will be problematic. What I do believe to be important is to draw a distinction between wealth creation and wealth distribution. The best strategy for wealth creation may well be capitalism. Wealth distribution, on the other hand, may require a different tactic. These are obviously important negotiating issues.

There is a need, also, for education surrounding the negotiation process. It needs to be understood - and this applies to whites as well as to blacks - that previously espoused policy is not cast in stone. Dr Mandela has been explicit on this point; President de Klerk has said so time and again. Yet there are still those who see every movement, every concession, as a sign of weakness.

The responsibility for education on these two key issues lies with all of us. It is as imperative for black leaders as it is for white. Tomorrow's government cannot succeed if it is perceived as not 'delivering.' The result will be anarchy.

The Power of One

It is a sombre picture I have painted, and justly so. I was extremely moved recently when reading a poem written by an unnamed young girl while in detention. The poem is entitled 'Cries of Freedom.' One stanza in particular stayed with me.

*Shh! Listen!
Cries of freedom
Cries that will soon come to an end
If cries do not come to an end
Africa has to speak of more death*

We cannot afford more death. We have seen enough. Our history is cluttered with the wreckage created by hatred, prejudice and violence.

Yet I believe in our future. I am still filled with hope. My hope lies in the belief that there are enough South Africans who sincerely want peace, justice, democracy and freedom in our land. I stress again what I said earlier - the solution lies within ourselves, as individuals. When we have learnt to trust, to have tolerance, to have faith, and to replace enmity with love, we have the Power of One. And it is the combined force of those Ones which will be the foundation of a great and united nation of fulfilled people.



J G KILROE
EXECUTIVE CHAIRMAN



ISSUES relating to education in a post-apartheid South Africa were high on the agenda of the four-day Cape Teachers Professional Association (CTPA) annual conference.

The conference, which began on Monday at the Peninsula Technikon, was attended by more than 500 delegates from throughout the Cape Province.

They discussed and argued issues such as teacher unity, the democratisation of schools and sports affiliation.

"On the whole, our discussions were in-depth and fruitful," said the CTPA's president-elect, Mr Randall van den Heever.

Delivering his last presidential address at the opening of the conference, Mr Franklin Sonn said the challenge of change for the CTPA came in the form of teacher unity.

Committed

Announcing his retirement, he said that, in his 14 years as president, the CTPA had grown to an organisation with more than 23 000 members, financial assets of more than R1-million and a corps of teachers committed to the best interests of their children.

Western Cape ANC interim committee member, Ms Cheryl Carolus, addressed the conference on its theme, "Education and the Mass Democratic Movement".

Reconstruction

She said apartheid would leave South Africa with a terrible legacy of physical and mental impoverishment. People could not wait until "Freedom Day" to start on the reconstruction of society.

In his paper titled "A Democratic Education System", Van den Heever said teachers should strive for the implementation of one education department with a policy of open schools as soon as possible.

"The demand for a democratic education system implies the democratisation of the management of schools," he said.

Soul-searching congress

South 21/6 - 27/6/90

(50)

South NEWS

SOUTH, June 21 to June 27 1990 5

not, (a) why not and (b) (i) how many persons are estimated to be living in the area illegally and (ii) what percentage of such persons is being prosecuted; if so, (aa) how many persons does this involve and (bb) when will they be prosecuted? *Answer* 22/6/90 B1073E

THE MINISTER OF THE BUDGET AND LOCAL GOVERNMENT:

No, the prosecution of contraventions in terms of Group Areas legislation does not fall under the jurisdiction of this Department.

(a) Falls away — the Department's actions however are aimed at the achievement of a negotiated settlement where complaints were received and in case of need to be of assistance with alternative housing.

(b) (i) Not determinable — unknown.
(ii) None, as far as known.

(aa) and (bb) Fall away.

CESM: research output publications

137. Mr M J ELLIS asked the Minister of Education and Culture: *So*

What was the number of research output publications (books, chapters, articles or patents) approved for subsidy purposes for the 1987-88 financial year for CESM (Classification of Educational Subject Matter) (a) category 9, (b) category 15 and (c) category 16 in respect of the University of (i) Cape Town, (ii) Stellenbosch, (iii) Pretoria and (iv) the Witwatersrand? *Answer* 22/6/90 B1357E

THE MINISTER OF EDUCATION AND CULTURE:

This information is not available. Research output approved for subsidy purposes is not reported per CESM-category.

HOUSE OF DELEGATES

as soon as a suitable stand has been acquired;

(2) Street numbers yes, letter boxes no.

Since the areas concerned have been or are to be provided with mail collection points and the residents' requirements can best be satisfied by this method of mail delivery, it is not the intention to introduce a street delivery service.

QUESTIONS

† Indicates translated version.

For written reply:

General Affairs:

Lenasia/Zakkeriyya Park: postal delivery service
28. Mr D K PADIACHEY asked the Minister of Mineral and Energy Affairs and Public Enterprises:

(1) Whether, with reference to his reply to Question No 6 on 4 April 1990, he will consider introducing a postal delivery service for (a) Lenasia Extensions 8, 9, 10 and 11, respectively, (b) Lenasia South and (c) Zakkeriyya Park; if so, what are the relevant details;

(2) whether street numbers are displayed and letter boxes have been provided by the residents of the above areas; if not, what is the position at present; if so, how soon can the said delivery service be introduced?

D221E

THE MINISTER OF MINERAL AND ENERGY AFFAIRS AND PUBLIC ENTERPRISES:

(1) (a) No,
(b) no,
(c) no.

As stated previously, Lenasia Extensions 8 and 11 are already being served sufficiently by means of mail collection points while similar facilities are to be provided in Lenasia Extension 9 as soon as possible. A mail collection point will also be erected in Lenasia Extension 10 as soon as the area has been proclaimed. The establishment of a post office and two mail collection points for Lenasia South has been approved and the expected date of completion of these is April 1992. A mail collection point for Zakkeriyya Park has likewise been approved for erection

Tobacco/alcohol advertisements: banning

30. Mr D K PADIACHEY asked the Minister of National Health and Population Development:

(1) Whether she has called and/or intends calling for the banning of tobacco and alcohol advertisements in the Republic; if not, why not; if so, what are the relevant details; *Answer* 22/6/90

(2) whether she will make a statement on the matter? *Answer* 22/6/90 D240E

THE MINISTER OF NATIONAL HEALTH AND POPULATION DEVELOPMENT:

(1) No, these two substances are viewed separately, and accordingly the approach to the advertising thereof differs.

A code of practice for tobacco product advertising was formulated by the Advertising Standards Authority in conjunction with the Department of National Health and Population Development to ensure control over the advertising of tobacco products. This code is updated regularly. By way of agreement with the tobacco companies, the advertising of tobacco on television, Radio South Africa and Radio Suid-Afrika is prohibited.

Advertising of alcohol aims to promote responsible use. These advertisements are not directed at excessive use or abuse. The ethical code on advertising, permits any person to complain about advertising that promoted undesirable behaviour.

(2) Yes, to regard a blanket ban on all tobacco and alcohol advertising as constituting a primary objective, is a principle essentially in conflict with a free enterprise society.

Any legislation to achieve a total ban would tend to create a false sense of

Write on realities of black life - professor

Sowetan 22/6/90

By MATHATHA TSEDU

BLACK writers should take advantage of the prevailing atmosphere of openness in the country to write books reflecting the realities of black life that publishers have hitherto been too scared to handle, a Unisa academic and author said this week.

Addressing about 50 guests at a prizegiving ceremony for the best Northern Sotho author held at a Pietersburg hotel on Wednesday night, Professor Maja Serodu of Unisa's department of African lan-

guages, said for too long black writers have been forced to write to suit the whims of white publishers.

As a result, he continued, books in black languages that chronicle historical events such as the 1976 uprisings were conspicuous by their absence.

Black writers using indigenous languages never write science fiction because publishers only look to the school curricula for the market,

he said.

With the political shackles coming off, black writers have to take the advantages available to write not only fiction but also political history.

Mr PM Lebopa, a student at the Setotlwane College of Education, was awarded first prize of R750 for his book 'Ba ile batho'.

Mr HML Lentsoane, a lecturer at the University of the North and a student at the same university, Mr PS Nkomo, were both awarded second prize of R250.

SWISS WHO

FOR YOUR SHOPPING CONVENIENCE WE WILL NOW BE
MONDAYS TO FRIDAYS: 9 am to 6 pm
Saturdays: 9 am to 2 pm Sundays: 9 am to

Principals to probe secondary system

THE secondary school within the system to provide education will be considered at the national conference of school principals in Bloemfontein today and tomorrow.

Dr J Garbers, Director-General, National Education, will introduce the subject with particular reference to problems, challenges and solutions in the school programme.

Prof A P Melck, of Unisa, will speak on im-

portant aspects of rationalisation in the school context, while Mr M Mulcahy, Mmabatho High School, Bophutatswana, will deal with perspectives of multi-cultural education.

In a workshop on the school day, Mr C R Peyper, of Welkom Gymnasium, will identify increasing demands that will be made on educationalists. - Sapa.

2/6/90
Bloemfontein



ON THEIR ...

ER
ng

DET attacked over schools

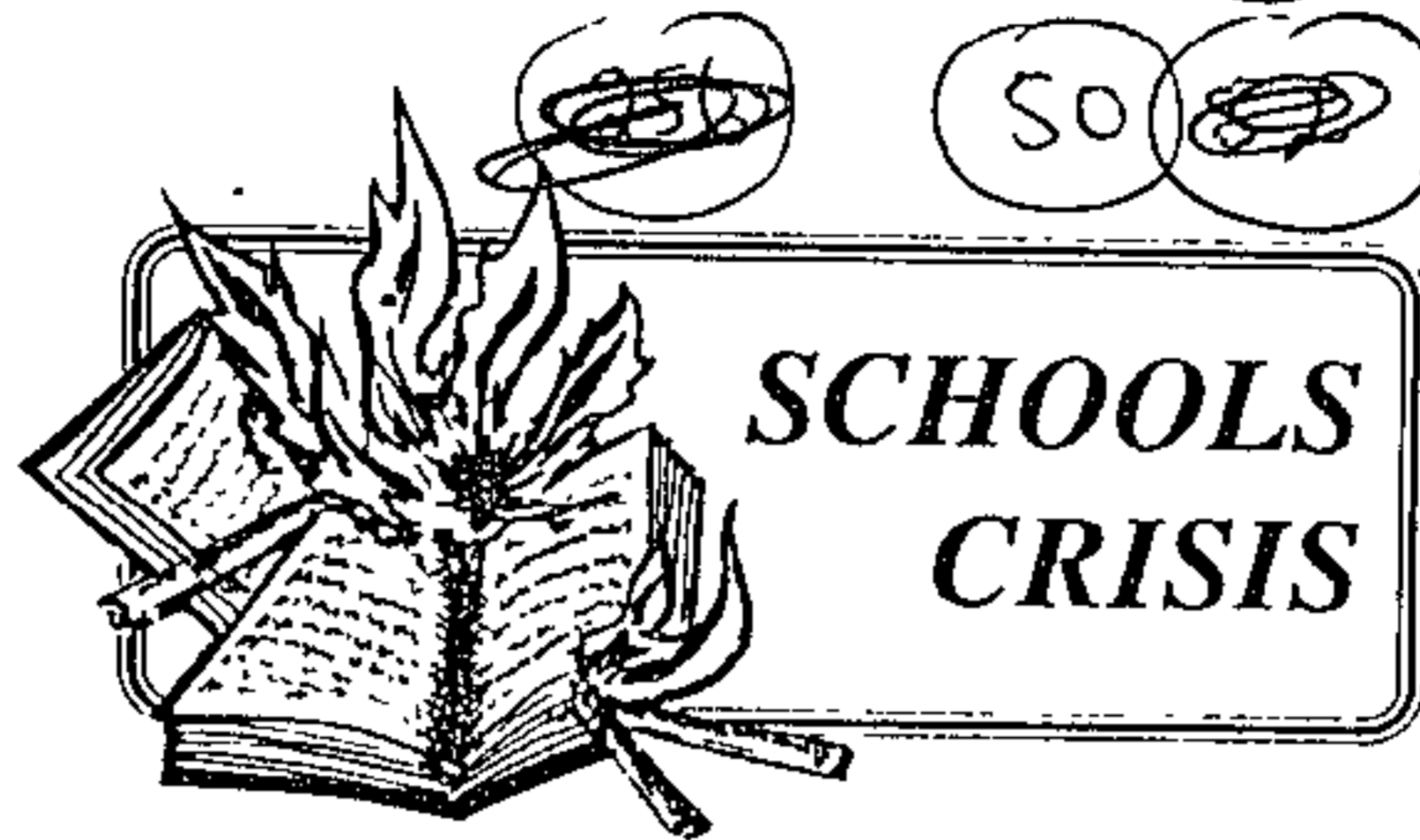
Sowetan 22/6/90

By NKOPANE MAKOBANE

THE Department of Education and Training must close for failing to resolve the ongoing crisis in black education, a National Education Crisis Committee spokesman said yesterday.

Addressing a media conference in Johannesburg yesterday, Mr Ihron Rensburg, the NECC's general secretary, said his executive would meet the ANC next Thursday to consider a joint initiative to resolve the crisis.

Rensburg said the education system had virtually collapsed over the past six months. Almost no learning and teaching had occurred in black schools.



"Unless learning and teaching is immediately intensified, the entire school year will be lost.

"Although pupils and teachers have called for the continuation of schooling during the holidays, this responsibility does not only lie with them.

Textbooks

"If the State does not address the shortage of physical resources such as textbooks, any attempt by the teachers and pupils to

save the school year will be futile," he said.

Rensburg said the NECC predicted that this year's matric pass rate would be between 30 and 35 percent nationally.

He said in places such as the Eastern Cape and Border, where schooling had been normal, results would still be around 40 percent.

"However, we want to say that the current crisis has not been caused by the back-to-school campaign in which more

pupils than expected enrolled at schools.

"The crisis has been with us all these years. We did everything in our power to inform the Government on time about the campaign and reasons that have been given for the delay for delivery of textbooks are inexcusable. There has been gross mismanagement and inefficiency," he said.

Policy

Rensburg said there was a need to start developing a national education policy framework.

With this end in view, the NECC would hold a People's Education workshop at the beginning of July to discuss principles and policy for a future system of education in South Africa, he said.

22/1/90 50

Low black pass rate predicted

By Janet Heard
and Zingisa Mkhuma

If there were no intervention in the black schools crisis, this year's matric pass rate in Natal, the Free State and the Transvaal could be as low as 10 or 15 percent, the National Education Co-ordinating Committee (NECC) warned yesterday.

NECC general secretary Ihron Rensburg said at a press conference that in the Cape the pass rate could be between 35 and 40 percent.

In another announcement yesterday, an ad hoc Committee of Principals in Soweto said headmasters would resume duties today after a two-week absence.

Principals heeded a demand by the Congress of South African Students (Cosas) to stay away from schools to pressure the Department of Education and Training (DET) into supplying textbooks.

The committee said it supported the defiance campaign against DET regulations and said most principals had agreed to work "hand in glove" with Cosas and the National Education Union of SA.

At the NECC conference, Mr Rensburg estimated that about 30 000 pupils in Soweto did not have textbooks.

He said an ANC/NECC conference to find short-term solutions to the national crisis would be held next Thursday.

"Interventions until now with DET officials have failed," he said, adding that the DET was "grossly mismanaged and inefficient".

He said if the Government did not address the shortage of physical resources and the chronic demoralisation of teachers and pupils, "any attempt by the teachers and pupils to save the school year will be futile".

In Natal, Mr Rensburg said, 500 000 pupils were displaced because of the violence there. There was little prospect they would sit for exams.

The type of intervention required included negotiating for the transformation of education and giving "confidence and hope" to black pupils to encourage them to go back to the classroom and learn.

At the Soweto conference, a spokesman for the Committee of Principals, P Mabena, admitted, after being repeatedly questioned by journalists, that Cosas had told principals to stay away from schools.

Mr Mabena, reporting on a meeting between Cosas and principals earlier this week, said that principals "obliged" Cosas because it was time principals took a stand against the DET's failure to act on the community's grievances.

The Committee of Principals will meet the regional director of the DET, Peet Struwig, on Monday.

Minister condemns crisis claim

By Peter Fabricius

CAPE TOWN — Education and Development Aid Minister Stoffel van der Merwe has hit back at the National Education Crisis Committee (NECC) for blaming his department for the education crisis.

He was reacting to NECC general secretary Ihron Rensburg who, at a press conference yesterday, accused the Department of Education and Training (DET) of "gross mismanagement and inefficiency".

Mr Rensburg said that if the DET did not overcome the shortage of equipment such as textbooks, attempts by teachers and students to save the school year would be futile.

Dr Van der Merwe replied in a statement last night that "perhaps the time has arrived that the blame should be placed with whom it belongs".

He asked:

- Why Mr Rensburg had not contacted him over the past few months if he really saw an education crisis.
- Who introduced the "chalk-down" teachers' strike. (It was NECC), and
- Who was responsible for the defiance campaign.

91
29
07
-Kc

50 5/23/90

Family trusts can help defray education costs

The conventional family trust can prove a useful tool for taxpayers in financing education costs.

This is the view of KPMG Aiken & Peat tax partner Alister MacKenzie.

Mr MacKenzie says: "For those taxpayers who do not have access to approved bursary schemes, a trust which generates sufficient income to cover the cost of education can provide a most tax-efficient solution."

The trust is normally formed by a nominal donation being made to it by some member of the family.

The estate planner would normally transfer a sizeable portion of his assets to the trust which would be governed by a set of rules that give fairly wide discretionary powers to trustees.

The choice of trustees is in the hands of the planner. There would normally be three.

In terms of practice and the Income Tax Act, the income generated by the trust is taxed in the hands of the planner.

The value of the assets at the time of transfer to the trust is thus pegged in a "loan account" due by the trust to the planner.

While any interest income on the transferred assets is deemed to accrue to the planner (dividends now being free of tax), any distribution of such interest income, in any year of assessment, will be taxed in the hands of the trust beneficiaries — the children or

grandchildren of the planner.

It is possible in practice to designate the trust income that is being used to finance a particular distribution to a beneficiary.

So, if a parent has a student at university, and the annual cost of fees, resident and other related costs, is say, R22 000 a year, the effect of the trust's award (assuming the trust earns sufficient income to make a distribution of the R22 000) will be:

- The trusts income is reduced by R22 000 and the income that is deemed to accrue to the planner is reduced by R22 000 — assuming that at the top marginal rate of 44 percent this results in a tax saving of R8 800 (tax on R22 000 less the R2 000 interest exemption).

- The student, assuming for this reason that he or she has no other income, will have an accrual of interest income of R22 000, on which the tax payable will be R2 400 (also after the R2 000 interest exemption).

The effect of this arrangement is that the education costs, or for that matter, any other costs of living that would normally be met by parents, are rendered at least partly tax deductible by applying the so-called conduit principle.

With dividends now being exempt, the award to beneficiaries should be sourced from the trust's interest income.

Next schools' disaster

CHARLES MOGALE

ANOTHER disaster awaits black pupils who will write matric examinations at the end of the year.

With no end in sight to the shambles in black education, the Department of Education and Training has predicted a shocking 10 percent pass rate. The figure, slammed by black educationists as being alarmist, would be the lowest matric pass rate ever.

Although sceptical about the 10 percent prediction, politicians, teachers, parents and the pupils themselves have expressed fears that unless drastic steps are taken immediately, another disaster is in the offing.

Transvaal United Teachers' Association's (Tuata) Leepile Taunyane has warned that the 10 percent prediction is "dangerous".

He said this week: "In the worst of times, the results were never as bad as that. Such a prediction is dangerous, demoralising and demotivating. We should rather say we do not expect very good results, rather than quantify. In the worst of times, people often tend to rise beyond expectations."

The results last year hit a record low, with only 42 percent passing. More than 100 000 pupils failed and hardest hit was Soweto, where the schools pass rate ranged between 14 and 29 percent.

Before that, the five-year lowest rate was recorded in 1985 - the peak of rent boycotts - when 49,3 percent passed.

Observers believe the 1985 scenario is playing itself out again, only with two-fold repercussions. The country is still saddled with the problem of the more than 100 000 failures who joined the employment market with minimal literacy and no trade qualifications. It is feared that a repeat of last year's episode could probably double the already swollen unemployment ranks.

This year, educationists speculate that more than eight weeks of teaching have been lost due to disruptions in schools. However, the National Education Crisis Committee (NECC) paints a gloomier picture.

General secretary Ihron Rensberg pointed out that the black education system in the country had collapsed in the past six months.

Fears of the disastrous prediction coming true have been fuelled by the persistent failure of black pupils to heed the back-to-school call made from various political quarters.

The Azanian Students' Movement has repeatedly appealed to pupils to return to classes. Publicity secretary Siphiso Maseko warned that the solution to the crisis did not lie in the hands of the pupils. He said normal education could only come about when the political situation had been normalised.

A daily newspaper editorial this week warned the black community to stop heaping the blame on the DET while practising hypocrisy themselves.

It said: "More often than not it is the

THE crisis in black education has reached an all-time low, with no relief in sight. DET sources have warned that only 10 percent of black pupils will pass matric this year. In the latest turn in the crisis, the National Education Crisis Committee (NECC) has demanded the closure of the DET. They have also warned that if the 210 000 matric pupils in black schools are not moved out of the system this year, the problem will double next year when another 200 000 will enter the scene. Parents and concerned parties say in light of the education crisis in the country, the supply of textbooks is the least the DET can do. City Press looks at the issues involved.

pupils, and not the parents, who speak the most and take decisions. Within days of the school term starting, these same pupils and students were engaged in confrontations with the authorities. The parents' organisations are hardly consulted.

"When they finally get into the fray, they also end up blaming the authorities and endorsing the self-flagellating tactics of their young followers... While there is a lot wrong with black education and the DET, our children and organisations also have a lot to answer for."

A City Press snap survey in Soweto this week disclosed that the fears of a looming disaster were not unfounded.

Although the pupils themselves, in collaboration with teacher organisations, agreed to defy DET regulations to close for the winter holidays, there was little or no schooling taking place.

Scores of pupils milled around the streets with many teachers basking in the sun.

A teacher said: "Frankly, some of us just come here to be with the crowds. There is no way you would be able to teach children who have been led to believe that they know more about what is good for them than you do. I think our children were spoilt by the sympathy they got after June 16, 1976."

"The rot has filtered down to the present generation where the so-called young lions demand to dictate the syllabus and who must teach it, how and when. It does not happen anywhere else in the world."

Parent Stanford Zwane said: "Politicians should stop using the education of our children to score points. If the ANC, PAC, Azapo, Inkatha or whoever, are serious and know their priorities, they should come together in this matter and fight the issue jointly. After that they can go their separate ways."

"I have one question for those teachers and pupils behind the school boycotts: 'Do you think the government cares a hoot if you deprive a black child of education? That is exactly what the government wants.'"



Some of the parents leave the DET on Tuesday after their Maepa and Shella Sisulu, with Silas Ttoubatia behind.

DET 'ignored pleas supply textbooks'

By SOPHIE TEMA

THE Black Sash Education Interest Group this week accused the DET of having ignored repeated pleas by educationists and parents to supply children with textbooks.

It said in a statement that overcrowding and the lack of teachers and textbooks prompted Soweto parents, teachers and pupils early this year to decide to try to get the school situation back to normal.

The DET was notified of the implications of these problems in the back-to-school campaign.

"But the DET seems to have chosen to ignore the situation, even after repeated requests and demands by Soweto parents for their children to be supplied with textbooks."

"In light of the education crisis in the country, the supply of textbooks is the least DET can do to redress some of the grievances."

This week, chief regional director of the DET in Johannesburg Peet Struwig said: "Since 1985 more than R3 million has been spent on textbooks every year in Soweto. For secondary schools this

represents a supply of books each year.

"In the past five years 300 000 textbooks have on regular order and in existing stock there should be approximately 500 000 textbooks a pupil at all."

Struwig said for the more than 5 500 (800 on average) had been lost, returned every year.

"Despite controls on the magnitude of the stock diminished. The region that the total replacement more than R7 million, equivalent to the price of area new school buildings."

"If primary schools replacement of losses will R18 million."

Struwig stressed that sad that as books are delivered, school inspectors, by certain organisations forming their schools and principals were not the new stocks.

ster in the offing



by after their sit-in. They are, from left, Tana Sigasa, E Ngudle, David behind.

Human rights delegation to lodge protest against DET

By SOPHIE TEMA *cl/tes 24/6/90*

AN appeal to investigate the education crisis in black schools will be made to the United Nations Education, Sport and Cultural Organisation (Unesco) in Geneva next week.

The appeal will be made by the United Nations Commission on Human Rights delegation that visited South Africa on a fact-finding mission last week.

A statement lodging an official protest against the South African government and the Department of Education and Training (DET) for failing to provide pupils in black schools with textbooks was handed to the delegation before it departed from South Africa.

The statement was addressed to the general secretary of the UN Commission on Human Rights and signed by the South African Health Workers' Congress (Sahwco).

The organisation said it believed the demand for textbooks was genuine and expressed dismay at reports that the DET had said 90 percent of black matriculants would fail final examinations.

The statement also complained of maltreatment of parents who staged a sit-in and hunger strike at the DET offices. It said they were not allowed food, legal aid or medical care in violation of the United Nations Charter for Human Rights.

The statement said the attitude of the DET further violated every international health protocol, in particular those of the World Health Organisation, the International Commission of the Red Cross and the Tokyo Declaration of the World Medical Association.

In the statement, Sahwco said: "We condemn the ruthless and unsympathetic action of the DET in dealing with the parents who are legitimately demanding textbooks for their children.

"The parents have been forced to endure total separation from the outside world. They were also refused medical care."

Sahwco commended its national general secretary Dr Rafik Bismilla, who exercised his rights as a health worker and took care of the sit-in parents.

The parents were forced to leave the DET building after they were served with summonses to face prosecution if they resisted an order submitted by the Education Minister to vacate the premises.

Soon after leaving the building, Soweto Education Co-ordinating Council (SECC) spokesman David Maepa said the DET refused to address the issue of books and said the situation was abnormal because inspectors and principals had no access to schools.

"The department says 90 percent of matriculants will fail at the end of the year. That is the sentence they have already pronounced on our children," he added.

Regional chief director for the DET in Johannesburg Peet Struwig said the DET would do all in its power to speed up deliveries of books and other stock ordered at the beginning of the financial year.

He said it was necessary for principals to resume their posts and for inspectors to reach all schools if the DET was to adequately consult with "management councils, interest groups and associations who have the interest and educational welfare of pupils in Soweto at heart".

pleas to oks'

cl/tes 24/6/90
a supply of more than 60 000 h year.
past five years more than textbooks have been supplied r order and together with the lock there should be a total of ately 500 000 books (seven a pupil) at this stage."
g said for the past five years 15 500 (800 books a school, on had been lost, destroyed or not every year.

te controls and procedures, itude of the annual loss has not d. The region has calculated total replacement cost will be n R7 million, which is equiv- he price of erecting two brand ol buildings.

mary schools are included re- of losses will not be less than ion."

g stressed that it was equally as books became ready for school inspectors were forbid- ertain organisations from in- their schools about deliveries ipals were not there to receive tocks.



One of the principals demonstrates outside the DET offices this week.

Human rights delegation to lodge protest against DET

By SOPHIE TEMA

l/hes 24/6/90 (2/50)

AN appeal to investigate the education crisis in black schools will be made to the United Nations Education, Sport and Cultural Organisation (Unesco) in Geneva next week.

The appeal will be made by the United Nations Commission on Human Rights delegation that visited South Africa on a fact-finding mission last week.

A statement lodging an official protest against the South African government and the Department of Education and Training (DET) for failing to provide pupils in black schools with textbooks was handed to the delegation before it departed from South Africa.

The statement was addressed to the general secretary of the UN Commission on Human Rights and signed by the South African Health Workers' Congress (Sahwco).

The organisation said it believed the demand for textbooks was genuine and expressed dismay at reports that the DET had said 90 percent of black matriculants would fail final examinations.

The statement also complained of maltreatment of parents who staged a sit-in and hunger strike at the DET offices. It said they were not allowed food, legal aid or medical care in violation of the United Nations Charter for Human Rights.

The statement said the attitude of the DET further violated every international health protocol, in particular those of the World Health Organisation, the International Commission of the Red Cross and the Tokyo Declaration of the World Medical Association.

In the statement, Sahwco said: "We condemn the ruthless and unsympathetic action of the DET in dealing with the parents who are legitimately demanding textbooks for their children.

"The parents have been forced to endure total separation from the outside world. They were also refused medical care."

Sahwco commended its national general secretary Dr Rafik Bismilla, who exercised his rights as a health worker and took care of the sit-in parents.

The parents were forced to leave the DET building after they were served with summonses to face prosecution if they resisted an order submitted by the Education Minister to vacate the premises.

Soon after leaving the building, Soweto Education Co-ordinating Council (SECC) spokesman David Maepa said the DET refused to address the issue of books and said the situation was abnormal because inspectors and principals had no access to schools.

"The department says 90 percent of matriculants will fail at the end of the year. That is the sentence they have already pronounced on our children," he added.

Regional chief director for the DET in Johannesburg Peet Struwig said the DET would do all in its power to speed up deliveries of books and other stock ordered at the beginning of the financial year.

He said it was necessary for principals to resume their posts and for inspectors to reach all schools if the DET was to adequately consult with "management councils, interest groups and associations who have the interest and educational welfare of pupils in Soweto at heart".

Schools crisis

The National Education Co-ordinating Committee and the ANC will meet on Thursday to combine initiatives in an attempt to resolve the country's ongoing black education crisis.

NECC general secretary Ihron Rensberg on Thursday told a Johannesburg news conference his organisation had thoroughly briefed the ANC on the extent of the current nature of the education crisis.

"Discussions with DET officials have failed," he said. - Sapa *press*

■ See Page 6 *24/6/90*

(S) *(S)* *(S)*

Education: Facing the test of change

S/Times 24/6/90

50

ON February 2 President F W de Klerk began to negotiate white minority domination out of existence. He hopes to put a non-racial democracy in its place.

Is this possible?

Some pointers can perhaps be found in important work done by Latin Americanist Mitchell Seligson in his studies on societies moving from domination to democracy.

According to Seligson, "legitimacy", "empowerment" and "devolution" are the steps by which an oligarchy representing a small minority can become a democracy.

His work also rests on "two truths about change". No society or social institution changes as thoroughly as radicals would like it to. No society or social institution remains as static as reactionaries would like it to.

His ideas can be used to

James Moulder, a member of the Private Sector Education Council, sets out the steps necessary to deal with the crisis in black education



explain what is happening, as well as what can happen, to solve "the education crisis".

The oligarchs who run the education system have legitimated new stakeholders.

The process began in November 1989. All the departments of education accepted an invitation from employer organisations to listen to their criticisms. Nobody challenged their right to say what should be taught at school.

Transform

At that time Dr Gerrit Viljoen was the Minister of National Education. He attended the meeting. He encouraged the private sector to create a body that could convey its ideas for transforming the education system.

In March 1990 the Private Sector Education Council (PRISEC) was launched to do what he'd asked.

More significantly, in February the Government unbanned the National Education Crisis Committee which was operating as the National Education Co-ordinating Committee (NECC).

The Minister of Education and Development Aid, Mr Stoffel van der Merwe, regards the NECC as a legitimate stakeholder in the search for a solution to "the education crisis".

Legitimising new stakeholders, in education or anywhere else, may lead to

conflict. The newcomers disturb the traditional balance of power.

This is why the white Teachers' Federal Council (TFC) broke its ties with the Minister of National Education. It is angry because it is no longer the only legitimate voice that white teachers have. It has accused the Minister of "ignoring standard negotiation procedures and of discussing matters outside the sphere of his department's jurisdiction".

The Transvaal Onderwysvereniging (TO) supports the TFC. This may increase its loss of support from more progressive and influential Afrikaner teachers and parents.

Outlined

These events illustrate Seligson's "two truths about change". The education system hasn't changed as thoroughly as PRISEC, the National Teachers Unity Forum and the NECC want it to. The system hasn't remained as static as the TFC and the TO would like it to.

The education system hasn't changed. But, because new stakeholders have been legitimated by the oligarchy, it has moved in a democratic direction.

But it is not enough to merely legitimate new stakeholders. They have to be empowered by being allowed to help solve the problems and make the

decisions that will create a new education system.

This hasn't happened yet. But it can happen very soon.

In his budget speech on 18 May 1990, Mr Eugene Louw, the Minister of National Education, announced and outlined "an education renewal strategy".

He is looking for "short-term management solutions to the problems already identified" instead of "a long-term research approach". He has appointed seven working groups to create an action plan "before the end of the year".

The members of the working groups are "senior specialists from the ranks of the education system, including the self-governing territories". Some "specialists from outside education" have been enlisted, but none of them represent any of the newly legitimated stakeholders.

This is a mistake and it should be corrected as soon as possible.

If the Minister includes the newly legitimated stakeholders in his "education renewal strategy", he will empower them. The action plan that emerges will have their support. The proposals adopted will be credible.

The newly legitimated stakeholders can't be empowered simply by participating in the Minister's "education renewal strategy".

They will have to learn how to do what Mr Yusuf

Sayed, an NECC member in the Western Cape, has called "moving from the politics of rejection to the politics of change".

They are willing to do so.

New stakeholders in education have been legitimated. They are empowering themselves by creating strategies for changing the system. They can be empowered by being included in "the education renewal strategy".

These steps should be consolidated by devolving decision-making to the lowest appropriate level.

Enough

A step in this direction was taken when the House of Assembly's Minister of Education and Culture, Mr Piet Clase, subjected his models for opening white schools to debate at a grassroots level.

The Natal Education Council has told him that neither model is any good and that a positive vote of two-thirds of the parents eligible to vote, rather than his unrealistic 90 percent, should be enough to open a school.

The Education Foundation, a national body that aims "to do for education what the Urban Foundation is doing for housing", has started establishing nine highly autonomous regional work groups.

South Africa isn't a Latin American country. Seligson's ideas aren't a magic carpet for an easy ride from domination to democracy.

They are guidelines that we must adapt to our situation. If we do so, they can help us to avoid some mistakes.

What we need most of all is a determination to succeed, even against the odds.

ANOTHER disaster awaits black pupils who will write matric examinations at the end of the year.

With no end in sight to the shambles in black education, the Department of Education and Training has predicted a shocking 10 percent pass rate. The figure, slammed by black educationists as being alarmist, would be the lowest matric pass rate ever.

Although sceptical about the 10 percent prediction, politicians, teachers, parents and the pupils themselves have expressed fears that unless drastic steps are taken immediately, another disaster is in the offing.

Transvaal United Teachers' Association's (Tuata) Leepile Tauanyane has warned that the 10 percent prediction is "dangerous".

He said this week: "In the worst of times, the results were never as bad as that. Such a prediction is dangerous, demoralising and demotivating. We should rather say we do not expect very good results, rather than quantify. In the worst of times, people often tend to rise beyond expectations."

The results last year hit a record low, with only 42 percent passing. More than 100 000 pupils failed and hardest hit was Soweto, where the schools pass rate ranged between 14 and 29 percent.

Before that, the five-year lowest rate was recorded in 1985 — the peak of rent boycotts — when 49,3 percent passed.

Observers believe the 1985 scenario is playing itself out again, only with two-fold repercussions. The country is still saddled with the problem of the more than 100 000 failures who joined the employment market with minimal literacy and no trade qualifications. It is feared that a repeat of last year's episode could probably double the already swollen unemployment ranks.

This year, educationists speculate that more than eight weeks of teaching have been lost due to disruptions in schools. However, the National Education Crisis Committee (NECC) paints a gloomier picture.

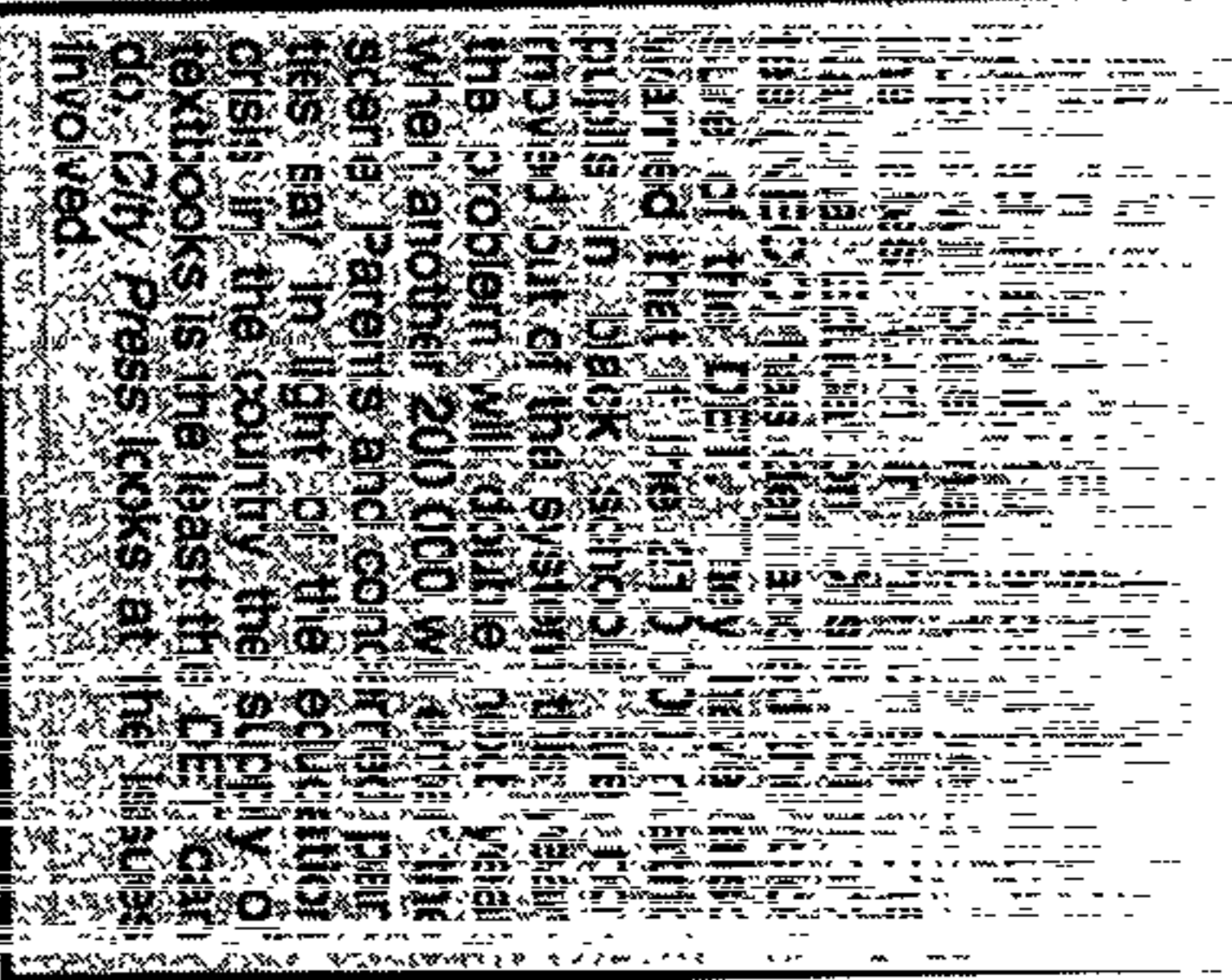
General secretary Itron Rensberg pointed out that the black education system in the country had collapsed in the past six months.

Fears of the disastrous prediction coming true have been fuelled by the persistent failure of black pupils to heed the back-to-school call made from various political quarters.

The Azanian Students' Movement has repeatedly appealed to pupils to return to classes. Publicity secretary Sipho Maseko warned that the solution to the crisis did not lie in the hands of the pupils. He said normal education could only come about when the political situation had been normalised.

A daily newspaper editorial this week warned the black community to stop heaping the blame on the DET while practising hypocrisy themselves.

"More often than not it is the



pupils, and not the parents, who speak the most and take decisions. Within days of the school term starting, these same pupils and students were engaged in confrontations with the authorities. The parents' organisations are hardly consulted.

"When they finally get into the fray, they also end up blaming the authorities and endorsing the self-flagellating tactics of their young followers... While there is a lot wrong with black education and the DET, our children and organisations also have a lot to answer for."

A City Press snap survey in Soweto, this week disclosed that the fears of a looming disaster were not unfounded.

Although the pupils themselves, in collaboration with teacher organisations, agreed to defy DET regulations to close for the winter holidays, there was little or no schooling taking place.

Scores of pupils milled around the streets with many teachers basking in the sun.

A teacher said: "Frankly, some of us just come here to be with the crowds. There is no way you would be able to teach children who have been led to believe that they know more about what is good for them than you do. I think our children were spoilt by the sympathy they got after June 16, 1976."

"The rot has filtered down to the present generation where the so-called young lions demand to dictate the syllabus and who must teach it, how and when. It does not happen anywhere else in the world."

Parent Stanford Zwane said: "Politicians should stop using the education of our children to score points. If the ANC, PAC, Azapo, Inkatha or whoever, are serious and know their priorities, they should come together in this matter and fight the issue jointly. After that they can go their separate ways."

"I have one question for those teachers and pupils behind the school boycotts: 'Do you think the government cares a hoot if you deprive a black child of education? That is exactly what the government wants.'"



Some of the parents leave the DET on Tuesday after their sit-in. They are, from left, Tana Sigasa, E Nguile, Maera and Shella Siulu, with Silas Troubata behind.

Next schools' disaster in the offing

DET 'ignored pleas to supply textbooks'

By SOPHIE TEMA

THE Black Sash Education Interest Group this week accused the DET of having ignored repeated pleas by educationists and parents to supply children with textbooks.

It said in a statement that overcrowding and the lack of teachers and textbooks prompted Soweto parents, teachers and pupils early this year to decide to try to get the school situation back to normal.

The DET was notified of the implications of these problems in the back-to-school campaign.

"But the DET seems to have chosen to ignore the situation, even after repeated requests and demands by Soweto parents for their children to be supplied with textbooks.

"In light of the education crisis in the country, the supply of textbooks is the least DET can do to redress some of the grievances.

This week, chief regional director of the DET in Johannesburg Peet Struwig said: "Since 1985 more than R3 million has been spent on textbooks every year in Soweto. For secondary schools this

represents a supply of more than 60 000 books each year.

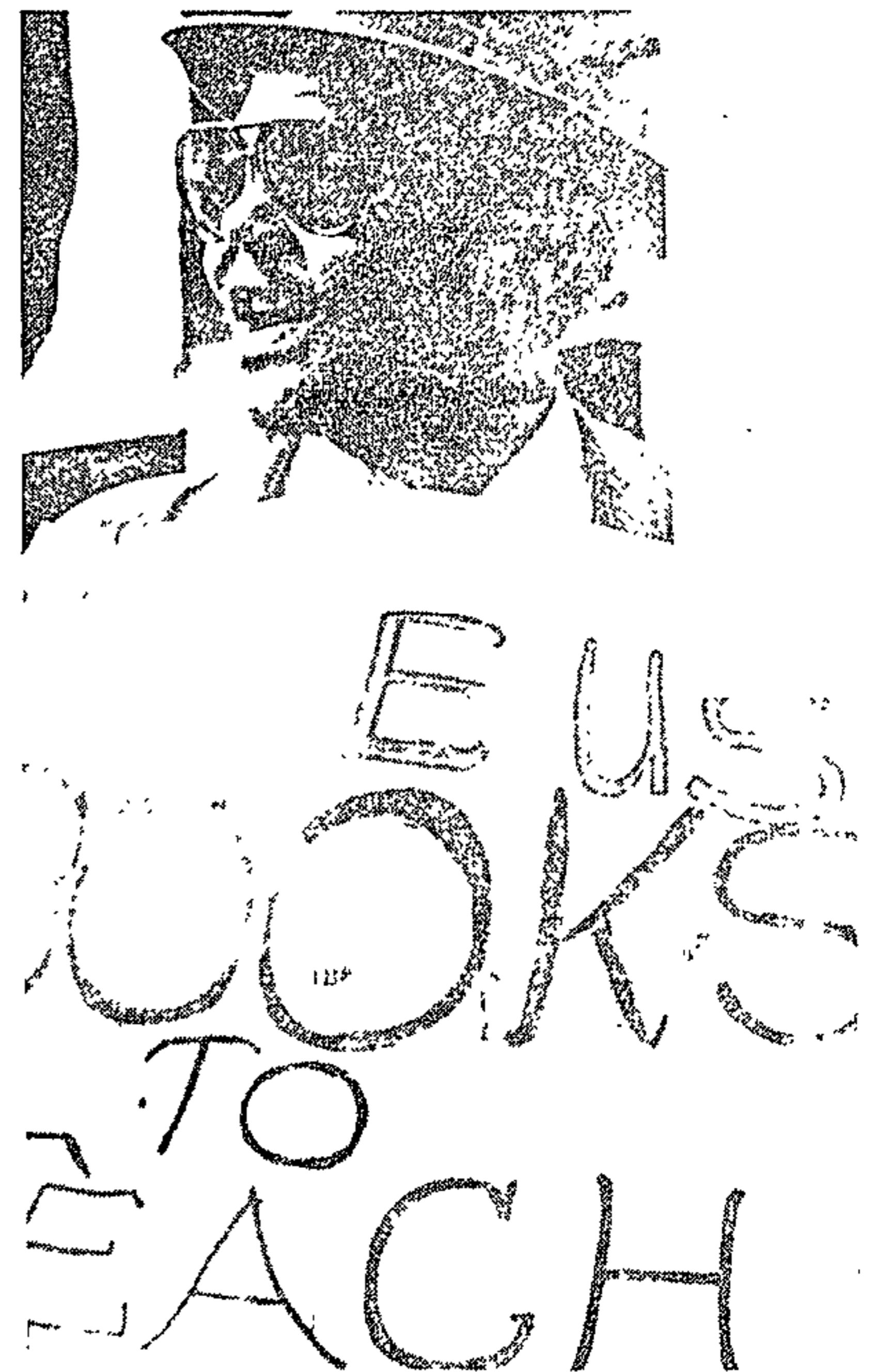
"In the past five years more than 300 000 textbooks have been supplied on regular order and together with the existing stock there should be a total of approximately 500 000 books (seven textbooks a pupil) at this stage."

Struwig said for the past five years more than 5 500 (800 books a school, on average) had been lost, destroyed or not returned every year.

"Despite controls and procedures, the magnitude of the annual loss has not diminished. The region has calculated that the total replacement cost will be more than R7 million, which is equivalent to the price of erecting two brand new school buildings.

"If primary schools are included replacement of losses will not be less than R18 million."

Struwig stressed that it was equally sad that as books became ready for delivery, school inspectors were forbidden by certain organisations from informing their schools about deliveries and principals were not there to receive the new stocks.



One of the principals demonstrates outside the DET offices this week.

50
**Role of
parents
outlined**

A NATIONAL symposium on the "Role of Parents in the Parent-Teacher-Student Associations" and the "Unitary System of Education in South Africa" took place at Gandhi Hall in Durban yesterday.

50 refer
25/6/90

The symposium was organised by the Association of School Education Committees (ASEC). A spokesman said all organisations involved with education were present.

Two delegates each from various organisations participated. They included: The National Education Co-ordinating Committee (NECC), Congress of South African Trade Unions (Cosatu), National Education Union of South Africa (Neusa) and Institute for Democratic Alternative South Africa (Idasa).

Academics in bid to resolve crisis

Forum 25/6/90

~~248~~
50

THE Council for Black Education and Research recently hosted an academic conference whose purpose was to take an in-depth look at the education crisis in the country.

Professor Es'kia Mphahlele, the centre's founding director, said the closed meeting was held at a Johannesburg hotel. It was attended by a group calling itself the Concerned Educators' Forum - 13 men and women out

of 20 who had accepted the council's invitation.

The forum came out with some proposals for short-term and long-term solutions.

Those present included: Prof Mphahlele, Mr Fanyana Mazibuko, director of the University Preparation Programme, Mr John Samuel of national director of Sached Trust, Prof Bothale Tema, Associate Professor of Biology at University of Bophuthatswana, and Mr John de Jager, principal of Sagewood School.

Failed

Those who failed to make it included: Ms Sheila Sisulu, Professor Alex Thembela, Mr H H Dlamenze, Mr Curtis Nkondo, Mt L Mthabathe, and Mr T W Kambule and Ms Elizabeth Mokotong.

All the participants had been invited as individuals, carrying no brief from their respective con-

stituencies, if any.

Some of the short-term solutions proposed were the establishment of teachers' centres in various urban and rural districts.

Here members could share ideas about their professional triumphs, failures and difficulties.

Evaluate

The centres would also work in close co-operation with subject associations. They would evaluate textbooks, develop curricula, discuss and seek to resolve the triangle of conflict in teacher-parent-pupil relationships.

Another suggestion was that teachers should be helped to master study skills as an upgrading process in their academic and professional roles. It was said teachers should consider the repercussions of strikes and marches before they launch them.

Furthermore, teachers were to be encouraged to

join neighbourhood education projects.

In its preamble to its report, the Forum states that it acknowledges that students/pupils and teachers have lost all confidence in each other, in themselves and in education generally.

"The present situation has gone beyond a point of crisis and reached catastrophic dimensions; that it is imperative that we look for, find and define core objectives for national education that will cover the present state of dislocation and project a vision for the future."

Talks

The convening council was instructed to form a small committee that will assign tasks to people towards the realisation of some of the objectives. The Forum will meet six months from now to review reports from the task forces. Then, the forum will seek to enlarge its membership.

TFC ponders crucial reports

Stads 25/6/90 (50)

Pretoria Correspondent

Two reports important to the future of white education have been considered by the Teachers' Federal Council (TFC) general meeting.

But a high level of secrecy is being maintained on the contents of the reports — one on the proposed alternative models of education; the other on an overseas visit by a TFC delegation earlier in the year.

A TFC spokesman said the council had considered submissions on the models of education proposed by the Minister of Education and Culture, Piet Clase, as well as possible alternatives, and councillors had taken a secret vote indicating their preferences.

A summarising report, together with the outcome of the ballot, had been submitted to Mr Clase.

No 'instant solutions'

The TFC also studied a report of the delegation, led by TFC chairman Professor Hennie Maree, who researched and made recommendations on more than 70 aspects involving the teacher in the education system. The delegation had not been in search of "instant solutions", the spokesman said.

Recommendations of the delegation have been referred to the TFC member associations for comment.

ing.

Argus 27/6/90
Teachers support open schools 50

From PAT CANDIDO

Argus Bureau

PORT ELIZABETH. — The South African Teachers' Association stands for a nonracial education system and endorses the open-school models proposed by the Minister of Education and Culture, Mr Piet Clase, as an interim measure only.

The association's executive officer, Mr Clive Roos, said at the conclusion of its annual conference that the association supported alternatives being made available to those communities wishing to use them in the interim.

School communities should have a say in recommending which option they chose to apply.

The association stood for a single, nonracial education system and would endorse the models as a step in the right direction. But they needed to be refined and improved.

The association also voted in favour of free discussion of conscription, conscientious objection and pacifism in the classroom — a motion first submitted in 1986 but not discussed because of the emergency.

Mr Richard Hawkins, principal of the nonracial Leadership, Education and Achievement Foundation and a past-president of the association, criticised the association for supporting the Teachers' Federal Council in its dispute with the Minister of Home Affairs.

Star 27/6/90 (50)

NEWS



Struggle continues . . . A disgruntled group of Standard 9 pupils from Western High School in Johannesburg West intend to continue the fight for the school, which is due to close down at the end of the year, to be opened as a non-racial school. They say it would be a waste for the school to be turned over to a government institution such as the Post Office or the Defence Force.

● Picture by Stephen Davimes.

School could be saved if opened to all races

By Janet Heard, Education Reporter

The closure of Western High School in Homestead Park, Johannesburg West, could still be prevented if the management council carried out their mandate from white parents and recommended that the school be opened to all races.

This is the view of "Pops" Chibabhai, the chairman of the Western High Support Group (WHSG), who said yesterday that the management council had reneged on its earlier undertaking to fight for the school to be opened to all races.

Based on a proposal by the management council, Minister of Education and Culture (House of Assembly) Piet Clase decided to close the school due to a decline in pupil enrolment.

Parents

Mr Chibabhai said that despite parent support for the management council had not made a formal application to the Government.

Mr Clase said he could not consider the request to open the school to all races, as he was legally entitled to consider only applications from the management council.

In a letter to the WHSG, management council chairman Vincent Risi said it was not viable for parents to push for the school to be opened as only 56 percent of parents would continue to send their children to the school if the proposal was accepted. Mr Risi declined to comment yesterday.

I RECENTLY took part in a radio programme in which I was interviewed on discipline in the schools. Listeners were invited to phone in to ask questions on the education crisis in the townships.

One issue about which I expressed reservations was the involvement of children in things like workers' marches and other protest action initiated by political, community or worker organisations.

A parent called from Port Elizabeth said pupils were community members and were entitled to participate in community activities.

This view was endorsed by an educationist who told me that since education was the shaping of the learners' consciousness, it was to be expected that learners would have to get involved in community issues.

Since I believe children belong in the school classroom, I have misgivings about the wisdom of involving them in matters that should be the concern of their parents. We have had instances where children have established kangaroo courts in which they appointed themselves policemen, prosecutors and judges in domestic disputes.

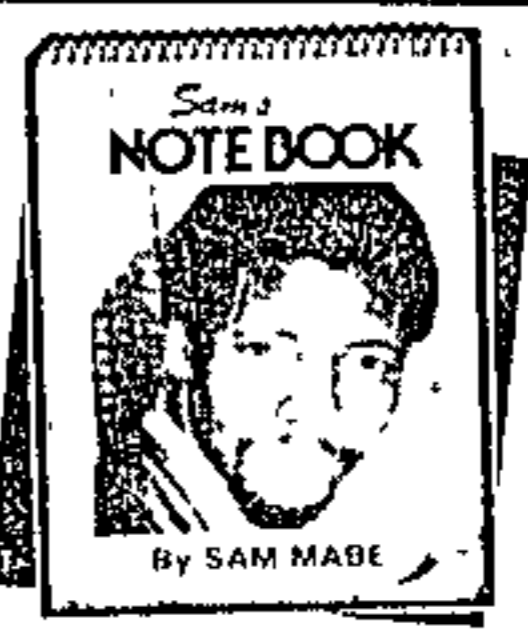
Elderly men and women have been physically dragged out of their beds and subjected to hearings where guilty parties were whipped with sjamboks. All this is done in the name of the struggle and under the supervision or with the knowledge of adults in one or the other community or political organisation.

These are the children who suddenly become heroes and leaders in the community. They are the children who will not subject themselves to the authority of their teachers at school, nor their parents at home.

Not so long ago, there was a dispute between two rival taxi organisations in Katlehong. Some schoolchildren, apparently because they too believed

Pupils battle is in the classroom

Sowetan 27/6/90 50



leaders of such groups send our children to "trouble-free" schools in white suburbs or outside of the townships.

In those schools, we do not encourage the type of activities we want other children to engage in in township schools. Effective change in our education can only take place in the school classroom.

By changing the methodology of teaching, we will be able to create an atmosphere that will make learning exciting and help teachers regain the respect of their pupils.

that they had a duty to be involved, left school and took sides in the disputes.

As it usually happens when kids get involved in disputes that do not concern them, there was damage to some houses and vehicles. This obviously upset the party they were against and in turn, members of that group retaliated by attacking any schoolchild they came across in the area.

If being in the struggle means presenting our children as cannon fodder to be killed for no apparent reason, then I don't care for that kind of struggle.

Injured

How would you as a parent feel, if you left for work knowing that your son or daughter was at school and the next thing you learn that he or she was injured or killed during a skirmish that took place elsewhere and over an issue that had nothing to do with his or her education.

It is true that pupils are also members of the community and that their role in influencing change in society cannot be undermined. Children go to school to be groomed as responsible and well-informed workers, parents, residents and community members who will at a later stage in their life participate effectively in socio-political and economic processes that will govern their lives.

Why then, should we interrupt that noble process of learning by getting them to be involved in activities we should handle ourselves while they acquire the necessary expertise.

There is nothing wrong in children having to be conscientised about things that happen around them or which they experience everyday in their lives. But

the sole objective of that conscientisation process should be to develop children and to educate them, not to use them to further our aims as adults or as politicians.

I am involved in PTA where we have arranged a life skills programme for the children. They debate about vari-

ous subjects on differences between government and private schools. They talk about their own impressions of what they see happening around them even on international issues.

But dragging children out of the school classroom to force them to go on a march is not

educating them. It is criminal abuse of children and parents should stop it.

We have been talking for a long time about forming Parents Teachers and Students Associations and while there is nothing stopping us from forming them,

we have still not made any move at all

Instead, some of the structures that we have formed seem to have been used more for creating instability and an atmosphere of anarchy in our schools. And some of us who are

BENSONS BARGAINS OF THE MONTH

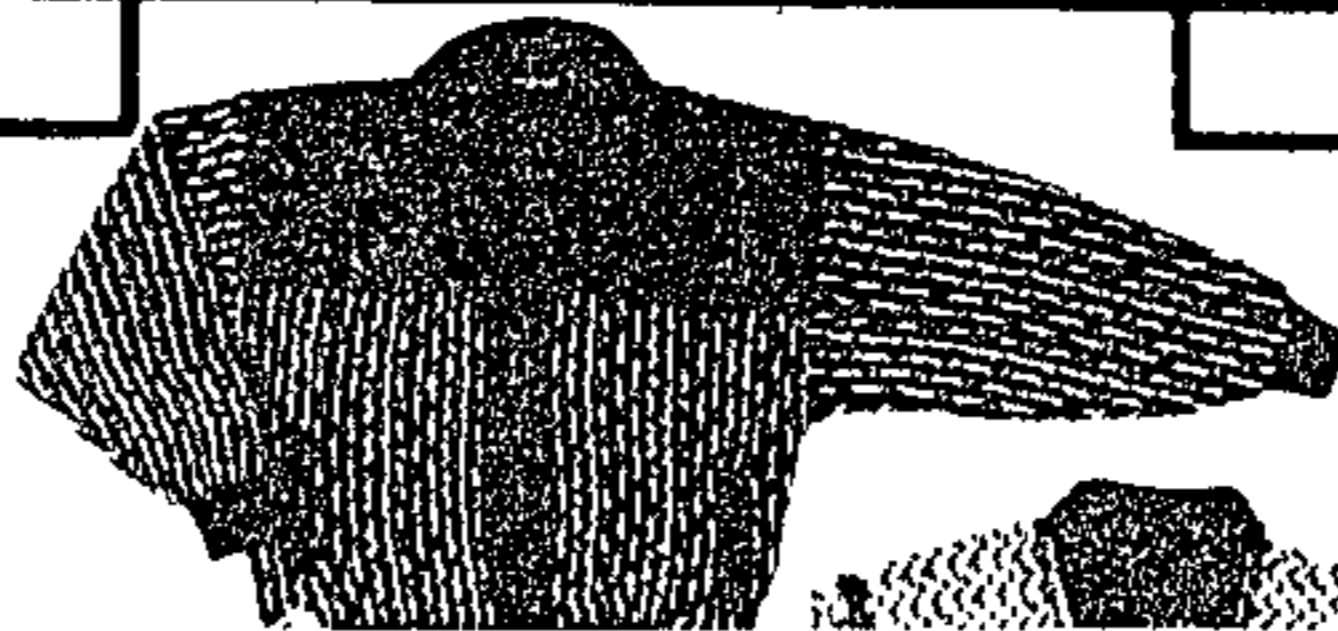


Reebok LEATHER R129⁹⁹



MICHELANGELO R69⁹⁹

MARLBORO SHIRTS R19⁹⁹



Sata endorses open schools as stopgap

303
50

THE South African Teachers Association stood for a non-racial education system and would endorse the open school models proposed by the Minister of Education and Culture, Mr Piet Clase - but only as an interim measure, said Mr Clive Roos, the association's executive officer. *Sowetan 28/6/90*

Roos said his association supported alternatives to the status quo in education being made available to those communities wishing to use them as an interim measure.

BOOKS

W/E Mail 29/6-517/90

Education freed from the chains of doctrine

CHAINS OF THOUGHT by Wally Morrow
(Southern, R35)

"PHILOSOPHY of education," says Wally Morrow in his introduction to these 11 essays, "is concerned with issues of profound importance to everyone; therefore it must not become a technical intellectual game". The merit of this book is that it makes this importance clear.

Believing that philosophy is the ongoing search for truth, Morrow — professor of philosophy of education at the University of the Western Cape — suggests commitment to a doctrine is an obstacle to finding out what is true. Hence for him philosophies of education tied to particular cultures or belief systems are doctrinaire thinking and, therefore, not philosophy at all.

What shines through the book is Morrow's explicit belief in the power of reason and his implicit belief in what Pericles, in 430BC, called "the universal feeling for what is right".

The essays in this collection are papers or lectures prepared by Morrow between 1980 and 1988; he has strung them together, chain-wise, so that they "develop a connected series of themes".

The title is a stroke of genius. He explains: "The 'chains of thought' which these essays

seek to break are 'restraints' or 'fetters'; the 'chains of thought' which the book itself is, is a 'sequence', a 'connected series' of thoughts."

He castigates South African schooling in what I suggest is an important sentence for all of us: "The aspirations of the majority of the people of this country have been systematically and persistently betrayed by its schooling system." Because of this, Morrow distinguishes strongly between education and schooling — perhaps more so than one can justify, since most of every society's efforts to educate the young do in fact take place in special institutions called schools.

But he states that education (quoting Kenyatta) "opens out one's head" and "is not concerned with a particular heritage or culture but rather with achieving a measure of autonomy from any culture or heritage. It does not fill one's head with certainties, nor does it solidify the foundations of one's life in unassailable concrete immune from revision." (This last is in opposition to the view that "each child must be inducted into the philosophy of life of its own cultural group".)

Morrow believes that the notion of accountability can only operate in a teaching profession which constitutes an independent source of authority, but that this is not possible because of the

dominant centralised tradition (and practice) in the South African education system, in which the profession cannot develop true independence.

His refutation of fundamental pedagogics is careful, logical and, unlike some similar criticism, not abusive.

He also discusses the threats of bureaucracy — "practices depend on institutions which tend to develop bureaucratic features hostile to the practices of education". This ongoing threat, he believes, can only be met by ongoing debate on the ideals of education. Such discussion, if it "is vigorous and vital, is a contribution to the struggle for both education and democracy."

Chapter 10 contains a fascinating analysis of doctrinaire thinking, which he sees as the "enemy of critical thinking" because it is subservient to something outside itself. Finally, Morrow contrasts the view of education as social engineering (which radical thinkers on the left share

with the designers of apartheid education) with what he calls an Aristotelian view, which sees individuals as outcomes of participating in a political community in which there is shared self-understanding—a community which "should be incompatible with domination and manipulation".

Because I haven't been involved in the academic debates of the Kenton conferences at which many of these essays were first presented and debated, I found the going tough at times, but I was stimulated by the beauty of the logical reasoning which shines through Morrow's essays like a guiding light.

Even more, I felt invigorated by our shared belief in fairness and reasonableness as two outstanding characteristics of human beings who have been educated rather indoctrinated.

Franz Auerbach

50

Everyone will be there. But will 'Terror' attend?

BY PHIL MOLEFE

A WIDE spectrum of prominent individuals will address the annual congress of the National Students' Federation which gets underway on July 2.

The only person who has not confirmed whether he will address the congress, to be held in the Midrand, is Patrick "Terror" Lekota, Southern Natal Convenor of the African National Congress, said a statement released yesterday by the conservative student body.

Among those who will address the congress, entitled "Towards an accountable democracy", include: Roelf Meyer, Deputy Director of Constitutional Development, Dr Zach de Beer, co-leader of the Democratic Party, Koos van der Merwe, Conservative Party spokesman on foreign affairs, Oscar Dhlomo, former general-secretary of Inkatha, Leon Louw, executive director of the Free Market Foundation, Dirk Mudge, chairman of the Democratic Turnhalle Alliance in Namibia, and Eugene Nyati, director of the Centre for African Studies.

The president of the NSF, Danie Kriel said: "We hope that by bringing together such a prominent group of speakers from across the political spectrum we shall contribute to and promote reasoned and open-minded debate over the issue so critical to the future of our country."

The NSF is a federation of nine autonomous liberal student bodies and is opposed to "totalitarian rule and centrally planned economics, applied from the traditional right and the Marxist left".

Top speakers for
'conservative' (50)
student congress

Mail 29/6/90
A WIDE spectrum of prominent individuals will address the annual congress of the National Students' Federation, which gets underway on Monday.

The NSF, a conservative student body, said the only person who had not confirmed that he will address the congress, to be held in Midrand, is Patrick "Terror" Lekota, the Southern Natal convener of the ANC.

Some political figures to address the congress, entitled "towards an accountable democracy", include Constitutional Development deputy director Roelf Meyer, DP co-leader Zach de Beer and CP spokesman on foreign affairs Koos van der Merwe.

Churches to act on education crisis

By PAT SIDLEY: Cape Town

THE SACC has resolved to send a delegation of church leaders to all the relevant Ministers of all relevant departments of education to address the education crisis.

Among the issues to be taken up are:

- The failure to provide enough text books to African schools, which has caused anger and frustration, and made it impossible to study
- Overcrowding in African schools and the under-utilisation of facilities in white schools
- Grievances of teachers with regard to the payment of salaries and working conditions
- The demand of the people of South Africa for the immediate establishment of a non-racial education system.

The SACC said it believed that "the

cause of the present crisis in education is the absence of a single department of education, and that the crisis is likely to escalate until this problem is addressed."

The SACC has also called for its general secretary and church leaders to tell President FW de Klerk to restore land expropriated over the years.

A resolution said the "SACC recognises the anger and distress of a number of communities in Natal, Namaqualand, the Transvaal and elsewhere, which have been evicted from land on which they have lived for many years and where many members of their families are buried".

The SACC has asked the president to ensure that all communities which wish to return to these areas should be allowed to do so speedily, and with state assistance.

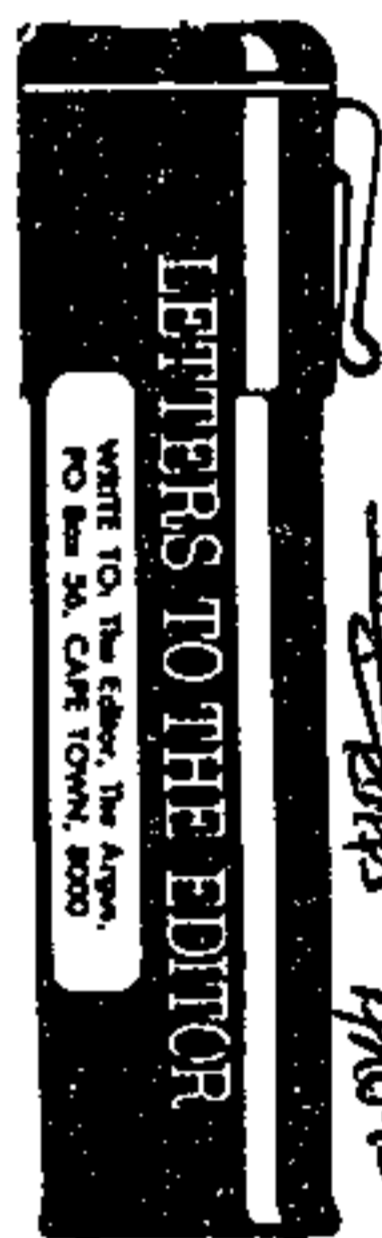
Education row: Teachers' body strikes back

IN a letter published in The Argus of June 14, K A Morrison and T K Rosser made several allegations against the Teacher's Federal Council (TFC) either because of ignorance or maliciously.

They alleged that in the past three years they received only two newsletters from the TFC. The fact is that for the period April 1987 to April 1990, registered teachers received seven issues of the TFC's publication, "News Flashes", reporting or a variety of matters to which the Council attended to in the interest of teachers and the teaching profession. In addition to these communications, all schools and educational institutions which are either funded or subsidised by the Department of Education and Culture (Administratively), received ten circulars including "broad sheets" and two comprehensive annual reports from the TFC.

Their allegation that they and, by implication, registered teachers do not have a say in the election of the executive of the TFC, is equally incorrect. The truth is that the TFC is the management body of a federation of the eight teachers' associations recognised by the Minister of Education and Culture (Administratively). These associations elect representatives who serve as Council members. There are no nominated members by the State or any other body on the Council, only elected members who elect from their own number an executive as is the practice in all democratic bodies of this nature.

In stating that they are members of the TFC "because they have to," Morrison and Rosser appear to object to the practice of the professional registration of teachers. The reason why teachers teaching at schools funded or subsidised by the Department of Education and Culture (Ad-



ministrative: House of Assembly) are required to register with the TFC in terms of the National Education Policy Act, is because the TFC is the only professional teachers' registration Council with statutory powers to maintain a professional register of teachers and to exercise professional discipline. The only inference which can be drawn from their objection is that they do not want to see teachers registering with a professional council whereas professional registration is compulsory in all other professions, for example medicine, engineering, nursing, pharmacy, etc.

In stating that a monthly fee of R4,50 is deducted from the salary of each teacher and then multiplying this amount by the total number of registered teachers, they are once again guilty of inaccuracies. A monthly amount of R4,20 (not R4,50) is deducted but only from teachers who are currently employed in schools funded or subsidised by the Department of Education and Culture. There are thousands of teachers who are registered, but who are presently not teaching and who then do not pay any fees at all. Their calculations are, therefore, wrong.

Their inference that the TFC is not doing anything constructively to improve education in South Africa, simply does not tally with the real facts. To mention but one example, that of teachers' salaries: During a period of 16 months, from 1 December 1988 to 1 April 1990, the TFC was responsible for negotiat-

ing the following salary increases: 1 December 1988 (7%), 1 January 1989 (15%), 1 March 1990 (12%), 1 April 1990 (10%). Salaries being a general affairs matter, it meant that teachers teaching in the education departments of the other population groups did also benefit from these successes of the TFC.

The registration cost of R60 which teachers pay initially, is a once-only amount, irrespective of interruptions in the years of service of a teacher. This is greatly appreciated by many female teachers who often, out of necessity, have to leave teaching temporarily.

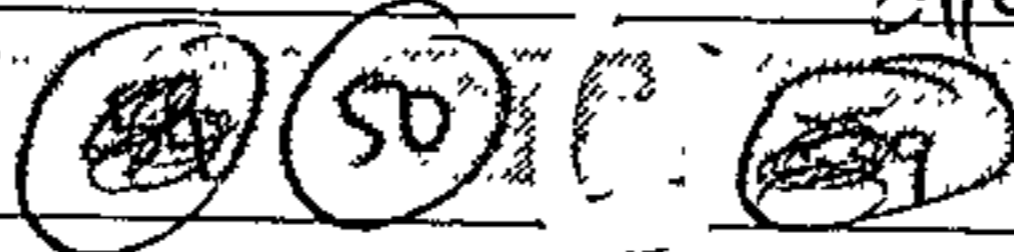
Morrison and Rosser seem to doubt the report in The Argus that not all white teachers were angry with the Council with its cessation of co-operation with the Minister of National Education. In this regard, it should be mentioned that at the Council meeting held on 14 and 15 June 1990, all eight member

associations confirmed that only the TFC is entitled to speak on matters falling within its sphere of jurisdiction. Furthermore, the actions of the standing committee were approved in three separate motions (which were made available to the media) with the support of six of the eight associations on two of the motions, and seven of the eight associations, on two of the motions, and seven of the eight associations, on the third motion.

At the meeting there was no talk of a split. The Council, in fact, continued after the vote on the motions mentioned above with the consideration of some 140 matters which appeared on the agenda, affecting education in general and the conditions of service and salaries of teachers with the full co-operation of all the member associations.

J L LEMMER
Chief Director
Teachers' Federal Council
Pretoria

Star 29/6/90



Wits warns on collapse of black teaching

By Janet Heard,
Education Reporter

The number of blacks admitted to the University of the Witwatersrand next year may be reduced due to the breakdown of teaching in black schools, says the vice-chancellor, Professor Robert Charlton.

Speaking at the university's main graduation ceremony last night, he said there were 19 341 students enrolled this year, nearly 600 more than last year.

This was largely due to an increase in black matriculants, but the collapse of the school system had weakened prospects for improvement.

The growth in the number of black students at Wits had been accompanied by allegations that

the university had allowed its standards to drop.

"It is our policy to maintain and, if possible, enhance the quality of our product."

Professor Charlton said that in the light of recent accusations that the university discriminated against blacks, the senate had decided to investigate the university's exclusion and selection criteria.

Two members of the National Education Co-ordinating Committee and two members of the ANC would be invited to take part in the investigation.

Professor Charlton said it was the duty of the university to try to meet the legitimate needs of the society it served and to resist any improper pressures of interest groups.

The way to fairer spendin

50 Star 29/6/90

An amount of R6,6 billion was spent in 1987 on schooling 6,7 million pupils.

The money was distributed very unequally — R2,6 billion on fewer than a million white pupils, R1,3 billion on 4,7 million black pupils.

The amounts spent by the homelands and by the Department of Education and Training (DET) were also very unequal. The DET spent R1,2 billion on 1,9 million pupils. The homelands spent R1,1 billion on 2,7 million pupils.

(I have used the 1987 statistics because they are the latest audited statistics from the Department of National Education. Although the detail may have changed, the unequal ratios and trends still exist.)

Answers

These inequalities fuel "the education crisis".

But what can be done? How can the money that is available for education be distributed fairly? These questions have utopian, naive and pragmatic answers.

Utopians insist that the Government should spend as much on every child's education as it spends on a white child's.

It isn't possible to calculate accurately how much it will cost to implement this demand. The Department of National Education (DNE) statistics don't tell us how much is spent at the different levels of schooling.

In 1987, 45 percent of black pupils were in junior primary school but only 35 percent of white pupils were at that level. That's why it isn't totally accurate to use per capita statistics to calculate the cost of equalising expenditure on education.

On the other hand, a call for equal expenditure is a call for funds to eliminate shortages and backlogs. If per capita statistics were used to calculate the cost of equalising expenditure on education, there would be money to wipe out the mischief

JAMES MOULDER, professor of philosophy at the University of Natal, Maritzburg, a research fellow at the Education Foundation and a member of the Private Sector Education Council, suggests how spending on education could be distributed more fairly.

of the past. But the money that is required isn't there.

In 1987, the total per capita expenditure on pupils in white schools was R2717. If the same amount had been spent on every child, the education budget would have been R18,3 billion, or 39 percent of the national budget. It isn't possible to spend that much on education.

Utopians maintain that the money can be found. They argue that what is spent on defence and on the administration of apartheid could be spent on education.

Nobody doubts that an enormous amount of money has been wasted on defence and the administration of apartheid. Some of this money could and should have been spent on education. But some of it should have been spent on health care, housing and rural development.

Therefore, even if 20 percent of the 1987 budget of R46,3 billion hadn't been wasted on defence and the administration of apartheid, only about R2,3 billion could have been added to the education budget.

Only half

If that had happened, then per capita expenditure would have risen from R985 to R1329. That is only about half of the per capita figure (R2717) for white pupils.

Utopian demands for equalising expenditure on education can't be met. We can't have what we can't pay for.

The call for vouchers instead of subsidies is a popular, but naive proposal for equalising expenditure on education.

Leon Louw and Frances Kendall advocated the idea in "South Africa: The Solution". More recently, Bobby

Godsell and his constitution-making colleagues from the Anglo American Corporation have supported it.

Vouchers can be of equal value, or they can be graded according to the ability of parents to contribute something towards their children's schooling.

Cannot work

Apart from the fact that it cannot work, there is nothing wrong with the idea.

In 1987, vouchers of equal value would have been worth R985 each. Therefore, R0,9 billion would've been paid out in vouchers to white parents with children at school.

But in 1987, the total salary bill for white schools was R2,1 billion.

To meet this shortfall, white parents would have had to pay about R100 a month for every child they had at school. To meet the shortfall between what the voucher was worth (R985) and the per capita amount that was spent on every white child (R2717), would have cost another R45.

There are many white parents who can afford to spend about R150 a month on schooling each of their children. But the majority cannot.

A more pragmatic approach to equalising expenditure on education is driven by three ideas.

First, the backlogs and shortages that exist in black schools have accumulated over many decades. It needn't take as long to eliminate them, but they cannot be wiped out in less than a decade.

Second, unequal salaries are due to unequal qualifications. They aren't caused by an unfair formula for distributing the money that is

80

available for education. They should be removed from the debate.

Finally, for decades white pupils got a much bigger slice of the education budget than they were entitled to. This must stop.

Until the inequalities in the provision of teachers and classrooms have been eliminated, it isn't fair to spend as much on them as on black pupils. The same can be said about Indian pupils. They too have had much more than a fair share of the education budget.

A modest but substantial strategy to equalise expenditure on education is to stop capital investments, in equipment, buildings and land in schools that are run by the House of Assembly and the House of Delegates.

If that had happened in 1987, an additional R293 million could have been allocated to the schools that are run by the DET and by the homelands. If it had happened in 1986, an additional R284 million could have been spent on these schools.

Modest

This isn't as much money as it seems. It would not have eliminated all the shortages and backlogs that exist. But it would have built about 30 000 classrooms.

This is an extremely modest proposal. It doesn't ask for more money to be spent on education.

But it cannot work unless parents and teachers who are classified as white, or as Indian, accept that the Government should spend only salaries and operating costs on their children's education.

If they are prepared to accept this modest reduction in what is spent on their children's education, they can help to solve "the education crisis".

They can tell blacks that they are prepared to carry their share of the hardship and inconvenience that is required to create "a new South Africa".

Trainer Mast ⁵⁰ steps up ^{5 Times 11790} classes

Business Times Reporter
TRAINING and education organisation Mast Holdings has bought 60% of Lexpress Data from Lexicon Publishers — previously McGraw-Hill. Mast senior management has 40% of Lexpress Data.

Lexpress Data, South Africa's largest computer-based training company (CTB), offers education solutions which also use interactive video.

Mast chairman Stephen Dallamore says: "High-tech training and education through interactive CBT is undoubtedly the method of the future, especially in countries such as SA where there is a critical shortage of teachers.

"In Taiwan and Japan, for example, as much as 25% of all school and higher education is conducted by this method."

Assembly

Interactive computer-based training allows pupils to work at their own pace.

"It could potentially be used for almost any type of training, from school education to the assembly line."

Mr Dallamore believes that Lexpress Data will be comfortable in the Mast stable.

Mr Dallamore says: "This acquisition, effective from July 1, will have a small impact on our bottom line in the coming year.

"Excellent synergies exist between Mast and its extensive client base and Lexpress Data with its powerful technology and products.

"We are confident that in the near future Lexpress Data will become a major contributor to profits."

rg
y

K

B

a. Bes
are s
land

300-
a \$2n

Liberal students' congress begins ⁵⁰

Star 2/7/90

By Kaizer Nyatumba,
Political Staff

The National Students' Federation (NSF) has lined up speakers from across the political spectrum to participate in its annual congress at Midrand near Johannesburg today.

The NSF, a federation of nine autonomous liberal student organisations at South African universities, has chosen as this year's theme "Towards An Accountable Democracy", and has canvassed views from a wide range of people.

The federation's president, Danie Kriel, said the choice of theme was guided by recent political developments in the country and "the on-going search for a truly democratic South Africa".

Education in SA at a low level

WILSON ZWANE
and OWEN MAUBANE

ABOUT one in every five (or 18% of) SA adults had had no schooling, Market Research Africa vice-chairman Moira Wegner said yesterday. *Blomay 3/7/90*

In an interview, Wegner said All Media and Product Survey (AMPS) figures showed education levels were low in SA.

"According to AMPS, one in every five adults aged 16 years and over has had no schooling, while about 25% — less than one in four — never completed primary school," Wegner said.

The AMPS survey, which covered all adults in SA, Transkei, Bophuthatswana, Ciskei and Venda, also found that 19% had completed high school, while 1% had a university degree, she said.

The worst education levels were in rural areas, Wegner said.

"Only one in 100 adults in rural areas had post matric education as compared to four in 100 in urban areas," Wegner said.

She added that the distribution of the population underlined the urgent need to improve the standard of living and the education levels in rural areas.

"It is not appreciated that 44% of SA's population and 56% of its blacks live in rural areas. If universal franchise was introduced there could be considerable pressure from rural dwellers for a bigger share of the social aid budget to be spent on improving their living standards than in urban areas," she said.

She added that a shift in public policy was needed to focus on creating job opportunities in smaller villages and deep rural areas, saying this might help to slow urbanisation.

Students urged to assist the NECC

Sowetan 3/7/90

SO

THE democratic movement needed to urgently address the lack of workable policies for achieving objectives like a just South Africa and democratic education, students at the University of the Western Cape were told at the

weekend.

Mr Eric Molobi said at the UWC's graduation ceremony that it was to institutions like the UWC and progressive academics and researchers in general that the NECC and the Mass Democratic Movement looked for a constructive and rewarding partnership in finding

workable policies for the objectives aimed for a new South Africa.

Molobi, national convenor of the National Education Co-ordinating Committee, said an existing initiative for the creation of such a partnership was being discussed by the NECC and the university.

This involved the proposal to establish an Education Policy Unit at UWC to investigate and research education policy issues.

Students had the choice to use their knowledge and skills for their own gains or the pursuits of the cause of justice, he said. - Sapa.

FAC: we are not

R50 Vaal library fee hits black students

(50)
Soweto
3/7/90
~~25/5~~

THE Vereeniging Town Council is charging residents living outside the area a R50 membership fee for the use of the public library.

Black students, who have been using the library until the council introduced the fee on July 1, believe the move is a racist ploy to stop them using it.

One student claimed that a library assistant refused to accept the fee when she offered to pay.

Instead, the assistant referred her to senior officials of the council, she said.

The new regulation has left dozens of black Unisa students - most of them live in neighbouring townships - without a place to study.

The student said the fee was nothing but "a naked racist ploy" to stop blacks from going to the library.

"Libraries in the black townships are ill-equipped and none of them open late in the afternoons or in the evenings," she said.

By SONTI MASEKO

The town secretary of the council, Mr Johan Coetzee, emphatically denied allegations of racism, saying the fee affected all those people who were not ratepayers, "including some white people in surrounding farms".

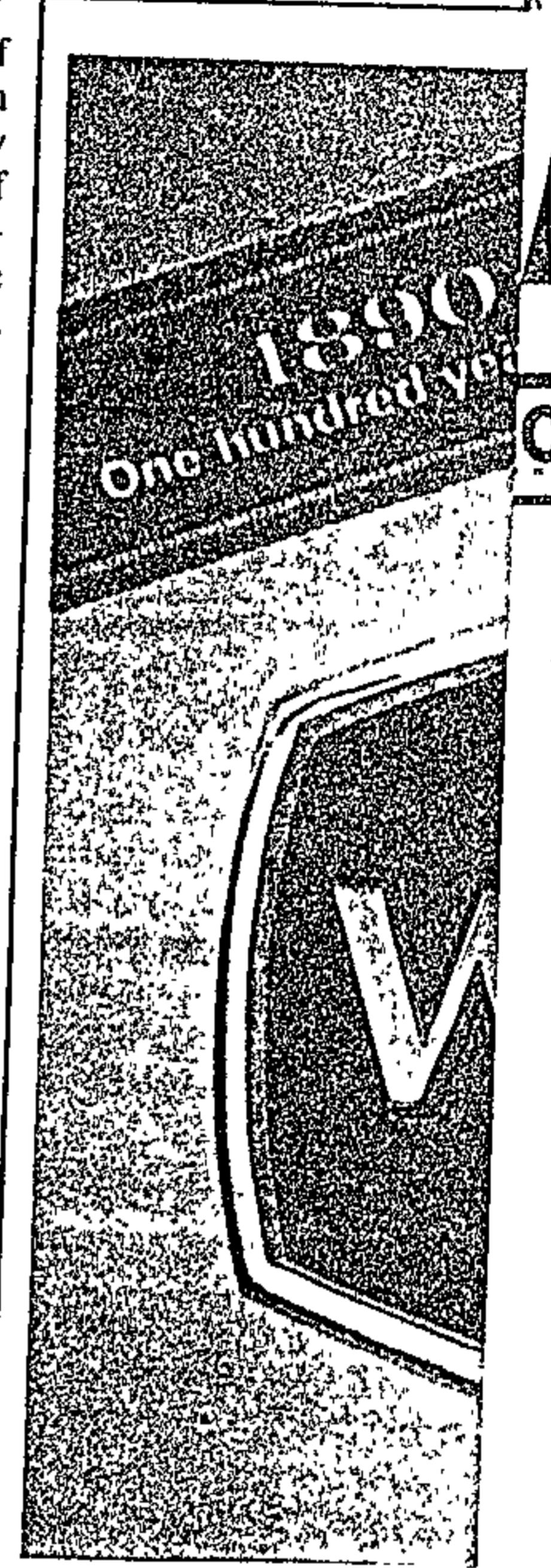
He said the council introduced the fee to offset costs of running the library "which is heavily subsidised by ratepayers' funds".

On the refusal by the library to accept the fee from a black student, he said the council was still awaiting the publication of the Repeal of the Separate Amenities Act in the Government Gazette.

He said: "We have not yet received the publication. Once we have, we will report to the council which will decide whether to officially open the library to all races."

Coetzee said the council had been allowing black students "unoffi-

cially" to use the reference section of the library.



4/7/90

R50 to open Vereeniging library doors

Own Correspondent

The Vereeniging Town Council is charging people living outside the town a R50 membership fee to use the library.

Black Unisa students, who studied in the library until the fee was introduced on July 1, believe the move is a racist ploy to stop them using it.

Town secretary Johan Coetzee denied this, saying all non-ratepayers had to pay.

He said once the Repeal of the Separate Amenities Act was gazetted, the council would decide whether to open the library to all races.

SA 5/7/90

~~15~~ ~~16~~ 50

NEWS



Errol Frewen (left), executive director of AECI, hands a cheque for R200 000 to Glen Greenway,

R200 000 boost for local primary school

By Abel Mushi

Paint manufacturers AECI yesterday donated a cheque of R200 000 to St Martin's Preparatory School in The Hill, Johannesburg, for the erection and equipment of a science laboratory.

The laboratory will also run science seminars for the in-service training of black primary school-teachers in Tokoza township.

Close

The offer is part of AECI's "Quality of Life" programme which has resulted from a close relationship between the company and the staffs of St Martin's Preparatory School and the RP Maphanzella School in Tokoza township.

The three have co-operated on numerous educational and extra-curricular activities in the past.

Glen Greenway, head-

master of St Martin's Preparatory School, received the cheque from executive director of AECI, Errol Frewen, who said his company considered the project a very worthwhile effort.

Mr Greenway told The Star the laboratory would be completed by the end of this year, adding that the school would provide an extra R20 000.

Hand-over

Staff members of both schools, pupils and members of the school's governing committee witnessed the hand-over.

St Martin's Preparatory School is a private non-racial institution with a current enrolment of 380 pupils.

Oliver Tambo, president of the ANC, was a teacher at St Martin's Preparatory School in the early 1950s, said Anthony de Souza, the school's public relations officer.

8th Afrikaans school may be forced to close

Education Reporter

Another white school in the Transvaal will be forced to close its doors at the end of the year due to a drastic decline in pupil enrolment.

Hoerskool Ontdekkers in Roo-depoort, which has capacity for 900 pupils, has only 400 registered at the school and 28 teachers.

Parents have held a meeting and recommended that the school close down at the end of the year.

A spokesman for the Transvaal Education Department (TED) said yesterday that the matter was still under consideration and a final decision would be taken as soon as possible.

The school will continue

operating until the end of the year and new pupils will be admitted if they apply, the TED spokesman said.

Headmaster APS van der Merwe is due to retire today and deputy-principal Andre Bam will take over his duties until the end of the year.

Last year two English schools and seven Afrikaans schools in the Transvaal were forced to close down due to a decline in pupil enrolment.

At the beginning of the year, the Bezhuidenhout Primary School in Johannesburg East closed down and and Western High School in Johannesburg West is due to close down at the end of the year.

Steffi Graf holds her head after losing to unseeded Zina Garrison yesterday.

But hard money poured on to ment of women's tennis wash

10A
10A
10A

CRISIS PLAN

50
GAG
7/17/90
6/17/90

Govt bid to break education deadlock

THE government is investigating a complete overhaul of all areas of education in a bid to solve the growing crisis in black schools.

Education Minister Dr Stoffel van der Merwe is expected to make a groundbreaking announcement on moves to break the stalemate between black pupils, teachers and the government early next week.

In the growing crisis there has been little teaching this year in black schools, specially those in Soweto, which have been racked by numerous boycotts.

Headmasters and teachers have complained of intimidation while pupils complain of a lack of textbooks, a drastic shortage of teachers and classes that are overcrowded.

Conditions have given rise to fears of an

"uneducated generation" of black youths.

Dr Van der Merwe admitted that education in black communities is in a state of crisis.

He said a complete overhaul of education was on the cards as the government has been forced to scrap a 10-year plan for eliminating discrepancies between white and black education.

The plan was launched in the mid-'80s and based on "assumptions regarding economic growth", he said.

But sanctions had stunted economic growth and new measures were called for. "The damage that was done by sanctions is to the detriment of millions of black children," Dr Van der Merwe said.

Regarding black education, he said his department was "working through the holidays to get some plans in place to try and break the education deadlock".

It has been reliably learnt that Dr Van der Merwe will announce new measures

in Welkom on Monday in a bid to save the 1990 academic year.

"One of the plans is centred around the provision of additional books and the other is about approaches to the community."

"I don't want to reveal too much at the moment because it is still in the process of being hammered out," he said.

It is already known that an unspecified quantity of textbooks will be made available to black students by the end of July.

The government also envisages introducing "remedial education for those pupils that have suffered from a lack of proper education because they have spent too few days in school".

Queried on reports that his department was prepared to recognise parent, teacher and student associations which the National Education Co-ordinating Committee (NECC) has demanded should be recognised, Dr Van der Merwe said this was open to negotiation. — Sapa

ECONOMIC SLUMP HITS SA

THE economy is experiencing a light recession and may cool down further, the Reserve Bank said in its Quarterly Bulletin released yesterday. The bulletin ascribed the possible strengthening of the cooling down rate to brittle business and consumer confidence.

Full report — Page 9.

APARTHEID BAROMETER

DETENTION STATISTICS: *W/Mail 6/7/90*
 ACCORDING to the Human Rights Commission there have been 73 section 29 detentions under the Internal Security Act since January. Presently there are 69 section 29 detainees. *(S)*
 And in Bophuthatswana there are six State of Emergency detainees. The HRC records that since last week, 22 people have been detained under section 29. They include prominent United Democratic Front activist and the first president of the Congress of South African Students, Ephraim Mogale, and National Democratic Lawyers Association member JB Sebanyoni.

STATE OF REPRESSION: *(S)*
Witwatersrand
 LAST Saturday two of the organisers of the welcome rally for African National Congress general-secretary Alfred Nzo were arrested. One of them was told by the police he would be killed if he continued organising such events. On the same day police arrested one of the youths at the rally. *W/Mail 6/7/90*
 When one of the chief marshalls at the rally tried to placate the furious crowd who had surrounded the police car in which the youth was sitting, a shot was fired from the police car. The marshall was wounded and certified dead on arrival at the local clinic.
 Two other South African Youth Congress members, Makhosi Jama and Aubrey Kitime, were injured.
Northern Transvaal:
 Harassment by chiefs, local authorities and homeland police is on the increase in the homelands. Civic leader A. Dikgale was shot and killed by the "Chiefs" police.
Orange Free State:
 Reverend S Schaletse was arrested in Heilbron on July 1 at the opening of the ANC office. The charge is unknown.
Eastern Transvaal:
 On July 3, the home of Matthew Phosa, a member of the ANC's le-

W/Mail 6/7/90
 gal department, was surrounded by police and army units. Phosa was not at home and the police demanded to search the home. The residents refused but they later returned with eight army vehicles and four hippos. They searched the house without showing a warrant. The police claimed that one of the residents had pointed a firearm at them. All they found was a toy gun.

EDUCATION:
 EDUCATION foundation executive director Dr Johan Van Zijl said 29 classrooms must be built every working day for the rest of the century to provide accommodation for all pupils and to work off the backlog in education. *W/Mail 6/7/90 (S)*
 He added that if present trends continued, 60% of all blacks in Natal would be unemployed by the year 2000. At the same time, there would be a country-wide shortage of more than 200 000 skilled workers.

PRISONER OF CONSCIENCE: *(S)*
 EPHRAIM MOGALE was detained under section 29 of the Internal Security Act on June 27 and is being held at the Sandton police station. *W/M 6/7/90*
 The 31-year-old activist was the first president of the Congress of South African Students and worked as an organiser for the United Democratic Front in the northern Transvaal. He spent five years on Robben Island after being sentenced in 1979.
 In 1987 Mogale, who was also the president of the northern Transvaal branch of the South African Youth Congress, was held in terms of the State of Emergency regulations. He spent 10 months in detention.
 Mogale, who is married with a three-year-old daughter, was recently injured in a car accident and had skin grafts on his hands. He is presently under medical care. He was living in Johannesburg at the time of his detention.

played in tennis... was

B1 Day 6/7/90

50

ne will mal
t smooth
ull and it
1987

small Fri
matured
boured

GST
MIXE

ave. A
in S
tree y
nd in
es (

ST
NC



SA BREWERIES will spend R300 000 over the next three years sponsoring a series of READ teacher programmes to equip teachers with techniques and tools to improve language competence and literacy at primary schools. SAB group public affairs manager Dunbar Bucknall presented Nomakhaya Monakali with training material at the end of the first leader course this week. READ hopes 60 000 pupils will benefit from the programme in its first year. Picture: ROBERT BOTHA

African Bank planning to open more rural branches

THE African Bank plans to expand its number of branches in small rural towns from 12 to 33 within the next five years — mostly in the western Transvaal.

This information is contained in the latest issue of the SA Institute of Race Relations publication, Update, published yesterday.

According to Update, the bank does not have enough branches in metropolitan centres, the development of which depends on the Reserve Bank allowing the African Bank to expand credit by at least 3%, three times the 1% rate banks are allowed at present.

In a feature on the informal sector, Update says that of a 1988 labour pool of 13,5-million, about three million were employed outside the sector.

According to the African Council of Hawkers and Informal Business, there are an estimated 900 000 hawkers countrywide and as many as 20 000 spaza shops in the PWV, with a turnover of R3bn.

Between 1988 and 1989 the number

PETER DELMAR

of Small Business Development Corporation (SBDC) loans increased by 16% to 10 131, half of them being made to blacks. Most were mini-loans of up to R5 000.

According to the SBDC, the major constraint on its development of business sites in black areas is the non-availability of land and difficulty of gaining access from local authorities.

It plans to inject R60m into a five-year programme of job creation, of which R20m will be used for the erection of buildings and for infrastructure in underdeveloped areas.

Fabcos intends setting up in-house financial institutions in which members will have equity and which will fund the various business enterprises.

Fabcos has two potential finance sources — an R84m trust held by Wesbank for the SABTA Foundation and a building society club account for stokvels, with over R50m.

'R7bn needed to end power backlog'

ABOUT R7,5bn was needed to overcome the electricity backlog and R600m would have to be spent every year, according to the SA Institute of Race Relations publication, Update, published yesterday.

Most of the amount needed would have to be funded through loans from various agencies, Eskom is quoted as saying.

It says 20-million of SA's total 33-million population does not have electricity — representing three to four million households. Nevertheless, the

TANIA LEVY

number of electrified houses in black urban areas increased 2% from 688 656 in 1988 to 698 988 in 1989.

Eskom's main problem is how make its supply accessible to the millions without electricity. Eskom says it would be too costly to extend powerlines to rural areas. Update says Eskom is investigating the possibility of using solar distributors to provide basic energy in rural regions.

0111 67790
13 01 19 6 7790

'Most pupils white' edict enrages private schools

JANET HEARD
Education Reporter

PRIVATE schools have expressed outrage at an amendment to the Private Schools Act which stipulates that more than half of pupils registered at such schools falling under the House of Assembly must be white.

The amendment to the regulations has broader implications as the Government is considering implementing two proposals for the opening of white State schools to all races, one of which entails schools opting to become private schools.

Exceptions to rule

According to the amendment which appeared in the Government Gazette on June 29, the Head of Education may deviate from the new law "in exceptional cases", but he may withdraw the exception "at any time at his sole discretion".

Southern African Catholic Bishops' Conference (SACBC) general secretary Brother Jude Pieterse, said yesterday that in the light of the reform initiatives of the Government and the lack of schools in the black community, the new regulation made "no sense at all" and was "extremely retrogressive".

He said Catholic Schools had tried for the past 16 years to bring about an admissions policy in which the Government's racial classification of people played no part.

"Schools cannot be expected to ask pupils to be withdrawn from school, nor can they be expected to limit their admissions in terms of racial classification. Such action will not happen."

Headmaster of the private non-racial school, Sacred Heart College, Brother Neil McGurk, said the change would have a dramatic effect on private schools.

He said the white school population was dropping by about 7 000 a year and demographic patterns showed that whites were moving out of the city suburbs while blacks were moving in.

Shirking issue

For instance Belgravia Convent had mostly black pupils and white State schools in the area were half-empty.

He said it appeared Minister of Education and Culture (House of Assembly) Piet Clase did not want to take responsibility for schools not predominantly white.

"What will happen to the registration of these schools? What will happen if the Government implements the privatisation proposal on open schools next year?" he asked.

Bishops 'no' to schools' race law

JOHANNESBURG. — The Southern African Catholic Bishops' Conference (SACBC) will not comply with a new law stating that more than half the pupils admitted to private schools registered with the Department of Education and Culture shall be white.

The new regulation, gazetted on June 29, was retrogressive, SACBC general-secretary Brother Jude Pieterse said in a statement yesterday.

"The SACBC notes with astonishment and dismay a change in the regulation dealing with the admission of pupils to schools registered with the Department of Education and Culture," he said.

More than half the pupils admitted "shall be whites" under the new law. It does allow for the head of education to deviate from this if, in his opinion, there is sufficient reason, but then "only in exceptional cases".

Such approval once given, however, may be withdrawn at any time at the sole discretion of the head of education.

"The government education authorities are fully aware of the stand taken by the Catholic schools," Brother Pieterse said.

"The schools cannot be expected to ask pupils to be withdrawn from school, nor can they be expected to limit their admissions in terms of racial classification," he said. — Sapa

S/Times 8/7/90 (50)

De Lange and the lo



Dries van Heerden looks at the state of black education in the week that the Government announces it is working on a plan to revamp the system

THIS is the year in which the problems in black education were supposed to have been solved.

Like that other magical target — 1978 — when, according to former Minister M C Botha, the exodus of blacks from “white” urban areas to the homelands would have started, 1990 was D-year for education.

Seldom in our history has a commission report been so eagerly awaited — and so universally acclaimed — as was the De Lange Report on Education, presented to the then Minister of National Education, Dr Gerrit Viljoen, in 1981.

Dust

It was a thorough and scholarly piece of research. It cut to the bone of our education problems — racially splintered control and inequality in funding and opportunities. Its recommendations were incisive, cogent and practical. It provided a much-needed blueprint for the years ahead — with 1990 as the culmination.

But, as happened so often with similar probes (Tomlinson, Riekert, et al) this report — named after the chairman of the research group, Professor Pieter de Lange, then rector of the Rand Afrikaans University — lay gathering dust on bureaucratic shelves.

Or, even worse, the Government treated it as a smorgasbord rather than a fixed menu — picking out certain suggestions that it found feasible to implement, leaving out vital recommendations that were supposed to have formed the bedrock of a new education system.

Pessimistic

“It is sad but true — the situation has worsened between De Lange and now,” says Dr Ken Hartshorne, a former head of the Centre for Continuing Education at the University of the Witwatersrand and one of the country’s most respected educationists.

He served on the executive committee of the De Lange probe and led the working group which investigated education structures and control.

It is difficult not to be pessimistic about the future of “black” education in particular and education

in general because the problems encountered now by the Department of Education and Training are bound to have a domino effect on teaching as a whole.

“The Government has totally lost control over black schools,” says Dr Hartshorne. “It is a frightening situation. And I have little hope that any answers can be found before finality on a new political dispensation has been reached.”

For now, one can only look back on a decade of lost opportunities — and speculate on what could have been had the De Lange proposals been implemented.

● De Lange’s insistence on ONE education department for all South African children with regional bodies to implement policy was flatly rejected by the Government’s White Paper immediately following the report.

The Government’s response was to go the opposite route — building up the Department of National Education, yes, to act as some sort of mother body, but to retain Education and Training for blacks, and strengthening the autonomy of the various Own Affairs education departments for white, coloureds and Indians.

Holding

Now it finds itself in a classic Catch 22-situation. The Government instinctively knows that one department and one education system is the only route to go, but it can’t move until clarity has been reached on what the political system will look like.

The result has been an uneasy and unsatisfactory holding operation: in white education playing around with options for the gradual integration of white schools and state funding for private institutions; in black education, applying Band Aids and interim measures in an effort to restore some coherence to a system that has failed the community and its children.

● De Lange’s recommendations on wiping out the backlog in educational spending, standards and facilities through imaginative planning and the rearrangement of the State’s budgetary priorities

have vanished almost without trace. A government scheme to implement a Five Year plan to achieve educational parity had to be scrapped within two years of its announcement.

However, the stark figures provide the best indication of how bleak the picture has become:

Total government expenditure on education has increased fivefold, from R2,1-billion in 1980 to more than R10-billion in the current financial year (although the effect of the shrinking value of the Rubicon rand should also be factored in), yet the problems of overcrowding, too few teachers serving too many pupils and inadequate facilities have not been solved.

Ratio

The pupil-teacher ratio in 1980 was 19:1 for whites and a staggering 45:1 for black children. De Lange recommended that this be narrowed to at least 30:1 by 1990. Last year the ratio stood at 41:1 for blacks while the white rate has “improved” to 16:1. In areas like the Transkei the ratio at primary schools is 62:1.

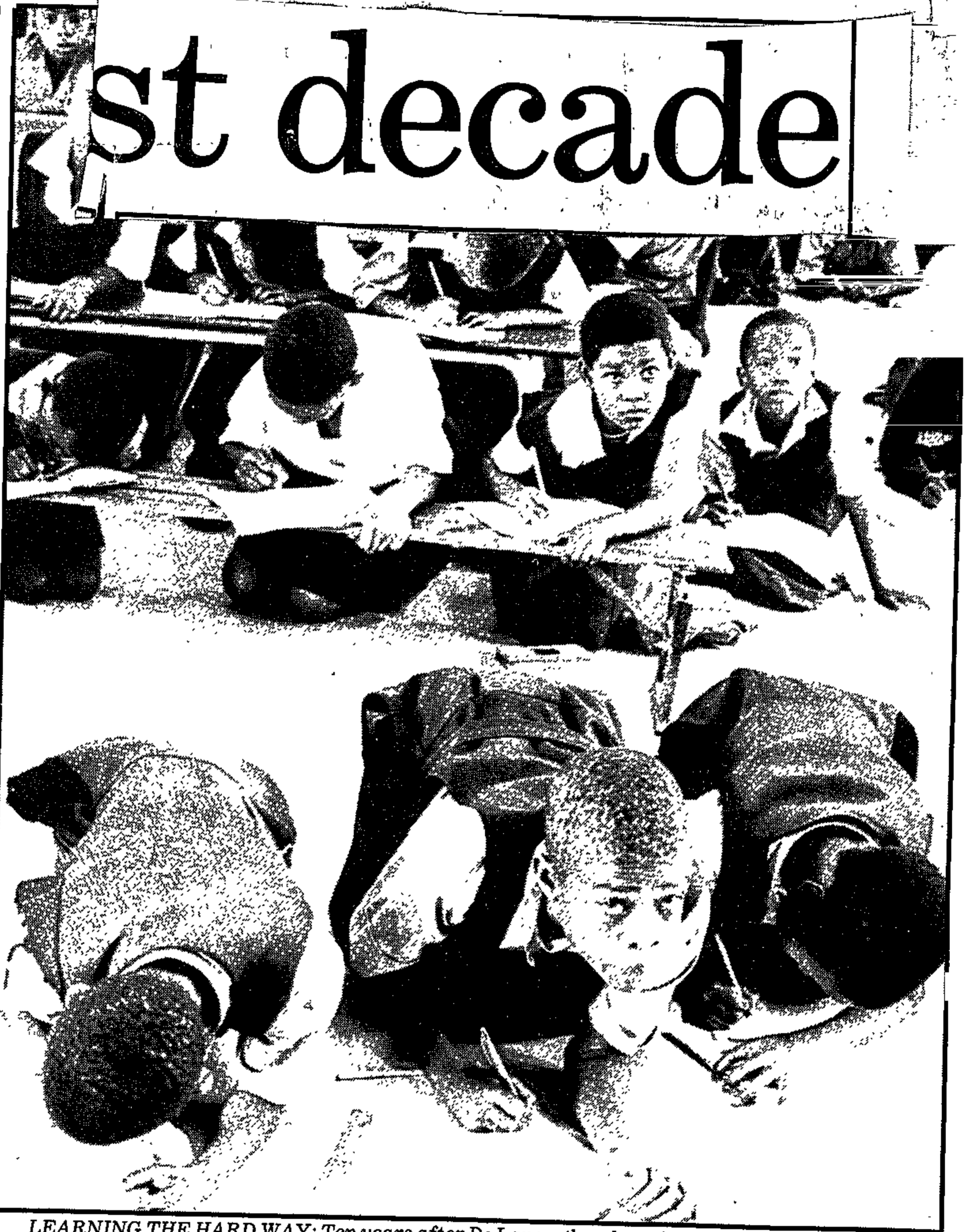
The number of black pupils at school (excluding the “independent” homelands) has risen in the 80s from 3,5 million to five million — equalling the total white population. There are now more black children entering Grade One each year than there are in the entire white school system.

Stark

The spending gap per capita has narrowed dramatically. In 1980 R1 was spent on a black child for every R10 spent on his white counterpart. In the present budget the ratio has been halved to 1:5. In real terms, however, the contrast is still stark: R2 800 a year for every white child, R600 for every black child.

The training of teachers has been one of the few success stories in black education over the past decade. Whereas in 1980 less than 20 percent of teachers in black schools had an education level higher than matric, this has risen to about 60 percent at the end of the decade. Teachers with degrees have risen from 2,4 percent to four percent.

st decade



LEARNING THE HARD WAY: Ten years after De Lange, the education crisis has grown worse

● A large section of the De Lange report dealt with the importance of pre-primary and primary education. The report recommended that imaginative steps be taken to bridge the gap between the home and the first years of formal education.

It quoted alarming figures from the 1970s to show that less than half of black children entering Grade One finished Standard Two in the required four years compared with 90 percent for white pupils.

This situation has not improved, says Dr Hartshorne. The biggest dropout percentage among black children still occurs at the end of their FIRST year of formal schooling. The long-term effect this will have

on the economy will be shattering, he predicts.

● Numerous smaller recommendations by the De Lange Commission have not been implemented either. Black schools still suffer from a serious shortage of school books, laboratory facilities, libraries and sports grounds while across town, in white schools, headmasters run swimming pools, tennis courts and athletics tracks like private fiefdoms, refusing even the school’s parents the use of them, let alone sharing them with children from other population groups.

In the 10 years since De Lange the education crisis has grown instead of diminishing. It would be wrong to accuse the Government of

ill-will (or even a lack of will) to tackle the problem. Within its own budgetary constraints it did a commendable job.

However, the root of the problem remains political — a pre-occupation with separateness taken to the extreme of duplicating, triplicating and quadrupli-

cating each and every educational structure.

Fortunately, this approach now seems to be on its last legs. Whatever government combination comes into being in the New South Africa we will have to tackle the education problem as a matter of the highest priority.



Star 9/7/90

Conflicting calls over black schools

Pretoria Bureau

The Department of Education and Training has appealed to parents and community leaders to accompany their children to school tomorrow in order to restore discipline at schools.

The chief regional director for the Northern Transvaal, Job Schoeman, said: "I issue this appeal because there are clear indications that certain groups intend causing further disruptions to the school programme on and after July 10," he said.

Meanwhile Mamelodi teachers appealed to parents yesterday not to send children to school tomorrow because they had closed schools only on Friday last week. He said they would reopen on July 31, the same date as the Transvaal Education Department schools.

A spokesman for the local teachers' union said: "We decided to follow the TED so that our pupils can participate in television programmes organised for white pupils. By so doing we are not adopting TED's calendar because we are still awaiting a new calendar to be introduced by the ANC government."

We need education, ^{Star} 9/7/90 — Nactu man

By Thabo Leshilo

Freedom without education was a farce and those who presently rejected learning would be unable to play any significant role in the post-apartheid economy, Nactu acting secretary general Cunningham Ngcukana said in Johannesburg yesterday.

Mr Ngcukana was speaking at the "Congress of the People" organised by the PAC at Shareworld, near Soweto. The purpose of the conference, with the theme, "Which Comes First, Unity or Negotiations?", was to consult on negotiations.

The two day congress was attended by about 3 000 people, mostly PAC supporters. Other organisations at the conference were the Workers' Organisation for Socialist Action and the New Unity Movement.

The conference condemned a negotiated settlement as a farce, called for a constituent assembly, and reiterated the organisations' commitment to "socialist democracy".

Let's get teaching going again, Minister tells NECC

A radical transformation of education in South Africa will come, including one education department, but in the meantime the Government and its opponents should work together using available resources, according to Stoffel van der Merwe, Minister of Education and Development Aid.

"We should stop working at cross purposes. We should co-operate to make the most of the available resources," he said.

In a wide-ranging interview about the future of education, he repeatedly came back to the opposing positions, and resultant conflict, between his department and the ANC-linked National Education Co-ordinating Committee (NECC).

Dr van der Merwe revealed he would be making a statement today in Welkom aimed at defusing the crisis in education for black children in the short term.

He will specifically deal with the sensitive issues of involving black communities more in education and the shortage of text books, both demanded by the NECC.

The government has also started investigations, the Min-

ister revealed, into a radical transformation of all aspects of education "for the elimination of the discrepancies between white and black education".

The plan will investigate a "complete overhaul" of all aspects of education, and specifically structure, content and the allocation of resources.

What does the Minister's department hope to achieve in the short term in black education, which Dr van der Merwe himself described as being in crisis?

Effective teaching

"The first goal is to have effective teaching going on in schools. It would be so much easier if the NECC gave their co-operation with that, because we've got an exam coming up.

"Last year's exam is going to look good against this year's exam," Dr van der Merwe predicted. "We're going to be longing for the good old days of 1989 when we get the results this year. They are going to be terrible.

"The department does have a lot to answer for and there are many faults," the Minister admitted.

"But I can guarantee you there are also many, many people in the department that have the interests of the black children at heart.

"But they've not been allowed to play a positive role because of the politicised nature of the whole situation," Dr van der Merwe said.

"So our first aim is to restore normality as far as possible, in order that as many children as possible can receive the best education possible for the rest of this year. So we can try and do some damage control."

In the medium term, according to the Minister, his department is going to try and get more effective community involvement.

"Community involvement need not necessarily be a grand design which you sit down designing for two years, and then implement on the 1st of January 1993, or something like that.

"It is something which we can start with almost immediately."

"Given goodwill, and given the interests of the children at heart and not the interests of organisations, there's a lot to be done." — Sapa.

'Don't delay education process'

(50)
~~578~~

ALTHOUGH black community organisations and leaders had repeatedly said they were committed to calls for students to go back to school, the Government also had the duty to address grievances that made conducive schooling impossible.

By NKOPANE
MAKOBANE

This was said by Mr Popo Molefe, the general secretary of the United Democratic Front, at the weekend. He was speaking at a function at a farm outside Mamelodi where

South Africa's first R30-million independent, non-racial teachers' training college is under construction.

The college is built and administered by Promat Colleges which, since its inception in 1983, has upgraded 1 000 teachers at its five colleges in the Transvaal and Natal.

The new college, which is to open its doors in January 1991, will match international standards. Its graduates will be qualified to teach at any school in South Africa.

About 200 matriculants and 400 teaching students will be trained in primary,

secondary and tertiary education annually.

"Though we want our children to remain at school, we are also aware they have problems which need to be addressed. The reality is that there are a lot of wrongs in black education. We must understand these problems and demand that the Government addresses them.

"Schools are overcrowded and pupils have no books. What are they going to do if they have no books? It is clear that the results are going to be gloomier than last year," he said.

Molefe said the Mass Democratic Movement and the ANC rejected the slogan "Liberation now, education later". He said

the process of education should not be delayed until freedom has been achieved.

"Our education must be one for liberation. It should teach us the liberation of the mind. We become qualitatively better when educated. The new South Africa can only be achieved by educating the whole community," he said.

Molefe lambasted Bantu Education for its objective to oppress the black man. He said ventures such as Promat must emerge in greater numbers and be supported by all, especially business people. Promat was making a contribution in the current transformation process, he said.

Joint effort vital, says Minister

A RADICAL transformation of education in South Africa will come, including one education department, but in the meantime the Government and its opponents should work together using available resources, the Minister of Education and development Aid, Dr Stoffel van der Merwe, has said.

"We should stop working at cross purposes. We should cooperate in order to make the most of the available resources," Van der Merwe said in Pretoria.

Future

In a wide-ranging interview about the future of education, he repeatedly came back to the opposing positions, and resultant conflict, between his department and the ANC-linked National Education Co-ordinating Committee (NECC).

Van der Merwe said he would make a statement in Welkom today aimed at defusing the crisis in black education. He will specifically deal with the sensitive is-

suces of involving black communities more in education and the shortage of textbooks, both demanded by the NECC.

The Government has also started investigations, the Minister revealed, into a radical transformation of all aspects of education "for the elimination of the discrepancies between white and black education".

Plan

The plan will investigate a "complete overhaul" of all aspects of education, specifically the structure, content and allocation of resources.

"The first goal is to have effective teaching going on in schools. That again would be so much easier if the NECC gave their co-operation to that because we've got an exam coming up.

"Last year's exam is going to look good against this year's exam," Van der Merwe predicted.

"We're going to be longing for the good old days of 1989 when we get the results of this year's exam. It's going to be terrible.

"The department does have a lot to answer for, and there are many faults," he admitted.



Minister Dr Stoffel van der Merwe

"But I can guarantee you there are also many people in the department who have the interests of the black children at heart.

"But they've not been allowed to play a positive role because of the politicised nature of the whole situation.

"So our first aim is to restore normality as far as possible, in order that as many children as possible can receive the best education possible for the rest

implement on the first day of January 1993, or something like that.

"It is something which we can start with almost immediately. The basic things are there.

"Given goodwill and given the interests of the children at heart and not the interests of organisations, there's a lot to be done," he said.

Is his department prepared to allow a complete restructuring of education in South Africa?

"Yes," Van der Merwe replied immediately.

Forecast

"If one wants to go the route which Ithron Rensberg (NECC general secretary) forecasts in his latest paper, then you don't do anything for a few years until you've had time to go through that very elaborate process which he proposes".

Mr Rensberg's paper, "The Generation of Policy for People's Education", spells out a detailed plan, beginning with a campaign "to collect the demands of the people regarding education through a process of widespread consultation".

The other objectives for a "People's Education", according to the NECC general secretary, include:

- * Drawing up "a guideline for a future education system in a democratic South Africa that will satisfy the needs of all the people;

- * Actively resisting and taking initiatives against oppression in all spheres of education;

- * Guiding student struggles in years to come;

- * Mobilising as many sectors of the community as possible around the issue of education and building unity between students and parents, workers, teachers and members of the community.

Strategy

"My strategy would be different," Van der Merwe said. "Basically I don't disagree on the fundamentals of Mr Rensberg's strategy.

"But one should do the one and not neglect the other, in the sense that if one just takes the (existing) inputs of the academics and of the experts, then you would already

be able to put into place a much improved education system at a fairly early date.

"Whereas if you wait until something new has been designed by the experts and it first has to go through the democratic process and be amended in the democratic process, before eventually implementing it, then we'll have another lost generation.

System

"So, my approach would be to say let us forget the inputs of the experts for the moment and let us immediately improve the system according to existing inputs.

"And then let us put up the structures which are necessary for this more elaborate process which Mr Rensberg is proposing," Van der Merwe said.

The Minister said there was much that could be done to improve the situation in black education in the short term.

"We need not wait for one non-racial education department - that will come anyway. It will come regardless of what we do now," Van der Merwe said. - Sapa.

State promises to regenerate black schoolings

8-2
10/7/90

50
10/7/90

By Janet Heard and Karen Stander

The Government yesterday committed itself to regenerate black education and called on the community to co-operate with the Department of Education and Training (DET).

Minister of Education and Development Aid Stoffel van der Merwe made a declaration of intent in Welkom yesterday — saying no preconceived ideas were attached to his call.

He said the new initiative was to break the disruption of black schooling.

The new DET school term starts today but it is not certain schools will open. The National Education Union of South Africa (Neusa) and the Congress of South African Students (Cosas) — which supported classes during the official holidays — claim schools will reopen only on July 31.

Dr van der Merwe said education co-operation would mean that "all over South Africa, in each school community, area or region, all of us must explore what we can bring to such a compact".

"However, I do insist that the first compact should concern the immediate restoration of education in those schools where tuition has come to a standstill.

"We can no longer afford the waste of valuable time — time that will be lost forever."

Dr van der Merwe said the problems in black education involved three main issues:

- The long-term question of the restructuring of education in the future South Africa, which was a political question to be resolved with overall negotiations.

Suspend

- The medium-term question: what should happen in black education until a new political and social system comes into being as a result of negotiations.

"This needs to be addressed urgently, because we surely cannot suspend education until such time as a new overall system is negotiated, finalised and implemented," he said.

- The short-term question: to restore normality to schools immediately.

"This also needs to be addressed urgently, because otherwise we will face a huge crisis

at the end of the year." He agreed with community representatives that the political debates should not be used as battlefields to the detriment of innocent children.

On the question of textbooks, he said R8 million had been made available to counteract the shortages.

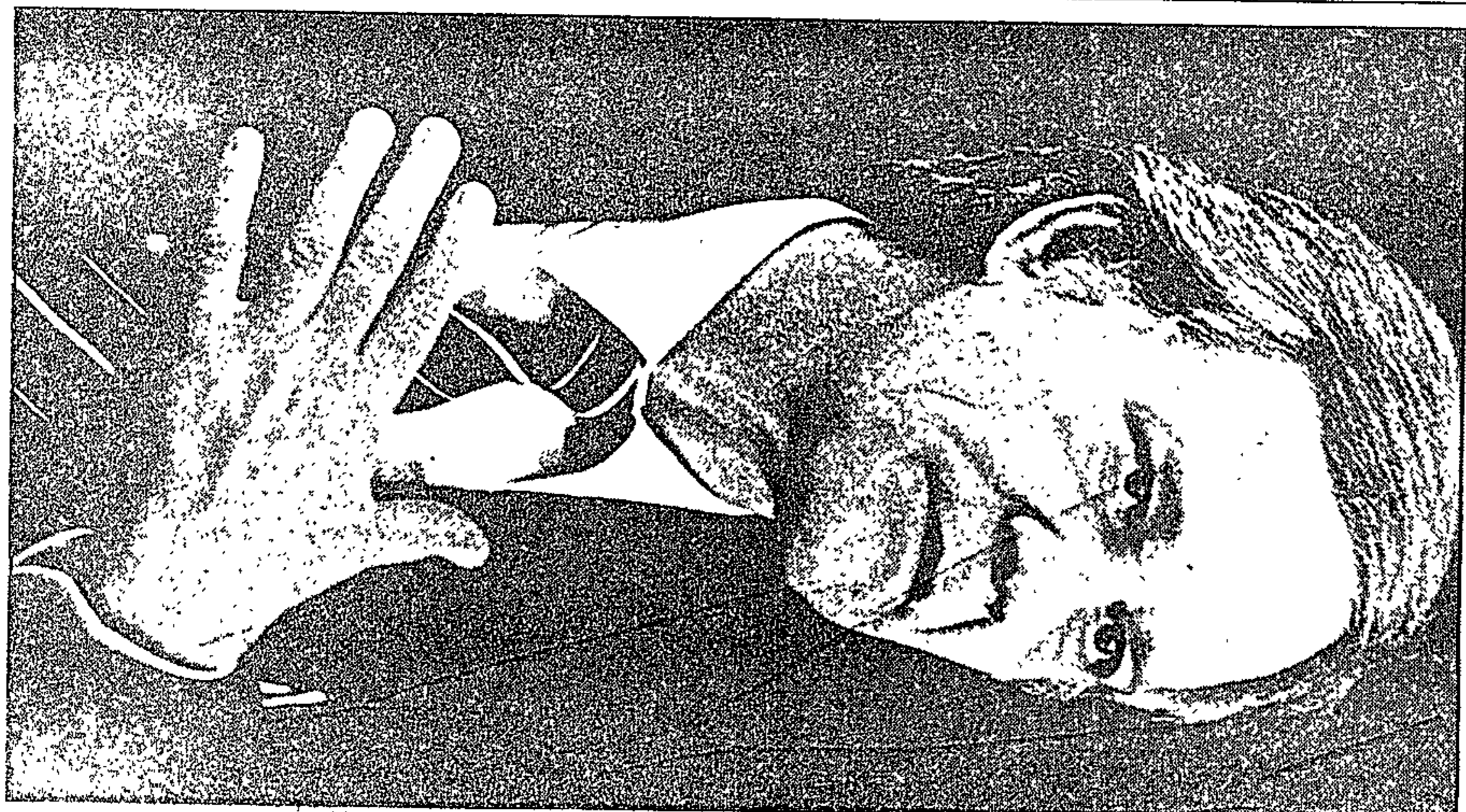
Political and educational organisations have reacted with scepticism to the announcement of a new deal.

Curtis Nkondo, national president of Neusa, said he would wait and see if the promises by Dr van der Merwe were met.

"When the demands made by students and teachers have been met then we will start talking to the Government," he said.

A spokesman for Azapo said while it encouraged students to return to classes, it did not believe Dr van der Merwe or the National Party had a claim to participating in the creation a new education system.

"Education is a composition of the values, norms, history and knowledge of an entire nation. That kind of education can only be devised in a truly democratic and socialist country," the spokesman said.



Halt the disruption of schooling... Stoffel van der Merwe talks in a school hall in Thabong, Welkom. Picture by Sean Woods.

Teachers urged to assist students

SO
10/7/90

THE dedication and commitment of the student should be backed up by an equal degree of dedication and commitment on the part of the teachers, and through much assistance to the student by the parents in particular and the community in general, the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said yesterday.

Addressing concerned parents and teachers in Welkom, he said education was not something that could be forced onto the students and the community by the State. It was an extension of the upbringing given to children by their parents and the community.

"The State and the department is nothing more than the agent for formal education on behalf of the parents and the community at large.

"Unfortunately this was not always the point of departure of previous governments, but it is the point of departure of this Government and of myself - and it is now the point of departure of the Department of Education and Training.

"What is needed now is a regeneration of education at the community level, and it is my responsibility to lead that process. Therefore, I call for an education compact, a deal, an agreement, between the department and the communities it serves.

"No pre-conceived ideas are attached to my call for such a compact. It is completely open-ended."

He said he did, however, insist that the first compact should concern the immediate restoration of education

in those schools where tuition had come to a standstill.
"We can no longer afford the waste of valuable time - time that will be lost forever."

Van der Merwe said changing the national education system was a lengthy process which would be dealt with in national negotiations when the constitution was re-examined.

He said an education compact would involve an evaluation by all parents and students of their aspirations and ambitions, and reconciling these with the realities of life. It would also involve an undertaking to teach and a commitment to learn.

Suggestions

"Then it simply remains for each community, for all of us, to fill in the details of the education compacts. Those details could span the entire enterprise of education.

"I have already received a number of most interesting suggestions from parents and other representatives. These include a shift in priority to providing a solid primary education and career-orientated education.

"The department has already taken up those suggestions and in due course I shall report back to the people who proposed them. The important principle here is that the suggestions came from within the communities, and that we know they were rooted in a deeply felt need." - Sapa.

CAM Times 10/7/90

'Education deal' for govt, communities

Political Correspondent

A NEW government-community "compact" or deal was necessary to revamp education in South Africa, the Minister of Education and Development Aid, Dr Stoffel van der Merwe, said last night.

Addressing concerned parents and teachers in Welkom, Dr Van der Merwe said: "What is needed now is a regeneration of education at the community level, and it is my responsibility to lead that process.

"Therefore, I call for an education compact, a deal, an agreement, between the department and the communities it serves."

Dr Van der Merwe emphasized that "no pre-conceived ideas" are attached to his call for such a compact — "It is completely open-ended."

However, he insisted that element of such a new deal should concern the immediate restoration of education in those schools where tuition had come to a standstill.

"We can no longer afford the waste of valuable time — time that will be lost forever."

Dr Van der Merwe freely acknowledged that black education faced a number of problems. These had to be seen in three dimensions.

First, there was the long-term question of the structuring of education in the future South Africa. This was a

purely political question which should be resolved as part of the overall negotiations.

Then there was the medium-term problems of what should happen in black education until such time as a new political and social system for South Africa came into being as a result of the negotiations.

Third, there was the short-term problem of restore normality to schools.

"This needs to be addressed urgently because otherwise we are going to face a huge crisis at the end of the year.

"We as grownup people cannot shirk our responsibilities at the cost of the children," Dr van der Merwe said.

An "education compact" would involve an evaluation by all parents and students of their aspirations and ambitions, and reconciling these with the realities of life.

It would also involve an undertaking to teach and a commitment to learn.

"I have already received a number of most interesting suggestions from parents and other representatives. The department has already taken up those suggestions and in due course I shall report back. The important principle here is that the suggestions came from within the communities, and that we know they were rooted in a deeply-felt need," he said.

July 11 1990

50 סל 11/7/90

NEWS

Confusion in black schooling



Sign of hope... a Soweto pupil sits for mid-year exams at the start of the third term. ● Picture by Sean Woods.

By Janet Heard and Musa Mapisa
While pupils in Soweto sat for mid-year exams yesterday, haphazard attendance marked the first day of the third term at black schools in other parts of the country.

Some schools reported full attendance while others were without a single pupil or teacher.

The Department of Education and Training (DET) reported that in the Cape and rural areas in the Transvaal normal teaching proceeded, but little schooling took place in urban areas and the Free State.

DET director-general Bernhard Louw said in some areas pupils and teachers attended school but made little effort to proceed with normal duties. He said there had been complaints of intimidation against pupils and teachers who wished to go to school.

Stayaway

The sporadic attendance appears to have arisen due to confusion surrounding the call by the National Education Union of South Africa and the Congress of South African Students to continue classes during the June holidays, but to break for an unofficial holiday from yesterday or Friday.

The National Education Co-ordinating Committee urged pupils and teachers to continue their lessons and not to break for an unofficial holiday.

The DET reported that in Mamelodi township outside Pretoria there was a 100 percent stayaway following the widely reported action by police against residents attending a mass meeting on Sunday.

The DET has warned teachers they would not be paid for days they did not work.

Mid-year exams

In Soweto, reports indicated that at most schools pupils and teachers had attended school, and at all four schools which The Star visited pupils were writing mid-year exams.

At the Vuwani Secondary School in Chiawela, many pupils were writing exams while others waited for exam papers which teachers were still printing.

A teacher, who asked not to be identified, said teachers had worked hard to ensure that schools ran smoothly and that pupils wrote the exams.

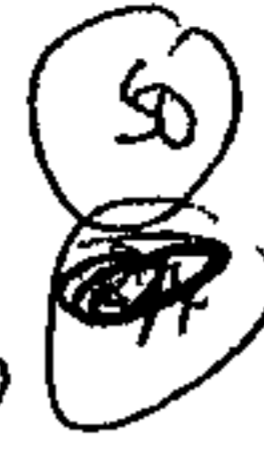
"Teachers even used their own money to reproduce important sections from the textbooks to help the pupils," the teacher said.

Many complained about a delay in getting the exam papers printed as equipment at the schools did not function properly.

Pupils and teachers also complained about the shortage of textbooks.

Black school attendance 'erratic'

AR 6/11
11/7/80



JOHANNESBURG. — Attendance at schools for black pupils was erratic yesterday — the first day of the third term, according to the director of liaison services at the Department of Education and Training (DET) in Pretoria, Mr Corrie Rademeyer.

"The position varied from area to area and even from school to school in the same town," he said. "Attendance at schools for blacks was erratic."

Without giving details, he alleged there were acts of intimidation against pupils who wanted to attend school.

Attendance at schools in the Cape Province, and in rural areas in Transvaal, was "satisfactory, and normal teaching could proceed".

In the urban areas in the Transvaal and in the Free State, however, Mr Rademeyer reported that "little schooling took place".

"In some instances pupils and teachers were on the school premises, but they made no effort at proceeding with the normal routine."

Mr Rademeyer alleged that acts of intimidation were committed by both pupils and teachers.

In Bethlehem in the Free State, a group of about 50 teachers began a sit-in at the local DET offices yesterday afternoon after police earlier arrested 54 teachers.

The teachers were held as they tried to speak to the local assistant director of the Department of Education about their grievances.

Lieutenant J van der Merwe of the Bloemfontein police confirmed the arrests, but could not say when, or whether, the teachers would be charged.

"They were holding a march in the centre of Bethlehem, and they had no authority," she said. — Sapa

Oil embargo on SA 'virtually impossible'

Special Correspondent

NEW YORK — An intergovernmental panel established by the United Nations to monitor the effectiveness of an embargo on oil shipments to South Africa has admitted that this is a virtually impossible task and that supplies are getting through.

In a written report to the General Assembly, the group referred to impediments to tracking down tankers' port calls when states' legislation embargoed crude oil shipments but not petroleum products.

The absence of any mechanism or procedure for reporting and monitoring port calls and vessels' movements prevented not only the effective enforcement of government bans on the export of oil and petroleum products to South Africa, but made it more difficult for states to co-operate in monitoring.

The report noted that several governments had not responded to the panel's requests for information about port calls. But it hastened to add that a request for information "in no way implies that states contacted ... were involved in any violation of the oil embargo against South Africa".

The report said the panel's task was made difficult by the republic's geographic location and because its harbours were conveniently midway between terminuses in oil and chemical shipping.

Unified education 'crucial'

By Shehnaaz Bulbulia

Anti-apartheid organisations yesterday agreed to the Government's call for community participation in the running of education, but said the only solution to the crisis was the implementation of a single education system.

In a statement, the ANC warned the Government that if a single, united education system was not instituted in the short-term "all hell will break loose".

Most mass democratic organisations described the Government's announcement on its commitment to regenerate black education as "vague" and reacted with caution and scepticism to the new deal. However, several organisations welcomed aspects of it.

These comments followed an appeal made by the Minister of Education and Development Aid Stoffel van der Merwe that the

black community should co-operate with the Department of Education and Training (DET).

Dr van der Merwe made a statement of intent on Monday — saying no preconceived ideas were attached to his call to establish a compact.

He said education co-operation (compacts) would mean that "all over South Africa, in each school community, area or region, all of us must explore what we can bring to such a compact".

An ANC spokesman said Dr van der Merwe appeared to have side-stepped the issue of the implementation of a single education system.

"Only the implementation of a single education system would redress the crisis in education which is so deep that it could at any moment plunge the country into a new political crisis. Dr van der Merwe's response to this was grossly inadequate," the spokesman added.

The ANC agreed with Dr van der Merwe on the urgent need to normalise the situation and the inclusion of community participation in the running of education. However, it warned that if a unified education system was not introduced in the short-term, "all hell will break loose".

General secretary of the National Education Co-ordinating Committee (NECC), Ihron Rensburg described Dr van der Merwe's announcement as "vague".

"The NECC needs more clarity on the concept of a compact. We need to know whether local compacts will take into account national demands.

"Referring education restructuring to the negotiating table means that the education crisis could run indefinitely and this is a mistake," he said.

However, a positive aspect of Dr van der Merwe's announcement was the recognition that high-school students and parent-

teacher-student associations had a role to play in the education system, Mr Rensburg said.

Curtis Nkondo, national president of the National Education Union of South Africa (Neusa), said he would wait and see if the promises by Dr van der Merwe were met.

Schalk Pienaar, the CP spokesman for black education yesterday rejected Mr van der Merwe's plea for a black education compact.

In a statement, Mr Pienaar said such a plan was unworkable as long as the ANC and its education fronts used black education as a hostage in the political negotiation process.

"The ANC will only put forward new unrealistic demands and even if the Minister agreed to all their current demands they are not interested in an improved black education system, but in the forceful takeover of the state," he said.

Schoolgirl is killed by youth in Soweto

5/10/12/7/90
Own Correspondent

A 16-year-old Soweto pupil was shot at school minutes before writing a mid-year examination paper yesterday. She died later at the Orlando East Clinic.

Carol Mashiga of 121 Zone 8, Meadowlands, a Standard 8 pupil at Sele-kela High School in Orlando East, was shot at close range by an unnamed 19-year-old Standard 9 pupil.

While the motive for the killing was unclear, teachers said it appeared the boy had been making advances to orphaned Carol, who turned him down.

A staff member who refused to be named, said the incident happened as pupils were about to start writing their mid-year examinations.

He said two boys were seen running away from the scene.

Dan Matau, a teacher who took Carol to the clinic, said the girl was shot in the neck.

"I was on the stoep when I heard gunfire. When I turned, Carol had fallen," he said.

At the clinic, Carol was given oxygen but died soon afterwards.

No arrests have been made and Soweto police are investigating. A murder docket has been opened.

Textbook deliveries soon R1-m will wipe out backlog

By Helen Grange

The first deliveries of textbooks to help make up for shortages in black schools will be made soon, the Department of Education and Training has promised.

DET director-general Dr Bernhard Louw yesterday said the books would be acquired with funds from a special allocation of R8 million which had been set aside to help make up for shortages caused by the alleged non-return of books lent to pupils.

In the first round, R500 000 from the special fund had been allocated to each region of the DET for urgent orders. The balance would be allocated according to greatest needs.

Regional chief directors had been told to ask for commitments from the communities and the pupils concerned to look after the textbooks and return them at the end of the academic year.

● Attendance at black schools has reportedly been sporadic. In some areas, very little attendance has been recorded, while normal teaching has taken place in other regions.

At coloured schools in the Transvaal, teachers returned to work yesterday after a month-long strike was suspended.

They stressed that alternative strategies of defiance would be formulated until all their short-term demands had been met.

Staff Reporter

The Government has allocated R1 million to counter the backlog in textbooks at DET schools in the Johannesburg region, Education and Development Aid Minister Stoffel van der Merwe said last night.

Addressing a media conference in Johannesburg after a meeting with parents of pupils in Soweto and Alexandra, Dr van der Merwe said the money would be drawn from a special R8 million fund allocated to meet textbook shortfalls countrywide.

The root cause of the backlog

was that the books had been either destroyed, lost or not returned, he added.

The parents' delegation, affiliated to the Johannesburg Regional Council (JRC), undertook to ensure that parents assumed responsibility for the textbooks provided.

Sufficient

JRC chairman Steve Ramoetsane said R1 million would be sufficient to counteract the shortfall in the region.

Parents had already started collecting books from schools and had recovered 5 000 books and expect-

ed to collect 30 000 missing books by the end of the week.

The surplus books would be redistributed to schools where shortages existed.

He stressed that the JRC delegates had dissociated themselves from the National Council for Education and Training, the body which governs the DET's school management council structures, because "the structures designed by the DET were unacceptable".

The delegates, nevertheless, decided to continue serving on the JRC to promote change "from within".

No to call to help 'reform Bantu education'

South 12/7 - 18/7/90

From MONO BADELA JOHANNESBURG. —

Black educationists have spurned a call by education and training minister Dr Stoffel van der Merwe for them to cooperate in implementing a new education deal for blacks.

Mr Curtis Nkondo of the National Education Union of South Africa (Neusa) has flatly rejected the government's proposed new education deal for blacks in which the government committed itself to regenerating black education.

Van der Merwe made a declaration of intent in Welkom on Monday, saying no preconceived ideas were attached to his call. His new initiative was simply to end the disruption of black schooling, he said.

But Nkondo responded to the offer by accusing the government of trying to "reform Bantu education".

"We are not prepared to be partner in that kind of reformation. We want to negotiate as equal partners. The government should have person-to-person nego-

tiations. (SO) (18/7) "We all have to work together and try to resolve the impasse," Nkondo said.

Neusa had handed in many demands, but not one had been fully met.

"It is all very well to talk about R8-million set aside for books. The books should have been delivered in January — so talking about R8-million is unimpressive."

Nkondo said Neusa had asked that damaged schools be restored and upgraded. "Not one is being repaired."

He rejected a government claim that schools could not be repaired because school inspectors are being chased away. These officials did not build schools.

The African National Congress has also reacted with scepticism to the announcement of a new deal in black education.

Referring to the R8-million said to be put aside for textbooks, Mr Pallo Jordan, head of the ANC's Department of Information and

Publicity scoffed at the school-book grant.

"The sum mentioned is an insult. It won't even address the problem in one town."

Azapo's publicity secretary, Mr Strini Moodley, said Van der Merwe should not appeal to the black community to assist him in legalising his education system which "has been responsible for the way in which this society has developed over the last five decades".

Meanwhile, a slow return to school marked the official start of the third term under the Department of Education and Training (DET) on Tuesday.

Most schools in Soweto and Alexandra did not close when black schools closed for winter holidays on June 15. These schools will close on Friday and are due to reopen on July 31, the same day as the white Transvaal DET schools.

In Mamelodi, Pretoria, no pupils turned up for school on Tuesday.

Mandela to address lawyers

South 12/7 - 18/7/90

From MONO BADELA JOHANNESBURG. —

ANC deputy leader Mr Nelson Mandela, now on his last leg of his tour of Europe, America and Africa, will deliver a keynote address when the National Association of Democratic Lawyers (Nadel) hold its fourth an-

nual general meeting from August 3 to 5.

The meeting, to be held in Durban, will focus on the role of lawyers and the judiciary in the 90s.

Mandela, who trained as a lawyer, is the association's honorary life president. Other speakers during the opening session will include Albie Sachs.

pen

port elizabeth news

JOURNALIST

The PORT ELIZABETH NEWS AGENCY has a vacancy for an imaginative, hard working and self-motivated journalist to work in an exciting news area. PEN supplies news to a number of daily and weekly outlets, and is part of the independant East Cape News Agencies network.

Apply to: ECNA, Box 897, Grahamstown. Phone: (0461) 23486

Star 13/7/90

Classes resume at coloured schools

By Janet Heard,
Education Reporter

Classes have resumed at coloured schools in the Transvaal after thousands of teachers suspended their month-long "chalks down" strike earlier this week.

When The Star visited a primary school in Eldorado Park yesterday, the classrooms were filled with pupils and teachers were back at work.

A spokesman for the Progressive Teachers' Union, Mike Davy, said teachers would hold a meeting today to discuss other forms of defiance to pressure the Government to address their grievances.

Mr Davy said the strike had

dragged on for a month because the Government had taken weeks to respond to their demands.

He said teachers had handed a memorandum to the Department of Education and Culture (House of Representatives) on May 18, and the first response from the department was received on June 4.

"One can't help wondering whether the Government would have dragged its feet in this manner if it were white teachers who had gone on strike," he added.

The department's regional chief inspector, John Francis, confirmed yesterday that classes had resumed.

He was reluctant to say the situation had returned to normal, as teachers at some schools were refusing to undertake administrative duties.

"I am glad teachers are back in the classrooms and I hope that they and the pupils will work very hard to eradicate the backlog which was created due to the chalks down."

Pupils did not write the mid-year exams because of the strike. Although teachers attended school every day, they did not continue with the syllabus.

Mr Francis said his department was doing its best to attend to teachers' grievances about poor working conditions.

Call for Soweto and Alex pupils to take a break

Star 12/7/90

By Janet Heard

Soweto and Alexandra pupils are expected to take a self-declared two-week holiday after completing their unofficial 1990-year examinations today.

Sources said yesterday it was likely that teachers would continue working and mark examination papers during this period but that pupils would have a holiday.

The call for teachers and pupils to take a break from today was made by the Congress of SA Students and the National Education Union of SA.

This week the National Education Co-ordinating Committee made a national call for pupils to continue schooling.

A DET spokesman said yesterday that pupil attendance countrywide had improved since the "erratic" attendance on the first day of the third term.

GRIM REALITIES: Truths of Soweto life few

dared to say out loud

Gutsy Mathiane: She's blunt, and fierce — but always fair

U/E Hair
13/7 - 11/7/90

NOMAVENDA MATHIANE

writes for 'Frontline' magazine. A collection of her stories have been reprinted in a book, 'Beyond the Headlines', from which the following extracts are taken

Misdirected advertising

THERE is a deodorant advert on television where a white guy, clapping eyes on a sweet young lass, rushes to buy a bouquet of flowers to give to her. Well and good but now there is an identical black version and I must say it most unconvincing.

This is not because black people do not like or buy flowers, but not in this way. Black men just don't do that sort of thing. Not only do they not buy flowers for their girls or lovers but there is no way a black man can buy something for a stranger. And that has nothing to do with being miserly. Just as whites hardly ever accost and talk to strangers. You can see them in the bus or train. They'd rather bury their faces in the newspapers than talk to fellow travellers.

White men do not leer and shout appreciative remarks to a woman walking down the street. Black men excel in that. In fact time was when that was tradition. That was how men showed their interest to girls.

The most beautiful unwritten poetry is used by black men on women. For instance, there was a popular phrase which went something like: the one who has killed a buck has not roasted it, if he has roasted it he has not eaten it, and if he has eaten it he has committed a crime. (*Noseyishayile akakayosi, nosoyosile akakayidli, noseydile udle icala.*)

The point was that it was considered very unscrupulous for a young Zulu to woo someone else's girl, so a guy had to work out other ways of making advances to a woman without appearing a jerk.

In particular it was taboo to approach a girl who was bespoken by someone of your own clan, so when a Zulu man had his eye on a woman his opening line would be: "*Ntombi uthanda kwabani?*" (Girl, which family have you chosen?) Mark, the question is not who the girl's lover is, but what his surname is. Whoever was interested in a girl had to make sure that he was not eyeing his "brother's" girl.

That was how important family names were. There are hundreds of thousands of Khumalos or Nkomos, but if the girl answered "Khumalo" then any Khumalo immediately laid off, regardless that he might only be related to that Khumalo through an ancestor 10 or 20 generations back.

This custom has changed dramatically in the space of just a few years. In the old days, you did not need to know who someone bearing your name was or where he or she came from. Anyone who bore that name was your brother or sister. Today you hear people say although we share the same surname, he is not my relative.

Of course, a lot of that has come from the Western influence of nucle-



Nomavenda Mathiane: A terrible secretary but now a writer

Picture: AVIGAIL UZI

Africa's way

I WAS invited to an international conference about South Africa. As everyone knows, these conferences mean little in terms of what is actually going on here at home, but one goes anyway because somebody is paying the bill and it is a pleasure to see the world and meet people. However, I was disturbed when one of the delegates, a cabinet minister from an African country, spoke of solving problems the "African way". The more he spoke of "the African way", the more worried I became.

Some of us who are yearning for our liberation have reservations about this phrase "the African way". We wonder whether it is used as a disguise for the fact that liberated Africa is a very long way from where everybody wanted it to be, and where people thought it would go to when liberation arrived.

ar families. But there is also another explanation. When people from beyond the Limpopo came to South Africa, they had to apply for reference books. As aliens they would not qualify for South African status bearing their real names. So they adopted local names, especially Ndlovu and Muisi. These people knew nothing of the history of the names they had adopted.

It was not long when one heard comments such as "No, he is a Rho desian Ndlovu" or "a Kenyan Gule". However, a few surnames have stood the test of time, such as Khumalo. To this day the Khumalos regard Ndebele Khumalos as their brothers. Any Khumalo person will say "There was one Khumalo from whom we all came."

The Basotho chaps are even funnier. Instead of paying attention to the woman, they go on and on about who they are, the family tree and all. The purpose being to imply: dumb would be a woman who turns down the son

What does "the African way" mean? Does it mean the demise of order and rise of chaos? Does it mean the replacement of an orderly but unjust white domination by a disorderly and equally unjust clique domination? That the hope of liberty, fraternity and prosperity is dashed?

Since the time of liberation, Africa has acquired an instant "African tradition" of sacrificing truth for ideology. No wonder that journalists are unable to give us a true picture of what is going on in their countries. No wonder most African writers are in exile.

One African writer, addressing a group of South African writers, warned us to write now because in a black-run South Africa we may find it difficult.

On the plane home I found myself sitting for part of the way next to a Kenyan. At first he praised and applauded me as his sister from the oppressed south, but as the flight wore on and he mellowed,

he finally said: "Stop looking forward to your liberation because once you have got it you will go backward. We know."

For me this was a terrible shock. It does not really sway me, because I demand and insist upon my total liberation and total citizenship of my country, and until I have achieved that I do not care what happens thereafter. Nonetheless, this Kenyan made me realise that we do not need liberation in name alone, we need liberation which is real.

The trouble is that the South African government becomes complacent. It points to hunger and corruption in neighbouring countries and uses this to justify white rule. I can never accept white rule. As long as they make me an inferior being I do not have the luxury to work on what it means to make liberation real. I have to be prepared to swallow whatever kind of liberation comes up, lousy as it may be.

people become more aware of themselves and as new classes emerge which find it inadvisable to behave in the ways of their fathers.

But to verify my comments about black men buying flowers for their lovers, not that I disapprove, I watched the reaction of a group of teenagers when the commercial was on. I remarked: "Oh, what a gentleman". It was so funny when one said "*Isitima*" (fool) and another said "*Im-bongolo*" (ass).

I could not visualise any of the boys rushing off to get a bunch of flowers for a girl. It's not because it is vulgar or tasteless. Black boys do buy Christmas cards and perfumes for their girls. Black men do shower their women with all sorts of presents but not with flowers.

Even those who have spent years abroad and have become black Europeans have not come back and bought flowers for their girls. But then the world of advertising is a world of

white men selling things to blacks. It is sometimes oblivious, and perpetuates myths.

Another example is the mealie meal commercial which tells us that to be a man and be strong you have to eat pap. The scene is of a labourer enjoying a dish of pap and meat. No harm in that, but it gains a strange echo in the changing township environment.

The idea comes across that pap is for labourers and that if you live in Diepkloof "Expensive" and work for the bank you do not need to eat that stuff, and this ties in with the general belief that the people in the rich areas can't manage to eat properly.

The belief is that those people spend all their money on their bond and flashy appearances and that they only eat well when they go back to their humble parents in the old townships.

Way back at the creation of Dube, the first middle class township, the story was the Dube people ate oidal which was delivered at night so the neighbours would not see.

At that time oidal was the cheapest meal. Today it is regarded as a kind of delicacy and a proof of blackness, like pap is to the exiles in Europe and America. (To these people, funnily enough, boerewors and biltong also bring tears to the eyes and are treated with great ceremony, although back home in the townships no black person even looks at biltong.)

From then on I suppose that most of the slander-stories about the habits of the middle-class blacks were fabrications by jealous people. Even today it is common for the poor people in the old townships to believe that the rich people in the new townships label their foodstuffs to be eaten on certain days of the week. Mind you, maybe that is true after all. What definitely is true is: woe unto the maid who eats an apple which little Thabo was to take in his *skaf* tin (lunch pack) to school.

In this situation it seems to me to be dangerous to label a particular kind of food as "for labourers". Some perverse and unintended consequences follow.

WE mat 1317-1917190 (50)

Literary evenings look at women

THE focus is on women in South Africa in a series of discussion evenings to be held jointly by Exclusive Books (Hyde Park), and publishers Random Century, Collins, Penguin and David Philip.

The dates are Monday July 30, Wednesday August 1 and Sunday August 5.

Pertinent literature will be on display.

The venue is the Founders' Hall at Rodean School, Princess of Wales Terrace, Parktown. The meetings begin at 7pm.

The first of the evenings is July 30, with "Women on the Cutting Edge" under discussion. Panelists are former Black Sash president Sheena Duncan, trade unionist Emma Mashinini, co-founder of the Detainees' Parents Support Committee Audrey Coleman and city councillor Ray Graham.

They will explore issues such as the prominence (or lack of it) of women in political parties, and the contribution of women to South Africa in its present state.

"Women Conducting Change" is the topic of the August 1 discussion. The panellists are women working in the fields of theology, the environment and social affairs.



Gcina Mhlope

Speakers on this evening are Jacklyn Cock, author of *The Militarisation of South African Society* and *Maids and Madams*, Ellen Kuzwayo, veteran activist and author of *Call Me Woman*, Lloyd Vogelmann, head of Wits University's Institute for the Study of Violence, Sheila Meintjies, Linda Chisholm and Sister Bernard Ncube.

The third evening focuses on "Women Writing". Wits lecturer Ann Smith, playwright/actresses Gcina Mhlope and Aletta Bezuidenhout, as well as Orenna Crut, will speak.

This evening will also be used to launch the paperback edition of Gillian Slovo's novel, *Ties of Blood*.

Seating is limited, so booking is essential. Phone Sue McCahey at (011) 403-5050, or fax to 339-7971.

Schools get go-ahead ^{Cape Times} for sponsors ^{13/7/90}

By CHRIS BATEMAN ⁽⁵⁰⁾

THE advertising era has arrived at Cape white schools and extra-mural events could soon boast sponsors' banners, boards and logos while players don kit emblazoned with the donors' names.

Cape Director of Education Dr Schalk Walters said the main motivation for the move was to help offset to extra-mural expenses incurred by schools.

He emphasised that sponsorships and adverts had to be "reconcilable with the educational nature and aims of the educational institution concerned and may not be offensive to any section of the community".

Schools were free to negotiate sponsorships and vehicles used on tours could bear the logo or name of the backing company.

Fetes and concerts

"Our ruling is that equipment donated to the school may carry the name of the donor but not if there is a cash sponsorship," Dr Walters said.

Advertising boards could be set up around playing fields but not permanently attached to any government building or equipment. They should be aesthetically pleasing and must not pose any physical danger to spectators or players.

Dr Walters said individual school communities would exercise a large measure of discretion within the departmental guidelines.

The advertising concession extends to school fetes and concerts. Similar concessions have also been made in the other three provinces.

Mr Bill Staude, Regional Director of Education for the Department of Education and Training (black schools), said he had received no indication of similar moves from his head office. Advertising at present extended only to "charity", he said.

Mr Hennie Jansen, a chief education planner in the Department of Education and Culture (coloured), has yet to reply to a Cape Times fax sent on Wednesday.

'Schools still a poser'

THE Government's attempts to address part of the education crisis by rationalising its bureaucracy through the Education Renewal Strategy is bound to fail.

Mr Terry Tselane, the National Education Co-ordinating Committee's national organiser, said this at a Winter School at Wits University yesterday.

Tselane said the key mechanism of control used by the State within the schools was traditional relations of authority. *Question 1317190*

The second reason why the State would fail, he said, was that its proposals would fall short of the people's political basic demands such as one education department. *(50)*

Political Staff
BLACK children on Western Cape farms were not allowed to ride on school buses designated for coloured children and they had to walk to school, even though their schools were often adjacent, a Stellenbosch University study has found.

"Many African farm children in the Western Cape have Afrikaans as their home language, yet, by an administrative flaw, their medium of instruction was Xhosa, their supposed 'mother-tongue'.

"One of the lasting impressions of this project has been the absurdity of segregating African and coloured farm schools," it said.

Black children came from the same farms as their coloured counterparts but they were not allowed to ride on the buses. "Because there are no buses for African children, they have to walk the distance that coloured children are carried."

The study, 'Farm Schools in the Western

Barred from school bus

Cape: A Sociological Analysis', was written by JF de Graaff, W Louw and M van der Merwe and published by the Research Unit for Sociology of Development at Stellenbosch University.

"There is no justification whatever for the counter-productive segregation of coloured and African education, both with regard to facilities and transport."

Black children were also often sent back to homelands at great cost in order to have access to high schools. "It makes eminent sense to consolidate African and coloured schools in most parts of the Western Cape farming area," the report stated.

Vandalised schools demand more security

AKES
19/7/90

By JOHN YELD
Education Reporter

AN outbreak of vandalism and theft at black schools in the Western Cape has led to a request to the Department of Education and Training to step up security.

Hardest hit has been I D Mkize High School in Guguletu, where six new stoves were stolen at the weekend.

The stoves were taken from the school's new domestic science laboratory, depriving more than 200 pupils of practical cooking lessons.

Teachers were extremely concerned at the level of vandalism at schools throughout the region and wanted security increased, said Mr Monde Tulwana, chairman of the National Education Co-ordinating Committee and a staff member at I D Mkize.

"There has been a spate of burglaries and at my own school we've just had this very serious burglary.

"We're very angry at this vandal-

ism and are concerned that DET is not putting up the necessary security," he said.

Teachers were also concerned that police did not seem to be taking the vandalism problem seriously and had not investigated the burglary promptly, Mr Tulwana added.

Police spokesman Captain Attie Laubscher said police were investigating and had received a description of a suspect who was known to them.

"We know exactly who we're looking for and fingerprints were taken yesterday," he said today.

Police were still waiting for a full list of stolen items from the school, he added.

Mr Ken Andrew, Democratic Party spokesman on education, said the burglary was an "unpleasant setback" for the school, which had been making steady progress after a number of "turbulent and difficult" years.

"However, the DET should be improving the security arrangements at schools."

Monday, July 19 1990

B1041917170

China treaty

nuclear Non-Prolif-
eration Conference in
accordance to a report
in Defence Weekly.

as potential new
weapons technology.

International Pro-
liferation, John
at least SA and

weapons techno-
logies, and those
of nuclear military

technology from
the ultimate treaty
disarmament.

SA is generally
defence capability.

reports of test
of sea-based missile
d.

French and South
similar moves by
as well as the Front-

sion will have to
be met, who may try
to accede to the

in representation
of Energy Author-
ity Sapa.

Call to rid SA of illiteracy

OWEN MAUBANE

ILLITERACY among
women contributed sig-
nificantly to SA's high
population growth rate
and low productivity,
Operation Upgrade di-
rector Cheryl Cameron
said yesterday.

Cameron was speak-
ing at a seminar orga-
nised by the Tugela Ba-
sin Development
Association in Colenso,
Natal. (50)

"The level of literacy
can make a difference
of up to three children
per family in develop-
ing communities," she
said.

"Women with seven
or more years of formal
education are inclined
to marry on average
four years later in life
and use 25% more con-
traceptives than women
with no school educa-
tion," she said.

Cameron said SA
could turn its economic
position around by
transforming its illiter-
ate people into a skilled
labour force.

BY NIKOPANE
MAKOBANE



The late Mrs Sebolelo Mohajane

THE Careers Centre in Diepkloof, Soweto, is inviting young black pupils and students to apply for its bursaries for next year.

Called the Sebolelo Mohajane Bursary Fund, the project was established in 1989 in honour of the late Soweto educationist.

The former executive director of the centre was killed in a car accident in the Free State two years ago.

Mr Sydney Buti Makogalemele, the bursary officer,

said application forms should be sent to his office by October 31.

He said next year's batch of bursaries would be the second the centre has offered since the fund was started.

Currently, 12 students, nine at universities and three at technikons, are studying through their bursary scheme.

He could not say how many bursaries were to be offered this year. The bur-

Careers Centre bursaries

NATION BUILDING



The power is in your hands

sary committee has yet to meet.

"The fund exists to assist young black people with high probability of success."

"The applicants should be those who would not normally get an opportunity to study at secondary or tertiary levels," he said.

The minimum requirements are:

* Applicants should not be older than 23 to qualify for a first-year university or technikon study;

* Applicants who are already at tertiary institutions should have a good academic record with a minimum of 50 percent

aggregate in the previous year of study; and

* For tertiary level study, applicants should have obtained matriculation exemption or have successfully completed a year or two at a university or technikon.

The bursaries are open to young blacks who are resident in South Africa.

The fund covers: secondary level (Std 9 and 10); tertiary level (all

commercial subjects), science (medical, biological, paramedical and engineering), law and social science (communications only).

The bursary covers registration fees, tuition, accommodation and book costs.

Application forms are obtainable from: The Bursary Officer, Sebolelo Mohajane Bursary Fund, PO Box 38, Orlando, 1804.

Sowetan 1/11/1990

50

Hendrickse 'yes' to black pupils

BLACK children, particularly in rural farming areas, could attend schools for so-called "coloureds" and they could use buses designated for "coloured" pupils, the chairman of the Ministers' Council of the House of Representatives, Mr Allan Hendrickse, said yesterday.

"It has been the policy of the department since the Labour Party took control of education in 1975 that African children be admitted to so-called coloured schools, particularly in farming areas.

"Africans are entitled to be admitted to these schools as long as the principal informs the department," he said in a statement.

Mr Hendrickse was reacting to the strong criticism of the racial segregation for African and coloured farm schools by three Stellenbosch University academics, Mr J F de Graaff, Mr W Louw and Mr M van der Merwe.

They described the situation as "absurd".

Mr Hendrickse also said yesterday that farm worker wages, working conditions and fringe benefits on farms were to be investigated next year by a special manpower commission.

● The National Manpower Commission completed an investigation in 1982 into the position of farm and domestic workers, but it has never been published.

~~The Intransigent Endorphinopie...~~

Teacher 'molested pupils'

By DAN DHLAMINI

C/Pass
22/7/90



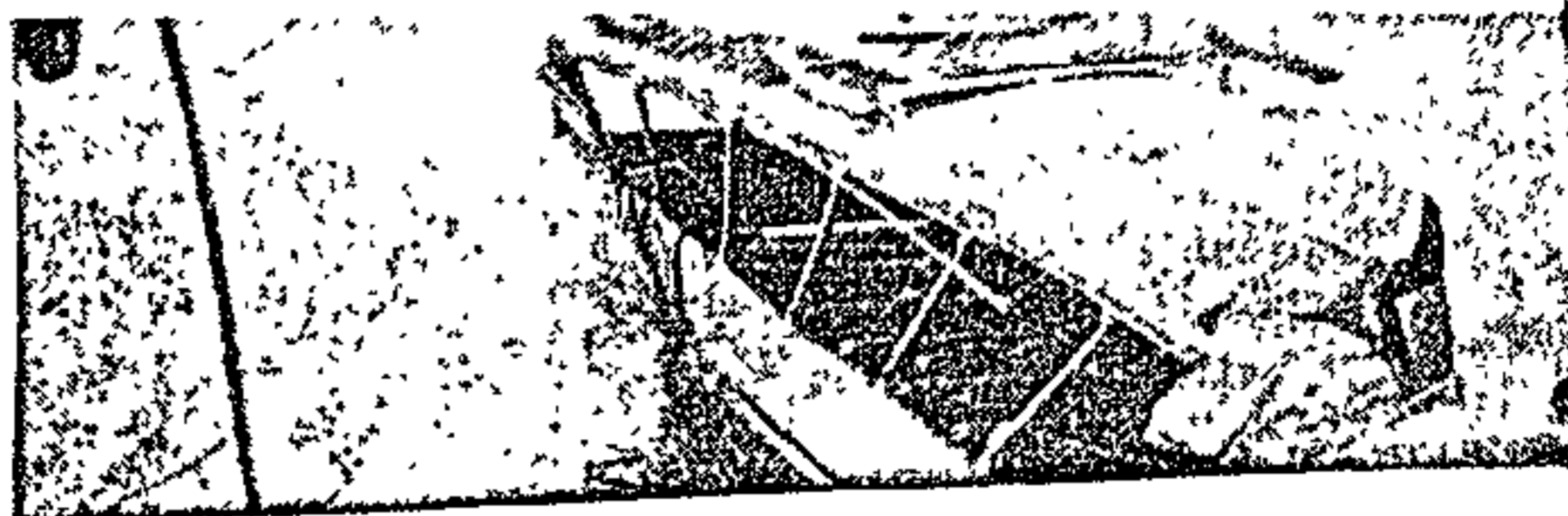
A WHITE religious instructor in the western Transvaal is facing charges of indecently assaulting eleven black children - a girl and ten boys - aged between 14 and 17, at Bethal High School in Colligny.

Johannes Cornelius Lombaard, 48, a biblical study teacher at the school, appeared in court this week after being arrested at the school by Stilfontein child protection unit of the police.

No charges were read to him and he was released on R2 000 bail. The case was postponed to August 30 for a date to be fixed for the case to come before the Regional Court.

Prosecutor M Theunissen declined to give any further details of the case.

F
ove.
aliv
A
mer
mer
H
mar
M
poli
M
tha
off l
M
by tl
gran
W
man
haga
and



News in brief

Workers' protest march

BETWEEN 500 and 700 people, primarily employees of Anglo American Property Services (Ampros), took part in an orderly protest march on Saturday which ended at the head office of Anglo American Corporation. *Sowetan 23/7/90*

A list of demands was presented to Mr Alec Gullan, a director of Ampros, with a request that it be given serious consideration. - Sapa

Pay talks for mediation

MEDIATION in the current wage dispute between the Black Trade Union and Transnet will begin on Monday July 30. Blatu acting president Mr D Phiri said on Friday. *Sowetan 23/7/90*

Blatu is demanding a minimum salary of R1 100 a month and an across-the-board salary increase of R500. Management is offering a minimum wage of R680 plus a 9,1 per cent increase. - Sapa

Quit, Aids row doc told

A DOCTOR from Highveld Blood Transfusion Services (HBTS) was asked by the Black Health and Allied Workers Union of SA to resign following the issue of a directive which called on all staff to stop using blood received from coloured and black people. *Sowetan 23/7/90*

Mr Siphon Ngwenya, General Secretary of Bhawusa, told Sapa the doctor - Dr SP Field - had issued the directive which said blood from black and coloured people was "high risk" and may be infected by the HIV virus which causes Aids. - Sapa

Education 'tops the list'

BLACK South Africans should consider education as their first priority in preparation for leadership positions in the post-apartheid society. *Sowetan 23/7/90*

This was said by the United States Ambassador to South Africa, Mr William L. Swing, in his farewell speech to a group of South African students who left on a study tour to the United States yesterday.

Letter of demand for FW

ABOUT 15 000 people in Nkowankowa township in Gazankulu near Tzaneen marched from the local stadium to Rutavi Police Station on Saturday where the Rev B M Maakana handed a letter of demand to chief of Gazankulu Police Major B Chabalala. *Sowetan 23/7/90*

The letter, directed to State President F W de Klerk, contained demands including the release of all political prisoners and detainees, the removal of the army and the security police in the townships and villages of Gazankulu and the holding of free political activities without hindrance. - Sapa

Next move in Zambia

LUSAKA - Advocates of a multi-party system in Zambia elected a national committee yesterday to lead the campaign for an end to one-party rule, culminating in a referendum scheduled for October 17. *Sowetan 23/7/90*

The National Interim Committee for Multi-party Democracy Referendum (NICMLD), formed after a two-day meeting in Lusaka, is headed by former Cabinet Minister Arthur Wina. The government has promised Zambians a free campaign and vote in a referendum to decide if the country will revert to multi-party politics after 17 years of single-party rule. - Sapa-Reuter

Num seeks recognition

SOME 600 guards and cleaning staff, members of the National Union of Mineworkers, on Saturday marched through central Johannesburg and presented a memorandum to the headquarters of the Anglo American Corporation, pressing demands for the recognition of NUM as their union. *Sowetan 23/7/90*

NUM's Witwatersrand chairman, Mr George Nkadimeng, said: "Anglo American Corporation refuses to recognise NUM as a union for the workers... Anglo says the workers are members of the Transport and General Workers' Union." - Sapa

Negotiations are under attack

GERALD REILLY

PRETORIA — People were following a deliberate strategy to disrupt or prejudice efforts to promote the negotiation process, Education and Development Aid Minister Stoffel van der Merwe said at the weekend.

Speaking at the opening of the Gazankulu Legislative Assembly, Van der Merwe said it was clear, too, that at the beginning of the year there were people who set out deliberately to do everything possible to disrupt education.

They had decided long ago to sacrifice the interest of students, teachers and the entire community on the political altar. In some areas they had prevented tuition.

They had been given a fair hearing and all demands were investigated.

Other demands concerned political issues outside the ambit of education.

The first half of the year had been marked by extensive disruptions in the schools of most education departments.

The impression had been created that the entire education system had come to a standstill. This was untrue as the majority of teachers and students were going about the business of preparing for the future.

The time had arrived, he said, for educators, parents and communities to communicate the message that education could not be reconciled with deliberate and con-

sistent disruption of schooling.

Van der Merwe said government had stated that the present constitution was not the final blueprint. It served merely as a departure point to reform.

SA had been put on a course of change, which was irrevocable. It would never be the same again. The move was to a new, democratic SA.

"The reasons put forward in the past, by organisations such as the ANC, for violence and the armed struggle have lost their justification. Violence will bring no solution," he said.

What was needed was negotiations, acceptable agreements and compromises, Van der Merwe said.

He appealed to all organisations to abandon the violence option and to commit themselves to negotiations.

"Half hearted methods will not work for any of us — we need a joint commitment."

He said there was a need for stable government at all levels until a new constitution had been agreed on. Government institutions would have to remain effectively functional.

"And it should be remembered that politics have never fed empty stomachs."

EC 'economic overhaul' team is to visit Soviet Union next month

Own Correspondent

MOSCOW — The EC is to send a special team to Moscow next month to find ways of hauling the Soviet Union from its economic quagmire.

EC president Jacques Delors said after talks with Soviet President Mikhail Gorbachev on Friday that the Kremlin leadership was committed to a market economy and that Gorbachev "knows what he is talking about".

The report to be made by the EC's team of analysts by the end of October will assess the worth of Soviet reforms and the usefulness of aid.

Gorbachev has asked for economic assistance from the West, saying his reforms have reached their "critical moment".

His taming of hardliners at the recent 28th Communist Party congress put him in a stronger position to push ahead with reform.

The EC summit in Dublin last month

agreed that Soviet reforms should have financial backing. Delors said on Friday that the country needed, at the very least, technical assistance.

The EC is planning to establish an office in Moscow.

Delors would make no comment about the Soviet economy, except to say that monetary policy should be guided by central government.

He expressed concern that some Soviet republics might introduce their own currencies as they moved towards autonomy.

He told the Kremlin: "We hope to create a big Europe that could be a great arena of peace and prosperity. EC countries can make their contribution to restructuring in the Soviet Union. We can co-operate with you on the road that should lead to well-being and peace." — Daily Telegraph.

Call for unity in attack on AIDS

TRACY MELASS

THE National Union of Mineworkers (NUM) has called for co-operation between employers and unions in combating AIDS.

NUM health and safety spokesman Hazy Sibanyoni said on Friday: "This is the ideal situation needed to solve the problem, but as yet nothing has been formalised."

He stressed the need for private sector intervention in providing housing for miners and their families so that AIDS could in some way be controlled.

Chamber of Mines spokesman Peter Bunkell agreed that the mining industry was well positioned to play a significant role in combating AIDS.

"The industry looks forward to co-operating with all parties involved. It is obvious there is much common ground between the NUM and the employers on the issues of HIV infection and AIDS," he said.

"The chamber has already spent a large sum of money on activities aimed at contributing to general knowledge of AIDS and at preventing the spread of the disease in southern Africa, and in the mining industry in particular."

It had made donations to the SA Institute for Medical Research for AIDS-related research and for setting up counselling training courses and offering HIV testing to patients attending clinics for sexually transmittable diseases.

Transport and General Workers Union spokesman Cally Forest said that from September the union would employ an officer to provide education on AIDS. It would be the first union to do so.

Needles to be made in SA

ACHMED KARIEM JOHANNESBURG housewife turned entrepreneur

Gun

FIFTEEN rifling ex three gun occupying nesburg E

**Schools action
day approved**

Own Correspondent

DURBAN. — The Natal Education Department will not stop white teachers under its control taking part in today's "day of action" in schools throughout the province, which has been organised to highlight the crisis in education.

A department spokesman said the staff of each school had the freedom to take part in non-formal activities providing these were to the benefit of the pupils and had the support of the parent body.

The "day of action" has been organised by the National Teacher Unity Forum, a body representing almost 200,000 teachers of all races.

ARGUS 25/7/90 50 (2)

Education standstill as teachers protest

FORMAL education came to a standstill at thousands of schools as teachers heeded a call by the National Teacher Unity Forum for a Day of Action to highlight education problems.

In Johannesburg, National Education Co-ordinating Committee spokesman Ms Mel Holland described yesterday's protest action as "a resounding success", with between 70 and 85 percent of teachers taking part.

Only a few white teachers joined the protest.

At least 800 Western Cape teachers jammed into the Methodist Church in Guguletu yesterday afternoon to adopt several motions.

These included demands for the reinstatement of dismissed teachers, an end to all victimisation and gender discrimination, the immediate upgrading of schools and recognition for schools in squatter camps.

A teacher from the southern suburbs said the day had been "a wonderful success".

The response from schools in the Manenberg, Bonteheuwel and Heideveld areas had also been very good, he reported.

The Day of Action was "probably quite well supported" in Guguletu, Nyanga and Langa, according to one teacher, while another said there had been discussions with pupils at his school in Khayelitsha.

A Department of Education and Training spokesman said there had been a "reasonably general" response to the call in the Western and Eastern Cape. — Staff Reporter, The Argus Correspondent and Sapa.

0

Cape Times 25/7/90 (50)

Teachers' day of action 'a success'

MORE THAN 400 teachers crowded into Nonzwakazi Methodist Hall in Guguletu yesterday to mark July 24 as a "national day of teachers' action against victimisation and harassment".

In the Transvaal between 70% and 85% of teachers at black schools took part in the day of action, according to the National Education Co-ordination Committee (NECC).

And in Natal, some 80% of schools and 70% in the Southern Transvaal spent the day involved in alternative education programmes, NECC spokeswoman Ms Mel Holland said yesterday.

"It has been a resounding success, as far as we are concerned," she said.

The National Teachers' Unity Forum (NTUF), which called the day of action for 3.30pm, had asked teachers to dismiss pupils at noon yesterday and hold workshops on the formation of the non-racial SA Democratic Teach-

The Facts

IN a report in the Cape Times on Saturday, Mrs Lynette Faragher was incorrectly described as being a member of the National Teachers Unity Forum. Mrs Faragher is in fact a member of Edasa, which is affiliated to the NTUF.

ers' Union on October 6 and 7 in Johannesburg.

Teachers were also asked to conduct awareness programmes at their schools, involving both teachers and pupils.

A DET spokesman said yesterday that there had been a "reasonably general" response to the call in Western Cape DET schools.

Western Cape Teachers' Unity Forum spokesmen said the response had varied from school to school. Assessment forms were circulated at the meeting.

Mr Shepherd Mdladlala, a speaker at the meeting, said 144

teachers in Brits had been dismissed for striking, and other defiant teachers in the Transvaal were about to be dismissed as well.

This morning, two teachers are due to appear in Cape Town Magistrate's Court for participating in a march last month when an NTUF delegation went to meet Mr Gene Louw, the Minister of National Education.

Mr Bram Mhlomi, a Paarl teacher who was detained for a year and four months, said some teachers had been promoted to the rank of inspector because the apartheid system saw them to be "good agents of evil".

Meanwhile, the distribution of books to schools in Soweto and Alexandra by the DET to make up for a shortfall which led to an outcry by teacher and student bodies, got into full swing yesterday.

The books, some 50 000 in all, are surplus stock collected from other secondary schools. — Staff Reporter and Sapa



TEACHERS MEET . . . Teachers met in the Methodist Hall, Guguletu, yesterday to protest against victimisation of teachers and in support of a new non-racial teachers union which has yet to be launched.

Picture: STEWART COLMAN

Action day a ⁽⁵⁰⁾ success, say organisers ^{Boveter 25/7/90}

THE national day of action has been described by organisers as a resounding success in Natal and southern Transvaal.

Some 80 percent of

schools in Natal and 70 percent in the southern Transvaal have spent the day involved in alternative education programmes, National Education Coordinating Committee spokeswoman, Mel

Holland, said yesterday.

The National Teacher Unity Forum, a component of the NECC, made the initial call for yesterday's day of action, including "a teachers' sit-in".

NTUF-affiliated organisations called on teachers and pupils not to boycott schools but to attend classes and take part in alternative education programmes.

The main aim was to put pressure on the Government to address the crisis in black education and also to consolidate national teacher unity, according to the organisers.

Holland said the day of action had not only been supported by black, Indian and coloured schools, but also by several white schools in the Johannesburg area.

The Department of Education and Training's Mr Corrie Rademeyer said the DET had not yet decided whether it would issue a statement. Sapa.

Call for extra school security

By MONICA GRAAFF

PARENTS, teachers and pupils at black schools have called on the Department of Education and Training (DET) to step up school security following the second theft by burglary of expensive laboratory equipment in a week.

No X-3 Secondary School in Koornhof Street, Section Two, New Crossroads, was burgled early on Monday morning while the nightwatchman nervously hid in another classroom.

A gang of armed burglars sawed open an iron security domestic science laboratory, ripped out the lock and stole three stoves and a fridge.

Last week the newly equipped domestic science laboratory at I D Mkize Secondary School in Guguletu was stripped of six new stoves. The nightwatchman was also unable to prevent the burglary.

Parents, Teachers and Students Association (PTSA) spokesperson Mr Matthew Cabadiya yesterday made an urgent appeal to the DET to arrange for "armed security firms to guard the schools day and night".

"We cannot afford to let the scant equipment we have get into the hands of thieves," he said.

Headmaster Mr Bongani Stamper said he felt sorry for "the old man who sensibly hid until the thieves left".

"The policy of employing unskilled elderly men as night watchmen is useless. They are given nothing with which to protect themselves."

Teacher in
court after
160 arrests
at demo

By VUYO BAVUMA
Staff Reporter

1166
26/7/90

A VALHALLA Park Secondary School teacher has appeared in Cape Town Magistrate's Court in connection with a charge of resisting arrest.

No charge was put to Mr Bruce Kannemeyer, 25, of 27 Grebe Street, Paarl. He is a member of Western Cape Teachers Union. The case was adjourned to September 4.

Mr Kannemeyer was arrested outside the court yesterday when a group of teachers allegedly gathered and sang. Police arrested 106 of the teachers and held them at Caledon Square police station for several hours before releasing them.

They were given the option of paying R50 admission-of-guilt fines or appearing in court on various dates between August 30 and September 9.

● Earlier, two members of the National Teacher Unity Forum arrested after a placard demonstration outside St George's Cathedral in June, appeared again in Cape Town Magistrate's Court.

Mr Andrew Kruger of Colinton Road, Newlands, and Mr Ningisana Mnguni of Sandringham Court, Rosebank, were not asked to plead.



Schoolchildren to march in city streets today

ARBUS

26/7/90

(50)

By JOHN VILJOEN and JOHN YELD
Staff Reporters

BLACK and "coloured" schooling in the Peninsula, already hard-hit by disruptions this week, is likely to come to a virtual standstill today as thousands of pupils take to the streets.

They are marching in support of the reconstruction of the Congress of South African Students (Cosas) as part of a "week of action" which started yesterday.

The march was scheduled from the Parade to St George's Cathedral and on to the Department of Education and Training offices on the Foreshore "to forward our grievances and demands".

But police warned last night that the march was illegal because organisers had not applied for magisterial permission, and threatened action to stop it.

'Teachers' protest

Teachers affiliated to the National Teacher Unity Forum (NTUF) are also likely to protest after more than 100 of their colleagues were arrested outside Cape Town Magistrate's Court yesterday, in support of two teachers arrested in June.

The two had been arrested for demonstrating on the day a NTUF delegation met National Education Minister Mr Gene Louw.

Yesterday afternoon more than 200 teachers met in Guguletu to discuss the incident.

Chairman Mr Shepherd Mdladlana said the meeting believed the arrests were a further "form of victimisation".

Cosas marches are also being held today at Somerset West and Atlantis.

Last night police spokeswoman Lieutenant Denise Brand drew attention to a statement by the acting-regional commissioner, Brigadier Nick Acker, who said in a statement police had "information that pupils from coloured and black schools are planning to march through Cape Town".

"There has been no application as regards legalising the proposed demonstration. Police would like to draw the organisers' attention to the fact that there are certain regulations that legally prohibit this type of action."

On Tuesday schooling was disrupted in many Peninsula classrooms because of the NTUF's "day of action" to highlight alleged victimisation by education authorities.

City march threat by schools

50
CMT
26/7/90

SCHOOLCHILDREN have planned a march through the streets of the city today — and have allegedly refused to apply for magisterial permission.

A spokesman for the Congress of South African Students, which is organising the march, said though the marchers had applied for permission from the Cape Town Traffic Department as regards the route, "the students are adamant they will not apply for magisterial permission".

Marchers might reconsider applying for magisterial permission "if they were approached by the police", she said.

Meanwhile, police have issued a strong warning to marchers and have appealed to "all law-abiding citizens" not to become involved in today's events.

Acting regional commissioner of police for Cape Town, Brigadier Nick Acker, said: "At present there has been no application as regards legalising the proposed demonstration."

A minority of Peninsula and Boland secondary schools reported an under-average attendance yesterday, according to a spokesman for the House of Representatives' Department of Education and Culture.

Meanwhile, the UDF yesterday called for a meeting of teachers in the Pretoria area at 2pm today.

UDF publicity secretary Mr Sphiwe Ngwenye was reacting to an official announcement that about 50 teachers in the Northern Transvaal had "dismissed themselves" by being absent from duty.

Ways of resolving the crisis would be discussed at the meeting, he said. — Sapa

Ministers in war of words

Political Correspondent

A WAR of words has erupted between the white and coloured ministers of education over the way in which vacant white schools are being used.

The Minister of Education and Culture in the House of Assembly, Mr Piet Clase, yesterday accused his counterpart in coloured education, Mr Allan Hendrickse, of "flagrant ignorance" and "irresponsible and unseemly" behaviour.

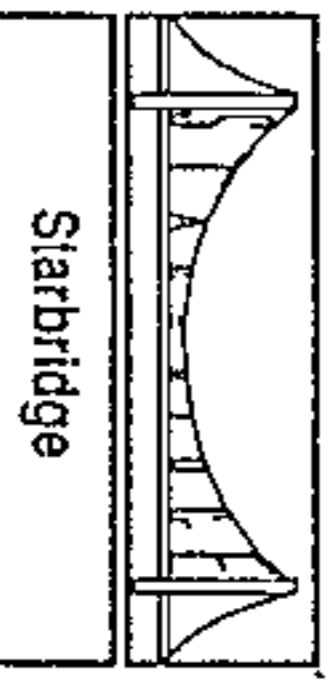
Last week Mr Hendrickse said there were a number of empty white schools which coloured children would like to use. While local National Party MPs had no objection to the House of Representatives taking over such schools, Mr Clase stood in the way of such moves.

In lashing out at Mr Hendrickse yesterday, Mr Clase said: "What is even more amazing than his ignorance of the procedures (about vacant schools) that are being followed with a great deal of goodwill and consistency and in the interests of the country as a whole, is the Rev Hendrickse's vicious personal attack on me.

"His insinuation that the State President, in the course of an interview, voiced his dissatisfaction with my handling of the matter and that several MPs share this dissatisfaction, is irresponsible and unseemly."

Actions of this nature were "unworthy" of Mr Hendrickse.

Non-racial school started



By Winnie Graham

A new non-racial private school on the banks of the Jukskei river, behind Woodmead School, has been started by two Johannesburg women, Joan Gertholz and Helen Dessing.



Founders Joan Gertholz (left) and Helen Dessing

Setlamo, or "we share together", is the motto of the new school which was, initially, run from St Mungo's Church in Bryanston. The new school was established when it became obvious St Mungo's facilities were inadequate to meet the massive demand for primary education.

The two women searched long and hard for premises until, by chance, Mrs Dessing heard about the prefabricated bungalows standing in Woodmead's grounds. These had been empty since the new Woodmead buildings were built.

The women approached Allan Graham, headmaster of Woodmead, with the idea of taking

over the old buildings and were "welcomed with open arms". "The buildings were in a dreadful condition when we first arrived -- they were really dark and dingy and desperately in need of painting," said Mrs Gertholz, "but we were thrilled to have a place in which to set up our school."

Enthusiastic parents organised "action days" to carry out the renovation of the buildings, putting in new toilet facilities and creating a garden. They also organised fund-raising days to help buy books and basic

equipment for the school. "We moved in in January this year, and we now have 65 children in classes ranging from nursery school to Grade 2.

"We have one more classroom which is in the throes of being renovated at the moment, so that by next January we will be able to add on a Std 1 class."

Setlamo's aim is to extend classes to Std 5. Most of the children come from Soweto, and are brought in by minibuses or arranged transport every day.

"Most of our parents are from the middle-income group and are extremely concerned about the standard of education that their children are, or rather are not, receiving in Soweto," Mrs Gertholz said.

"They also recognise that a good education at this young age is absolutely vital, not only to themselves, but to the future of this country."

There is a staff complement of four permanent teachers, while reading and maths adviser Corneille Mitchell visits the school once a week.

The school is fee-charging and follows the independent school syllabus. The medium of instruction is English.

"It is one of our urgent priorities to implement plans to set up a bursary scheme as soon as possible, so deserving children can be helped," said Mrs Gertholz.

Various extra-mural subjects are taught, including music, karate and ballet.

In addition, Irene Killian brings her own computer to the school to teach computer skills, a subject which has proved so popular with the children that she has had to extend her visits from one day a week to three.

Applications to attend the school have been overwhelming, and, according to Mrs Dessing, they could have filled the school "six times over".

"The amazing thing is that we haven't actively



Children at work in one of the newly renovated classrooms at the Setlamo school.

published the school -- the news about us has spread by word-of-mouth," she said.

Although at present the pupil complement comprises black, coloured and Indian children, few people are aware that the school is anxious to receive applications from white pupils. In time, it is hoped it will become

a completely multiracial establishment, although, according to Mrs Gertholz, "there are still barriers to be overcome -- none we want to be the first."

The school depends solely on fees and donations for its financing. It has been adopted as part of the social responsibility programme of the international

pharmaceutical company, Bristol-Myers, which helped to fund the setting up of the school.

Said Mrs Gertholz: "Although we are in the grounds of Woodmead, we are independent of them. We pay rent on the buildings and pay our own way."

One of their priorities at the moment is to raise money for

ONLY A FEW
WOMEN HAVE CAPABILITY





CURTIS NKONDO

Nkondo retains seat

Sowetan 26/7/90

MR Curtis Nkondo has been re-elected president of the National Education Union of South Africa at the organisation's national conference in Bloemfontein.

A spokesman said the two-day conference was the first to be held by Neusa after three years of repression. He said they were able to assess and review Neusa's position nationally.

"The organisation was restructured as it gears itself for more work in terms of carrying out resolutions and campaigns in education and the broader mass democratic struggle," he said.

Unity

Issues discussed included the teacher unity which is due to launch a new union for teachers and educationists on October 6 and 7.

Neusa also committed itself to building the National Education Coordinating Committee structures and to be instrumental in the formation of PTSA's and the revival of the Education Charter Campaign.

The new Neusa office bearers are: president Nkondo (Southern Transvaal); vice-president Fundile Nqonqoza (Eastern Transvaal); general secretary Thembelani 'Thulas', Nxesi (Southern Transvaal); publicity secretary Lengley Simpson (Natal); treasurer Zingile Dingaan (OFS) and education, sports and culture officer, Thami Mseleku (Natal). 15

Three new centres of learning

50

Sowetan
26/7/90

PROJECT Literacy, which offers a cost effective and educationally sound service to the community ranging from literacy to matric, has established three new centres - bringing to six centres run by the organisation.

Mrs Sally Currin, the centres' public relations officer, said the establishment of the new centres this month is Project Literacy's contribution to 1990 having been declared the International Year of Literacy.

The centres are: Ikageng-PBHS Education Centre, - a project in Pretoria (matric);

Ikageng-Woodmead Education Centre - Bryanston, Johannesburg (literacy Std 5) and Ikageng-Barnato Education Centre - Berea, Johannesburg (literacy Std 10).

PL's old centres are: Ikageng- WHPS Education Centre, Brooklyn, Pretoria (literacy Std 8); Ikageng-Trinity Education Centre, Lynwood, Pretoria (literacy Std 5) and Ikageng-Irene Homes Education Centre, Irene, Verwoerdburg (literacy Std 5).

PL was established in October 1986. It is an independent educational trust based on a grassroots

voluntary programme of 17 years' standing.

Its concern is for the many illiterate and poorly educated adult South Africans who for political and economic reasons have missed out on the education system.

"It addresses the educational needs of the people by the establishing affordable and accessible after-hours adult education centres in many urban areas.

"In cities, working adults have become aware of the crucial importance of literacy and educational upgrading to acquire gainful employment.

"There are many buildings which stand empty at night and numerous good teachers who desire extra work.

"By matching these two, PL is able to offer a cost effective, educationally sound service to the community ranging from literacy to matric," Mrs Currin said.

Urgent

In addition, PL is addressing the urgent need for an effective African Language Adult Literacy teacher training programme and the need to improve current English Adult Literacy methodologies.

PR and the Molteno Project are combining their expertise in joint research and development in both these areas. Using Molteno's Breakthrough method adapted for adult use, from June 1990, African Language Adult Literacy teacher training courses will be offered.

Currin said people who are serious about literacy could help PR in several ways.

These could be by donations - money, or in kind, encouraging others to give donations, becoming a teacher at one of the centres, encouraging people to enrol at the centres, bringing the centres' activities to the attention of others and sending people on the teacher training course.

For further information telephone (012) 346-2133/4.

SOMWETA Thursday July 29, 1990

Need to address problems in black education

50
Sowetan
26/7/90

MANY of South Africa's problems would be solved if the needs in black education were addressed, a senior educationist said at a meeting at Hilton College yesterday.

Addressing a conference on education in a new South Africa, Mrs Rejoice Ngongo, senior lecturer in educational management at the University of Zululand, said the upliftment of education for blacks would not only be good for them but for the country as a whole.

"It could ensure

stability for all of us," she said, adding that education affected many spheres of life in a nation.

Ngongo said one of the many problems in education was the fact that black pupils were trained "more to pass exams than to think critically and

analytically." Speaking on the strong call by many progressive organisations for a unitary education system, she said while there was such a pre-occupation for separate group rights, it was difficult to envisage a single system of education.

There was a dependence by many white South Africans on the status quo. They feared sharing facilities at schools and cultural identities, and some showed serious pain at their threatened security.

"How many whites are ready to see a rise in the pupil-teacher ratio in their schools?" she asked.

For years the Government had been reluctant and intransigent in listening to the problems of black education.

"We can credit the Government with a number of commissions of inquiry into black education - assuming the blacks did not know the problems themselves," she said.

Another speaker, Mr Seshi Chonco, a senior lecturer in political science at the University of the Western Cape, said teachers were responsible for initiating change within the school system.

2619190
50
50

Adult literacy is spotlighted at conference

To coincide with International Literacy Year, the Human Sciences Research Council will host a three-day conference on basic adult literacy in September.

The conference will be convened in Pretoria and will include the director of Strategic Studies of the International Council for Educational Development, Philip Coombs, and chairman of the Department of Educational Policy, Planning and Administration at the University of Southern California, William Rideout.

The conference will be held from September 5 to 7. For further information, contact (012) 202-2561/2165. — Education Reporter.

Clash looming between police, schoolchildren

By Karen Stander
and Janet Heard

About 65 teachers at black schools in the northern Transvaal have been dismissed in the Department of Education and Training's tough response to recent protest action by teachers.

The department announced yesterday that about 50 teachers had been dismissed following a defiance campaign in which schools unilaterally ignored the DET's school calendar.

And a separate group of 15

CAPE TOWN — The scene looks set for confrontation between the police and a proposed mass march of coloured and black schoolchildren through the streets of Cape Town today, as marchers have allegedly refused to apply for magisterial permission.

A spokesman for the Congress of SA Students, which is organising the march, said it was expected to be a mass march and although the marchers had applied for permission from the traffic department as regards the route, "The pupils are adamant they will not apply for magisterial permission."

She described the mood at Peninsula schools as ugly.

"Marchers might reconsider applying for magisterial permission if they were approached by the police," she said.

Meanwhile, Cape Town police have issued a strong warning to marchers and have appealed to "all law-abiding citizens" not to become involved in today's events.

Acting Regional Commissioner of police for Cape Town, Brigadier Nick Acker, said the

police had received information that pupils from coloured and black schools in the Peninsula were planning to march through the streets of Cape Town.

"At present there has been no application as regards legalising the proposed demonstration.

"The South African Police would pertinently like to draw the organisers' attention to the fact that there are certain regulations that legally prohibit this type of action.

"Police cannot allow these regulations to be broken."

Desist

"There are many channels with which to obtain the necessary legalisation and we suggest the organisers make use of these channels."

Police also called on law-abiding citizens to desist from any illegal actions.

Marchers are scheduled to assemble at Cape Town's Grand Parade during the morning, from where they propose to march to St George's Cathedral, then to the offices of the Department of Education and Training, where they will hand in a petition protesting against the current education system. — Sapa.

Clashes, but march goes ahead

By BRONWYN DAVIDS

CONFRONTATIONS between police and students at public transport termini on the Cape Flats led to a widespread spate of stone-throwing and barricade burning in the townships yesterday.

Students planning to join an illegal Congress of South African Students' (Cosas) march to the Department of Education and Training (DET) offices in the city were stopped from using public transport by police.

Stone-throwing and violence erupted soon after this — with burning barricades being erected in Portlands, Mitchells Plain, Valhalla Park, Khayelitsha, Kuils River, Ravensmead, Guguletu and Langa. In Green Point, Khayelitsha, protesters set two delivery vans alight. A witness said the local inter-

im ANC committee persuaded protesters to remove barricades and to stop stoning cars by 4pm.

In NY 1 and NY 3, Guguletu, large groups of pupils were still stoning cars at 4pm, while police fired teargas canisters and rubber bullets, a witness said.

In the city, where Cosas tried to embark on a march without magisterial permission, there were five stand-offs at various points in the city between about 1 000 protesters and police.

Meanwhile, Cosas instructed civil-rights lawyer Mr Essa Moosa to request magisterial permission. The initial illegal march moved down Adderley Street in pouring rain and police stopped them at 12.56pm outside the Stutfords Town Centre. Two vans and the police water cannon blocked the marchers' path.

By 1pm magisterial permission had been given and marchers turned down Darling Street and head-

CMT TWP 27/7/90

ed for the Foretrust Building where a DET delegation led by the regional assistant director, Mr A Ndamase, met Cosas leaders who handed over a list of demands.

The students told Mr Ndamase that they expected a reply to their demands by August 18, when Cosas would be relaunched in the Western Cape.

The list of demands included the following:

- Cosas must be recognised as a legitimate students' organisation.
 - Facilities at all schools must be improved.
 - The DET should stop harassing "progressive teachers".
 - Violence against fellow-students in Ashton and Robertson should be stopped.
- Addressing marchers, a student leader said: "We have come to tell them that the situation in our schools is a disaster, and if they do not respond to

our demands we will fight to the last man and make the schools ungovernable."

Mr Ndamase said a meeting would probably be held on Monday with the students.

He said the list of demands would be forwarded to a higher authority and "if there are things that we could put right locally, we shall do so".

Police said no arrests were made during the city march. A youth was held for questioning, but was later released.

Meanwhile, police confirmed that there had been stone-throwing in Kuils River, Ravensmead, Guguletu, Langa, Mitchells Plain and Khayelitsha. A number of police and private vehicles were damaged.

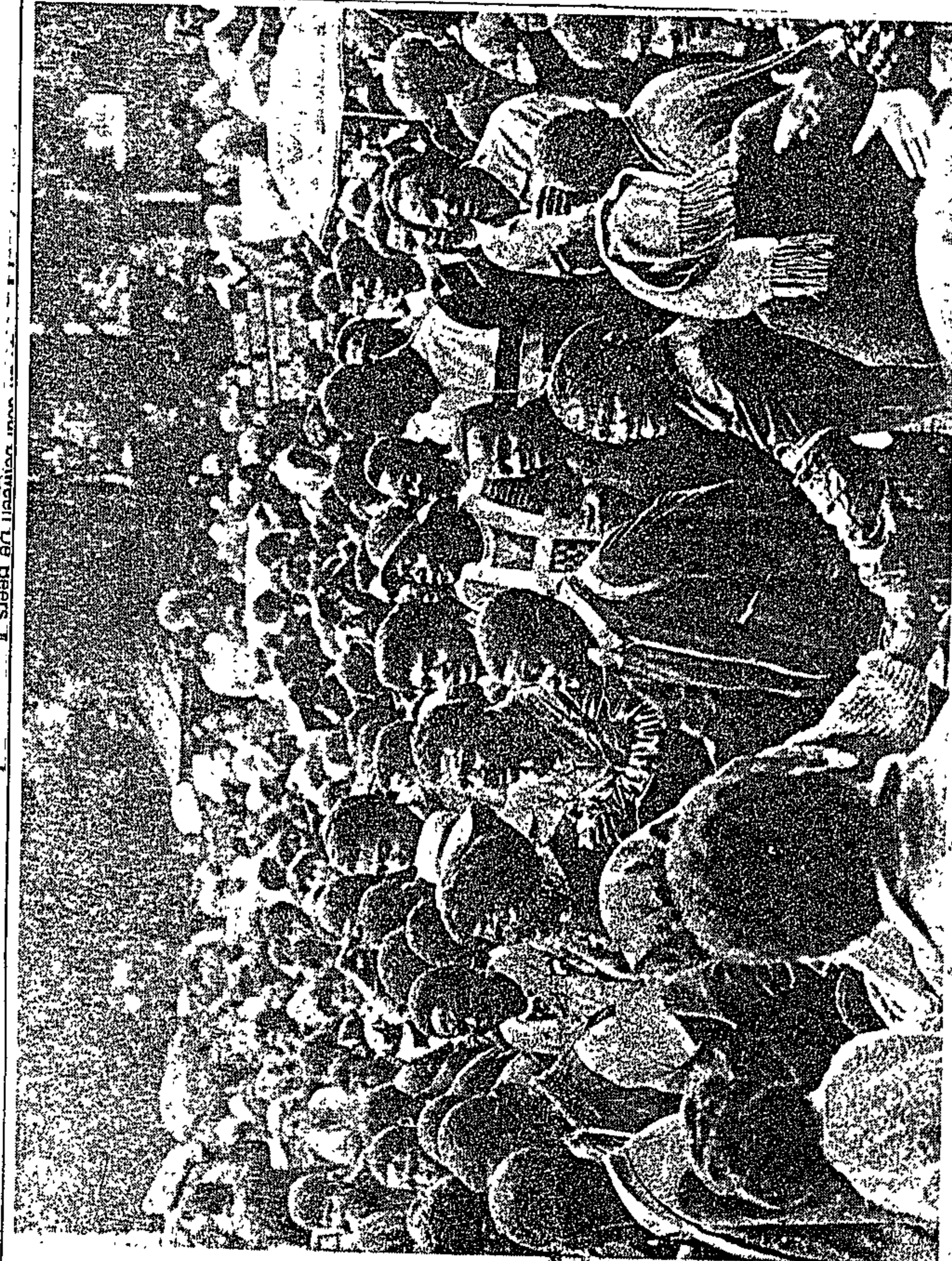
Police used teargas in a number of suburbs. No injuries were reported.



LIVING DANGEROUSLY . . . A youth pours fuel on to a burning tyre yesterday. This barricade was one of several on the Flats when violence flared after police stopped pupils from joining a planned march in the city.

Picture: BEHNY GOOL

STEWART COLMAN



LEFT: A young pupil's plea for peace during yesterday's march in the city. RIGHT: Marchers on their way to hand over a list of their demands. ● Report — Page 2

CAP 777 277/90

50

Pictures: STEWART COLMAN

in
e-
o-
ir-
d-
ri-
pt
n-
p-
e-

Pupil killed when 2 men open fire

sta 27/7/90
SD
SD

Staff Reporters

A schoolboy was killed and his friend seriously injured yesterday at the Dr Cingo Secondary School in Maokeng near Kroonstad when two khaki-clad white men opened fire on pupils.

Maokeng Democratic Crisis Committee spokesman Valentine Senkhane said Taylor Ntsuku (17) was killed and Tote Malakoane (16) injured when the two alleged right-wingers fired shotguns into the playground.

Police have confirmed the incident.

The incident came three days after Andries Nkala (13) died when he was hit by a stone allegedly thrown by two white children from a bakkie on the Ficksburg-Senekal road.

Yesterday, Ntsuka was found dead immediately after the shooting and Malakoane was admitted to the Bothmelo Hospital in Kroonstad in a serious condition. He had injuries to a leg and a hand.

Mr Senkhane said according to an eyewitness a white Toyota minibus passed the school slowly at about 10 am yesterday.

Two middle-aged white men were in the minibus, and when they were directly across from the playground, they opened fire, he said.

The headmaster of the school, Victor Modise, called an ambulance and the police were on the scene shortly afterwards.

A spokesman for the police in Bloemfontein said the children allegedly threw stones at the two men after which they started shooting.

The police know who the men are and charges of murder and attempted murder are being investigated.

No arrests have been made.

in A
-ISS
-00
SE
-1
y

Pupil killed when 2 men open fire

Staff Reporters

A schoolboy was killed and his friend seriously injured yesterday at the Dr Cingo Secondary School in Maokeng near Kroonstad when two khaki-clad white men opened fire on pupils.

Maokeng Democratic Crisis Committee spokesman Valentine Senkhane said Taylor Ntsuku (17) was killed and Tote Malakoane (16) injured when the two alleged right-wingers fired shotguns into the playground.

Police have confirmed the incident.

The incident came three days after Andries Nkala (13) died when he was hit by a stone allegedly thrown by two white children from a bakkie on the Ficksburg-Senekal road.

Yesterday, Ntsuka was found dead immediately after the shooting and Malakoane was admitted to the Boithmelo Hospital in Kroonstad in a serious condition. He had injuries to a leg and a hand.

Mr Senkhane said according to an eyewitness a white Toyota minibus passed the school slowly at about 10 am yesterday.

Two middle-aged white men were in the minibus, and when they were directly across from the playground, they opened fire, he said.

The headmaster of the school, Victor Modise, called an ambulance and the police were on the scene shortly afterwards.

A spokesman for the police in Bloemfontein said the children allegedly threw stones at the two men after which they started shooting.

The police know who the men are and charges of murder and attempted murder are being investigated.

No arrests have been made.

Pretoria move to get rid of DET director

Sowetan 27/7/90

Sowetan 27/7/90

50

THE Pretoria Teachers Union yesterday called on the Department of Education and Training to remove its chief northern Transvaal regional director, Mr Job Schoeman.

This follows the dismissal earlier this week of about 50 teachers in the area.

Schoeman said these teachers in the Pretoria and Moutse region had discharged themselves after failing to report for duty for 14 days since July 10, when schools reopened.

Most teachers and pupils heeded a call to ignore DET's calendar and continue classes during the June holidays, to close on July 6 and reopen on July 31.

Investigations, however, revealed that little teaching took place during this period and most

By MONK NKOMO

organisations, including the South African Youth Congress, that pupils should report for classes on July 10 was ignored.

The DET reported that some teachers and pupils who reported for classes after July 10 were chased away and intimidated by their colleagues.

Return

In a statement released yesterday, Pretu said they "nullified the 14 days threat" because they held meetings on July 16 and 17 and resolved that all teachers should go to schools from July 18.

Pretu said Schoeman was either ill-advised or did not know what was happening in his region.

They accused the DET of failing to meet their demands.

our children to a standstill".

Schoeman announced last week that teachers who had been absent without genuine reasons since July 10 would not receive their full salaries.

Sowetan has established that several teachers in Brits had their June salaries docked for taking part in the "chalk down strike" last month.

Some teachers said they had only received R92.

Schoeman said pay cheques would not be ready until after July 31 because they had to be adjusted.

Petru called on the DET to speedily remove Schoeman as regional director "as he has proved beyond reasonable doubts that he is grossly inefficient or is not prepared to resolve problems in this region amicably and seems to be

Driver fights bus apartheid

CM-7.15 28/7/90

50

Staff Reporter
A 65-YEAR-OLD pensioner bus driver has decided step into the bus apartheid fight.

Father of six Mr Paul Fisher of Kleinmond is to provide his own transport for two coloured children who walk 16km every day to a Kleinmond school while a half-empty bus for white schoolchildren drives past them.

The plight of Charles Smith, 16, and eight-year-old Christolene Williams was highlighted in the Cape Times last week. A quirk of the bus apartheid system means they have to walk for three hours from Pringle Bay to Betty's Bay and back each day.

Every morning the Kleinmond Primary School bus for white schoolchildren leaves Rooi Els with two children on board and

stops in Betty's Bay to pick up more children.

And every morning the Kleinmond Primary School bus for coloured schoolchildren, driven by Mr Fisher, leaves Betty's Bay en route to Kleinmond. It cannot pick up the two coloured children from Pringle Bay because coloured school buses run only for a minimum of 10 children.

Charles and Christolene have been leaving home at 5am to meet Mr Fisher and the school bus in Betty's Bay.

An appeal to the Caledon School Board to change the bus regulations was refused, so a concerned Mr Fisher began ferrying the children in his own car or paying the extra petrol needed to drive the children in the school bus.

"When the rains started I decided something had to be done and started paying for it out of my own pocket," said Mr Fisher.

Mr Fisher, who began driving the school bus only last year, has been to see the parents of both Charles and Christolene.

His offer took Charles, a Std 5 pupil, by surprise. "I always looked at that bus going past with the white schoolchildren and wondered why I had to walk. But I want my education and I never thought of stopping school," he said.

The long-limbed Charles hurries the small, shy sub-B pupil Christolene on the daily hike. "She's quite slow because she's so young," he laughed.

The pensioner is a "good kind man", said Charles.



COMPASSION ... Driver Mr Fisher with his special passengers Christolene and Charles.

Picture: STEWART COLMAN

Educate black c

The tail wags the dog . . .

There was a time, not all that long ago, when the SABC jumped when Government spoke. A time when the State President would phone the corporation's director-general and tear a strip of him for the way the news was being presented. A time, like last year for example, when Government simply said "no" when the SABC wanted to hike licence fees. Now, all that has changed and the tail seems to be wagging the dog. Because a little over a month ago, on June 13, the Cabinet decided quite firmly that licence fees could be increased by 20 percent to R96. Apparently the SABC didn't like that at all and to all intents and purposes suggested that Cabinet members sharpen their pencils, or else. With the result that the hike is now a massive 50 percent to R120 a year. And if anything is going to make Government think twice about deregulation of the air waves, this little demonstration of latent clout will probably do the trick very nicely indeed.

Still on the subject of licence fees, the question of course is not whether the hike is justifiable but whether any fee should be charged at all. Because right now licence fees only contribute little more than 20 percent to the corporation's revenue. And in money terms that's relative chicken-feed compared to the massive amounts of money Government has squandered on homelands and other white elephants. But, on the other hand, if one has no problem with the concept of a licence fee then even at R120 it's not the end of the world. If fees had followed inflation over the past 15 years we'd be looking at about R250 a year right now.

Of course the optimists among us will

Whispers

CHRIS MOERDYK



hope that all the extra money the SABC will be collecting might improve the quality of TV and make the SABC a lot more efficient. Regrettably, however, the problem with state-owned corporations is that this very rarely happens. Money for jam, which is what licence fees amount to, more often than not simply means that one doesn't have to sweat quite so hard to achieve economic viability and all that happens is that efficiency tends to drop instead of rise.

And talking about SABC efficiency, of rather the lack of it, just what possessed those people who schedule the sports programmes? Last week they gave the couch potatoes a golfing bonanza with all that live coverage of the British Open. But, when it came to the final rounds, SABC did their usual trick of not only chopping play on the final hole on Saturday evening but leaving golf fans hanging about in frustration at the end of the final round on Sunday. Just as it all built up to a cliffhanger somebody hit the switch. Now, it is all very well arguing that the final stages, minus four or five important holes and the prize-giving, were recorded and shown later in the evening. But, somehow a recording just doesn't have the same thrill as live action. When will the SABC realise that flexibility and not sticking doggedly to a timetable is what makes television the great medium it should be.

through — rese

CHRIS MOERDYK

THE popularity of television among children in South Africa's black township could be a major factor in dealing with the education crisis and unemployment, says local media specialist.

The alternative, according to Hunt Lascau TBWA media director Lyndall Campher, is "five-year-old Ninja Turtle viewers to grow into 20-year-old Ninja Turtle freaks. Years wasted watching cartoons while our economy grinds to a halt — surely this alternative is too ghastly to contemplate?"

A generation of urban black children is being raised on a diet of intensive TV viewership, she says. And the habit of tuning in to vernacular radio could soon be restricted to an older segment of the population.

Golden opportunity

"The trend is unmistakable. The township kids are TV viewers first, radio listeners second. This presents a golden opportunity to beam educational programming at a generation that is facing an on-going schooling crisis. The figures are there for all to see. I just hope that educationists use them as ammunition, and that an unquestioning, highly susceptible audience is not subjected instead to junk TV."

Ms Campher's figures, sourced from Child AMF show that only 4,9 percent of urban black children between the ages of five and 15 listen to Radio Zulu. This was the highest penetration achieved by a vernacular radio station among township children.

"Yet between 7 pm and 9 pm some 24 percent of black children will be watching vernacular TV (TV2/TV3). Others, usually teenagers, will be watching TV1, TV4 or M-Net.

"In the early evening time slot (4.45 until 6) some 14 percent of urban black children will be watching TV2 (the Zulu-Xhosa channel) or TV3 (Sotho)."

Says Ms Campher: "These trends can usefully be put into both a social and international context. We have major unemployment problems in the townships. In the UK when unemployment topped 3 million the television hours were extended, and grown men tuned into children's programmes. What waste!"

"We also have a jobs crisis. Uneducated or half-educated children may well grow up to be unemployed. There's a chance to reach them through TV. TV programme planners and production teams may have to make the educational item entertaining to keep the audience. But surely the attempt should be made."

Newsmakers

M-Net's Plum award for June has gone to the Radio 702 television commercial produced by Ogilvy & Mather Transvaal. The M-Net Retail Distinction Award was once again made to agency Bates Wells for its Spar commercials.

Piero Trincherio, an industrial design student at the Wits Techni-

kon, has won this year's Design Institute/Society of Designers award.

Dawn Klatzko, former deputy MD of Meridian, and Rob Waldron, previously creative director of Shepherd Advertising, have celebrated the opening of their new agency, Klatzko & Waldron with the acquisition of several Protea Pharmaceuticals advertising accounts.

The new southern Transvaal committee of the Public Relations Institute of Southern Africa has been elected. Joy Simpson is chairman and other committee members are: Dyan Ennis, Elza Steytler, Louis Nieuwoudt, Margaret Moscardi, Alan Thrush, Lenore Bergh Los and Christo Bredenkamp.

Accolade and . . .

ate black children

the dog ...

Whispers

CHRIS MOERDYK



hope that all the extra money the SABC will be collecting might improve the quality of TV and make the SABC a lot more efficient. Regrettably, however, the problem with state-owned corporations is that this very rarely happens. Money for jam, which is what licence fees amount to, more often than not simply means that one doesn't have to sweat quite so hard to achieve economic viability and all that happens is that efficiency tends to drop instead of rise.

□ □ □

And talking about SABC efficiency, of rather the lack of it, just what possessed those people who schedule the sports programmes? Last week they gave the couch potatoes a golfing bonanza with all that live coverage of the British Open. But, when it came to the final rounds, SABC did their usual trick of not only chopping play on the final hole on Saturday evening but leaving golf fans hanging about in frustration at the end of the final round on Sunday. Just as it all built up to a cliffhanger somebody hit the switch. Now, it is all very well arguing that the final stages, minus four or five important holes and the prize-giving, were recorded and shown later in the evening. But, somehow a recording just doesn't have the same thrill as live action. When will the SABC realise that flexibility and not sticking doggedly to a timetable is what makes television the great medium it should be.

akers

is year's
/Society
and.
former
Meridian,
on, pre-
ve direc-
d Adver-
celebrated
their new
& Wal-
acquisi-
Protea
adver-

tising accounts.
The new southern Transvaal committee of the **Public Relations Institute of Southern Africa** has been elected. Joy Simpson is chairman and other committee members are: Dyan Ennis, Elza Steytler, Louis Nieuwoudt, Margaret Moscardi, Alan Thrush, Lenore Bergh Los and Christo Bredenkamp.

through TV — researcher

CHRIS MOERDYK

THE popularity of television among children in South Africa's black townships could be a major factor in dealing with the education crisis and unemployment, says a local media specialist.

The alternative, according to Hunt Lascaris TBWA media director Lyndall Campher, is for "five-year-old Ninja Turtle viewers to grow into 20-year-old Ninja Turtle freaks. Years wasted watching cartoons while our economy grinds to a halt — surely this alternative is too ghastly to contemplate?"

A generation of urban black children is being raised on a diet of intensive TV viewership, she says. And the habit of tuning in to vernacular radio could soon be restricted to an older segment of the population.

Golden opportunity

"The trend is unmistakable. The township kids are TV viewers first, radio listeners second. This presents a golden opportunity to beam educational programming at a generation that is facing an on-going school crisis. The figures are there for all to see. I just hope that educationists use them as ammunition, and that an unquestioning, highly susceptible audience is not subjected instead to junk TV."

Ms Campher's figures, sourced from Child AMPS, show that only 4,9 percent of urban black children between the ages of five and 15 listen to Radio Zulu. This was the highest penetration achieved by a vernacular radio station among township children.

"Yet between 7 pm and 9 pm some 24 percent of black children will be watching vernacular TV (TV2/TV3). Others, usually teenagers, will be watching TV1, TV4 or M-Net.

"In the early evening time slot (4.45 until 6) some 14 percent of urban black children will be viewing TV2 (the Zulu-Xhosa channel) or TV3 (Sotho)."

Says Ms Campher: "These trends can usefully be put into both a social and international context. We have major unemployment problems in the townships. In the UK when unemployment topped 3 million the television hours were extended, and grown men tuned into children's programmes. What a waste!

"We also have a jobs crisis. Uneducated or half-educated children may well grow up to be unemployable. There's a chance to reach them through TV. The programme planners and production teams may have to make the educational item entertaining to keep the audience. But surely the attempt should be made."



SMALL WONDERS: Their performance is

It was fun —

THERE is nothing more rewarding for all those concerned than the making of a "fun" television commercial. And when it all helps those who are a little less fortu-

his l
com
arou

80 000 pupils

By S'BU MNGADI

ABOUT 80 000 pupils and their teachers at Maritzburg's Vulindlela Circuit have been sitting idly at home since March this year because they fear for their lives in Inkatha-controlled Upper Edendale.

In the past two weeks, 2 000 of the pupils have over the last five weeks been receiving lessons at the University of Natal's Maritzburg campus. This has been made possible by the Edendale Teachers' Crisis Committee (ETCC), assisted by the National Education Union of South Africa and the Natal regional committee of the National Education Co-ordinating committee (NECC).

When the university reopens tomorrow, these pupils will have to be accommodated elsewhere.

The NECC, the ETCC and Neusa have applied to the local Department of Development Aid (DDA) to set up classrooms on land across the valley.

So far town manager Len Koch has made no reply.

Schooling in upper Edendale was disrupted at the height of the six-day war which erupted on March 25 this year when Inkatha supporters returning from a rally in Durban clashed with residents of the Edendale valley. The fighting left over 100 dead.

When the fighting subsided the ETCC called on KwaZulu's department of Education and Culture to provide schools with adequate security.

The teachers also called on the KwaZulu government to force Inkatha to make a peaceful settlement with the ANC, Cosatu and UDF.

Thousands of other children in the Natal-KwaZulu region had by June this year received little or no education, according to a speech by then DEC minister Dr Oscar Dhlomo.

Dhlomo said 1990 would go down as the worst year in the history of education in Natal.

This week Dr Frank Mdlalose, newly appointed DEC minister and chairman of Inkatha's national council, pleaded with teachers to return to school on Wednesday.

Kids sit idle after March clashes close Natal schools

Mdlalose said the teachers' absence had affected an "appreciable" number of the 69 schools at Vulindlela since March 27.

"The stepped-up security arrangements have had a beneficial effect. This is shown by the fact all workers are now back at their places of work except for some teachers based at Edendale."

He said a delegation of chiefs, headmen, school committee and members of Upper Edendale communities met him at Ulundi this Wednesday.

"They have given the assurance that there is adequate security for these teachers at Vulindlela although teachers have insisted there is no security for them."

Chiefs and Inkatha leaders in Upper Edendale are taking a hard line on teachers.

A community meeting held at Taylor's Halt last Sunday resolved to ask Mdlalose not to pay teachers as they had not been working since March 27.

The meeting resolved that: "We the people of Amakhosi (chiefs) believe that after the recent violence our children have been robbed of their education as a result of intimidation of teachers by the ANC and UDF in Imbali and Edendale."

Another resolution called on Neusa to stop attempts to look for alternative accommodation for the displaced pupils.

A further demanded the teachers go back to school or resign, and promised those who returned safety and accommodation in "amakhosi areas".

The ETCC has sent a memorandum to the DEC asking the department to give official recognition to the alternative tuition project.

FEAR FOR THEIR LIVES

~~Star~~ ~~30/7/90~~
SD

White shot 2 boys, says Maokeng witness

By Abel Mushi

A witness to last Thursday's shooting at Maokeng near Kroonstad, where a black schoolboy was killed and another injured when two white men opened fire on them, said he saw the men point the gun out of the window.

Taylor Ntsuka (17) was killed and Tote Malakoane (16) injured when the two men shot at a group of pupils who were playing soccer during a short break in the schoolyard at the Dr Cingo Secondary School. No other pupils were injured.

A pupil, who wanted to remain anonymous, told The Star the khakhi-clad men had approached the school slowly in a white Toyota minibus.

"One of the men pointed a gun out of the window and started shooting at us as they drove past," he said.

Continued firing

"Taylor fell to the ground and they continued shooting at him as we scattered in different directions," he said.

Resident Thembile Motsamai, who claims to have witnessed the incident, told The Star: "Those boers just stopped and shot at the kids and drove away. No one provoked them."

The publicity secretary of the Maokeng Democratic Crisis Committee, Valentine Senkhane, said the body of Ntsuka was found with six bullet wounds.

Mr Senkhane said Malakoane, who was still at Botshabelo Hospital, had been shot in the stomach, leg and hand.

"We've read in the press that the pupils are said to have surrounded the men, threatening to kill them. There was no such thing. Those white men intended to kill and did not act in self defence," he said.

A Bloemfontein police spokesman said the children had allegedly thrown stones at the two men. The police are still investigating.

RECORD

New non-racial school an 'odyssey'

By Janet Heard,
Education Reporter

The 75-year-old St George's Home for Boys in Bedfordview is set to close to make way for the emergence of a private, non-racial and co-educational primary school next year.

This month the principal and founder of the 17-year-old Saheti School, Morgan Ellis, was appointed principal of the new boarding school, Bishop Bavyn School — St George's.

Mr Ellis left the comfort of Saheti to venture into what he described as "another odyssey, to be part of a new South Africa".

"At the moment there is only the Sir Herbert Baker building and I, and a wonderful vision," he said.

He expressed much excitement about being one of the key figures behind the restructuring of the boys' home into a "truly non-discriminatory primary school".

Holistic

Mr Ellis, who believes in a holistic approach to education, said the boarding school was developing at a moment in South African history when people were looking for a new education system.

The Anglo American and De Beer's Chairman's Fund is financing the costs of converting the grounds into a fully fledged private school.

Although Bishop Bavyn School — St George's has not yet started advertising, it has received 276 applications from pupils and about 20 applications from interested teachers.

The school plans to register under the Private Schools Act.

● People interested in finding out more about the school can telephone (011) 616-4018/9.



Meeting the challenge . . . Morgan Ellis has been appointed principal of a private non-racial primary school in Bedfordview which will open in January. He has already moved to the school premises to assist in the transformation of St George's Home into a fully fledged boarding school. ● Picture by Etienne Rothbart.

Education battle is likely over exam date

By Karen Stander
and Janet Heard

A confrontation over black education is likely with the announcement that matric examinations begin in less than three months — although many pupils still do not have textbooks.

The continuing disruption of education has led to a proposal by leading educationist Franz Auerbach that exams be postponed until early next year to allow time for intensive tuition.

This year has been marked by widespread disruption of school programmes, including a teachers "chalk-down" strike.

Dr Auerbach said it was clear that many pupils had not had enough teaching or done enough learning to be reasonably prepared for the Std 10 exams.

"To proceed normally in a highly abnormal situation would ensure worse problems next year.

Failed

"Perhaps high-level discussions involving Minister of Education and Training (DET) Stoffel van der Merwe, education department officials, teacher and community representatives, and representatives of student structures, can devise a plan by which those students who are not properly prepared could receive extra intensive tuition during November and December and write early in 1991."

Last year 58 percent of black matric students failed. Matric students this year are due to begin exams on October 22.

South African Council of Churches (SACC) education officer Sheila Sisulu said Dr Auerbach's proposal was a possibility, but the issue of exams needed first to be discussed with all parties concerned.

"In Soweto there are 10 000 matric pupils this year, compared to last year's 5 500.

"The DET in Johannesburg recently estimated that only 10 percent of pupils could pass this year. We need to do anything to avoid this, which will only compound overcrowding next year."



CITY

NATIONAL

New call for teachers to return to classes

AP645 3/17/90 50

The Argus Correspondent

PRETORIA. — Renewed calls have been made on teachers and pupils at schools in the Northern Transvaal, controlled by the Department of Education and Training, to return to classes today.

At a Press conference yesterday, the Pretoria Teachers Union (Pretu), The United Democratic Front, the Pretoria Civic Association, the Council of South African Students and the Pretoria Educational Coordinating Committee urged teachers and students to attend classes.

Teachers in the region, who were originally scheduled to return to school on July 10, had asked to draw up their own school calendar in line with Transvaal Education Department schools and earlier in the month declared themselves on holiday until July 31.

Brought to halt

This was brought to a halt two weeks ago, when, after an emergency Pretu meeting, teachers voted to return to school and so avoid dismissal in terms of a DET ruling in which teachers who are absent for a period of more than 14 days automatically dismiss themselves.

"Most of the teachers returned to school on July 18 but we have had communication problems with schools in the Moutse area," said Pretu spokesman Mr Mike Molefe when asked why it was necessary to renew the call.

There were no definite figures as to how many teachers were dismissed and Pretu had no knowledge of teachers receiving dismissal notices from the DET, Mr Molefe said.

A DET spokesman yesterday said about 50 teachers were dismissed but that no formal notices had been sent out.

In spite of the fact that none of the dismissed teachers were known, Lawyers for Human Rights (LHR) have been contacted to help address the matter, according to UDF spokesman Mr Sipiwe Ngwenya.

"We call on all teachers, whether they have been dismissed or not, to return to school. We have enlisted LHR to aid us in this regard," said Mr Ngwenya.

A spokesman for the lawyers was yesterday unable to confirm that the organisations' help had been requested.

Cosas spokesman Mr Zakehe Nxumalo said: "We are behind our teachers and we will be returning to school. We call on all students to heed this call."

Go back to
school, ~~338~~ 50
says UDF ~~50~~

The UDF has repeated its call to teachers and scholars in the Pretoria area to return to school today.

Spokesman for the Pretoria Teachers Union, Mike Molefe, told a press conference that teachers should go back — and ignore any letters of dismissal.

Although about 50 teachers have been dismissed, not one has yet received a letter, he said.

But measures had been taken through Lawyers for Human Rights against dismissals, said UDF representative Si-phiwe Ngwenya. — Sapa.

NEWS

ANC unveils wide-ranging action plan

By Esmaré van der Merwe,
Political Reporter

The ANC's national executive committee (NEC) yesterday announced several actions to address pressing political issues such as the Natal violence, the Sebokeng mini-war and the education crisis.

At a press conference in Johannesburg to report on the NEC meeting which was held at a secret hide-out on Monday and Tuesday, the ANC's highest decision-making body announced that:

- A high-powered committee of four NEC members had been appointed to engage in efforts to end the carnage in Natal. They were Thabo Mbeki, Jacob Zuma, Gertrude Shope and John Nkadimeng.
- It had endorsed the creation of a co-ordinating committee consisting of the ANC, SACP and Cosatu.
- The ANC would hold consultations with various groups in the democratic movement tomorrow to address the black education crisis.

Steps would also be taken to secure Government intervention at the highest level.

- Organisational structures dealing with the return of exiles would be strengthened. The ANC would also move with greater speed to establish local and regional structures and would step up preparations for its December 16 congress, the first to be held in South Africa in 30 years.

In a statement, the NEC expressed concern about the increase in right-wing violence and urged the Government to take the necessary action to end "what amounts to the open commission of criminal acts".

Mr Mandela told scores of journalists President de Klerk would be "foolhardy" to seek a whites-only mandate for reform.

The best solution was to reach a negotiated settlement as soon as possible which would give all South Africans the vote.

He also confirmed he would hold a series of meetings with other political actors to brief them on his recent international tour and to facilitate black unity.

Among others, he would meet the Labour Party, the PAC, Azapo and homeland leaders until Saturday.

New school ruling defended

By Janet Heard,
Education Reporter

The Department of Education and Culture (House of Assembly) has defended the widely-criticised new regulation which stipulates that at least half the pupils at a private school registered with the department must be white.

The regulation is an amendment to the Private Schools Act which appeared in the Government Gazette at the end of last month.

Private schools have expressed outrage at the amendment and say it makes no sense in the light of Government reform.

The Department said in a statement that the amendment clarified existing departmental policy and was a significant improvement on the previous one in that it provided greater clarity and latitude.

It said the amendment expressly stated that the Head of Education could deviate from the regulation in special cases if he deemed it necessary.

The headmaster of Sacred Heart College in Johannesburg, Brother Neil McGurk, said last week that private schools had rejected the idea of a racial quota.

Conservative whites

He accused the department of pandering to conservative whites and of refusing to accept responsibility for the overall national situation.

He asked who would take responsibility for schools in the inner city suburbs which were predominantly black.

He said while the Act applied only to private schools, it was an indication of how States schools may operate if the privatisation model on the opening of schools to all races were implemented next year.

National director of the Independent Schools' Council, Mark Henning, condemned the new regulation and said it was just one manifestation of the many problems in education which would only be resolved when there was a single ministry of education.

"Until that time, we are pleased to hear that the department has explained that the amendment is an improvement and look forward to seeing it being shown in concrete action."



Johan van Staden and JP van der Merwe stop for a closer look at the Winnie Mandela doll. © Picture by David Sandison.

Winnie-the-Pooh, now Winnie the doll

By Adam Gordon

Winnie Mandela: you've read the book, seen the movie, now buy the doll.

She can be found in African curio stores in Johannesburg, and costs about R100.

Winnie comes complete with headband, jewellery and flashy earrings but she has (alas) only one dress. On her back she carries the label "hand made in South Africa".

The dolls are made by Annalie Botha and Coleen Cambell, clothing design students at

Leggats, a fashion design school in Johannesburg.

Annalie and Coleen have made about 40 dolls so far, in their spare time.

She said there was probably not much demand for the dolls in SA because of the price, but she expected Americans to be a large potential market.

Janine Tichauer, co-owner of "Africa Collection" in the Cresta Centre said the dolls have been selling fairly well.

ANC gets ready for the Battle of the Books

By MANDLA TYALA

A SEMBLANCE of normality returned to most black schools around the country this week after months of turmoil, but storm clouds are gathering again on the horizon.

Tens of thousands of pupils are caught in a state of flux as ANC-aligned organisations spurred on by recent political developments, prepare for a massive push to force the Government to bury "apartheid education".

Spokesmen, gearing for a final heave-ho, have vowed to embark on parent-led protests that will seek to ensure the least disruption of schooling, a strategy akin to the recent sit-in and hunger strike at Department of Education and Training offices in Johannesburg. A major point of conflict now is the Government's reluctance to commit itself to a single non-

racial education system. Traditionally antagonistic, these groups now say they're ready to work with the authorities in structuring a new order, if the Government announces the demise of racial education and commits itself to a time-frame.

However, the Minister in charge of black education, Dr Stoffel van der Merwe, takes a different view. His pressing priority is seeing to it that there were will be children ready to take exams at the end of this year, in spite of the expected disruptions and protests.

He believes the question of a new educational system for South Africa is political and should be resolved in the planned central negotiations.

By publicly declaring his personal belief that a single department for all "may not necessarily lead to good education", Dr Van der Merwe has not improved relations with his adversaries.

In what is viewed as a red herring, he has pointed out that South Africa already has a unitary education system — in that the (white) Department of National Education is a co-ordinating body, and the (black) Department of Education and Training and others are subsidiary bodies.

This week, in a much-heralded speech, Dr Van der Merwe called for an "education compact" — some sort of co-operation deal between the DET and the communities it serves. He said the plan should help to

address a three-dimensional problem: in the long term, there is the question of restructuring education for the future; in the middle term, concern centres on the course of black education while a new political order is being negotiated; and in the short term, the problem is the restoration of education at schools where tuition has come to a halt.

"This needs to be addressed urgently because we surely cannot suspend education until such time as a new overall system for South Africa is negotiated, finalised and implemented," Dr Van der Merwe said.

Indications are that his plea will not succeed. Groups that have been agitating for the redress of glaring imbalances between black and white education have satisfied them-

selves that the DET is an apartheid structure that must go. Soweto Education Co-ordinating Committee spokesman Dave Maepa says the DET is "a big administrative monster" that, among other shortcomings, is overwhelmed by pupil numbers and does not have sufficient resources.

This week, in response to various protests, the DET made available R8-million to counteract the shortage of books in black schools throughout the country, but Mr Maepa says conditions are still not conducive to effective learning.

"There is a terrible shortage of desks, teachers and classrooms. You'll find that a teacher puts in an eight-hour day, but at the end of

it all there has been no meaningful education because of the overwhelming numbers of children and the fact that they are so unaccommodated."

He said a massive campaign was being waged in Soweto "in defiance of everything that the DET stands for". Schools were scheduled to close on Friday for the mid-year recess and to re-open on August 1 — in violation of the DET's academic calendar.

Mr Maepa said although Dr Van der Merwe prided himself on his "open-door" policy, there were drawbacks. "They have made up their minds that anyone who vehemently opposes their policies is politically motivated and does not have the interests of the children at heart," he said.

Scepticism over new education deal

50

Sowetan
11/7/90

POLITICAL and educational organisations have reacted with scepticism to the announcement of a new deal in black education.

Mr Curtis Nkondo, national president of the National Education Union of South Africa (Neusa) said he would wait and see whether the promises made by Dr Stoffel van der Merwe, Minister of Education and Develop-

deal

ment Aid, were met before reacting.

"When the demands made by students and teachers have been met then we will start talking to the Government. I can't respond to promises," he said.

Mr Stringi Moodley,

publicity secretary for Azapo, said while his organisation encouraged students to return to class, Azapo did not believe that Van der Merwe or the National Party had a claim to participating in the creation of a new education system.

"They are responsible to only a tiny proportion of the population. While the position of our organisation is that we encourage students to return to classes, we do so recognising the limitations of the education system as devised.

"Mr van der Merwe must not appeal to the black community to assist him in legalising his education system which has been responsible for the way in which this society has developed over the last five decades.

Solution

"The only solution for education in this country is the one which will be provided by the majority of people which people will have elected their own government. Education is a composition of the values, norms, history and knowledge of an entire nation.

"That kind of education can only be devised in a truly democratic and socialist country."

Other political and educational organisations said they would react after studying the text of Van der Merwe's speech.

negotiations on a new constitution are under way (during which the future of education will undoubtedly feature prominently). And the final step will be to develop an entirely new (presumably non-racial) education system for the "new SA." (50)

Van der Merwe pledged an immediate R8m to help buy badly needed textbooks — one of the major grievances of teachers and pupils. But even when added to the R30m allocated this year for textbooks in black schools, the R8m is well short of the estimated R100m needed to supply new books to all black scholars. (25)

Van der Merwe's plan faces major obstacles and it will be a test of political skill to overcome them. Not least is a fairly significant slice of the black community which believes education can wait until after "political freedom" — and that children who sacrifice their education will be rewarded after "liberation." An independent survey last year (*Current Affairs* December 1) showed that 19% of respondents believed the former and 37% the latter.

Van der Merwe also faces political resistance in spite of his appeal to get politics out of the playground. In many areas highly radicalised young blacks are apparently having little trouble mobilising scholars in spite of repeated calls by ANC leaders — including Nelson Mandela — to return to class.

The Congress of SA Students (Cosas) has been singled out as a significant influence in some areas. In a recent article the daily newspaper, *Sowetan*, said Cosas had no right to autocratically disrupt education.

Government's initial challenge will be to convince black pupils, teachers and parents of its willingness and ability to deal with the education crisis in the short term. In the longer term — regardless of which government is in power — resources will have to be poured into black education on a massive scale if there is to be any hope of establishing an acceptable and efficient school system for the vast majority. ■

BLACK EDUCATION F/M 13/7/90

Order in the class (25)

Education and Training Minister Stoffel van der Merwe undoubtedly deserves an "A" for effort following his bold comments this week on steps to "normalise" black education.

But the enormity of what is arguably government's gravest crisis is far from being addressed. It seems that only a massive joint effort by both government and black communities will start to solve the problems.

While it's unnecessary to question Van der Merwe's credentials, his suggestion during talks with interested parties in Welkom this week that unless black schools are "normalised" before the end of the year, a major crisis "will be staring us in the face" seemed to disregard the black education crises that have stared him and his Nat colleagues in the face year after year since 1976. (50)

He did implicitly acknowledge that previous governments had neglected black education, but insisted that those days are over. His plan to set black education back on its feet involves immediate steps to "normalise" the situation at schools, which effectively means getting children and teachers back into the classrooms and policemen off the playing fields — far easier said than done.

The next step is an interim arrangement to keep black education going while political

New bid to revitalise education for blacks

(50)
ST Times 8/7/90

By LESTER VENTER
Political Correspondent

A NEW drive to involve communities and their organisations in black education is being launched by Minister of Education and Training Dr Stoffel van der Merwe.

Dr Van der Merwe has appealed to community leaders and groups to help rebuild the schooling system in black residential areas.

Details of the drive will be spelt out in an address by Dr Van der Merwe in Welkom tomorrow.

A spokesman for Dr Van der Merwe's department said communication between the Government and community groups would be the crux of the drive.

Resistance

For this, bodies such as parent-teacher committees and other community groups might be used or new management committees could be introduced.

The department was also ready to recognise bodies such as the National Education Co-ordinating Committee.

However, the department wanted to negotiate with the groups and individuals concerned.

But before this could be done the department felt it had to overcome resistance in the communities to dealing with the Government.

The Government hoped to foster a sense of what one official called "partnership" between the authorities, the schools and the communities.

Dr Van der Merwe

believed there should be joint responsibility for education and that as much of this as possible should be shouldered within the communities themselves, an official said.

With increased funds becoming available, the drive would be accompanied by an improvement in the supply of books and, eventually, more classrooms and teachers.

Stoffel: New education system

Case 71113
9/7/90
50

PRETORIA. — A radical transformation of education in South Africa will come, including one education department, but in the meantime the government and its opponents should work together, said Dr Stoffel van der Merwe, Minister of Education and Development Aid.

"We should stop working at cross purposes. We should cooperate in order to make the most of the available resources," he said.

In a wide-ranging interview about the future of education, he repeatedly came back to the opposing positions — and resultant

conflict — between his department and the ANC-linked National Education Co-ordinating Committee (NECC).

Dr Van der Merwe revealed he would be making a statement today in Welkom aimed at defusing the crisis in black education.

He will specifically deal with the sensitive issues of involving black communities more in education and the shortage of text books, both demanded by the NECC.

The government has also started investigations, the minister revealed, into a radical transformation of all aspects of education "for the elimination of the discre-

pencies between white and black education". The plan will look investigate a "complete overhaul" of all aspects of education.

"The first goal is to have effective teaching in schools."

In the medium-term, the department will try "more effective community involvement".

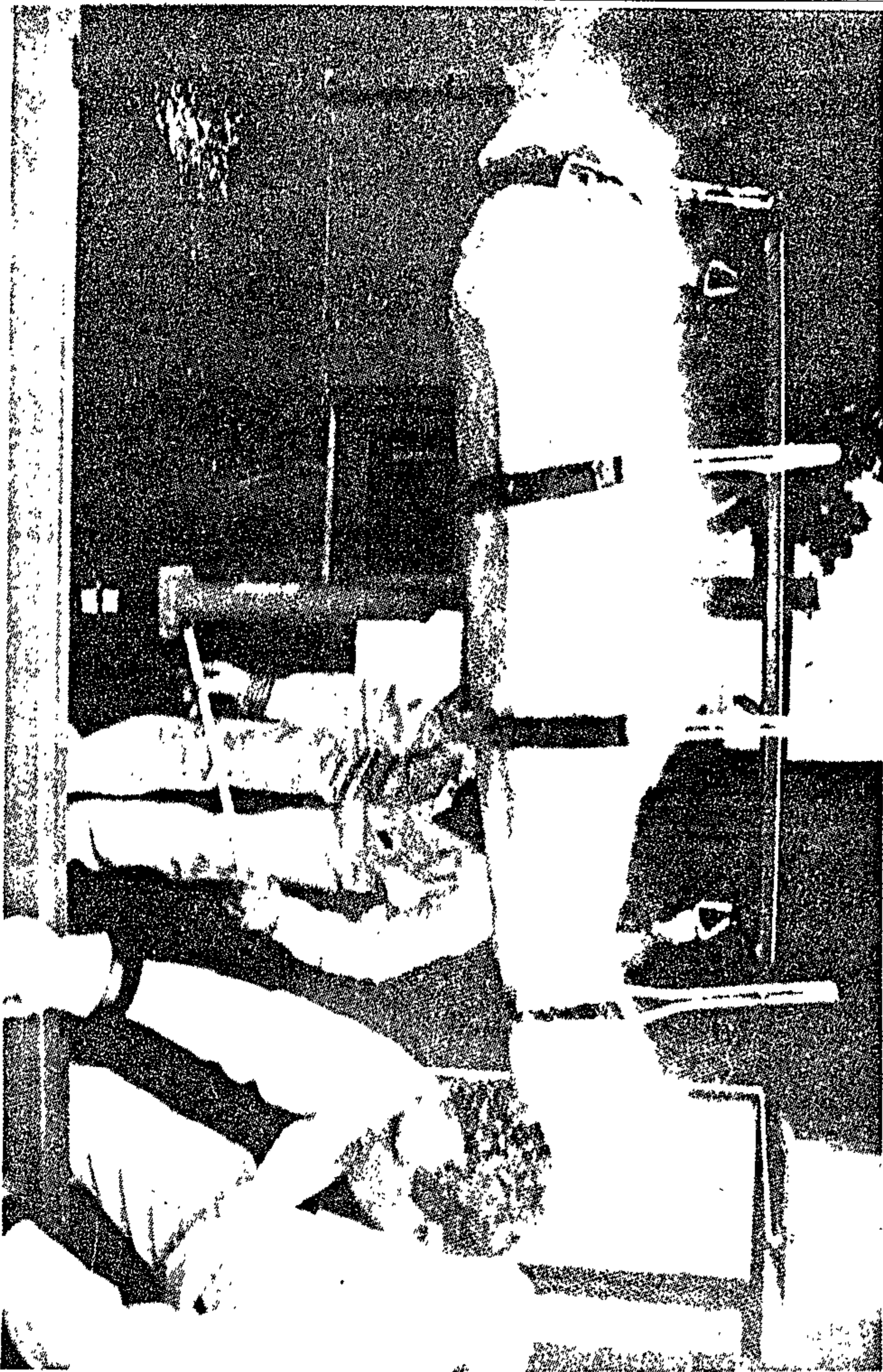
"Given goodwill, and the interests of the children at heart and not the interests of organisations, there's a lot to be done."

He said he didn't think it was going to be possible — "I don't think it is desirable" — to change the whole education system in advance of the process in which a future whole new society will be negotiated.



Open schools models may not have the right answer

AR 45 3/7/90 50



ICY HOPES: Workers in Sydney, Australia, wait to place the frozen body of Mr Rocco Schiavello into dry ice for shipment to the United States where he will be frozen in the hope that one day science will be able to cure the brain tumour that

From JANET HEARD, The Argus Correspondent
JOHANNESBURG. — Education in South Africa has been characterised by an increasing number of white schools closing down, and overcrowding, poor facilities and mass resistance at black schools.

Against this background, the government three months ago announced the go-ahead for white State schools to accept black pupils next year — with qualifying conditions.

The proposed model has come under heavy scrutiny from both leftwing and rightwing organisations.

According to Piet Clase, Minister of Education and Culture (House of Assembly), white parents would decide who would be admitted to schools and a 90 percent vote in favour of open schools was suggested.

Heated debate

New thinking by the government is that while schools will not be run along racial lines, there will be no forced integration either.

Two models have been proposed, both of which have been all but rejected by leftwing and rightwing organisations.

● Model A — white State schools which wanted integration could register as private schools. These schools would receive more than the 45 percent subsidy which private schools presently receive.

● Model B — schools which wanted to remain State schools could admit other races but preference would be given to children from the surrounding community. Black pupils would have to be "in a position to benefit from the education at the school", which implied that pupils must be up to academic standard.

A third option was to remain the same. According to Roger Burrows, Democratic Party spokesman on education, this would mean remaining ex-

would decide who would be admitted to schools and a 90 percent vote in favour of open schools was suggested.

Heated debate

New thinking by the government is that while ~~nothing will not be put into effect~~ there will be no forced integration either.

Two models have been proposed, both of which have been all but rejected by leftwing and rightwing organisations.

- Model A — white State schools which wanted integration could register as private schools. These schools would receive more than the 45 percent subsidy which private schools presently receive.

- Model B — schools which wanted to remain State schools could admit other races but preference would be given to children from the surrounding community. Black pupils would have to be "in a position to benefit from the education at the school", which implied that pupils must be up to academic standard.

A third option was to remain the same. According to Roger Burrows, Democratic Party spokesman on education, this would mean remaining exclusively white with dwindling pupil numbers and reduced government funding.

Brother Neil McGurk, headmaster of Sacred Heart College in Johannesburg, described the models as "leadened kites".

Hardly worth looking at

"When the models were first proposed, there was quite a bit of excitement. After scrutinising the models, it became clear they are full of contradictions and, in the end, are hardly worth looking at."

He said that while the government wanted to liberalise education, it refused to relinquish any control and do away with "own affairs" departments.

Anti-apartheid groupings said the government would not solve the deepening crisis in education by merely "tinkering" with the existing education system.

They argue that the single most effective change would be to overhaul the present system and institute a single non-racial education department.

White right-wing groupings rejected the models as destroying the cultural identity of different racial groupings.

Nine white schools closed

A number of events have highlighted the growing crisis in white education. For instance, the row which erupted over the closure last year of Johannesburg High School for Girls in the grey suburb of Berea.

Johannesburg High was one of nine white schools in the Transvaal which were forced to close down last year due to a drastic decline in pupil enrolment.

Recent statistics in parliament show that:

- 78 white schools are unused or are being used for purposes other than education.

- A total of 97 teachers at white State schools were made redundant last year.

- There were 177 225 vacancies in white schools in the first term of this year.

- The number of black pupils at secondary schools (outside the homelands) increased by 62 percent between 1984 and 1989. The classroom/pupil ratio, although somewhat narrowed, was 1:54 last year.

- There was a shortage of 60 343 classroom places at primary schools and 99 506 places at secondary schools administered by the black education department

"Unrealistically high"

One of the statutory bodies which submitted recommendations to the Minister was the Natal Education Council, which advised that requiring a 90 percent positive vote for the introduction of either of the two models was "unrealistically high". It recommended that any motion by parents to change the status quo should be made by a two-thirds vote.

The NEC said the privatisation model was not a viable option for most schools and suggested that model B was acceptable.

h
n
u
l
i
n
o
r
c
e
n
t
g

166

Minister to make major announcement on black education

(50)

PRETORIA: Dr Stoffel van der Merwe, the Minister of Education and Development Aid, will make an announcement on Monday in Welkom in a bid to resolve the crisis in black education in the immediate future.

His announcement, aimed at trying to save the 1990 academic year, will centre around the shortage of text books in schools, and better communication between communities and Van der Merwe's department.

"We have a new term starting, and we are working through the holidays on our side to get some plans in place to try and get as much out of the rest of the school year," he said.

"I don't want to reveal too much at the moment because it is still in the process of being hammered out."

It is already known that an unspecified quantity of text books will be made available to black students by the end of July.

Van der Merwe was asked about reports that his department was prepared to recognise Parent, Teacher, Student Associations (PTSA's), which the National Education Co-ordinating Committee (NECC) has demanded should be recognised.

At present the only community bodies recognised by

the department are management councils.

Van der Merwe said he had told the NECC in January "if you don't like the existing system, let us renegotiate it".

Wesley 617790 - 817190
"Let us sit around the table and redesign the whole thing, because that can be done. I've got no preconceived ideas about what it should look like."

"We could have had a new system in place by now if they had taken up my offer in January," the minister maintained.

"I've got some reservations, frankly, about the participation of students in the running of schools," Van der Merwe said. "I expressed those reservations — I did not say I will not accept the student participation."

Van der Merwe admitted that education in black communities is in a state of crisis.

Asked how he defined the crisis, the minister said: "too many children are not receiving meaningful education at present".

"That is the terms of the crisis, because at the end of the year we will find people leaving school without adequate education to equip them for life, while others will continue their education with a bad foundation for

what they have to do next year. That is how I define the crisis."

The roots of the crisis were both historical and political, Van der Merwe said. "Historical in the sense that state education was first provided for black people less than 40 years ago."

"And over these 40 years there has been a tremendous increase in the student numbers — six percent per annum, compounded."

"And due to the tremendous fast growth, we suffer from a teachers core which is both not as well qualified as one would like to see, and not as experienced. The teachers are too young," he maintained.

"Then there is the ideological side of it, where one first had the sort of apartheid-motivated education which gave that education a bad name, and which it struggles to get away from."

According to the minister, "there is also a further dimension — a most important dimension — and that is the left is using the schools as battlefields".

"And that means the educated leaders are withholding education from the uneducated children." — Sapa

Terms to be set for open schools

50

Sowetan 3/7/90

THE Government will shortly announce a model for the opening of white Government schools to all races ... with qualifying conditions.

The proposed model which is part of broader political reform, has come under heavy scrutiny from both leftwing and rightwing organisations.

The Government intends to implement the model next year.

The Government has

SOWETAN Correspondent

realised that it is not feasible to continue the present system of education which is fraught with problems at both black and white schools.

Education in South Africa is characterised by an increasing number of white schools closing down on the one hand and, on the other, overcrowding, poor facilities

and mass resistance at black schools.

Against this background, the Government three months ago gave the go-ahead for white State schools to accept black pupils next year with qualifying conditions.

Thinking

According to Mr Piet Clase, Minister of Education and Culture (House of Assembly), white parents would decide who would be admitted to schools and a 90 percent vote in favour of open schools was suggested.

New thinking by the Government is that while schools will not be run along racial lines, there will be no forced integration either.

Two models have been proposed, both of which have been all but rejected by leftwing and rightwing organisations.

The models have been the subject of heated debate in white schools and the various statutory advisory bodies who have submitted recommendations to Clase.

New schools solution

Sta 3/7/90 (50)

Rejected

The Government has realised that it is not feasible to continue the present system of education which is fraught with problems at both black and white schools.

Education in South Africa is characterised by an increasing number of white schools closing down on the one hand and, on the other, overcrowding, poor facilities and mass resistance at black schools.

Against this background, the Government three months ago announced the go-ahead for white State schools to accept black pupils next year with qualifying conditions.

According to Piet Clase, Minister of Education and Culture (House of Assembly), white parents would decide who would be admitted to schools and a 90 percent vote in favour of open schools was suggested.

New thinking by the Government is that while schools will not be run along racial lines, there will be no forced integration either.

Two models have been proposed, both of which have been all but rejected by both Left and Right.

Heated debate

The models have been the subject of heated debate in white schools and the various statutory advisory bodies which have submitted recommendations to Mr Clase.

● Model A — white State schools which wanted integration could register as private schools. These schools would receive more than the 45 percent subsidy which private schools presently receive.

● Model B — schools which wanted to remain State schools could admit other races but preference would be given to children from the surrounding community. Black pupils would have to be "in a position to benefit from the education at the school", which implied that pupils must be up to academic standard.

A third option was to remain the same. According to Roger Burrows, Democratic Party spokesman on education, this would mean remaining exclusively white with dwindle

Still one teacher to 54 pupils in black schools

The Government will shortly announce a model for the opening of white Government schools to all races ... with qualifying conditions. The proposed model, which is part of broader political reform, has come under heavy scrutiny from both left-wing and right-wing organisations. The Government intends to implement the model next year.

Education Reporter Janet Heard reports.

dling pupil numbers and reduced government funding.

Brother Neil McGurk, headmaster of Sacred Heart College in Johannesburg, described the models as "leadened kites".

"When the models were first proposed, there was quite a bit of excitement. After scrutinising the models, it became clear they are full of contradictions and, in the end, are hardly worth looking at," he said.

He said that while the Government wanted to liberalise education, it refused to relinquish any control and do away with "own affairs" departments.

Anti-apartheid groupings said the Government would not solve the deepening crisis in education by merely "tinkering" with the existing education system.

They argue that the single most effective change would be to institute a single non-racial education department.

White right-wing groupings rejected the models as destroying the cultural identity of different racial groupings.

The statutory bodies were given until June 15 to submit recommendations to the Minister. A spokesman for Mr Clase said last week that the recommendations were being evaluated and an announcement on one or both the models would be made shortly.

A number of events have highlighted the growing crisis in white education. For instance, there was the row which erupted over the clo-

sure last year of Johannesburg High School for Girls which is situated in the grey suburb of Berea.

The Government refused an application for the school to be opened to all races and it was forced to open this year as a private and more expensive school under a new name, Barnato Park.

Johannesburg High was one of nine white schools in the Transvaal which were forced to close last year due to a drastic decline in pupil enrolment.

Residents of Homestead Park are presently trying to get the Government to open Western High School in Johannesburg West to all races rather than have it closed. The school, which has 80 pupils from Std 6 to Std 9, can accommodate about 1 000 pupils.

Recent statistics in Parliament show that:

● 78 white schools are unused or are being used for purposes other than education.

● A total of 97 teachers at white State schools were made redundant last year.

● There were 177 225 vacancies in white schools in the first term of this year.

● The number of black pupils at secondary schools (outside the homelands) increased by 62 percent from 1984 to 1989. The classroom/pupil ratio, although somewhat narrowed, was 1:54 last year.

● There was a shortage of 60 343 classroom places at primary schools and 99 506 places at secondary schools administered by the

black education department, the Department of Education and Training.

One of the statutory bodies which submitted recommendations to the Minister was the Natal Education Council (NEC), which advised that requiring a 90 percent positive vote for the introduction of either of the two models was "unrealistically high". It recommended that any motion by parents to change the status quo should be made by a two-thirds vote.

The NEC said the privatisation model was not a viable option for most schools and suggested that model B — that the school remain a State school — was acceptable.

The NEC said that it accepted the principle of parental choice.

Mixed reaction

The Transvaal English-Medium Parents' Association (Tempa), which held meetings with all 200 white English-speaking schools to discuss the two options, said there had been a mixed reaction from parents.

Tempa's general impression was that parents were in favour of open State schools (option B) as long as certain safeguards were realised, the most important being that standards were not dropped.

The conservative Transvaalse Afrikaanse Ouervereniging (TAO) concluded that the models were unacceptable. The TAO opted to retain the "existing and proven" education models.

Liberal and left-wing organisations have criticised the privatisation option and said that most black parents and many white parents would be unable to afford an increase in school fees.

Another objection was the high mandate required by parents for a motion to be passed.

In the past few years, parents of more than 20 white schools have voted to open their schools and have been turned down by the Government. All these schools obtained less than a 90 percent mandate.

Govt paper finds education policy is a failure

(50)

Sowetan
2/7/90

THE MINISTRY of National Education has admitted that the present education system enjoys little support among the majority of South Africans.

A ministry document - "A Strategy and Programme For Education Renewal" - contains a detailed list of criticisms of the Government's education policy.

The document further reveals that the ministry has appointed 20 working groups to investigate how to achieve "a more cost-effective education for South Africa".

"Criticism continues to be levelled at the education system in general," the document admits.

This criticism, as outlined by the ministry in seven points, mainly concerns the following aspects:

"The present education model enjoys little support among the majority of South African society, which finds its purported racial base as expressed in ethnically separate education departments unacceptable.

"Educational programmes are not relevant for both the learner and eventual employers.

"Rather than streamlining education the structural changes effected (by the Government) since 1984 have contributed towards creating a bloated educational bureaucracy which hampers change.

"Education has not produced a strategy by which it seeks to solve the problem of accommodating ever increasing numbers of pupils and students during the next two or three decades.

"The present patterns of financing education are not equitable, and insufficient progress is being made towards creating equal educational opportunities for all learners.

"The utilisation of fixed assets in some cases is far beyond acceptable norms and in other cases dramatically lower than these norms."

According to the Government document, "this criticism has been fuelled by events of unrest, stay-downs, demonstrations and lack of discipline amongst pupils, and in some cases amongst teachers, in some education departments".

"All this has contributed towards a perception in a large part of society that education is in a severe crisis and that the education authorities are slow and inept in addressing the pressing problems encountered in our education system." - Sapa

Eskom develops an education programme

3/7/90

50

By Shehnaaz Bulbulia

The education crisis facing South Africa has prompted Eskom to embark on a non-formal educational programme designed to maximise the potential of its employees' children.

Speaking yesterday at a press conference on Eskom's commitment to the development of these children, Eskom's general manager of human resources, Dr George Lindeque, said big business had to participate in improving the impoverished education base of the disadvantaged majority in South Africa.

Enrichment

Eskom's project, known as Tekprep (technological, educational, career preparedness), was a programme aimed at the ongoing enrichment of students.

It is a non-racial programme which includes community and parent participation.

"By introducing students to life skills and a technological culture, they develop a solid base from which to progress in a technological direction," said Dr Lindeque.

He said the Tekprep strategy for employees' children represented an important step in the only economically viable way to redistribute wealth — through the re-

distribution of skills.

The developer of Tekprep, Lente-Louise Louw, said the programme was flexible, participative and dynamic, and provided students with a range of exposures in non-formal education.

"Education is much more than what is learned in the classroom.

"It involves a total introduction to the world at large," she said.

Students participated in enrichment activities such as communication skills courses, she said.

The activities were organised and run by volunteers from business and the wider community.

A volunteer does not need formal educational qualifications because Tekprep provides them with the basic training to enable them to facilitate the process, she said.

Experience

"Their role is to increase the exposure of the children to the world of work, to a technological culture and to opportunities to learn skills and basic experience," said Ms Louw.

The programme targets students from Std 6 upwards and is being scheduled for afternoons, evenings, weekends and during school holidays, she said.

Privatisation in education will save tax, says Senbank

The privatisation of school education could enable South Africa to maintain the present white education and to extend this, without raising taxes, Senbank says in a report on key economic issues.

Pointing out that the country has not got enough resources to maintain the present standard of white education and to extend this to all race groups, Senbank believes that a different system, namely private education, will be able to achieve this. It could be achieved without extra input and therefore without higher taxes.

However, there are certain critical premises, such as:

- The Government sets certain minimum standards which are internationally comparable, and guarantees it through subsidies.

- Local communities have the right to introduce their own values into the education of children over and above the minimum standards.

Rationalisation

- The subsidy per pupil will be higher for lower-income groups.

The report adds that taxes financing education should be made available as school subsidies to privatised school communities. Rationalisation of education authorities into a single department of education will lead to enormous savings.

The report warns that the costs involved in raising overall levels of education are enormous.

It notes that to finance black education at the same expenditure a pupil as in the case of whites, will cost four times as much as at present, and the total expenditure will be two and a half times more.

Total expenditure on primary and secondary education will therefore rise from R9,3 billion to R25,6 billion.

Education expenditure comprised 13,3 percent of the Government's Budget for the financial year. Equal expenditure would increase this proportion to 42 percent. — Sapa.

50
29/6/90

7
24
S
P
C
T
T
E
S
A
H
T
S
T
C
H
S
V
O
ne
nde
size
ER
21
136
NT
IT
AF
E
EN
IE
AT
DE
ER
AR
O
UT
P
ni

B/D am 28/6/90

'Privatise schools to maintain standards'

THE privatisation of school education would enable SA to maintain standards of white education and to extend these to all race groups, states a Senbank report on key economic issues.

It said a privatisation programme would have to be based on certain critical premises.

These included: that government set minimum standards and guaranteed them through subsidies; local communities were entitled to improve standards above prescribed levels; subsidies would be higher for poorer income groups.

Taxes financing education should be made available as school subsidies to privatised school communities, it added.

Rationalisation

The correct re-allocation of resources would facilitate widespread improvements without requiring extra inputs and without higher taxes, it said.

Rationalisation of education authorities into a single powerful department of education and the privatisation of functions would lead to enormous savings.

With 14 different departments managing and administering education in SA there was duplication of structures and functions and resources were squandered, it said.

Some functions could be provided cheaper on a centralised basis and others

NEIL YORKE SMITH

could be decentralised totally and provided cheaply and effectively on a local community basis.

Education needs continued to increase rapidly, especially as the black rate of progression from grade one to matric improved, the report said.

The costs involved in raising overall levels of education to adequate levels were enormous, it said.

To achieve parity in expenditure between black and white pupils government would have to increase budget spending on black education from R5,4bn to R21,7bn in real terms.

Total expenditure on primary and secondary education would rise from R9,3bn to R25,6bn.

Should the rate of progression to matric for blacks equal that of whites, total expenditure on education, given equal expenditure, would be about three times more than at present, the report said.

Education expenditure comprised 13,3% of government's Budget of about R72bn for the current financial year.

Equal expenditure would increase this proportion to 42%, the report said.

This was obviously unrealistic given other budget requirements, hence the importance of an alternative — privatised education.

TV could be key to future of mass education in SA

By Janet Heard,
Education Reporter

There would be nothing to lose if television was used as a means of mass education and if it proved successful, it could be the dawn of a totally new era in education, said head of Star Schools William Smith.

"If it does not work, SA faces a disaster because how are else are we going to educate the masses?", he said.

Videos

Mr Smith, whose school developed educational videos eight years ago, has proposed the school would provide the tapes free and the operation would not cost the taxpayer anything.

He said that in order for the videos to work, "it is of vital importance that the community gets involved in the project".

He said the community could generate the funds to install a television in areas supplied with electricity at a cost of R300.

In the many areas where there was no electricity, it would cost a total of R1 500 to install solar driven units.

He said Johannesburg Consolidated Investments (JCI) had been using the Star School videos for four years. The videos are used by the children of JCI's staff to improve their maths and science results.

JCI stressed that the tapes should be used under the guidance of a qualified facilitator and said that provided this was done by a teacher, "there is no better way of educating people".

Before the project can get moving, a task force appointed by the Minister of National Education, Gene Louw, must submit its findings on the use of television as a means of education.

"This programme should be given the go-ahead now. If I got the OK this afternoon, we could have the first tapes out in a few months," Mr Smith said.

He added that if the idea was approved, "we could make a significant contribution to the metrics of 1990".

The SABC Board has already approved the idea of using its facilities for educational television.

Textbooks by end of July

26/6/90
By Janet Heard,
Education Reporter

(50) Ad hoc Committee of Principals yesterday

The Department of Education and Training has undertaken to ensure that textbooks are supplied to Soweto schools by the end of July, a principal, Patrick Mabena, said last night.

The undertaking was given by DET regional director Peet Struwig at a meeting with representatives of the Soweto ad

Appealed

Mr Mabena said Mr Struwig had appealed to principals whose schools had a surplus of equipment and textbooks to hand them over for redistribution.

Comment from Mr Struwig was not available last night.

Mr Mabena said the meeting, which he described as "cordial and constructive", was held to get a response to a list of demands handed to the DET three weeks ago.

Other issues included the repair of damaged schools and the supply of educational facilities.

A special meeting between principals and the DET will be held on July 3.

7 education hunger strikers' weakening

By Thabo Leshilo

The seven members of the Soweto Education Coordinating Committee on hunger strike at the regional offices of the Department of Education

and Training in Johannesburg have become weak and have been told to conserve energy, their doctor said yesterday.

Dr Refik Bismilla, of the South African Health Workers Congress (Sahwico), said the protesters remained committed to continuing the fast despite their condition.

The seven embarked on a sit-in at the offices last Monday in protest against shortages of books in some schools in Soweto. They resolved not to leave the building until the DET gave a written undertaking to deliver the books.

The eighth protester, Silas Tloubatla, left the building on Thursday because of ill health.

Dr Bismilla said the protesters had been drinking fruit juice since they started their fast on Thursday, but had taken only water at the weekend.

The protesters have ignored an ultimatum issued on Friday by the Minister of Education and Development Aid, Stoffel van der Merwe, to vacate the building.

Disruption

The Minister told the delegation that its continued occupation of the premises was illegal. He said he would obtain an urgent Supreme Court order to have them removed.

Delegation spokesman David Maepa told reporters they would ignore the ultimatum.

The Director-General of Education and Training, Bernhard Louw, admitted in a statement there was a shortage of books, but blamed the situation on the "prolonged disruption of schooling" in Soweto.

Dr Louw said: "Efforts to collect a stock of books from the available sources in order to distribute them in the best possible way have already been resumed."

Business joins call on SA education

50
B/day 18/6/70

TANIA LEVY

THE private sector has added its voice to the call for a restructured, single national education system.

The Private Sector Education Committee (Prisec) formed earlier this year has presented government with its proposal for one education department, including a suggestion that government provide free and compulsory schooling up to standard four for all children.

Prisec felt schooling to this level could greatly reduce the 50% illiteracy rate among employees and was affordable to government. Government could subsidise a further three years at school which would be paid for by parents and be more career-oriented.

The SA Chamber of Business, Afrikaanse Handelsinstituut, Steel and Engineering Industries Federation of SA, Chamber of Mines, and the Building Industries Federation of SA make up Prisec.

Prisec secretary Gerrie Bezuidenhout said while the private sector wanted one national education system, this should be decentralised on a regional level.

Parents, students and teachers would be consulted at this level so that communities would be able to choose language of instruction and religious and cultural specifics.

Prisec proposed that technical colleges should be opened to all races and incorporated along with teacher training colleges into government's University and Technikon Advisory Council. This would allow post-school education to be co-ordinated and planned as a whole, Bezuidenhout said.

School curricula had to be restructured and more emphasis placed on improving pupils' future job prospects.

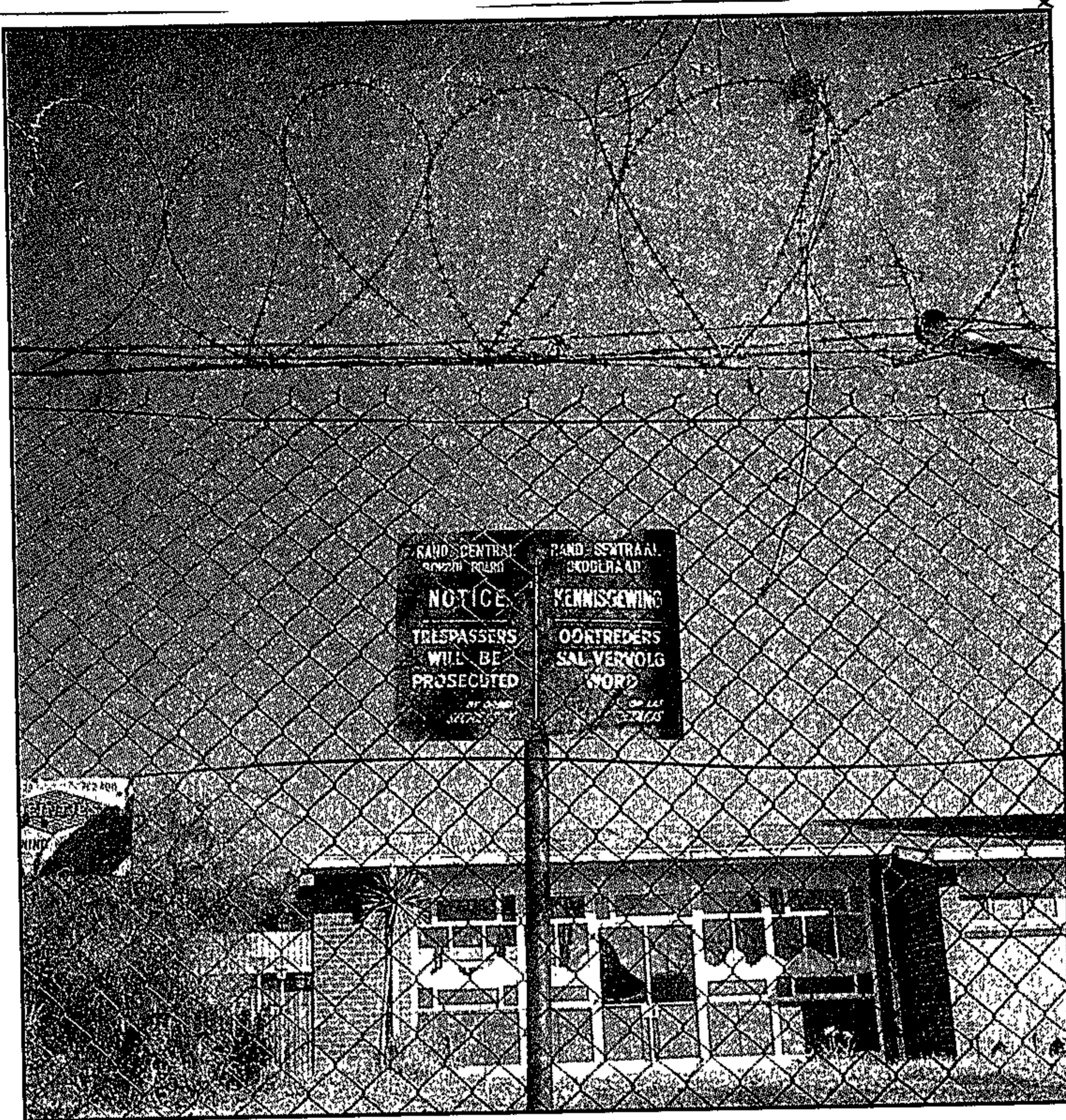
It was obvious the present education framework was not producing the number or quality of educated and technically skilled manpower needed by commerce and industry, a Durban Metropolitan Chamber of Commerce newsletter also said.

Bezuidenhout said Prisec's proposal contained no deadlines as the private sector realised much hinged on constitutional debate. However, interim steps which could be taken in the more immediate term included the standardising of symbols which would become part of a single education system.

A single regional body should set the same exam for pupils of all races, so that none were perceived to be inferior. The same applied to matriculation and other certificates.

In his capacity as labour affairs manager of the SA Chamber of Business, Bezuidenhout said schools needed to provide better career guidance and more pupils had to be encouraged to take maths and science.

The quality of English had to be improved and better communication skills had to be taught at schools to pupils equipped with personal characteristics such as decision-making and problem-solving abilities.



Awaiting a new era . . . The Laerskool Mayfair Goedehoop stands deserted behind razor wire-topped fences after the departure of white children, but soon the grounds will echo to the laughter of Indian pupils attending their neighbourhood school. ● Picture by Stephen Davimes.

Indians welcome Mayfair school conversion

By Janet Heard,
Education Reporter

Indian residents in Mayfair have welcomed the conversion of the empty white Laerskool Mayfair Goedehoop into an Indian school.

The school in 11th Ave is one of 26 empty or under-utilised schools nationally which the Government announced yesterday had been converted to coloured, African and Indian schools.

"Obviously I would send my child to the school when it opens its doors. At least in the near future I will not have to drive my child to school and fetch him in the afternoon," said Mrs Hasina Bulbulia, who lives directly opposite the school.

Her eight-year-old son, Mo-

ammed, is a Grade 1 pupil at Fordsburg Primary School, five minutes drive from her home.

Mrs Bulbulia said since the school was closed about six months ago, residents had been wondering what it would be used for.

Renovations

Pupils and other residents told The Star they were delighted that at last they had a school close by which could be used by the community.

Before the school opens, it will have to undergo renovations and be cleaned. The grass is knee-high, leaves are piled up in front of the bolted gates and windows are broken.

Part of the grounds are being used for parking by post office vehicles.

The school was closed last year following a big decline in pupil numbers.

Piroshaw Camay, a spokesman for the Joint Education Committee (JEC), which consists of parents' committees of four Indian schools in Johannesburg West, welcomed the move. He said there was a dire shortage of classrooms in the area.

A meeting between the JEC and the chief planner in the Department of Education and Culture (House of Delegates) is due this evening in a bid to alleviate classroom shortages at the Ferreira Primary School.

Mr Camay said two classes were held in the staffroom. The committee had tried unsuccessfully to have the school moved to the unused Crown Reef Primary School in Mayfair.

25 white schools to 'change colour'

ARG 645
5/6/90
80

Political Staff

TWENTY-FIVE empty or under-used white schools have been converted to coloured, black and Indian schools.

This was disclosed by Mr Sam de Beer, Minister of Health Services, Welfare and Housing, and Mr Piet Clase, Minister of Education and Culture, in replies to a question in parliament.

Mr De Beer said in a statement that offering facilities not required by one population group to another population group "reflects the true spirit of sharing in the new South Africa".

MOST TRANSFERS IN CAPE

The transferred white schools include the Laërskool Mayfair, Goede-hoop and the Rynsoord schools on the East Rand, both of which are to become Indian schools, and the Laërskool Suurbekom which is to become a black educational institution.

In reply to a question by Edenvale MP Mr Brian Goodall, Mr Clase disclosed that 18 white schools had been transferred to the coloured schools department, six to the Indian schools department and one to the black education department.

Most of the schools transferred for coloured use are in the Cape and most of those which have become Indian schools are in Natal.

Mr De Beer announced that because Indians would in future live in the Rynsoord/New Modder residential area on the East Rand, the government had decided to transfer the Rynsoord school to the Department of Education and Culture in the House of Delegates.

He said several other institutions had wanted the property.

Mr De Beer said that earlier this year he had announced a new policy for dealing with redundant white schools.

DEPARTMENTS HAVE PRIORITY

They would first be offered to other departments within the House of Assembly administration.

Then, they would be offered to other education departments. If they did not want them, the schools would be sold.

"It is thus clear that departments of education will have a higher priority than in the past," said Mr De Beer.

'Own' schools will stay ⁵⁰ Clase

PRETORIA — Headmasters of Afrikaans high schools were yesterday assured by Education and Culture Minister Piet Clase they had no need to fear government would abandon the "own affairs" principle in education.

Speaking to a gathering of headmasters organised by the East Rand branch of the Transvaalse Onderwysersvereniging, Clase said: "It is regrettable that the impression is being given that school communities will be compelled to open their doors to all groups or that they will be privatised.

"What is even more deplorable is that the process of consultation is being troubled by those who want to give the issue a political colour."

He said what was laid down in legislation nearly 25 years ago was just as binding now. Mother tongue, Christian and broad nationally differentiated culture-linked education were still the departure points in any issues concerning the provision of education.

GERALD REILLY

There were fears that government one way or the other was undermining the principle of education as an "own affair", but nothing could be further from the truth.

This meant communities which were satisfied with the existing education system, and particularly with the admissions policy, could continue as in the past.

However, there were communities with other views. Some made frequent submissions to him asking to be allowed to deviate from departmental policy, particularly on the issue of admissions.

"I am now consulting with the organised teacher and parent organisations as well as provincial education councils on the possibility of a further differentiation of school types, but only for communities where a need exist.

One thing that annoyed him, Clase said, was that parent communities were voting to decide which of the two models they would accept.

Clase said what applied in one suburb in Johannesburg did not necessarily satisfy the community in a suburb 30km away.

Referring to the suggested two models which made provision for blacks to be admitted to white schools, Clase said these had been submitted to statutory bodies for comment and advice.

If approved they would allow school communities to deviate from the normal departmental policy on admission of pupils, but within limits.

He stressed if the Ministers' Council decided to introduce one or both models, only those communities which wanted to consider the proposition would vote on it.

Repeating his assurance, Clase added: "You know as well as I do that society adapts and advances and that social institutions must keep pace.

"We have no need to fear, but must rather accept the new future challenge and go forward with faith."

BIDM 5/6/90

NECC to guide Govt on R800-m for education

Ste 4/6/90

50

After a request from the Department of Education and Training, the National Education Co-ordinating Committee is discussing a number of proposals researched by the Education Policy Unit at the University of the Witwatersrand on how best to allocate R800 million non-recurrent funds within DET schooling.

NECC general secretary Thron Rensburg stressed that one of the problems the NECC faced was how to engage the Government on the educational terrain without being co-opted.

The NECC understood the DET's request to mean that the NECC should provide the department with ideas on how the expenditure "could be most productively allocated without causing friction between departments and without causing frictions between communities."

In addition to the money allocated in the education budget for Department of Education and Training schooling, the Government has set aside a non-recurrent R800 million for black schooling this year. The National Education Co-ordinating Committee (NECC) this week suggested a number of ways the funds could be spent in an attempt to alleviate the crisis in education. Education Reporter JANET HEARD, reports.

After discussing the proposals, the NECC may decide that the entire R800 million should be spent on one feature in an attempt to address short-term priorities, for instance the electrification of schools, or whether to spread it over a number of areas.

The NECC stressed that a priority within the next six months was the establishment of Parent-Teacher-Student-Associations (PTSA's) which would take part meaningfully in the administration of schools and the allocation of funds.

The proposals, which give an

The proposals, which give an idea of the depth of the qualitative and quantitative problems in education, include:

- Pre-primary and primary schooling: People without basic levels of literacy were excluded from all but the most menial forms of labour.

Formal schooling

Investment in primary schooling made the largest contribution to returns in both the social and economic spheres than any other kind of educational investment.

Pre-school programmes assisted children in adjusting to the demands of formal schooling.

ing, irrespective of their socioeconomic background.

However, the costs of establishing pre-primary schools for all children would be prohibitive, but Early Childhood Education centres could be established and maintained for no more than a few thousand rands a year.

- Expanding provision: Classrooms should be provided for all within a system of compulsory education. The present shortage of classrooms was one legacy of the lack of forward planning and the failure to link school provision to demographic patterns during the '60s.

Textbooks: The World Bank report (1988) noted that the mere presence of textbooks in the classroom was second only to the quality of the teacher in influencing the quality of learning, yet the supply of textbooks

was almost without exception inadequate in every school.

The reasons textbooks were not supplied included inefficiency in supply procedures, corruption, budget restrictions and poor control of books in schools.

The backlog in the supply of books was so great that it will be impossible to eliminate immediately but it was possible to concentrate on crucial subjects such as mathematics and the sciences. If all students, say in Stds 6 and 7, were provided with mathematics and science textbooks, there could be a real improvement in results in these subjects.

- Parent-Teacher-Student Associations: Authority in black schools had broken down. PTSA's could play a role in providing the technical skills needed in the workplace and in acting as one important node in the web of community.

EDUCATION — GENERAL

1990

AUG. — ~~SEPT.~~ OCT.



Picture: WILLIE de KLERK, The Argus.

ENTHUSIASTIC: There was standing applause from the audience at St. George's Cathedral Hall during an African National Congress panel discussion on a single education system.

ANC excited about open schools voting, says Bloch

By SHARON SOROUR
Staff Reporter

BY voting to open schools to all races, white parents were showing that they knew apartheid was over, said education lecturer and United Democratic Front executive member, Mr Graeme Bloch.

Speaking at an African National Congress panel discussion at St George's Cathedral Hall on a single education system, he said the ANC was excited by the developments at white schools.

Mr Bloch said: "The decision of parents to open white schools is the correct decision and we must not underestimate the important contact that will come from the friendships built and how crucial they are in building a South Africa with a future."

The ANC had been fighting the education system amid teargas and bullets and had called on students to go back to school in spite of the conditions and overcrowding.

"It is right that whites are now be-

ing called upon to make sacrifices," he said.

Apartheid education would not be easy to get rid of and would leave scars on the youth for many years to come.

"Generations will have to learn and re-learn how to study but they are not lost generations as no generation is ever lost," he said.

Apartheid still existed as the Minister of Education Mr Piet Clase's proposals came from a cabinet and a Nationalist government that claimed apartheid was dead.

"Their complicated mathematics have one aim and Minister Clase's attempts to maintain privileges in South Africa must end."

National Education Crisis Committee spokesman Mr Gareth Rossiter said Mr Clase was out of touch with the reality of education in the country and his proposals were an affront to the people of South Africa.

"Minister Clase is holding on to entrenched own affairs philosophy in his proposals and they must be rejected," he said.

Poll shows matric results should be linked to schools

Staff Reporter

MOST people are in favour of the Cape Senior Certificate results being published under schools' names and not alphabetically.

This was shown by a poll conducted by an Afrikaans newspaper.

But it is not known whether the Cape Education Department will change its mind. It is understood discussions are due to take place soon.

The decision to publish the results alphabetically was welcomed by the teaching profession. But many parents and children objected and Die Burger conducted a poll among its readers to test opinion.

Of the 2 547 people who responded, 97,3 percent wanted the results published under the schools' names, while only 2,6 percent wanted the names published alphabetically.

Asked whether the results of the poll would affect official thinking, a

spokesman for the Education Department declined to comment.

When the decision to publish alphabetically was announced, Mr Clive Roos, executive director of the South African Teachers' Association, said the profession "overwhelmingly" endorsed it.

Mr Ken Andrew, Democratic Party spokesman on education, said: "I believe the existing system of publishing names under identifiable school categories gives rise to a number of undesirable comparisons and invalid interpretations."

Exam plea to matrics

JOHANNESBURG. — The National Education Co-ordinating Committee has called on students to sit for their matric exams amid reports that students in Bloemfontein had decided not to write because of lost time. — Sapa.

Shell SA apologises for course

Own Correspondent

DURBAN — Shell SA, which sponsored the controversial and allegedly politically biased and anti-religious leadership course for high school children of all races, has apologised to parents and distanced itself from the contents of the course.

Shell chairman John Kilroe said in a statement to the company's employees that the matter had been investigated by trustee and organiser Terry McCulloch.

White parents of some of the 50 children who attended the Science and Maths Resource Centre Trust Leadership Camp at Richards Bay in August complained about the dissemination of ANC propaganda by the lecturers, alleging that it had caused racial bitterness among the participants.

Mr Kilroe said although Shell had provided the funds, the content and selection of course leaders had been handled by a youth sub-committee which reported to an action committee with input from the children.

"It was a minority who found the ice-breaking game offensive and some of the material politically biased."

He said that incomplete and misleading information about the camp had been given to parents and schools. However, Mr Kilroe conceded that much of the material was inappropriate, that there were shortcomings in the meals and accommodation and that an official from the centre had not attended the course to ensure it was being properly run.

"Shell has been assured that funding by the centre of any programmes or courses which promote a political party point of view will not be tolerated."

Mr Kilroe's statement has been praised by KwaZulu Chief Minister Mangosuthu Buthelezi. But he said he would like to hear a "categorical denial that ... Shell favours the ANC as a black organisation."



Pay-dirt ... Barry Lewis of Sandton (second from right) receives a solid gold Krugerrand from Dave Thorpe (left) honorary director of the SPCA national council, as the first winner in the Kruger Millions Treasure Hunt being run in the Saturday Star in aid of the SPCA. With them are Leo Levine, proprietor of Kruger Rand Trading (second from left) and Peter Haywood, project co-ordinator of the competition. Picture: Stephen Davine

Strike it rich: help find the Kruger millions

Staff Reporter

With petrol costing R1,60 a litre, there is not one of us who could not do with a R1 million windfall...

A novel competition currently being run in the Saturday Star offers everyone the chance to become a millionaire simply by guessing where the Kruger millions are hidden.

One of South Africa's most fa-

mous legends is the subject of the competition which requires that entrants mark on a map the spot where they believe President Kruger left the government reserves of bullion after fleeing Pretoria in 1900.

Not only do the entrants stand to make a fortune by participating in the competition, but the SPCA will also receive funds from every entry.

They will use the money to do what they do best — prevent cruelty to animals.

Every entrant donating R6 to enter the SPCA competition will automatically receive membership of the Jock of the Bushveld Foundation — an environmental club responsible for supporting the SPCA.

So watch out for an entry form, map and details in the

Saturday Star this weekend, make a cross where you think Kruger left his millions. You may win a million (or smaller prizes of gold that parently split off the back of President Kruger's trunk) will be helping the SPCA

If you would like to enter before Saturday, telephone Star Promotions at (011) 2304.



CHEERS . . . Jets of bubbly, hugs and broad smiles greeted the decision by the parents of Pinelands' four schools last night to open the doors to all.

Picture: ALAN TAYLOR

Pinelands schools give thumbs-up

CMY TR4B 31/10/90 (50)

By ANDRE KOOPMAN

CHAMPAGNE corks popped last night after parents at Pinelands's four schools voted — with an overwhelming majority — in favour of opening their schools to all races.

Resounding cheers and jets of frothing bubbly greeted the poll results for the three primary schools and one high school, announced at Pinelands High School about 9.15pm.

Pinelands High recorded a 93% poll, with 84% of parents voting in favour of opening up.

At Pinelands North Primary 98% of parents voted, with 89.2% voting yes.

Ninety percent of parents at Pinehurst Primary, where there was a 96% poll, voted in favour of opening the school.

At Pinelands Primary the vote was 88.6% in favour. A 92% poll was recorded.

All of the schools opted for the "Model B" option, which means that people of all races are allowed to attend and the school remains fully government-funded.

There was a festive atmosphere at Pinelands High before the results were announced, with throngs of parents milling around boerewors stands and other attractions.

Parents and teachers cheered and shouted toasts while pupils hugged each other when the "good news" was announced.

Principals and school committee chairmen of all four schools were "delighted, positively thrilled, wonderfully happy" with the results.

At all schools there was a "very high" parent participation in the drive for votes.

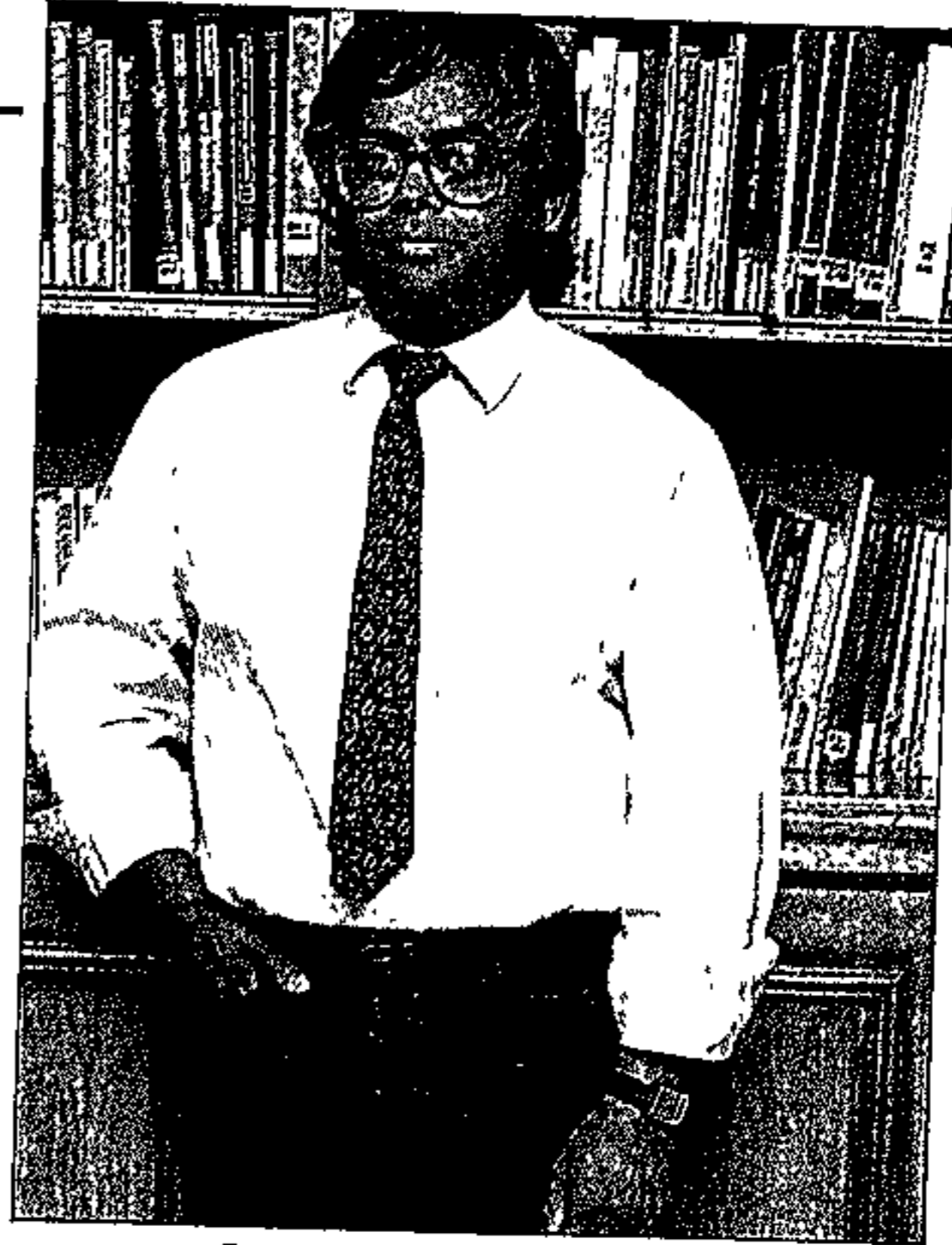
Mr Peter Borchert, chairman of the Pinelands North school committee, said: "I'm thrilled with the result. This is a significant step forward and we have all worked long and hard for it."

He said two parents had worked "full-time in the last week" canvassing parents, with the result "that only one parent at the school who was able to vote did not do so".

Mr Brian Ingpen, principal of Pinelands High, said the outcome was "a great step forward for the country, and our bit for Pinelands".

● Parents at Grove Primary School, Claremont, also voted in favour of an open school yesterday. A 97% poll was recorded with 94% of parents being in favour.

The results of yesterday's poll at Kalk Bay will be made public today.



Samuel ... developing a
'learning culture'

FIM 19/10/90

SO

have to take the energy of the youth, which has been channelled by political mobilisation, and focus it on education."

With a headmaster for a father and a teacher for a mother, Samuel was immersed in his own learning culture while growing up in the Tongaat area of Natal. Strongly influenced by Christianity, he once contemplated entering a seminary. But politics intervened. He joined a student group affiliated to the Unity Movement but soon rebelled against its "narrow intellectualism and prescription."

Armed with his honours degree in English literature from the University of Natal, he taught at Tongaat High but chafed at the failure of schools to encourage children to think for themselves. His liberal views, which he tried to pass on to his students, angered authorities and he found himself transferred to a small school in Zululand.

Angry at this perceived injustice, he did what many young blacks have done — studied law. "I thought it would help me change society." He soon realised its limitations.

Opting for a new challenge, he taught for eight years in Zambia, including a spell at the Ministry of Education. This was interrupted by two years in England, where he did a Masters degree in linguistics at Essex University. Returning to Africa, he taught in Ghana for two years and was a consultant to the Commonwealth Secretariat.

In 1976, as many others were flowing out of SA, Samuel headed home. He worked for two years as a legal assistant before being appointed director of the SA Council for Higher Education, a position he still holds. Sached produces *Upbeat*, an educational magazine that reaches 1,75m students each year, and a supplement in *New Nation*.

Having joined the ANC only in June, his appointment to the top education job came as a surprise to some. During his years at Sached he carefully plotted a non-political course. "I was against apartheid education but was not party-political."

He and his wife, Patricia, have four children. Spare time? "What's that?" ■

JOHN SAMUEL FIM 19/10/90

ANC PLUS ABC

SO

With the smooth, polished tones of a British broadcaster and a dapper navy suit, John Samuel is anything but a stuffy, tweedy academic. But this 48-year-old veteran educator is going to need every bit of brain power — and a lot of street smartness — in his new position as head of the ANC's education department.

A member of the ANC for only four months, he confesses that he finds his new position somewhat intimidating. Though there may be minor victories along the way to ending the education crisis, he sees a long haul ahead. This year alone stayaways and strikes have accounted for three lost months in Soweto schools. And, on average, six children shared one textbook.

A learning culture, he says, is missing.

"It is more than getting people back to classrooms. The right social climate has to be created to enable young people who have been alienated from education to see that education and learning are important. We

A scheme to save the lost generations

AMERICAN-STYLE community colleges in townships could provide cost-effective tertiary education for thousands of people and help reconcile the needs of the South African economy with the shortage of skilled labour.

Educationalists across the country have come to the conclusion that these colleges are urgently needed, if the education crisis is to be solved.

"However successful we may be in revitalising or transforming education, we are still confronted by two generations and more of black students who have dropped out of the system and who are largely unemployable," said Dr Johan van Zijl, executive director of the Education Foundation.

Speaking in Durban on Wednesday, Van Zijl said the time had come to recognise and introduce a new, intermediate level of education to address pressing social, educational and economic needs.

"Without addressing the problem of the lost generations, reconciliation and reconstruction will be severely handicapped," he said.

The community colleges would cater for several key needs:

- Vocational and technical skills geared to localised needs and opportunities
- Literacy and numeracy programmes for a group ranging in age from six to 60 and beyond
- Bridging and orientation programmes to prepare candidates for entrance examinations,

WEEKEND EDITION 19110-2510190

A new intermediate level of tuition in American-style colleges could help alleviate South Africa's education crisis. **SAMANTHA WEINBERG** reports

commercial life and onward development

● A range of one-to-two-year diplomas and "degrees" for those students unable to obtain university or technician entrance

● Adjust a multi-faceted and open-ended curriculum to localised, specific needs

"The development of community colleges, sensibly designed and commissioned, will take the growing pressure off universities and technicians," Van Zijl said. "This is vital if universities continue to elevate their entry requirements, shutting more and more disenfranchised and unqualified school leavers outside their system."

By the year 2000, South Africa will have a deficit of more than 500 000 skilled workers and an unemployed surplus of 2,7-million unskilled workers, according to Van Zijl's projections.

If commerce and industry are to stand a chance of lifting productivity levels, the labour pool must be empowered with primary and secondary skills.

Critical to the success of community colleges

would be several key factors:

● They must be firmly rooted in the community

● They must utilise existing school and other buildings and resources in afternoons and evenings, provided electricity is made available

● Distance and correspondence learning, such as Unisa, must be linked to the system

● Experience of other models — such as those found in the United States — must be noted and absorbed. The education foundation has sent a representative for a month's study tour of US systems and models.

Professor Es'kia Mphahlele, founding director of the Council for Black Education also launched his concept of community colleges at a one-day seminar in Johannesburg yesterday.

He said it was a frightening fact that the bulk of unemployed people were youngsters in their 20s.

"These colleges would equip people to be employed or create their own employment. There would be a technical and academic stream, a mid-career stream and a stream that would accommodate people who are slow but who are not necessarily incompetent," he said.

A night school would also cater for those currently in employment who wanted to further upgrade their skills, such as nurses, teachers and community workers.

The real challenge just starting

By JOHN YELD
Education Reporter

THAT the first white schools in the Western Cape will open their doors to pupils of all races at the start of the new year is now little more than a formality.

With big majorities of parents at Rhenish Girls' High in Stellenbosch and Plumstead High having formally voted in favour of open schools and with many others set to follow in the next few weeks, it is clear white "own affairs" education minister Mr Piet Clase has no option but to approve their official requests when these arrive on his desk.

Attempting to exercise a veto at this stage would almost certainly lead to open defiance.

But for many of these schools, the real challenge has only just started.

As far as the government is concerned, the three "open schools" models proposed by Mr Clase are a sop to political pressure, and apartheid education — based on "own" and "general" affairs of the tricameral system — must continue.

Additional models
This is clear from the information document put out by Mr Clase's department on "Additional Models for the Provision of Schooling". It reads:

"All the schools under the jurisdiction of this department strive to accomplish the following mission:
The provision of excellent and relevant education originating in the cultural milieu of a local community; that is, schooling which has a Christian and broad national character and which is provided to its target group through the medium of the mother tongue... Where possible, the department renders a service to other groups in terms of the Constitution.

OPEN SCHOOLS



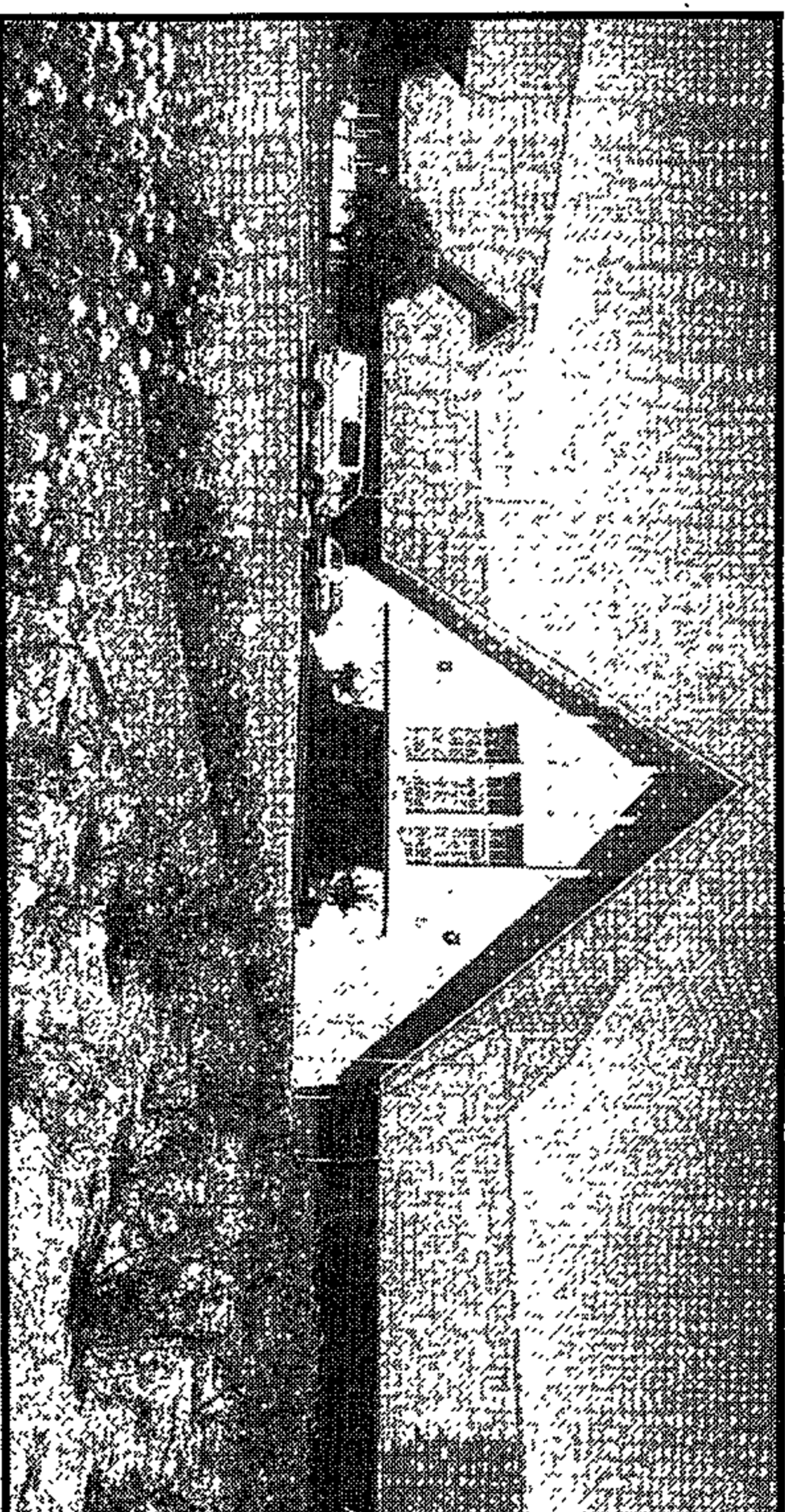
Piet Clase

"The minister will approve the conversion of a state school to one of the additional models only if it will still be possible under the changed circumstances to achieve the stated mission of the Department in practice."

And the document states categorically that the majority of pupils must remain white.

Although many white schools have decided to hold polls in terms of Mr Clase's guidelines, this racially-based criterion remains unacceptable to them. They want open schools in a non-racial system with admissions based on educational criteria — not "multi-racial" schools with effective racial quotas.

That the two are very different concepts is apparent from these remarks by pupils: Purnia is a black student in a multi-racial school of 400 pupils. Only 32 of them are black, and Purnia is one of



Rhenish Girls' High School in Stellenbosch, which will open its doors to all races next year.

only two in her class. Asked how she felt at being at the school, she replied:

"It's very different to how I grew up. Some of the things are very strange. But you get used to it. You learn to speak about the same things that the white students do. But it's very difficult..."

"You have to remember where you are and think before you speak. I think I am more reserved now."

By contrast, Jenny attends a non-racial school which has 850 pupils, about 50 percent of them black. In her class there are nine whites and nine blacks — six Africans, two "coloureds" and one Indian. Asked about this racial ratio, she seemed surprised and had to think carefully about "who was what".

"It's funny but I don't think about people anymore in terms of the way they are classified," she remarked.

"We're such a mixed bag — I mean, some of us are Catholic, some Italian, some Afrikaans, some Greek, some Jewish. Sure, there are lots of cultural differences, but somehow colour isn't the issue."

The formidable challenge for white schools admitting pupils of other races for the first time next year will be to develop a truly non-racial ethos. For these new pupils will, in most cases, constitute a tiny minority.

Debunking myths

It will also take great patience and determination to root out long-standing prejudices and debunk existing myths, as teachers Emilia Potenza and Charlotte Schaer of Sacred Heart College in Johannesburg pointed out in a recent article in The Transvaal Education News:

"Racial prejudice has been part of the fabric of life in South Africa for so long that we are all victims of it. Consequently, myths about other race groups and ourselves abound, particularly when it comes to the very pressing issues of integrated education."

● Myth number one: We, ourselves, are free from prejudice.

"Working in a non-racial environment, by its very nature, forces us to confront constantly our own deep-root-

ed prejudices. It is a very rewarding experience to examine your own prejudices through the interaction that takes place in a non-racial classroom. Even the most experienced teacher has his or her values challenged in quite a revealing way.

"As a white teacher in a non-racial school, there can be a tendency to over-compensate when dealing with black students. This often manifests itself in areas such as excellence, discipline and general group interaction where you may find yourself displaying double standards. It is usually a consequence of feelings of guilt or a lack of familiarity with the norms that operate within other groups."

● Myth number two: Black children inherently lack the capacity to deal with abstract concepts.

"Shockingly enough, this view persists, even among experienced educationists... the Sacred Heart experience has shown indisputably that generalisations about intellectual ability based on racial

Voting calendar

THIS is the list of dates on which parents are still to vote on open schools.

Tomorrow
Settlers High, Bellville.

This week

October 24:
Oakhurst Girls' Primary, Rondebosch.

October 25:
Rondebosch Boys' High, Boys' Preparatory.

October 26:
Sans Souci High, Newlands, Golden Grove Primary, Rondebosch.

Next week

October 30:
Pinelands High, Pinelands North Primary, Pinehurst Primary, Sea Point High, Sea Point Primary, Claremont, Grove Primary, Commercial High (or October 31).

October 31:
Westerford High, Newlands, Cape Town High, Fish Hoek Senior High, Fish Hoek Middle, Fish Hoek Middle.

stereotyping are simply unfounded."

● Myth number three: There is no common ground between the different groups in South Africa.

"For the most part, children form bonds with one another fairly naturally within the school environment. Racial differences are seldom a reason for conflict. What binds them together is what they have in common — that they are all adolescents with very similar preoccupations."

The two teachers offer the following incident which happened at their school as the type of situation likely to occur during the change to non-racialism:

Teacher: (in a moment of anger) I haven't seen any work from you all this week. And look at me when I talk to you!

Mpho: (looking down) But Miss, in my culture it's a sign of disrespect to look at an adult who is scolding you.

Teacher: Oh. I wasn't aware of that. I understand, but I still want to see all your work up-to-date by tomorrow, or else!"

The challenge for schools to develop a truly non-racial character over the next few years will not be easy — but there is little doubt it should also prove highly exciting, stimulating and rewarding.

Nepi think tank to lay out ^{so} education policies to rest

W/M 23/9 - 4/10/90

A MAJOR, multi-million rand research project, to be known as "Nepi" (National Education Policy Investigation), has been launched to look into policy options for a future education system in post-apartheid South Africa.

Commissioned by the National Education Co-ordinating Committee (NECC), Nepi will examine the ways in which existing institutions can be transformed to meet the needs of a future, democratic society.

The Nepi think tank, headed by Nick Taylor of the Education Policy Unit at the University of the Witwatersrand, has already begun its research and hopes to be launched officially in January.

"What we want to create is a baseline of data and ideas from which interested parties could pick and choose aspects that interest them as possible policies," said Taylor.

"The main trajectory is how to address imbalances of the past — not only between the races, but urban/rural and gender imbalances as well."

models for the education system.

When it came to the practicalities of structuring the system, the NECC — whose affiliates include many progressive education organisations — wanted to have a well-thought out and sensible list of policy options, he said.

Although research is still in its embryonic stages, a couple of fundamental ideas would probably form its basis. These include:

- One department of education, responsible for all institutions in the country. As it would have to deal with vast numbers of pupils, the administrative burden would probably have to be decentralised, with each region looking after its own interests.
- All schools open to all races. The make-up of pupils would inevitably be differentiated on a geographical basis

A new research project aims to address the imbalances of the past in its policy options for education in a new South Africa.

SAMANTHA WEINBERG reports

and there would still be rich and poor schools, according to their ability to supplement state subsidies with self-generated income.

● State responsibility for school provision. The state must provide equal subsidies for all state schools and the priority must remain with them. Privatisation of schools would be discouraged.

● Community involvement in the decision-making process on an equal basis.

● Private sector involvement in fund-raising, which would be centralised so

as not to create regional inequalities.

● Compulsory education up to a certain level — at least to the end of Standard Five or Six.

Taylor admitted there would have to be some formula to determine which pupils continued their education further than the compulsory level, as there would probably not be sufficient resources to enable everyone to continue.

Further exit points from formal education would also have to be determined and ways these would link up with non-formal structures.

Concerning the fear that standards would drop with the integration of schooling, Taylor said: "If white standards do drop, it will be a slow process. However we do have to redress the imbalances created by apartheid education.

"Our aim is to work towards some

form of equality in education, by which we mean not only formal equality of state provision."

Taylor accepted there would be great problems in finding sufficient resources to fund a new education system, bearing in mind that while education would be near the top of the list of priorities of any future dispensation, there would be other urgent issues to address.

Apart from the money saved through the creation of one education department, there would also have to be a major exercise in cost-effectiveness in order to try and make available funds stretch further.

This would include the printing of cheaper textbooks as well as turning schools into community centres after hours, which would provide services including non-formal classes in the evenings and on weekends.

According to Mel Holland of the NECC, work has already begun and Nepi is planning to produce a final report in April 1992, with interim reports during the course of next year.

Taylor estimates the project will cost around R3-million and will involve between 200 and 300 people.

New models' for schools ^(so) rejected across spectrum

W/Mail 149-209/10

THIS week's announcement by Education and Culture Minister Piet Clase, of three "new models" which allow schools to determine their own admissions policies — and theoretically provide mechanisms by which they can become non-racial — has been rejected by political and education groups across the spectrum.

The models give parents the opportunity to vote whether they want an open admissions policy at their school, but offer financial disincentives to their being accepted.

The first new model provides for the transformation of a public school into a private school and for the consequent phased withdrawal of state funding to a level of 45 percent of operating costs.

According to an information document issued by the Department of Education and Culture (DEC), an estimated R2 520 per pupil each year would have to be contributed, just to maintain the current standard and services of the school at the current level of funding for state schools.

The second model — which provides for a public school to determine its own admissions policy within the provisions of the constitution — requires Clase's prior permission, but only limited further financial obligations.

While the parent/school community would not have to pay fees, no provision would be made by the state for additional facilities, accommodation or transport schemes, said the document.

Where parental choice led to a multi-racial admissions policy, the "status quo" would be maintained with regard to physical facilities.

The third model is for a "state-aided or-

po) said the prospect of a reduction in subsidies if schools adopt one of the models which takes them out of the present government sphere of influence, "shall either influence white parents to vote in their financial interest on this matter or choose to go private, in which case, consequent financial burden shall have a debilitating effect on the poor black parent".

Another aspect of Clase's new plans which has been criticised, is the requirement that 72 percent of parents with children at the school would have to pass the motion for a change to admissions policies, before they could be adopted, and even then, the minister would have the right to veto their decision.

"The minimum percentage of 72 percent of all who have the right to vote must vote in favour of change, on condition, that at least 80 percent of all parents/legal guardians... participate in the poll," Clase said.

"The percentage vote in favour of change, although important, will not necessarily be a deciding factor. The minister will naturally take other factors, like alternative provision of schooling, into account."

Democratic Party education spokes-

man Roger Burrows said the parent vote requirement was an "almost total entrenchment of the racist concept of 'whites only' schools (and) is directly contrary to everything that has been paraded as possible in the 'new' South Africa.

"It appears that Minister Clase has quite deliberately made it as difficult as possible for schools to open."

According to Moodley, the voting condition, "illustrates the high racist standard against which the government obviously wants to judge and control the imminent influx of black students in white schools".

A further subject for concern in Clase's proposals was the principle that preference would be given to white pupils, in schools under the control of the DEC.

"The department's primary responsibility is to serve the whites. Our constitution at the moment makes provision for separate education and that is our constitution until a new one is drawn up," he said.

Among the education principles that

still apply are: the provision of education with a Christian and broadly national character, retention of the traditional values and ethos of the school, culturally-determined education, retention of parental participation and the provision of education only within existing accommodation, facilities and transport schemes.

What the final principle means, is that, inter alia, schools that opted to admit pupils of all races would also have to open their hostels — and showers — Clase said.

Conservative Party spokesman on education and culture, Andrew Gerber, said however, that it appeared the government had abandoned education principles and this would result in conflict and division in every school community.

"The CP will ceaselessly continue to mobilise parents to prevent the destruction of own affairs education," he said.

Representatives from most progressive education and political organisations as well as concerned parents and pupils have urged the government to channel its energy into the creation of one education department and fully non-racial education, instead of dilly-dallying with useless half-measures, such as those announced by Clase on Monday.

In the interim however, and despite their strong reservations, the DP and the Teacher's Federal Council have decided to co-operate with Clase's proposals and have called upon "every parent or guardian who will have the opportunity to vote in the referendums called at schools, to drive open the doors of that school to normal admission requirements".



Strini Moodley ... new models illustrate a high racial standard

Among the education principles that

EDUCATION

CLASE STRUGGLE

FIM 14/9/90

SO

It was back to the P W Botha era again at Auckland Park on Monday night, when white Education Minister Piet Clase was asked to explain his proposed education models for the new SA. Instead of facing a panel of journalists, as newly elected Democratic Party leader Zach de Beer had done, Clase was meekly fed leading questions by news anchor woman Mariette Kruger.

Clase, a known Free State conservative to whom Botha entrusted the education of white schools, unveiled three models for schools:

- A private institution, established after the closure of a State school, subsidised to the tune of 45% of its operating costs, to be implemented during 1991;
- A public school that would determine its own admissions policy within the provisions of the constitution — from January next year; and
- A State school with staff salaries (amounting to about 75% of operating costs) paid by Pretoria.

Schools wishing to switch status will have to put it to the vote. The minimum requirement would be an 80% poll with 72% of the parents voting in favour of change. But the education authorities would still have the power to override the parents' decision.

Reaction from the Conservative Party's education spokesman Andrew Gerber was blunt: "It is aimed at preparing whites for the eventual complete integration of schools," he said.

There seems to be some truth in this. Two weeks ago, Constitutional Development Minister Gerrit Viljoen said at the Natal Nat congress that the Population Registration Act will have to go. As the *FM* pointed out at the time, the repeal of the most important remaining pillar of apartheid will have vast consequences for the new SA when everything related to race and colour disappears from the constitution. That includes closed residential areas, separate voting rolls and segregated education.

If Clase was rubber-stamping what F W de Klerk presumably has in mind, another scenario presents itself. Either De Klerk, a former national education minister, still harbours thoughts of maintaining some kind of white supremacy — or he has convinced Nelson Mandela that Clase's announcement is an interim ruling to appease conservative elements in his own party.

The latter is more likely. How else could Mandela — already facing dissent from radical blacks about his prenegotiation stance vis-à-vis government and his willingness to compromise — accept such an education plan for a future SA? It is clearly based on race.



Clase ... whites still rule supreme

White parents in areas which later may house blacks, coloureds and Indians (after the scrapping of the Group Areas Act and the Population Registration Act) will hold the key to integrated schools — or not. If parents opt for open schools, Clase's conservative (white) bureaucrats could put a stop to it.

The problem does not lie with the models. In future, the authorities will, in all probability, have to make room for private or State-subsidised schools. But Clase and De Klerk

cannot seriously believe that any black participants in a shared-power system would accept that conditions for integrated schools be determined by whites only.

Another disturbing feature of the announcement was that it was Clase and not National Education Minister Gene Louw who officiated. The whole issue was treated as a whites-only affair.

Also, Teacher's Federal Council chairman Hennie Maree has endorsed the plans. Maree, also a known conservative, recently clashed with Louw because he met a black organisation which is not affiliated to some or another official education department.

If we are to believe Viljoen, there will soon be no need for people like Clase to administer white affairs. Why was he allowed to proceed with the educational non-starter?

Lddie Botha

DEMOCRATIC PARTY

LEADERSHIP BLUES

FIM 14/9/90

Since its inception last year, the Democratic Party (DP) has prided itself on allowing free thought and debate within party ranks. This healthy attitude — in keeping with its name and principles — was reiterated last Sunday night on TV when new leader Zach de Beer faced the press.

He gave a sincere and plausible performance. But De Beer has been in the game too long to disregard growing signs that party

OPENING CLASSROOMS

FIM 14/9/90

Some white schools are moving towards integration and will open their doors to grade one pupils next year. Nick Taylor, research officer at Wits University's Education Policy Unit says that, in surveys of white schools in Johannesburg, white parent attitudes appear to be increasingly amenable to integration. At Emmarentia primary school, for example, 79% of the parent population responded to the survey and 90% voted to open the school.

Taylor says all schools should be opened in a single department of education. He believes it is unreasonable that "28% of the parent population can hold the rest captive" — a reference to the 72% requirement for change spelt out by the new schools policy.

He also saw some "traps" in white Education Minister Piet Clase's statements — citing the clause that children

must be educated in their mother tongue. "At Emmarentia, as an example again, a large number of children are Japanese or Israeli; some can't speak English when they begin school in grade one. It's unrealistic to talk of mother-tongue education."

In his statement, Clase requested school committees to make any decision on purely "educationally accountable grounds, seeing that the politicisation of the matter would harm the cause of education."

□ A major conference to begin discussing and formulating future education strategies by anti-apartheid organisations, including the ANC, scheduled for this month, has been cancelled. Holland said this was because the organisations involved lacked "the capacity at this time to stage such a summit."

White parents 'tolerant' of mixed education

50
KAREN STANDER, Education Reporter

MOST parents at 40 white Johannesburg schools surveyed by the American Chamber of Commerce in South Africa (Amcham) are "tolerant" of opening schools to other races if "existing standards" can be protected.

Amcham executive director Wayne Mitchell said if these schools were opened, along with an additional 12 schools surveyed in the Durban area, it would be possible to create a minimum of 25 000 places for black children.

From interviews taking place in Alexandra to ascertain the interests of black teachers, parents and pupils, it was found that most of the hopes, aspirations and stereotypes about mixed education held by white parents were shared by their black counter-

parts. Both groups, for example, were deeply concerned about discipline and the quality of education.

Mr Mitchell said Amcham's policy research which had pinpointed white schools in Johannesburg and also might be amenable to integrated education in relation to because of their geographic situation in the black community.

Many of these white schools were in "grey" areas and faced closure, though some were in "grey" areas where black children had no reasonable access to alternative education.

Initial results of about 3 000 interviews suggest-

ed that only a minority of white parents were prepared to accept open schools unequivocally, but a majority were tolerant of mixed education provided that various safeguards were created to ensure standards were maintained.

The research indicated that the strongest support for open schooling was among primary school parents in the north-eastern areas where a number of schools were close to, or even exceeded, the 72 per cent minimum support laid down by white Minister of Education Piet Clase this week.

There was relatively greater resistance to open schooling among Afrikaans-speaking parents, although most would accept nonracial schooling whereas local schools faced closure.

Open schools: How it will work

By JOHN YEID
Education Reporter

“CLASE of ‘91” Tuesday’s headline in The Argus read.

Some parents smiled at the clever wordplay; others were too fraught at the prospect of their children sitting alongside children of colour in “open” schools next year to find any humour in the situation.

For much of South Africa’s white community, nothing since the release of Mr Nelson Mandela and the unbanning of organisations in February has had such a potential impact on their lives as the long-delayed announcement by white “own affairs” Education and Culture Minister Mr Piet Claes that schools falling under his department could choose to become non-racial.

Mr Claes went out of his way to appease conservative fears by emphasising that white schools would not be forced to change their status quo. And in the “fine print” of his statement, he clearly retained final veto powers over any applications.

But white fears persist — and the “open schools” issue is the talk in pubs and lounges, at social gatherings and school functions.

Just what are these fears and is there any substance to them?

Parents fears

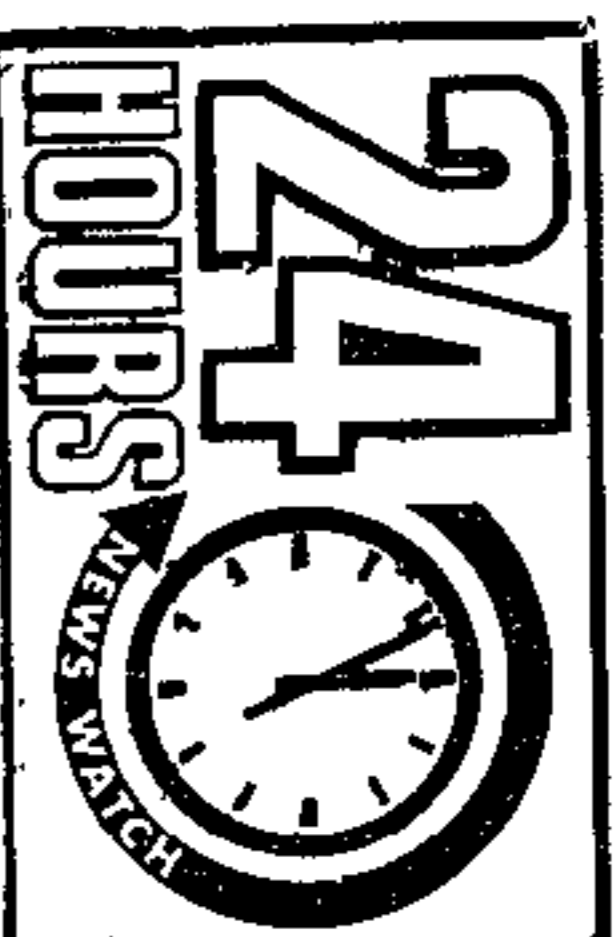
According to one educationist who has been deeply involved in the issue, some white parents expressed basic worries — they believed their children’s schools would be swamped by hundreds of pupils of other races bused in from townships.

They feared resulting behavioural problems and a refusal to accept authority; a lowering of hygiene standards and a possible introduction of diseases like TB and Aids; of 18-year-olds sitting in the same class as 13-year-olds.

One particular fear was the hoary old chestnut of “lower standards”.

“Because the ignorant parent looks and sees 95 percent of whites passing matric and only 47 percent of blacks and says *Ipso facto*, blacks are less well educated or whatever,” the educationist said.

“And then there are the



rather more subtle fears, about relationships across the colour line. It’s a terrible sadness — not always based on bigotry — but some people do have these problems.”

A principal of a Peninsula high school pointed out that no intensive survey of parents’ fears had been done.

“Most are almost anecdotal and they always think of a worst-case scenario. And a lot of those fears are based on lack of information, understanding or ignorance. That’s an unfortunate product of our separate education systems — and the tragedy of the matter,” he said.

He did not understand what parents meant who claimed “lower standards” would result from the school choosing to become non-racial.

Entrance exams?

“We’ll have the same teachers, write the same exams. The same educational criteria will remain — for example, you’ll still have had to pass standard seven to get into standard eight.”

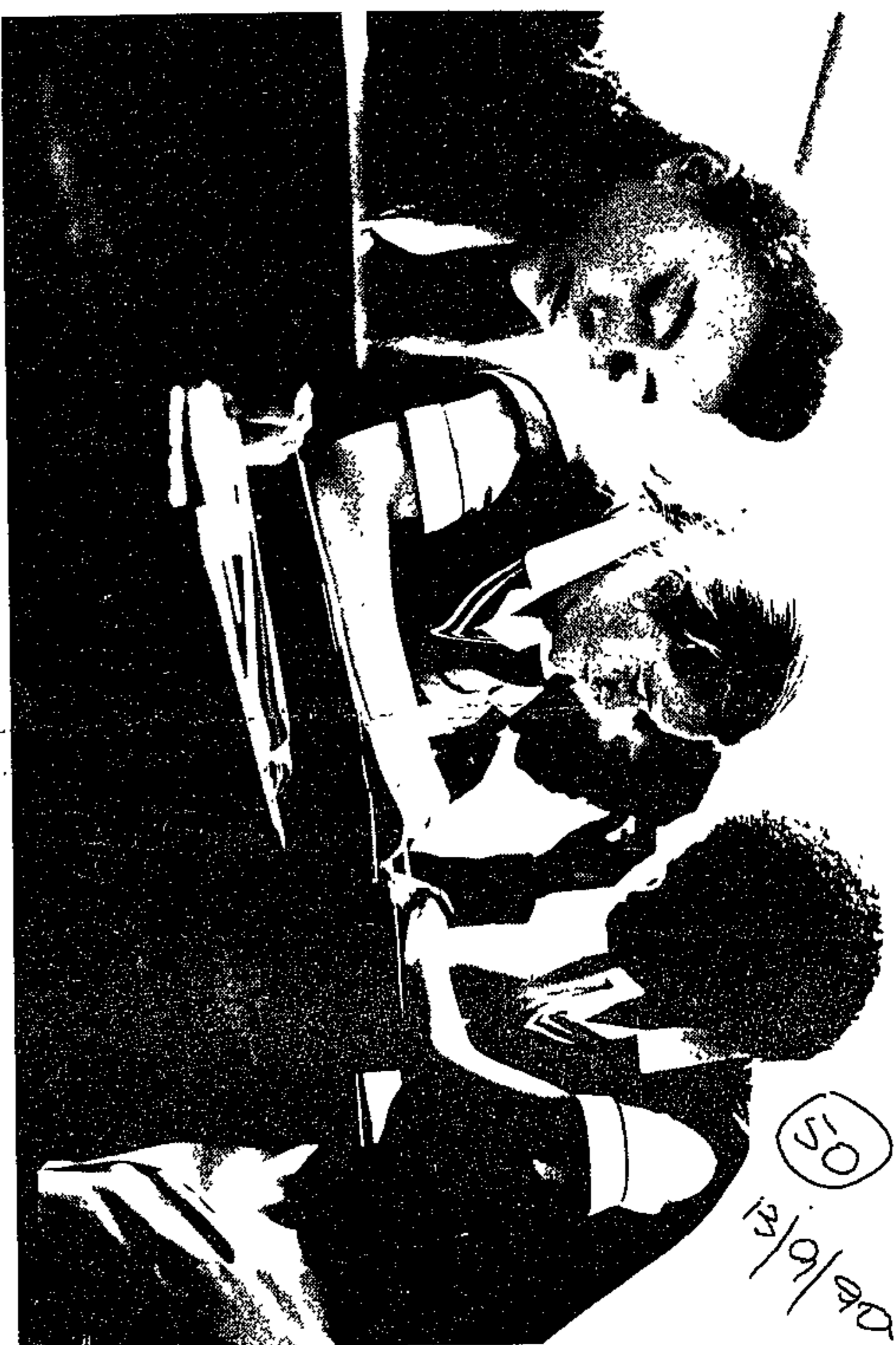
“When you query these fears, you can’t pin the parents down to what they mean. And when you examine the fears individually, they turn out to be very trivial.”

Sacs in Newlands was the first white government school to vote in favour of going non-racial. But that was in 1986 — and Professor Peter Folb, chairman of Sacs’ management council (as school committees are now called), pointed out that parents had not been consulted on a formal basis since.

“There’s now a new generation of parents”, he said.

The school had been given information about Mr Claes’s three models on Tuesday and had already asked the department how to proceed, Professor Folb said.

They had been told applications for details on how to conduct a referendum of parents had to be made in writing, which was being done. The management council was due to meet next week when



TOGETHERNESS: Easy friendships and mutual acceptance are common at existing multi-racial schools.

it would determine its response to the open models.

But the management council and a special liaison group had continuously investigated the issue of the school becoming non-racial and had ruled out any possibility of a racially-based quota system, said Professor Folb.

“That concept is as meaningless to the school as it would be to the individuals who are subject to it.”

The feeling of the liaison group was that some form of qualification criteria would be necessary for admission to Sacs, Professor Folb said.

“It would be unreasonable for all parties — especially for the youngster concerned — if he had no prospect of success.”

Zoning

“We are well aware that this may introduce a value system which may be white-biased, so we will have wide consultation to ensure that, as far as possible, the systems of selection are value free.”

But for state schools, there are virtually insurmountable problems to setting entrance exams for prospective pupils. Because education is compulsory, parents in these schools’ zoning area — currently white group areas — could insist on their children being admitted whether they passed the exam or not.

And forcing other pupils to

issue which Mr Claes’s statement ignored.

The new models allow management councils to set their own admissions criteria — and for several schools, existing rules not based overtly on race will probably ensure that their pupil profile stays much the same.

Such rules include rejecting any pupil more than two years older than the norm for the standard; accepting pupils to a higher standard only if they have passed the preceding one; and insisting that prospective pupils have an acceptable language medium standard.

And, zoning apart, at least one school admits only pupils who live in reasonably close proximity. It was “educationally unsound” for pupils to have to travel long distances by public transport, the principal explained.

Cape Town High is one community adamant that their school should be open to all, and there have already been several applications.

Ability

There was no question of any fear that the school would be swamped by pupils of other races, said council chairman Mr Stuart Collins.

“We believe it is morally unjustifiable to have different schools for different people — schools should be open to all with no racial connotations. It’s simply a matter of ability, that’s all.”

“The ethos of the school is that you have to have the ability to fit in with the school and have the ability to pass.”

Ellerton Primary in Three Anchor Bay is another school which has given the green light to several pupils of “other” races to enrol next year.

Management council chairman Mr Andrew Scott said there had been “about 20” applications from pupils other than those classified white — mostly from people who worked in the area or who lived locally as domestics.

“And there have been a number from people who live in other areas, but we haven’t exactly been swamped. We don’t anticipate this becoming a flood.”

Parents’ fears of open schools being over-run “may be natural but possibly unfounded”, he added.

“Normal criteria” — which included means tests to place

pupils in standards — would be applied, he said. The zoning system existed and children from the area would not be turned away.

“And nor would we want to. We are certainly not filling up spaces at the cost of existing pupils — there are vacancies.”

‘Disappointed’

Mr Monde Tlwana, regional chairman of the National Education Co-ordinating Committee, said they rejected the open models for white schools.

“We are disappointed, but not surprised by this conservative step.”

Asked whether he thought there would be a mass attempt by black pupils to enrol at “open” white schools next year, Mr Tlwana said: “I would say openly ‘No’, because the whole system is not acceptable. We thought the opening of schools would be a step forward, but what is presented to us is totally absurd. We think it’s a step backwards.”

Ultimately, schools with an open admissions policy should show an enrolment which reflects the demographic make-up of the country — blacks should outnumber other pupils by something like five to one.

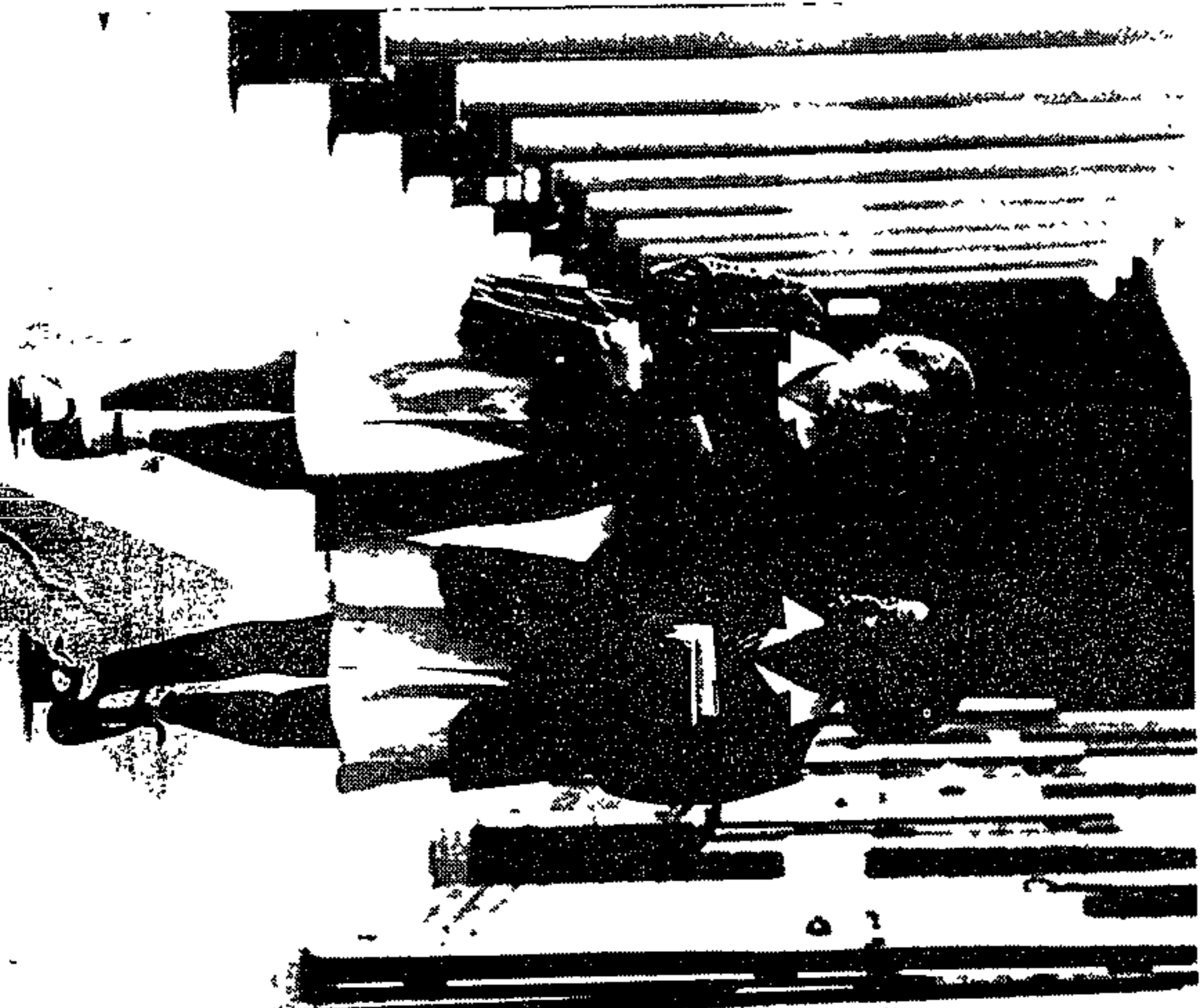
But, with the Group Areas Act still a reality and given the country’s vastly skewed socio-economic make-up, that situation appears to be a long way into the future. Several school sources declined to discuss it even hypothetically.

The reality is that white schools will continue to serve the majority interest of their particular feeder areas which — given the Group Areas Act — are predominantly white.

And even if the Group Areas Act is scrapped next year, as has been promised by the government, the immediate socio-economic profiles of most white suburbs are unlikely to change drastically in the short-to-medium term because of existing economic realities.

“A lot of water still has to flow under the bridge before all this comes together,” remarked one principal.

The feared flood of black pupils into white schools next year will probably be little more than a carefully-controlled trickle.



Sacs’ liaison committee given “considerable thought” to the necessity of an academic support programme and to a race-free staff appointment programme — the latter a vital

write such exams would open the school to charges of racism.

“Entrance exams are practical,” one heading said bluntly.

Professor Folb

Far right plans protest over schools

From **ESMARÉ VAN DER MERWE**
Argus Correspondent
in Johannesburg

RIGHT-WING school children will take to the streets on October 10 to demonstrate their rejection of the government's new proposals on multi-racial schooling.

Afrikaner Weerstandsbeweging chief secretary Kays Smit announced yesterday that the AWB and Herstigte Nasionale Party were organising a protest march by school children which would form part of a "volk festival" in Vereeniging on October 10.

Both organisations issued strongly-worded statements yesterday condemning the government's new education models for multi-racial schooling.

The AWB said it would regard the implementation of the proposals as a declaration of war. Mr Smit said the AWB refused to allow the government to use "the children of the Boer nation" as a political pawn in the reform process.

"The AWB is definitely not prepared to sacrifice our children on the negotiation table of the De Klerk government

and Mandela. It is non-negotiable. We are not even prepared to talk about this. If this step of mixed schooling proceeds, we will react ruthlessly."

In a separate statement, HNP leader Jaap Marais said the new models — which contained strict conditions for the opening of white schools to other races — constituted the first step towards full school integration.

"The HNP rejects the new education models and call upon the government not to implement a policy for which it has no mandate and which cannot be justified by any educational yardstick."

Clase flunks his own test



Mr Piet Clase

By ANTHONY JOHNSON

MR Piet Clase, the white Minister of Education, has failed his own schools test.

Mr Clase has failed in five successive elections to achieve the type of mandate he is demanding from white parents before he will consider opening their children's schools to other races.

Mr Clase announced this week that he would not allow any white schools to be opened unless such a move was sanctioned in an opinion poll by a minimum of 72% of all parents or guardians eligible to vote — and a poll of at least 80% was achieved.

This means that in an 80% poll, 90% of those participating would

have to vote in favour of opening a school to all races.

However, Mr Clase has himself been unable to meet these stringent approval criteria during general elections in his Virginia constituency since he became MP for the area way back in 1974.

In the tightly fought September 1989 election the highest ever percentage poll was achieved in the Virginia constituency — 70,6%.

But Mr Clase, who won the election by a mere 47 votes, was still only able to capture the ballots of 33,4% of those eligible to vote.

When Mr Clase first won the Virginia seat in 1974, the percentage poll was 61,9, in 1977 it was 63,9, in 1981 57,9 and in 1987 62,5.

Some of Mr Clase's colleagues, including Mr F W de Klerk and Dr Gerrit Viljoen, have also been unable to achieve the vote levels he is now seeking from parents.

In the 1989 general election, seats in the House of Assembly achieved an average percentage poll of 69,7, the House of Delegates 23,7 and the House of Representatives 20,1.

Mr Clase has indicated that should parents achieve the high levels of participation and support he is insisting on, he would still retain the right of veto.

Who said broadening of democracy was going to be easy?

● Black no to 'racist' schools deal — Page 7

Syfyrets Cape Times

Share Challenge

TODAY'S PRIZE:

Angry judge jails iopper's ranists

Finger tip-off

AMSTERDAM. — A burglar left behind more than his fingerprints when he tried to break

More models for white schools are approved

50

Sowetan
11/9/90

Sowetan Correspondent

THE Government has approved three additional models for the provision of education in "white" schools.

From next year, 1991, any school community that would like a change in the current system will be able to ask the Minister to change their school into one of the following models:

- * an ordinary public school which would determine its own admission policy within the provisions of the Constitution;

- * an ordinary public school which is declared a State-aid school and where the State pays staff salaries; and

- * a private school which would be established after the closing of the public school.

In the case of the State-aided schools the State would pay about 75 percent of the operating costs. A private school, like existing private schools would be subsidised with 45 percent of the operating costs.

A school that wants to consider change must undertake an opinion poll, and at least 80 percent of all parents or legal guardians must participate in the poll, and a minimum percentage of 72 percent of the total parent body must be in favour of change.

The percentage vote in favour of change will not necessarily be the deciding factor. Other principles which apply are the schools will have to maintain their Christian-National character, stick to mother-tongue and "culture-linked" instruction, and give preference to pupils in their own feeder area over those from other areas.



Mr Piet Clase ... controversial plans for multiracial schooling.

Clase Strong

50 ARS 11/9/90

By DENNIS CRUYWAGEN and MICHAEL MORRIS, Political Staff, JOHN YELD, Education Reporter, The Argus Correspondent and Sapa

THE government's announcement that white schools wanting to become nonracial can choose one of three models from next year has met with a mixed reaction — from the Conservative Party's charge of "political fraud" and the ANC's outright rejection to applause from sectors of the teaching profession.

A strongly critical Democratic Party described the Minister of Education, Mr Piet Clase's announcement as "profoundly disappointing" and out of step with President De Klerk's reform steps.

DP education spokesman Mr Roger Burrows said this "almost total entrenchment of the racist concept of whites-only schools" was directly contrary to everything being paraded as possible in the new South Africa.

"A time when the new South Africa is under discussion, when the president has announced the abolition of the Group Areas Act and the Minister of Constitutional Development Dr Gerrit Viljoen says the Population Registration Act is going, Minister Clase can require schools to obtain, on an 80 percent poll, a 90 percent majority before a school can control its own admissions policy.

"It appears that Minister Clase has quite deliberately made it as difficult as possible for schools to open."

"Open to all"

He said the DP believed government-funded schools should not be allowed to prescribe a racial admissions policy.

The ANC rejected the three model-system out of hand. Spokeswoman Gill Marcus said: "All schools must be open to all people. No restrictions must be placed on the admission of pupils."

The fact that white schools could now admit pupils of other races next year, provided parents approved this, "still points to some sort of control", she added. "The schools won't be open at all."

The Conservative Party said it would mobilise parent communities at schools to resist the government's plans "to destroy own affairs education".

Education and culture spokesman Mr Andrew Gerber said the CP was "shocked and incredulous" at the news of the government's plan to go ahead with the implementation of the proposed models. It was doing so against the will of the majority of parents and organised teaching, he said.

No solution to crisis

"The right of parents to choose if their school should be open or not, is (merely) a temporary measure and a transparent political fraud. It is aimed at preparing whites for the eventual complete integration of schools."

Pan Africanist Congress general secretary Mr Benny Alexander said: "This new exercise will not

Of '91: Reaction

11/9/90

ICB Syllabus
Accounting
workbook

BACKGROUND

New schools policy 'out of step with new SA'

Schools which have been asked to be allowed to admit pupils of all races have finally been given the go-ahead in terms of an announcement yesterday.

However, in order to open the doors of whites-only schools, 90 percent of parents in at 80 percent poll (72 percent of all parents entitled to vote) would have to agree.

The Government yesterday announced the implementation of three new models of education, which are broadly the same as models proposed in March — and which have been rejected by both left and right wings.

Reacting to the announcement, Democratic Party education spokesman Roger Burrows

white schools are closing because of dwindling pupil numbers, while black education is faced with overcrowding, poor facilities and mass resistance to divided education.

In the Transvaal alone, nine white schools were forced to close last year and at least four are likely to close this year.

Mr Clase told a press conference in Pretoria yesterday that a school community would have the choice of remaining whites-only or holding a referendum of parents to decide whether to opt for one of the three other models.

The options are:
● Closing the existing State school and applying for registration as a private school. Private schools receive a 45 percent State subsidy and decide

Parents are being given more authority by the Government to decide whether schools should be opened to all races — but it's unlikely that many schools will be able to meet the stringent conditions.

By Education Reporter KAREN STANDER.

their own admissions policy. The cost of running a private school would be about R2 520 a year for each pupil, which would have to be paid by parents or raised from another source.

● Applying to become a State school with a different admissions policy. If a referendum of parents is successful and the Minister agrees, after considering other factors, the subsidy would remain intact. However, the majority of pupils would re-

appointment of staff. In each case the management council of the school would be entitled to lay down additional criteria of its own, such as the number of pupils of other races to be admitted and the admissions requirements.

The second model — of a State school with a changed admissions policy — will be introduced from January 1 next year, and the other models will be introduced during next year.

All schools, including those which opt for one of the new models, would have to comply with certain criteria.

● Most pupils would have to be white.
● Preference to white pupils from the feeder area of the school.

● Mother-tongue (English or Afrikaans) instruction.
● Using the approved curriculum "which has as its point of departure the culture of the target group".

● The provision of education with a Christian and "broadly national" character.
● Retention of the traditional values and ethos of the school.

In a referendum, each parent, including single parents, would be entitled to one vote, irrespective of the number of children at the school.

The provincial education department would make arrangements for pupils to attend an alternative school if they wished to leave due to a majority vote in favour of another model.

Mr Clase said the outcome of the vote would not, however, be the only deciding factor in whether a school would be granted permission to change to a different model.

Other factors would include the number of pupils who would leave and the feasibility of making alternative arrangements for them, alternative school facilities available, demographic area, and the wishes of other schools in the natural feeder area of the school.

This meant, for example, that if a primary school decided to allow pupils of other races but the local high school had voted against it, this would create problems with the flow of pupils from one school to the other.

He is alleged to have beaten her so badly that she the man, and had surrounded herself with private for a letter to the editor.

Schools Disasters

CPT-714 JS
11/9/90
50

By ANTHONY JOHNSON
Political Correspondent

THE government yesterday moved to restrict the opening of white state schools next year to an absolute minimum — by setting tough criteria and disincentives for deviations from apartheid education.

Any white school wanting to admit pupils of other races will require 90% of parents in a minimum 80% poll to sanction the move.

Announcing three additional models providing for multiracial schooling in the white education system, the Minister of Education, Mr Piet Clase, outlined a series of penalties and hurdles for white schools to go the integration route.

A Cape Town headmaster yesterday described the 90% figure as "a real disaster".
"The minister is courting disaster — he is restricting what is inevitable anyway. Why not give us that chance to get going early?" he asked.

Another headmaster, Mr Nugent Field of Cape Town High School, said a "distinct majority" of parents had preferred opening the school in a 1986 survey, but it was "nowhere near even 70%".

He said the new survey could return even lower percentages, which would mean the school would remain "closed". As Cape Town High had only a 50% enrolment, the only future was a continuing drop in

white pupil numbers and resultant serious economic implications, he said.

The DP's education spokesman, Mr Roger Burrows, said the government was "trying to make it almost impossible" for white schools to open and represented an "almost total entrenchment of whites only schools".

"Under this scheme only a minuscule white schools will be opened next year." Mr Clase was being obstructionist and President De Klerk should fire him as he was "completely out of tune with the attitudes" of the NP as reflected by the State President.

But the CP's education spokesman, Mr Andrew Gerber, described the models as "a transparent political fraud" aimed at preparing whites for the eventual complete integration of schools.

He vowed the CP would mobilise parent committees at schools to resist the government's plans "to destroy own affairs education".

Mr Gerber said the assurance that parents could insist on keeping their schools as own affairs institutions was false, because once the new system came into operation, even in a few schools it would eventually affect all white schools.

Announcing the criteria for possible opening of white state schools, Mr Clase noted that even if open schools were able to meet the overwhelming approval of parents in an opinion poll, he would still retain the right to veto their efforts to achieve non-racial education for their children.

"(D) the minister will naturally take other factors,

alternative provision of schooling, into account"

In addition, no school would have to undertake an opinion poll and the present racially based school system would remain in operation for communities that were satisfied with the system.

Parents will also have to pay up to R2 520 per child per year for the privilege of having their children attend racially mixed schools.

The additional models for white state schools announced by Mr Clase were:
● A private school model established after the closing of the ordinary public school which would, like existing private schools, be subsidised with 48% of the operating costs.

Under this model, which could come into operation "during the course of" next year, parents would (on present estimates) have to contribute about R2 250 per pupil per year.

● An ordinary public school which would determine its own admissions policy "within the provisions of the constitution" outlined above.

Under this model, which could be implemented from January 1 next year, the school community would not have to bear any additional financial burden.

● An ordinary public school which is declared a state-aided school and where the state pays staff salaries — about 75% of operating costs.

THIS MODEL, WHICH WOULD COME ON STREAM "DURING THE COURSE OF" 1991, WOULD COST PARENTS ABOUT AN EXTRA R900 PER PUPIL PER YEAR.

THE MINISTER WILL NATURALLY TAKE OTHER FACTORS,

APARTHEID EDUCATION

Open schools: Decision soon

Own Correspondent

PORT ELIZABETH. — The Minister of Education and Culture in the House of Assembly, Mr Piet Clase, will make an announcement on Monday on the opening of white schools to children of all races.

But the long-awaited announcement is likely still to place qualifications on schools who wish to open their doors, with 80% majorities in a minimum poll of 80% being required.

If these polls are not achieved then schools will be able to admit only white pupils, allowing a small minority of parents effectively to veto a proposal to open a school.

In addition, it is understood that government plans to lay down strong criteria in terms of neighbourhood residence and possibly quotas for admission to white state schools.

The delay in making the announcement, which has been due "shortly" for a long time, has been criticised by Democratic Party education spokesman Mr

Roger Burrows, who said schools were being placed in an impossible position with only three months left of the school year.

Parents will be given the choice of three models:

- The full privatisation of the school;

- The admission of pupils of other race groups without disturbing either the nature or character of the school; and

- The admission of pupils of all races in a state-aided school.

High percentage

Mr Clase made the initial announcement that the principle of parental choice had been accepted on March 23 — nearly six months ago — saying that two models had been outlined and were under investigation.

He said approval by a high percentage of parents would be required and that provision would have to be made for both pupils and staff who were not in agreement with the majority decision.

With regard to the privatisation of a state school, Mr Clase said provision would have to be made for the financing of such institu-

tions, on a more substantial basis than at present.

Currently the maximum subsidy given to a private school is 45%.

Mr Clase said that if a school chose this model, it would be able to select which pupils it wished to admit.

The minister said the second model would allow the school community to decide on admission, provided that the nature and character of the institution were retained.

This would clearly place tough restrictions on the number of children of other race groups who could be admitted.

The third model which, it is understood, has been proposed by the Cape Education department, is essentially a compromise.

Mr Clase stated early last month that it was hoped schools would be able to open their doors next year.

However, the simple logistics involved in holding a parental referendum at this late stage could prevent this and delay implementation until 1992.

Clase pledges to release education models soon

Day 7/9/90

50

PRETORIA — Aspects of education were put under the spotlight by two speakers yesterday.

Education and Culture Minister Piet Clase said he would make an announcement within a few days on alternative education models.

And Development Bank of Southern Africa's D F Coetzee said the legitimacy crisis in education would have to be solved before the illiteracy problem in SA could be successfully tackled.

Clase, speaking to the Carletonville branch of the Transvaalse Onderwysersvereniging, said government did not plan to open all schools but, in terms of greater autonomy for local communities, requests from specific school communities, supported by convincing majorities, could be considered.

It could be accepted, however, that if a particular model was approved, he would assess what effect even a limited opening would have on existing education principles, before he considered individual requests.

Clase said it was being realised

GERALD REILLY

slowly the days of luxury facilities and unrealistic pupil-teacher ratios were something of the past.

With these factors in mind, his department had established a well researched rationalisation programme which would be implemented with determination.

He had made it clear in Parliament the present schools system would continue for those who wanted it. Those who were dissatisfied with the status quo would be given the opportunity of choosing from alternative models.

Just models

Possible alternatives were a government school which would determine its own admission policy, and a government school which would be transformed into a private school, also with its own admission policy.

These were only models, however, and were being reconsidered by his department.

Clase stressed government leaders had confirmed repeatedly

that the own affairs policy would remain.

It had to be realised, however, that in white education there was a significant minority group which favoured open schools.

Coetzee, speaking at a Human Sciences Research Council conference on illiteracy and adult education, said the solving of the legitimacy crisis in education would depend on a solution being reached on the political front.

Once this had been attained, the focus should be on an acceptable integrated education and training system for the whole of SA.

"This would have to be under a single education ministry to determine, provide and oversee uniform national policies and strategies," he said.

Coetzee said government should adopt a broad objective of eradicating illiteracy within the next decade.

It was estimated that about 50% of the adult population of disadvantaged communities — about 10-million people — were illiterate or had insufficient schooling to attain literacy or numeracy.

C
tr
w
K



Big support necessary to open schools

Cape Times 28/8/90

50

Piet Clase

By BARRY STREEK
Political Staff

PARENTS of pupils at white government schools will have to give overwhelming support — 80% majorities with a minimum poll of 80% — before the schools will be allowed to admit pupils of all races.

Parents will also be faced with three models: Schools can be either open government schools, open/closed state-aided schools or open/closed private schools.

The Minister of Education and Training, Mr Piet Clase, has not yet made any public statement on the methods to be used to determine whether the schools can be opened to all races.

But, it is reliably understood, the Department of Education and

Culture has already prepared a document outlining the requirement for 80% polls and 80% majorities, as well as the three models.

The Democratic Party has accused Mr Clase of taking so long to make up his mind about the procedures for opening the schools to all races that he was sabotaging the process.

The DP's education spokesman, Mr Roger Burrows, said that although the government stated four months ago that a new dispensation would be introduced in January 1991, schools were being placed in an impossible position with less than four months of the school year left.

If 80% majorities and 80% polls of parents are not achieved, government schools will be able

to admit only white pupils, regardless of how many empty places there are in the particular school.

It is believed these strict requirements will limit the opening process to a small number of schools and that a small minority of parents will be able to keep them closed, even if dwindling numbers of pupils are threatening their existence.

The option of closed state-aided or private schools, which would still receive state subsidies, is seen as an option for parents who want to keep schools all-white after all apartheid education is eventually scrapped.

At present, subsidies for private schools, where the government has less direct control, vary but they can go up to 45% of costs.

Enrolment time 'critical'

By CHRIS BATEMAN

AT LEAST two Peninsula headmasters yesterday added their voices to the Democratic Party's call for the government speedily to announce steps for white state schools becoming non-racial.

Mr Gordon Law, headmaster of SACS high school, said time was becoming "critical" to enable schools to make enrolment arrangements for next year.

Peninsula headmasters were canvassed after the DP's education spokesman, Mr Roger Burrows, accused the Minister of Education in the House of Assembly, Mr Piet Clase, of "sabotaging" the move to allow white schools to admit pupils of all races.

Mr Burrows said it was four months since the government announced that a new dispensation would be available in January 1991. Schools had to devise admission and staffing criteria for 1991.

Yesterday teachers privately expressed reservations as to whether any local parent bodies would meet the 80% vote in favour of open schools which the state regulations were expected to demand.

Mr Law said that SACS would need to know what the formula was before the end of this term to be able properly to consult its parent body.

For schools with very low pupil enrolments (unlike SACS), 1991 would be a "crucial year" as teacher allocations were determined by pupil numbers.

SACS had already processed its pupil enrolment for next year "but we would readily make additional spaces available", Mr Law said. He had "many" applications from pupils of "other races".

Mr Nugent Field, headmaster of Cape Town High School which has a 50% enrolment, said he was "waiting expectantly for the announcement".

A spokesman for Mr Clase referred the Cape Times to Mr Clase's August 6 statement in which he said he would make an announcement "shortly".

"I'm sure all comments will be taken into account," he said.

Executive director of Cape Education Dr Schalk Walters was surprised to hear that so few schools were aware of what parent bodies thought.

Education and 'new SA' linked

By Peter Fabricius,
Political Correspondent

A single education department for all races could only come about during negotiations for a new constitution, National Education Minister Gene Louw said yesterday. *Sp for 31/8/90 (50)*

He was responding at the National Party's Natal congress to a resolution calling for one education department.

A delegate from Vryheid said that as long as there were four different education departments there would be the per-

ception that some had less to offer than others.

Mr Louw said the proposal for a single department would be looked into. But there was the closest relationship between the country's political framework and the structure of the education system.

"The new constitution is negotiable, and the education system is part and parcel of this negotiating process and cannot be predicted with any degree of certainty," he said.

Under the present

constitution there were various education departments because the constitution made separate provision for separate groups.

The reverse was also true — the separate rights of different population groups were maintained through their control over their own education departments.

It was therefore important that education should make a contribution to negotiations on a new constitution.

Funding priorities are how and what

Companies with a bit of money to spend on CSI invariably look at education, yet how informed are they and how effective will their contribution be?

Education researcher and consultant Jane Hofmeyr has studied educational options and practical strategies for businessmen.

Mrs Hofmeyr said 70 percent of most CSI budgets are for educational projects therefore making the need for informed action all the more urgent. To reinforce this she quotes what she calls the "Noah Principle" which is: "No prizes for predicting rain, prizes only for building arks."

She said funders had to face two realities — fiscal constraint and demographic explosion. For these reasons it is important to prioritise, decide what is most important and to spend money wisely.

"The first thing to understand is that structural change to the educational system is dependent on constitutional change — something that won't be immediate," she said.

"We also can't kid ourselves that when apartheid goes we will have enough money for all educational needs. So for this reason we have got to decide what is important and to prioritise. Another problem that has to be faced is we will have to get children who are alienated from education to want to learn again. At present education is an area where there is a lot of uncertainty, conflict and debate."

Mrs Hofmeyr said the interest in an educational policy by the corporate sector had grown dramatically over the last two years. The days of handing a cheque are over, with businessmen now wanting guidelines and inquiring about laws, policy and finance.

Their involvement has also intensified and this can be seen in the recent move by JCI's Murray Hofmeyr in the Johannesburg Girls' High School's "Save our schools campaign".

Community groups are increasingly powerful: "People have to talk to people like the National Education Co-ordinating Committee (NECC) and also to teachers — a group of people who are presently flexing their muscles," said Mrs Hofmeyr.

Political parties such as the National Party and African National Congress are increasingly being consulted on community issues.



Education researcher and consultant Jane Hofmeyr.

She said the involvement by the corporate sector in education now included small and medium-sized companies as well as the bigger groups.

Although large amounts are being spent on education, the bulk of it still goes on tertiary education while only 4 percent goes on pre-primary and 3 percent on primary education.

"All the evidence from developing countries show that the most important investment is primary education so we have skewed private sector funding here," she said.

Mrs Hofmeyr said research showed corporate South Africa spent about 15 percent of what the State spent on education.

She identified three main areas of involvement: internal CSI (bursaries, employee benefits etc), intervention in formal and non-formal education, and the changing of policy (where you lobby, form alliances, find ways of changing the system).

"Basically you have to do all three to be effective," she said.

In the formal and non-formal education spheres Mrs Hofmeyr has identified guidelines for businessmen to consider. These are:

- The gross inequalities in educational provision.
- The lack of quality education.
- The need for teacher development.
- The need for text books.
- The need for management skills.
- Integration between black and white.
- Encouraging institutions to share resources.
- The use of appropriate technology (research has shown that a gift

of computers is not necessarily the best thing. The single most effective medium is the radio.)

Mrs Hofmeyr has also provided some guidelines for the million dollar questions of WHAT and HOW to fund.

The answers to the What to fund arise out of the process of consultation but research can also inform initiatives.

She said that apart from the obvious targeting of specific formal educational levels such as pre-primary, primary, secondary and tertiary, there are other areas businessmen could look at.

These include non-formal education, and projects involved in teacher development, early childhood development and curriculum development.

At the policy level there are various factors the funder has to take into account, such as the need to lobby, to co-operate on initiatives, the need to do policy research (no use wanting change without understanding policy options available) and to find the right brokers, and to ensure maximum benefit to the community.

The HOW questions are as, if not more, important than the WHAT questions.

The process will only be facilitated if homework is done, strategies planned, consultation and negotiations are undertaken and if there is co-operation. It is important too to focus on a few areas rather than to dabble all over the place and most important of all, to evaluate the effectiveness of a project to find out what works and what doesn't.

Once the funder has solved most of these problems, he needs to take into account the fact that more than just money is required (skills, equipment, facilities and "sweat equity" is needed) and that investment in education must be in the medium to long-term. Short-term projects seldom have an impact.

If possible other donors should be encouraged to join the project as one-donor projects are vulnerable because they are overly dependent on one source of funds.

Mrs Hofmeyr said it was vitally important to address the following problems when trying to solve the education crisis: racial inequalities, the male/female imbalance in education (females tend to drop off especially at the post-graduate level) and the emphasis on urban rather than rural education.

The Anglo American and De Beers spend about R44 million a year on CSI and this excludes the subsidy given to the group to the Urban Foundation.

Its terms of reference are: "to support any cause or project considered to be socially constructive."

But the fund cannot be used for the purposes of group companies: "not for an advertising or promotional campaign charged to the Chairman's account, not for expenditure on staff training, not for welfare projects which are not in the interests of their dependants," according to Mrs Hofmeyr.

"Projects which benefit the community which employees and their families may be supported and such projects form a significant portion of the work of the fund."

Priority areas of the fund are: education and social development.

In the area of social development, the fund supports activities which ease the process of rapid urbanisation and by the means of the traditional way of life to one.

The fund is non-racial by its nature and supports policies and programmes aimed at deracialising South African society.

The fund tends to concentrate on long-term developmental projects rather than ad-hoc or averse to relief work.

Rehabilitation

"The undesirability of haphazard social development is well known in circumstances in which haphazard development, for example, where a rural area is devastated by floods.

"Similarly in the field of urban development the preference is always for rehabilitation and independent living rather than understood that some people still live in shacks."

"It is in fact the general principle never to allow any rigid rule to govern what is useful and desirable in a given situation.

"The Fund will not refuse to help because it disapproves of the system under which they are living. The fund will support projects wherever these meet the needs of the people living there.

"On the other hand, in the past when the Government prevented urbanisation, the projects in the homelands were aimed at preventing urbanisation or to facilitate the movement of people from the urban areas."

On the less controversial side, such causes as nature conservation, the restoration of old buildings, museums etc.

In view of the fact that the disposal of the fund is a limited amount of money spent on projects so as to have a maximum impact and to be at the "cutting edge".

The fund does not contribute to the following:

Investing in People
 A Star study into corporate social investment

Fund spends R44-m a year on CSI activities

De Beers Chairman's Fund year on CSI activities — financial support given by

are of the most general or project which is consid-

used to promote the busi- "Expenditure which has character may not be Fund and neither may staff welfare or on limited to employees and to the fund brochure.

whole communities of dependants form a part projects constitute a sig- undertaken by the fund." are education, health

development the fund is used the problems caused by the transition from a rural to an urban and industrial

nature and committed developments aimed at society.

concentrate on projects with implications but is not

Initiation

cuts as an approach to understood but there are cuts are necessary as, community has been de-

for the disabled, while approaches aimed at these, it is fully under- ply have to be provided

intention of the fund to stand in the way of desirable in a particular

to assist people who lives of the political sys- governed. It follows that projects in the homelands real needs of the people

days now fortunately was engaged in trying to and would not support one purpose was to pre- late the removal of peo-

side, the Fund supports vation, the preservation of the arts.

the amount of money at well compared with the resources by the Govern- resources on innovative "disproportionate effect" edge of constructive

side to the provision of



Michael O'Dowd, chairman of the Anglo American and De Beers Chairman's Fund, and Jenny Kenyon, acting principal, at the official opening of St Angar's School.

housing because of the group's vast contributions to the Urban Foundation — it has contributed more than R11 million in the last 10 years.

In order to be proactive and to encompass a diverse approach as is possible, the fund adopted two strategies in 1973— the Number One fund keeps an open door to appeals while the Number Two fund undertakes special projects.

The Number Two fund requires input from representatives of the constituency which is to benefit from the service, experts and money.

"Even an organisation as large as the combined Anglo American Corporation and De Beers groups cannot do everything.

"There are limits to its resources and there are limits to its expertise. The Chairman's Fund tries, by recognising these limits, by acknowledging what it cannot do as well as what it can, to be as effective as possible.

"The fund has money but it has limited manpower and expertise, so it can achieve little alone but much in partnerships with others.

"It seeks partnerships with those who are experts in its various areas of endeavour and also with those who stand to benefit from its activities."

"The fund is conscious of the wide range of other organisations promoting social development in

southern Africa. It seeks to avoid unnecessary duplication and to co-operate with others wherever this will be effective."

In particular the Fund does not duplicate the work of the Urban Foundation in the fields of housing and urbanisation.

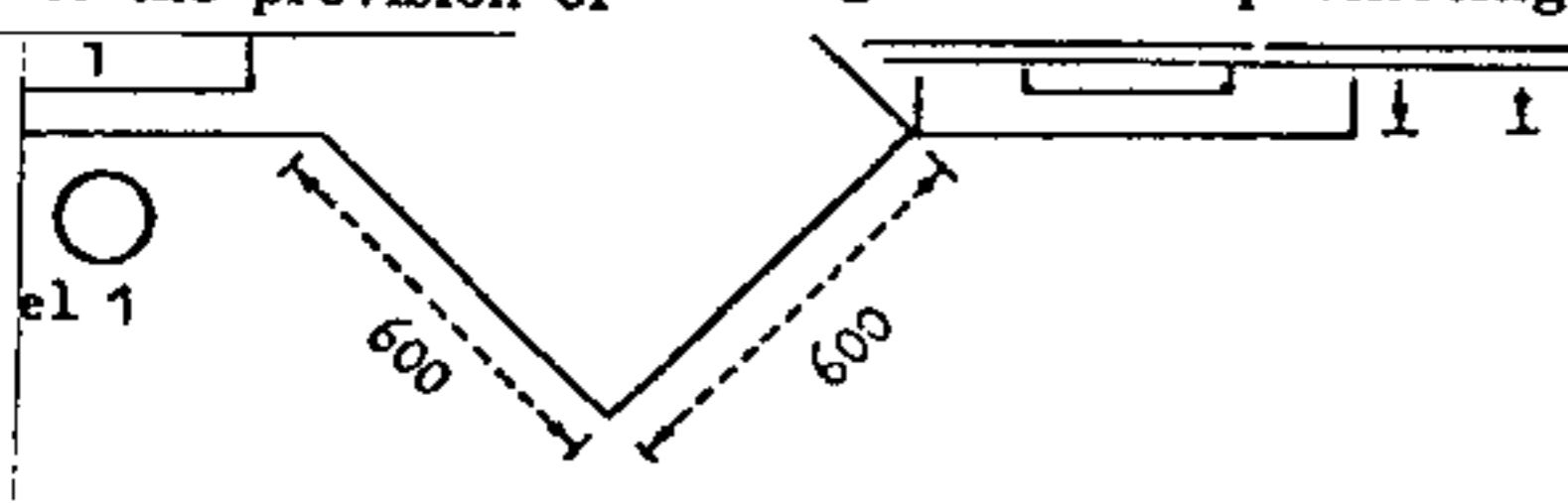
Because the fund's contribution must always be small compared with the totality of society's needs, it attempts to operate always at the forefront of constructive change. As priorities change with time, so do the fund's main areas of endeavour.

Constrained

The fund does not allow itself to be constrained by ideological considerations from addressing real needs.

"In attempting always to be innovative, the fund necessarily runs risks. Some of the projects which it has supported have failed or have been less successful than had been hoped.

"It is accepted that this must sometimes happen if the fund is to avoid becoming excessively cautious and conservative. Nevertheless, or perhaps because of this policy, the fund has had some spectacular successes and has played a major role in launching what have become leading institutions in South Africa such as the Mangosuthu Technikon and READ."



By MANDLA TYALA

DURING P W's reign he was dubbed "the other Botha" — the native who caused all the trouble. Unionist and civic leader Thozamile Botha raised so much hell in the black townships and factories of the Eastern Cape that he found himself in a head-on confrontation with the security agencies of the establishment.

In the post-Steve Biko era, Mr Botha's anti-apartheid crusades had such a popular following in one of the most politicised parts of the country that he was eventually forced into exile.

Now a senior member of the ANC, he's getting set to play a major role in the development of the organisation's policy on education for a post-apartheid South Africa.

This month he was back in the country on a short visit after a decade in exile in (among other places) Britain, where he is completing a doctoral thesis on the development of education in Zimbabwe.

A former student activist and schoolteacher, Mr Botha is spending much of his energy examining options and issues that will face a new government with the task of restructuring apartheid education. This week he said a future model would have to stem from the concept of "people's educa-

The native who caused all the trouble comes home

tion", which challenges not only inferior "Bantu education" but also the white education system.

"People's education looks at democratising education, giving parents, teachers and even pupils a say in the kind of curriculum that is administered," he said.

"Look at subjects like literature, for instance. At the moment black schools are using English books drawing examples from Britain and other places. There is very little, if any, experience drawn from Africa. Children are forced to memorise foreign concepts they have no inkling of."

He said developing a new curriculum for non-racial education should not be problematic. "We are looking at a negotiated curriculum that will reach across the racial divide, a curriculum that will involve parents of all

races in its development and will be universally acceptable."

Mr Botha has identified five problems that should be on the education priority list of a new government.

● A huge amount of money must be spent on rebuilding schools destroyed in more than a decade of township unrest.

● A high-intensity literacy campaign will have to be embarked on to deal with a generation of black youths who missed out on schooling during the campaigns against Bantu education.

"The obvious solution here is to multiply the space at existing centres for adult education," he said. "We are rather fortunate that the literacy rate in SA is relatively high.

In Nicaragua, for instance, when the Sandinistas came to power the illiteracy rate was so

high the government sent high school pupils and university students to the rural areas to teach reading and writing."

● There will have to be an aggressive campaign to teach advanced skills, too. "Because of apartheid policies, certain skills were denied to Africans. To redress racial imbalances, we need to open schools to everybody. Affirmative action is needed to give disadvantaged communities access to these skills."

● Resources will have to be allocated to rectify the imbalance of education in rural and urban areas.

● Subsidies for white schools will have to be curbed and those for black schools increased until parity is achieved.

"This will obviously affect the acquisition of equipment for labo-



THOZAMILE BOTHA

ratories and other teaching aids at certain schools, but the positive side is that it will also break the concentration of highly-skilled teachers at well-equipped schools. There will have to be incentives for teachers to take posts in rural areas."

Bussing is a strong proposition when it comes to physical integration, although countries emerging from racial segregation like Zimbabwe have experienced immense problems with it.

"The average teacher-pupil ratio in white schools is 1:25 while

in black schools it is 1:65. It is clear that we have to move pupils from one area to another.

"Zimbabwe tried a system called zoning. Because townships were far away from white suburbs, they introduced the bus system. To some extent it helped, but it has problems. Transport costs, for instance, were incurred by the parents."

Mr Botha is hopeful, however, that bussing will not pose too many problems for SA if it is seen against the background of rapid integration of residential areas, which he sees as another priority of a new government.

"We do not envisage a permanent situation in which blacks will live in the townships and whites in the suburbs. We foresee a situation in which low income blacks will move closer to the white areas, making use of the present buffer zones, so that they can take full advantage of the facilities available in those communities."

Mr Botha said the ANC had deliberately refrained from floating any set models for SA.

Everything is at the discussion stage, because we plan to involve the people. At the moment, the opportunity for the ANC to throw this issue to the people and allow it to be debated has not been created."

C/Prem 5/8/90



Education-probe shock

By DESMOND BLOW

AS MANY as 190 000 black schoolchildren – or 25 percent – drop out of school annually because of poverty.

The shocking state of black education – far worse than black education's severest critics have ever claimed – was revealed this week in a R400 000 research into black education by Market Research Africa, Markinor and Integrated Marketing Research on behalf of The Third Alternative – a group of concerned businessmen.

It proves the reason for the huge number of drop-outs in every standard is not, as the DET claims, because of unrest – but because people are so poor they cannot afford to send their children to school.

The Third Alternative announced the findings after canvassing 10 000 people during a 30-month study sponsored by 75 South African businesses.

They discovered there were about 666 000 drop-outs a year, although some of them returned to school at a later stage if they could afford it.

The survey said most children would probably continue their schooling if their families were not so poor.

Boycotts and stayaways accounted for only five percent of boys and one per cent of girls dropping out, compared to 64 percent of girls and 50 percent of boys dropping-out because of poverty.

Pregnancy – 10 percent – accounted for 10 times as

190 000 black pupils drop out annually in their first year

many drop-outs among girls as did boycotts.

Three percent of boys and five percent for girls drop out because of failure.

The study also found that about 60 percent of blacks lived in rural areas, although this figure was expected to drop to about half that in a decade, because people in rural areas were poorer than those in the cities.

In rural areas, families average six children, compared to about five in urban areas, and they survive on an average of one-eighth of a hectare when their need for proper survival is between four and five hectares a family.

Education plays a major role in the earning power of blacks.

Blacks who had no formal education earned an average R175 a month, while those who had matric earned an average R772 a month, and graduates averaged R1 851 a month.

In 1985, 22 percent of black adults had no schooling at all, and this year the figure had increased to 24 percent. This means one black person in four in this

country has no education and can only expect to earn an average R175 a month.

Only five percent of adults have completed high school and only two percent of adults have tertiary qualifications – 23 000 out of a population of 21-million, compared with more than 200 000 white graduates.

The black population in 1960 was 12-million and it is expected to reach 37-million by the year 2000.

Children under the age of six make up 19 percent of the black population, while 31 percent are between six and 18 years. Only 50 percent of blacks are older than 19 years, compared with 69 percent of whites and only five percent of blacks are over 60.

At present there are only 180 000 teachers at black schools. The number needed in 10 years' time to provide even the equivalent inadequate education of today is 457 000 teachers, more than double the number.

To put black education on par with white education would cost R29-billion a year – half the country's budget.

Parents say they are prepared to pay extra for their children's education – but most have already proved they cannot afford it.

Although DET says the average classroom has no more than 38 pupils, the survey found that 31 percent of teachers had to teach more than one class at the same time – particularly at farm schools.

Only five percent of children between the ages of 14 and 21 have desks to work on at home and only 21 percent have a place to study.

Single households – people living in squatter camps, backyards and hostels – make up 62 percent of wage earners.

Unemployed parents make up 59 percent of the population.

Thirty percent of households with children aged between 14 and 21 have no books at all. The remainder have an average of between six and nine.

The Third Alternative research concludes that a single, unitary, national, nonracial and compulsory education system is needed. Most of those interviewed said the State should be responsible for the educations of its citizens.

Meanwhile, there is a pressing need for a bold initiative by the private sector in close consultation with community representatives.

"The message is loud and clear," said Teddy Langschmidt, managing director of IMR when he presented the findings. "No project will succeed unless it is an alliance of all the relevant parties and is firmly rooted in the community."

He said such an alliance would launch and manage a host of educational projects aimed at addressing the problems identified in the research.

Priorities would be set by a controlling board, which would comprise representatives of the community, key educationists and business leaders of all races.

thought.

New study shows 'desperate' failure of education

BDO
3/18/90

THERE are 3-million black children out of school and poverty forces nearly 660 000 to quit each year. A quarter of the drop-outs are in grade 1.

These were just some of the findings of a 30-month study into the black education crisis in SA undertaken by Market Research Africa, Markinor and Integrated Marketing Research (IMR) on behalf of the Third Alternative — a group of concerned businessmen. About 10 000 people were canvassed during the R400 000 study, sponsored by 75 SA corporations.

At a news conference yesterday Third Alternative convener and Integrated Marketing Research MD Teddy Langschmidt said the findings painted a bleak picture of inequality, poverty and wasted human potential. The education system was failing even more desperately than its harshest critics realised, he said.

Only 2,5% of black adults were found to have a post-matric qualification, said Langschmidt, while about 24% of black adults had had no schooling at all. A quarter of black pupils who started grade 1 never reached matric, compared to 78% of white children who completed high school.

Langschmidt said education was a critical dynamic, correlating directly with income. For example, 20% of black adults with post-matric qualifications were running their own businesses compared with 1% of those with no or minimal education. Less than 1% of blacks are in managerial positions and 60% were not working at all. It was disturbing that 30% of black

TANIA LEVY

households did not have a single book, 80% of homes with children had no electricity, only 5% of pupils had their own desk or table to study at, and 20% had a quiet place to study.

Langschmidt said the existing number of schools and teachers could only accommodate 20% of black pupils to matric level.

The number of teachers would have to more than double from 180 000 to 457 000 by the year 2000. About one-third of teachers at black schools still do not have a matric certificate.

Langschmidt said any solution to the education crisis would have to be firmly rooted in the community. The research would hopefully provide a rallying point for the formation of an education alliance between communities, businesses and educationists, he said.

There was widespread consensus that the political underpinning of the education crisis could not be ignored if a permanent solution was to be found. Most people interviewed saw a single, national, non-racial education system as essential to make equal education compulsory.

While 87% of blacks wanted integrated schooling, 47% of whites — 75% English-speakers and 24% Afrikaans — said they would accept mixed schools.

English would clearly be the language of education in a new SA, said Langschmidt, with nearly 50% of black parents and 58% of black pupils and teachers preferring tuition mainly or exclusively in English.



Releasing the findings of an education crisis study yesterday, convener of businessmen's group Third Alternative Teddy Langschmidt said the picture looked bleak. Picture: ROBERT BOTHA

6 Star 3/8/90

Pupils smile at hand-out of new textbooks

By Karen Stander
Education Reporter

The young faces in the Jabulani Technical High School classroom beamed as teachers began distributing spanking new textbooks.

When The Star visited the Soweto school yesterday at the invitation of the Department of Education and Training (DET), a group of pupils in a crowded classroom were being issued with books.

Elizabeth Bodigelo (16), a Std 9 pupil, grinned from ear to ear.

Paging through her Zulu grammar, poetry and technical drawing books, she said: "I'm very, very happy. Now I will pass at the end of the year."

Humphrey Gxoyiya (21), in matric, was not quite so confident.

"I don't know if I will pass, but now at least I can study."

He said he hoped extra classes would be held before final examinations.

The shortage of books at DET schools has been a major point of contention this year, and one of the causes of widespread disruption in teaching.

Earlier this month the DET allocated R8 million to buy textbooks for schools in all regions. The department began distributing the books on Wednesday.

A DET spokesman said books for all standards were being issued together. Once the books had been delivered, each school should have its full requirement of textbooks.

Steve Ramoetsane, chairman of the Soweto-Alexandra Parents Committee, said 10 to 12 schools would receive their books each day and the programme should be completed by Tuesday.

Department docks pay packets of dismissed teachers

By Mckeed Kotlolo,
Pretoria Bureau

Each of the estimated 50 Pretoria teachers who were recently dismissed for being absent from work for 14 days will receive a salary cheque for nine days only.

A spokesman for the Department of Education and Training's northern Transvaal region yesterday told The Star the dismissed teachers would receive their July salary cheques with the rest of the estimated 2 600 teachers, but they would receive pay for July 1 to July 9 only.

He said the cheques would be distributed as from Wednesday.

The spokesman reported the following incidents at northern Transvaal schools yesterday:

- Members of the Krugersdorp Teachers Union chased teachers who were non-union members away from SG Mafaisa Secondary School.

Driven away

- At Kagiso, Mosupatsela High School pupils drove their teachers away. A similar incident was reported at Hlanganani Secondary in Soshanguve.

- Pupil attendance at Moutse schools was normal, but only 60 percent of teachers were in school while the others attended a meeting in the area. Attendance at other schools in the region was normal until 10 am, after which pupils had left the school premises.

Scores of Mamelodi, Atteridgeville and Soshanguve pupils were yesterday spotted in Pretoria in their various school uniforms.

Officials of the Pretoria Teachers Union could not be reached for comment. It is believed they were attending a meeting in Mamelodi.

Cape Times, Friday, August 3 1990 5

Cultural diversity a 'valuable resource'

Staff Reporter

PRIVATE schools regard cultural diversity as a strength and a valuable resource that should be preserved and extended, Dr Alan Staples, headmaster of Trevorton College, Natal, said yesterday.

He was speaking at the week-long 44th Conference of Headmasters and Headmistresses taking place in the city this week and delivered a mini-paper entitled "Is multi-cultural education being actualised in the independent schools?"

Dr Staples said educationalists were looking to the independent (private) schools for advice and models concerning open schools.

"It is my experience that generally the various cultural groups coming together in our schools in their multi-cultural situation want to remain distinct and retain their cultural identity," he said.

Private schools are not seeking to blend pupils together so that cultural differences between them disappear, he said.

"A school is promoting multi-cultural education when equal dignity, respect and privilege are accorded all cultural groups in the school."

In the keynote speech Dr Francis Wilson, University of Cape Town Department of Economics professor, said private schools had to face the issue of race and move from assimilation to non-racialism.

Schools had to find ways of moving beyond the issues of inequality, wealth and poverty, he said.

Seasa bursaries (50) for overseas study

Bowen 218/90

THE Science and Engineering Academy of South Africa is inviting applications for its scholarships from black South Africans who wish to study for science and engineering degrees at Canadian universities in 1991.

A spokesman said candidates should have a good academic record. Preference would be given to those candidates

who were already in possession of a junior degree.

The closing date for submission of applications is August 31.

For further particulars write to: The Secretary, Science and Engineering Academy of South Africa (Seasa), PO Box 31839, Braamfontein 2017.

Alternatively telephone the secretary at (011) 838-1560 or 836-0158.

Students are urged to learn

Sowetan 21/8/90

BLACK South Africans should consider education as their first priority in preparation for leadership positions in a post-apartheid society.

in Kempton Park, Swing urged students to take note of the challenges facing South Africa in the host country.

Recruited

This was said by the United States Ambassador to South Africa, Mr William Swing, in his farewell speech to a group of South African students who left for the United States.

He said it was important for the groups to learn and acquire the best they could and "impart their knowledge to the people involved in community projects".

In his speech at a banquet for the 117 students

The group was sponsored by the Educa-

tional Opportunities Council. They will begin their post-graduate degree programmes at various US universities.


The candidates were recruited on a wide basis "and must commit themselves to return to South Africa" upon completion of their degrees.

Bursaries for black students will help fill the skills gap

SAPIENT Systems has given R150 000 worth of bursaries over five years to two black computer science students at the universities of the Witwatersrand and Cape Town.

The bursaries cover tuition fees, accommodation and books. Sapient MD Bob Batchelor says the bursaries go to black students because "there's a need for black people to be given the opportunity to contribute to

SA's computer industry, which is desperately short of skilled people." He says there's no obligation for the students to work for Sapient Systems when they graduate. "We'd be delighted to

have them join us, but it's important for the students to use their skills wherever they will most benefit the industry." 

The Sapient bursary student at UCT is Henry Mashilo (20), who is doing his first year BSc courses over two years. Last year he earned three first and two second-class passes. The Wits student is Dziedzi Ramulondi (22), who is doing his first year BSc.

WITWATERSRAND UNIVERSITY

of the Witwatersrand University

SA's computer industry

important for the students

first year BSc courses

Cosas plan to make up for lost time in schools

Sowetan 11/6/90

SO
GP

COSAS in Atteridgeville has resolved to include Saturdays in the local education programme to make up for lost time.

At a mass meeting attended by parents and teachers at the local community centre on Monday night, Cosas also appealed to teachers to sacrifice their free time to help them on Saturdays.

The students also

**By MONK NKOMO
Pretoria Bureau**

agreed to write final examinations at the end of the year but said they would meet the National Education Crisis Committee to discuss the possibility of persuading the Department of Education and Training to postpone the examinations to a later date.

The meeting also resolved that Cosas should arrange an urgent meeting with DET's chief regional director in the Northern Transvaal, Mr Job Schoeman, to discuss the shortage of textbooks and the renovations of schools.

Mr Ntume Skosana of Cosas appealed to students not to harass their colleagues at Holy Trinity

High School, who were earlier regarded by Cosas as being "sellouts" because of their non-participation in student activities.

The meeting appealed to principals to stop taking pupils' criminal cases to the police station before discussing them with parents committees.

Memo

A memorandum is expected to be written to the local police station commander this week asking him to drop charges against several pupils who were presently on trial on various criminal offences.

The detained pupils include three from Flavius Mareka Secondary School, who allegedly assaulted a woman teacher in a classroom early this year.

Black education looks bleak, unless

WINAID 3/8-5/8/9 ©

50

there were no books at home.)

● 5 percent of black children have their own desk at home, while 80 percent of homes have no electricity.

● The survey found a perfect correlation between income and levels of education.

● 59 percent of the adult black population is not working.

● Per capita expenditure on black education each year (including capital expenditure) is R765 in Department of Education and Training schools, R622 in the "self-governing states", R481 in "independent homeland" schools and R3 082 in white schools.

● To bring per capita expenditure on black education in line with white education, an additional R19-billion would have to be spent yearly.

This would bring total education spending to almost 50 percent of total

The future of black education in the "new South Africa" seems hopelessly bleak, unless ...

SAMANTHA WEINBERG reports

government expenditure.

● By the year 2 000, 457 000 teachers will be needed in black schools. At present there are only 180 000.

● 34 percent of DET teachers do not have matric.

● 77 percent of white students reached matric last year while 25 percent of blacks passed.

● 24 percent of black adults have no education. Only two percent have any post-matric education.

● About 10 percent of black students drop out of every grade each year. The overriding reason given for dropping out is poverty (about 57 percent). Other

reasons were pregnancy (10 percent of girls) and arguments with teachers (10 percent of boys).

● An estimated 1.6-million children aged six to 17 are not at school.

● 49 percent of black parents and 58 percent of pupils and teachers would prefer to be taught mainly or exclusively in English.

● 87 percent of blacks want totally integrated schooling, while around 47 percent of whites interviewed (75 percent English speakers and 24 percent of Afrikaners).

● Black pupils stated medicine, teaching, police/defence and agriculture as their preferred occupations.

Politics and journalism came last on their list.

Third Alternative also put forward suggestions to ease the crisis. According to convener Teddy Lang

smidt, what is needed to improve the present system is "an alliance of community organisations, educationists and the private sector to mobilise the vast resources required to save the situation — to save the children."

"There is no more time, and there is no other alternative."

In the long term, the answer lies in a single, unified non-racial system which makes equal schooling compulsory from an early age, which most people saw as a state responsibility, he said.

In the meantime however, much could be done by the private sector working in close conjunction with "authentic community representatives".

Langsmidt said they had found during their research that most people regarded the ANC-aligned National Education Co-ordinating Council (NECC) as an authentic representative organisation.

"No project will succeed unless it is an alliance of all the relevant parties, and is firmly rooted in the community," he said.

BLACK education is in dire straits and if steps are not taken to alleviate enormous injustices in the system, prospects in the "new South Africa" are bleak.

That is the conclusion reached by an independent working group called the Third Alternative, who spent 30 months and nearly R400 000 compiling a detailed survey of black education.

Funded by 75 of the largest companies in the country, the survey was described as "the largest and most wide-ranging study ever carried out in the field of black education".

The Third Alternative interviewed 10 000 people throughout the community — including drop-outs, pupils, parents, teachers, educationists and leaders — before publishing findings that "paint a bleak picture of inequality, poverty, neglect and wasted human potential".

Among the statistics unearthed by the survey were:

● The average number of books in black homes was between six and nine. (30 percent of pupils aged 14-21 claimed

Greater need for education

New Nation: Learning Nation
3/8 - 9/18/90

50

AT a time when the oppressed are celebrating their victories over the evils of apartheid, learning opportunities seem to be on the decline.

The reasons for this are varied, but can be traced back to apartheid. However, it would be unwise to suggest that the ending of apartheid will mean the immediate and complete opening of the doors of learning.

The abolition of apartheid will mean increased demands for the education and skilling of the nation. But, unfortunately, the country's education resources will not be able to increase at the necessary pace.

Last year saw a 58 percent matric failure rate and only 17 percent of matriculants received a matric exemption.

This meant that, in all likelihood, more

than half of those who wrote matric exams last year are repeating the year.

Since the academic year started this year, schooling has been disrupted in many parts of the country.

Whatever the reasons for this, it would be unrealistic to predict a higher pass rate this year. In this context, those who are repeating matric this year, will have to do it for the third time next year.

Whatever steps the government or any other authority can take to relieve the schooling backlog, it is likely that next year will see a repeat of the crises of this year, such as overcrowding and shortages of textbooks and other necessities.

It is, therefore, no exaggeration to suggest a link between people's victories and the pace of education.

In an interview with PUPILS FORUM, Trevor Ngwane of the Wits Workers' School said: "Since the majority of the population will soon be exercising its prerogative of selecting the government of its choice, the need for education is even greater."

In this context, it is important to note that it is never too late to receive education. This applies to the thousands of people, especially adults, who never had access to education. They still have access to education through night schools, Saturday schools and correspondence courses.

Some people believe that these methods of study are not as effective as day schools. This is not true.

The managing director of Damelin, one of the largest institutions offering an alternative to day schools, said that it was difficult for them to obtain statistics of their results as many of their students wrote in other centres. However, he said the pass rate was well above 50 percent.

He pointed out, however, that this method of study needed self-discipline and dedication.

School drop-out shock

Own Correspondent

JOHANNESBURG. — There are three million black children out of school and poverty forces nearly 660 000 to quit each year. A quarter of the drop-outs are in grade one.

These were just some of the findings of a 30-month study into the black education crisis in South Africa undertaken by Market Research Africa, Markinor and Integrated Marketing Research (IMR) on behalf of the Third Alternative — a group of concerned businessmen. About 10 000 people were canvassed during the R400 000 study, sponsored by 75 South African corporations.

Third Alternative convener and Integrated Marketing Research managing director Mr Teddy Langschmidt said the findings painted a bleak picture of inequality, poverty and

wasted human potential. The education system was failing even more desperately than its harshest critics realised, he said.

Only 2,5% of black adults were found to have a post-matric qualification, said Mr Langschmidt, while about 24% of black adults had had no schooling at all.

Mr Langschmidt said education was a critical dynamic, correlating directly with income. For example, 20% of black adults with post-matric qualifications were running their own businesses compared to 1% of those with no or minimal education. Less than 1% of blacks are in managerial positions and 60% were not working at all.

In view of education's critical importance it was disturbing that 30% of black households did not have a single book, 80% of homes with children had no electricity, only

5% of pupils had their own desk or table to study at and only 20% had a quiet place to study.

Mr Langschmidt said the existing number of schools and teachers could accommodate only 20% of black pupils to matric level. About 88% of Department of Education and Training (DET) schools were primary schools and 73% were farm schools.

The number of teachers would have to more than double from 180 000 to 457 000 by the year 2000. While education levels among teachers had improved, about a third of teachers at black schools still do not have a matric certificate.

Mr Langschmidt said any solution to the education crisis would have to be firmly rooted in the community. The research would hopefully provide a rallying point for the

formation of an education alliance between communities, businesses and educationists, he said.

There was widespread consensus that the political underpinning of the education crisis could not be ignored if a permanent solution was to be found. Most people interviewed saw a single, national, non-racial education system as essential to make equal education compulsory from a young age.

While 87% of blacks wanted integrated schooling, 47% of whites — 75% of English-speakers and 24% of Afrikaans — said they would accept mixed schools.

English would clearly be the language of education in a new SA, said Mr Langschmidt, with nearly 50% of black parents and 58% of black pupils and teachers preferring tuition mainly or exclusively in English.

Call for free education

By ALINAH DUBE

ignored if any permanent solution to the crisis is to be found," he said.

Private capital inter-

vention, he added, must in the interim be accountable to community-based organisations.

He emphasised the need to pay attention to the quality of pre-school

facilities and that children who fail repeatedly or drop out of school should have alternative education programmes rather than being excluded or discarded.

POVERTY, low wages and unemployment placed education beyond the reach of most black South Africans, says Pretoria Development Trust chairman Mr David Motlatla. *Sowetan 15/8/90*

He was delivering a paper on Monday night on the role of education in the 1990s at the annual general meeting of the Northern Transvaal branch of Read.

This is an organisation committed to improving the quality of South African education.

Motlatla said a single national and non-racial education system was needed.

Equal

Schooling should be compulsory, free and uninterrupted for all young South Africans to prepare them for equal opportunities in an open job market.

"Quite clearly, the problem we are dealing with is a socio-economic one of enormous scale - it has serious political undertones that cannot be

Council firm on Blairgowrie school

By Karen Stander,
Education Reporter

50
Star 10/8/90
overwhelmingly in favour of the school staying open.

The management council of Blairgowrie High School will not reconsider its recommendation to the Transvaal Education Department (TED) that the school close — in spite of opposition by parents.

Chris Morgan, chairman of the council, said its decision would be sent to the TED.

At a stormy meeting between parents, representatives of the TED and the council, parents were

If the school is forced to close, it will be the 13th white Transvaal school to close because of a drastic decline in pupil numbers since last year.

A parent who attended the meeting said it was suggested that the school should open to all races or become an "all-day" school with compulsory homework and sport in the afternoons — which could persuade working parents to

send their children there.

Interviewed by The Star, Mr Morgan said these options were impractical.

The meeting was attended by about 200 parents, out of a possible 500.

Although most parents were against closing, the council would support the recommendation of the Rand Central School Board that it close.

There are about 300 pupils at the school, which can accommodate nearly 800.

Soweto programme aims to prepare youth for future

THE Council for Black Education and Research has started classes in Soweto to give young people a chance to improve their education.

The classes are geared at young people, aged between 16 and 23, who do not attend school.

The classes are held at the Dube YMCA and Ipelegeng Community Centre in Jabavu (near Crossroads). They are held on Mondays to Thursdays (3-5pm), but those who prefer the morning lessons may arrange with the tutor.

Tuition and registration is free. The intention is to teach three classes at each centre of not more

than 30 students a class.

Those interested in the programme, which began this month, can register either at the two centres or the council's offices at Funda Centre in Diepkloof.

Professor Es'kia Mphahlele, the centre's director, said they decided to conduct the classes because they realised many young people left school before reaching matric and will be unprepared for the future.

He said the council was concerned that the "street-corner and home-loafing sub-cultures" were developing like an epidemic in the community.

"These sub-cultures have in turn developed an anti-education or anti-learning mood. The prospects of an illiterate generation is no longer a matter for light-hearted exaggeration. It is becoming a heart-twisted reality.

"The council's attempt is still an idea that is struggling to become reality. We hope venues

can multiply across the country. Every usable space should be exploited day and night for the young adult and for adult education proper.

"We believe that local communities should feel called upon to find venues, volunteer tutors and to organise programmes of learning," he said.

* Meanwhile, the same council has organised a series of public seminars to take place at Funda Centre Auditorium for the four next Saturdays, starting this Saturday.

A spokesman at the centre said the seminars will start at 10am

The programme is:

August 11: Intelligence Tests: What Relevance to the Black Community (Mr Thobi Mphuting); August 18: The Black Middle Class: Its Role in the Changing South Africa (Mr Danny Kekana); August 25: Career Guidance: The Black Parent's Role (Miss Zola Ngendane); and September 1: The Fate of the Black Child in a Desegregated Classroom: The Problem of Identity (Miss Mercia Lebakeng).



By NKOPANE
MAKOBANE

Education briefs

Education Reporter

Promat College has been given a boost of R40 000 to buy special science equipment.

Promat is a non-profit institution with five colleges where pupils and teachers attend pre-matric courses in mathematics and science. Since its inception in 1983, Promat has upgraded the skills of more than 1 000 black teachers.

The money was donated by ABI Midrand and Coca-Cola franchise holder Natbev.

□ □ □

The Johannesburg Junior Chamber of Commerce and Industry is holding another series of seminars at the Thabo high school in Naledi, Soweto.

On Saturday Thembi Mapetla will talk on career selection, followed by a lecture on method dynamics and self-motivation by Ken Lazarus of

New Republic Bank.
The seminar begins at 9am.

For more information telephone project chairman George Jele at 339-4852.

□ □ □

A bursary fund has been established in memory of Soweto educationalist Sebolelo Mohajane.

The fund is to assist young black people with a high probability of success who would normally not have the opportunity to study at secondary or tertiary levels.

The fund caters for standards 9 and 10 as well as the fields of commerce, science, law and communication at a tertiary level.

The closing date for applications for study in 1991 is October 31.

Application forms are available from The Bursary Officer, Sebolelo Mohajane Bursary Fund, Box 38, Orlando 1804.

Another white Transvaal school may have to close

By Karen Stander,
Education Reporter

Another white school in the Transvaal may be forced to close its doors due to a drastic decline in pupil numbers.

The Rand Central School Board has recommended to the Transvaal Education Department (TED) that Blairgowrie High School should close.

If it does, it will be the 13th Transvaal school to close since last year.

One parent said her daughter had brought home a note this week which said the school's management council had recommended that the school should close.

She said there were now about 300 pupils enrolled, while about 900 could be accommodated.

A TED spokesman confirmed the school might close. He said a meeting was being held to gauge the opinion of parents.

The final decision

would be taken by National Education Minister Gene Louw after he was fully informed of the opinions of interested parties.

Chris Morgan, chairman of the management council, said dwindling pupil numbers was partly due to the building of a new school in the area, and to reduced demand from the community.

He said the Rand Central School Board had recommended that the school should close.

Last year two English schools and seven Afrikaans schools in the Transvaal were forced to close down due to a decline in pupil enrolment.

At the beginning of the year, the Bezhuidenhout Primary School in Johannesburg East closed.

Western High School in Johannesburg West and Höerskool Ontdekkers in Roodepoort are due to close at the end of the year.

News in Brief

Pupils expel teachers

PRETORIA. — The situation at black schools in the Northern Transvaal worsened yesterday when more than 20 teachers from Soshanguve were said to have reported at the Department of Education and Training's area offices after allegedly being expelled from schools by pupils.

W.F. F. (CO) 1/5/90

'Arm yourselves with books' (50)

EDUCATION must be the new weapon in the liberation struggle in SA, Adelaide Tambo, wife of ANC president Oliver Tambo, said yesterday.

Tambo arrived earlier at Jan Smuts Airport after about 30 years in exile.

Speaking in the sitting room of the Mandela home in Orlando West, Soweto, where she is staying, Tambo said generations of oppressed people had waited for the day which was about to dawn.

She said she would be re-launching the ANC Women's League in Durban on Thursday. However, the future was in the hands of the children.

"Education is the new weapon in the liberation struggle. Our youth must



● TAMBO

arm themselves with books."

Tambo, on her arrival at Jan Smuts, joined ANC supporters gathered there in singing Nkosi Sikelele' iAfrica. — Sapa.

Education the *CAF-Temp 7/8/90* 'new weapon' *50*

JOHANNESBURG. — Education must be the new weapon in the liberation struggle in South Africa, Mrs Adelaide Tambo, wife of ANC president Mr Oliver Tambo, said yesterday.

Speaking in the sitting room of the Mandela mansion in Orlando West, Soweto, Mrs Tambo, who arrived earlier in the day after some 30 years in exile, said generations of oppressed people had waited for the day which was about to dawn.

"For decades we have tried to bring this government to the table for talks. Now at last South Africa is on the right track."

The future was in the hands of the children.

"If they are not educated, the years of struggle will be jeopardised. Education is the new weapon in the liberation struggle and our youth must arm themselves with books.

"Each phase of the struggle needs a different strategy. Today there are the talks, tomorrow we will construct a new non-racial and democratic South Africa for all the people."

Mrs Tambo arrived at Jan Smuts Airport to a tumultuous welcome by scores of ANC Women's League members and other ANC supporters.

She stood with her right hand raised in a clenched-fist salute while she sang the national anthem. Flanking her were Mrs Winnie Mandela, wife of ANC deputy president Mr Nelson Mandela, and UDF co-president Mrs Albertina Sisulu.

"I feel so totally emotional as I stand here this morning. I last saw my country 30 years ago. Much has changed and again not much has changed."

Mrs Tambo is to relaunch the ANC Women's League in Durban on Thursday. — Sapa

Education is Sowetan: 7/8/90 new weapon - Mrs Tambo

EDUCATION must be the new weapon in the liberation struggle in South Africa, Mrs Adelaide Tambo, wife of ANC president Oliver Tambo, said yesterday.

Speaking at ANC deputy president Mr Nelson Mandela's house in Orlando West, Soweto, Tambo, who arrived earlier in the day after 30 years in exile, said generations of oppressed people had waited for the day which was about to dawn.

Right track

"For decades we have tried to bring this Government to the table for talks. Now at last South Africa is on the right track."

She said the future was in the hands of the children.

"If they are not educated, the years of struggle will be jeopardised. Education is the new weapon in the liberation struggle and our youth must arm themselves with books."

Speaking of the women's role in the struggle, Tambo said without women the defiance campaign would never have got off the ground.

Comrades

Sitting around her were former comrades who had taken risks when they launched the first consumer boycotts in the Vaal area and burnt their passes.

"Each phase of the struggle needs a different strategy. Today there are the talks, tomorrow we will construct a new non-racial and democratic South Africa for all the people." - Sapa.

Star 7/8/90 (SO)

'Youth must arm themselves with books'

Education must be the new weapon in the liberation struggle in South Africa, Adelaide Tambo, wife of ANC President Oliver Tambo, said yesterday.

Speaking in Orlando West, Soweto, Mrs Tambo, who arrived earlier in the day after some 30 years in exile, said generations of oppressed people had waited for the day which was about to dawn.

"For decades we have tried to bring this government to the table for talks. Now at last South Africa is on the right track."

She said the future was in the hands of the children.

"If they are not educated the years of struggle will be jeopardised. Education is the new weapon in the liberation struggle and our youth must arm themselves with books."

Speaking of the women's role in the struggle, Mrs Tambo said without women the defiance campaign would never have got off the ground.

Sitting around her were former comrades who had taken risks when they launched the first consumer boycotts in the Vaal area and burnt their passes.

"Each phase of the struggle needs a different strategy. Today there are the talks, tomorrow we will construct a new non-racial and democratic South Africa for all the people," she said.

Mrs Tambo arrived at Jan Smuts Airport yesterday morning and joined the scores of ANC supporters in the singing of Nkosi Sikelele iAfrica. — Sapa.

'Locals' could open schools

GERALD REILLY

PRETORIA — School communities would "probably" be able to set their own admission policies under certain conditions from January 1 next year, Education Minister Piet Clase said at the weekend. *6/10/90*

He told an NP youth conference at Allermanskraal in the Free State he would make a statement on alternative education soon.

The realisation that luxury facilities and unrealistic low pupil-teacher ratios was something of the past was dawning.

Other education departments had nominally opened their schools to all races, but their schools were so overcrowded there was virtually no talk of mixed education.

"If there was a request from a specific local community, which could show convincing support for a change, it would be sympathetically considered," he said.

Literacy must be a national priority, says trust director

TANIA LEVY

LITERACY must become a national priority in SA, where 73% of the population is illiterate, says Read Educational Trust national director Cynthia Hugo. *50*

Government could not be responsible for giving every South African the opportunity to learn to read.

Organisations, businesses and individuals had to become involved, she said in the non-profit organisation's latest annual report.

Read believed primary school education had to be made compulsory and that all children should be able to read and use English competently by the time they left primary school. Read would focus on this area during the coming year. *6/8/90*

Children and books had to be brought together. No nation could be strong if its children did not know its history or customs, could not write their experiences, and did not understand the principles of science or mathematics.

Reading was the only way for

children to acquire the informed opinions vital to the making of mature and responsible adults.

Read programmes centred around providing teacher training, books, libraries and other media resources to enhance language competency and the ability to use information.

During the past year 35 courses involving 665 delegates and a further 381 workshops with 8 124 participants were held. Hugo said the lives of between two- and four-million children and tens of thousands of teachers had been touched by Read since its inception 11 years ago.

During the past year R6,3m was raised to fund 401 institutions.

Read has launched an awareness and fund-raising campaign to mark 1990 as the International Year of Literacy and the start of the decade of literacy, as declared by the UN Education and Science Committee (Unesco).

LIMITED EDITION

US study programme available

Sowetan 6/8/90



By NKOPANE MAKOBANE

THE Harvard/South Africa Fellowship Programme is to offer advanced mid-career training for eight black South Africans to study in the United States next year.

The programme is administered by the South African Institute of Race Relations.

According to the deputy director of the institute, Mr Theo Coggin, the programme provides educational enrichment for men and women in mid-career.

These people must have shown considerable skills in their chosen fields and are expected to benefit from advanced training.

The programme provides for a year of study at one of the most prestigious universities in the world, Harvard University.

The fellowship includes all tuition and fees for the period of enrolment at the university and a monthly stipend to cover basic living expenses.

Candidates need not have received a first degree to be eligible for a fellowship.

Applicants who have just completed, or are in the process of completing, their first degree are not normally selected.

The fellowship was initiated in 1979 and about 150 applications are received annually.

This is narrowed down to between 12 and 15 candidates who are interviewed by the selection committee in late January.

A fellow is expected to attend one full academic year at the university.

The American academic year begins in September and most fellows begin their studies in September following their selection.

However, arrangements can be made for study to begin in the spring term and to continue through the following summer and autumn, or for a combination of either the autumn or spring term with Harvard's summer session from mid-June to late August.

The programme has so far provided mid-career training for 49 black South Africans.

Shock education findings 50

A REPORT on the crisis in black education was released by a group called The Third Alternative in Johannesburg last week.

The report, said to be the most comprehensive of its kind in South Africa to date, took more than a year to complete. It contains responses to nationwide surveys conducted among 10 000 people of all ages at the "rockface" of the crisis in black education.

The report spells out the most urgent needs in

**By NKOPANE
MAKOBANE and
Sapa**

black education and calls for the establishment of an alliance between community organisations, educationists and industry to launch projects addressing these needs.

It identifies poverty, unequal appropriation of educational funds and a dire lack of teachers and facilities as the main source of the crisis;

Somefan 6/8/90
The survey says the education budget would have to be increased to about R29-billion - 47 percent of the total Government budget - to equalise spending on black and white education.

About 23 percent of black adults have no schooling while only 2.5 percent have a post-matric qualification, the survey showed.

Fifty-five percent of

black adults were illiterate, as were seven percent of all 16 to 24-year-olds. Only 25 percent of black children who started school in 1978 completed matric in 1989.

Twenty-five percent of the 636 000 black children who dropped out of school in 1988 were Grade 1 pupils. The majority quit because of poverty, with only three percent claiming ideological reasons.

The survey estimates that 1.6-million children between the ages of 6 and 17 years were at present not going to school. There were at present 180 000 teachers in black schools, only 39 percent of the number needed in the year 2000.

On the question of integrated schools, only 47 percent of whites were in favour of integration, compared to 83 percent of blacks in favour of mixed education.

Turmoil as ^{Star} 10/8/90 pupils say: 50 'Teach us!'

By Mckeed Kotlolo,
Pretoria Bureau

The situation is tense at schools under the control of the Northern Transvaal region of the Department of Education and Training (DET) after pupils attacked teachers for refusing to teach them.

According to reports, in some instances teachers and some pupils drove principals away from schools.

A DET regional spokesman said this week pupils at some Soshanguve schools had assaulted teachers who refused to teach them.

The spokesman described the situation at Soshanguve secondary schools as "very tense" after the attacks on teachers at Itumeleng Secondary School and Soshanguve High School.

He said pupils at Soshanguve High School had called teachers sitting in the staff room to the assembly grounds and demanded an explanation for their failure to teach.

The teachers had allegedly failed to give a satisfactory explanation and the pupils stoned them. One teacher was injured, he said.

A matric pupil at Itumeleng

— where seven teachers were reportedly assaulted by pupils on Monday — told The Star that he was opposed to violence but they could no longer understand why the teachers were not doing their work.

He said teachers were being unfair to the pupils because they (teachers) were busy with their Unisa and Vista University assignments and "they know well they are going to be paid for the period they did not teach".

The DET spokesman also confirmed that at least 19 teachers from Hlanganani and Hlompanang secondary schools in Soshanguve had sought refuge at the local circuit office after they were allegedly warned by pupils to leave.

The principal of Saulridge High School in Atteridgeville was reported to have been driven away by pupils who demanded text books this week.

Also alleged to have been driven away was the principal of Hofmeyr High School.

The DET spokesman said the principal of Mamelodi High School had been driven away, and that no effective teaching was taking place at secondary schools.

EDUCATION F/M 10/8/90

Glimmering of hope

Should TV have an education channel to help combat the education crisis in black schools? Should sex education in schools be compulsory for all teenagers? (SO)

These will be some of the issues debated at a major education conference in September, convened by the ANC to discuss policy strategies for a future education system. The conference will also begin studying ways of integrating education.

The conference aims to establish a "Peoples Education Committee" to explore ways of meeting the present crisis in black schools and to begin working on future syllabuses for an integrated education system.

Skills training in schools; sex education; teacher upgrading; more classrooms; and a reliable system of book supplies — these are some of the issues that will make up the

F/M 10/8/90

agenda, according to Jackie Selibi, head of the ANC's youth department.

Selibi, a former teacher, says it is extremely important that children attend school to begin building a stronger economic future for SA now. (SO)

In a meeting between the Congress of SA Students (Cosas) and the ANC last weekend, it was resolved that Cosas would immediately negotiate with teachers and schools to add Saturday to the school week, in an effort to make up three months of schooling lost this year through strikes, boycotts and a failure by the Department of Education and Training to deliver sufficient books to schools.

Last year, only 17% of the black children who wrote matric achieved university entrance passes and just over 30% of the 193 000 children passed. The results this year are expected to be worse.

Selibi says the elected committee will probably seek to meet government and big business after the conference to discuss ways of assisting the community to overcome the present crisis. The allocation of more money to education would definitely be an issue.

"Government has left the situation to deteriorate and we will be putting as much pressure on government as we can to solve the crisis. Teachers must be paid better wages, we need more classrooms and better equipment.

"Why is television not used as a teaching

F/M 10/8/90

aid? It is used in the USA and Britain. We believe it could help supplement educational studies here." Selibi says the ANC has made no approaches to the SABC as it was still under discussion in education circles.

Selibi says the rate of teenage pregnancies at high schools is worrying and the conference would look at the possibility of sex education being introduced in schools for children from the age of 14. "It would begin with basic health education and move into sex education, including educating children — and their parents — about issues such as Aids. Our society does not find it easy to discuss sex education. We need to convey to parents the importance of this being discussed in the family, too." (SO)

He said the ANC was taking its cue from experiences with its school in Tanzania, the Solomon Mahlangu Training College: "There, maths and physics is a must for everyone." Selibi pointed out that Verwoerdian apartheid had ensured these subjects are poorly addressed in black schools. Of the 193 000 black pupils who wrote matric last year, only 700 passed higher-grade maths.

"The ANC is inclined to favour people studying natural sciences, rather than social sciences. You don't run a country with historians, you run it with engineers."

Selibi says though there is resistance to technical training at schools, "we are faced with the reality of no work and poor school results." ■



Vernacular or English?

Sizakele Kooma 10/8/190

50

By SIZAKELE KOOMA
A SURVEY conducted by Sowetan this week has revealed mixed feelings on black children who cannot speak their mother tongue.

A journalist said he saw the unwritten social expectation for all blacks to speak an African lan-

guage just because they are black as unfair.

"Today, the rebirth of our society dictates that we all be aware that skin-colour no more holds as a determinant for language.

"The new South Africa will comprise black people from various countries of the world. Thus we envisage a coun-

try where not all black people will speak local vernaculars.
"It is time that we,

THE quest for a better education for their children puts a lot of pressure on parents who have to train their toddlers to speak English, a medium of instruction in most private schools. To get their children ready for school some parents communicate with them in English from infancy. The result is that the children do not know their mother tongue.

who are the shadow of this society, acknowledge and take pride in this linguistic variety of our people."

That, for Baatsseba Rapolai, a student nurse from Phiri, Soweto, did not constitute an excuse for local blacks not to teach their children African languages.

She perceived the disregard of some parents for African languages as a putdown of black culture.

"I do not think the parents consider the inconvenience this might cause for the children who will grow up with others who might not speak English or have grandparents and other relatives who will not be able to communicate with them," she said.

Tshepo Maffa, a Standard 8 pupil at a Johannesburg private school, knows the hassles that black children who can-

not speak black languages go through.

"While some parents mean well by teaching their children English, others do it to show off. I have heard some of them speak to their children in English in local taxis so that everyone would hear how fluent they were.

"This is wrong because as a black person you have to be understood by your people when you speak to them. An African language helps in many ways. You cannot get around without it," Maffa said.

Bheki Cebekhulu, an Orlando East job-seeker, backed the "new South Africa" argument and said it would require one formal language that

everyone in the country would have to speak, and that language was English.

"Blacks and whites will soon be living together and it will be essential that we understand each other," he said.

Westernisation has been blamed by Dinkonyane Sekwati, an insurance consultant, for the trend towards abandoning black languages.

"We have slowly been drifting away from our cultures as if we are ashamed of everything they represent, as if everything we are is not right.

"We would be making a serious mistake if we were to stop teaching our children our languages.

They are already dying out. Today if you speak English you are seen as belonging to a certain class.

"This is divisive because it makes us look down upon our own people who cannot speak English."

Dinkie Mntonintshi, a Wits Technikon student, blamed people who were "preoccupied with cultures that were not theirs".

The head of the Division of Specialised Education at Wits University, Professor Merwyn Skuy, said a child's success in another language depended on the extent to which he imbibed his own culture, through his own language.

He said teaching children their mother languages gave them a continuity and was important for the transmission of their cultural heritage.

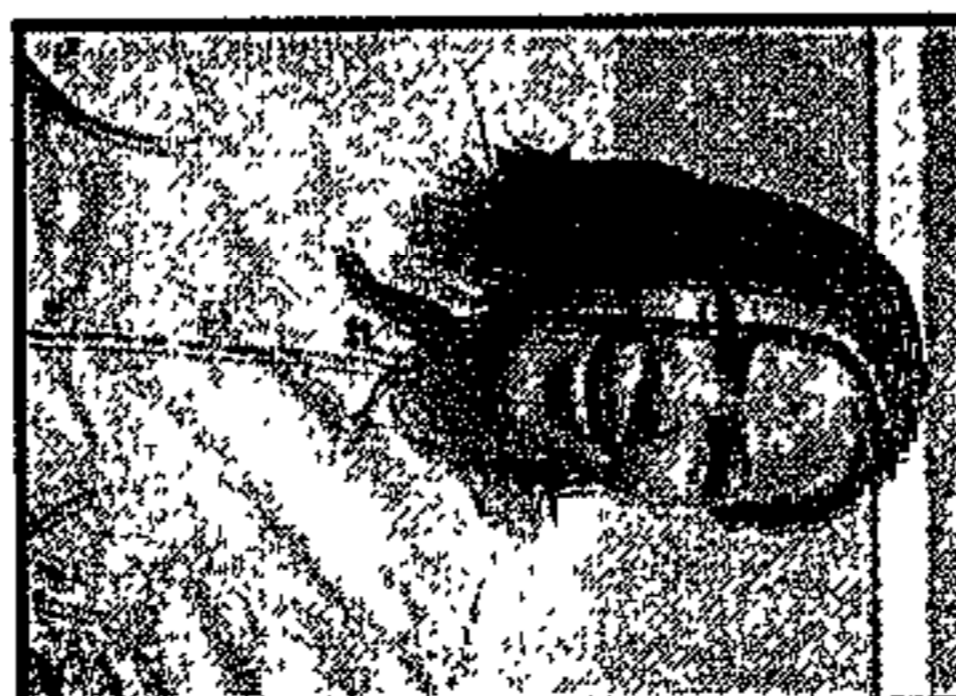


TSHEPO MAFFA

BAATSEBA RAPOLAI



BHEKI CEBEKHULU



DINKIE MNTONINTSHI

Enough work a problem in SA's future

50
CPT & Timp B/8/90

From REV H G MURCOTT (Pretoria):

ONE of the major problems facing our country in the next few years will be finding work for the large number of unemployed, especially the youths who have missed out on education through "Liberation before Education".

In the depression years of the 1930s a great contribution was made by the Special Service Battalions, which helped to provide discipline and training for the large number of youths who had to leave school early when their fathers lost their farms or jobs. At one time Dr Danie Craven was their OC. Later they also contributed greatly to the war effort when the Second World War drew us in.

Something of this nature is needed for that "lost" generation of blacks. It will not be accepted if it comes from the government, but if the ANC, PAC and Inkatha could get together and launch it, it could prove of immense value for our country's future. With the right leadership, discipline and training they could help to make up the backlog in housing, schools, clinics, etc, and keep agricultural machinery in order for the development of small farms.

The ANC and PAC have had considerable experience in such training outside our country, so they will be able to contribute all these skills to meet the needs here. Similarly, their military wings could be incorporated into the police and defence forces. The last mentioned would also be able to supply the equipment.

Some such far-sighted plan is desperately needed at this stage of our country's advance towards a fully democratic, free and prosperous future. This would truly be a "beating of swords into ploughshares and spears into pruning hooks".

Who will pay for education needs?

By Kaizer Nyatumba,
Political Staff

Who should pay for school education in the oft-mentioned new South Africa?

That is a question with which a commission on education will grapple during the Five Freedoms Forum's (FFF) "South Africa at a "Turning Point — Negotiations and the Future" conference in Johannesburg.

The commission, to involve key policymakers and stakeholders from across a wide political spectrum, including proponents of "People's Education", will attempt this month to identify common ground.

It will also try to find ways of dealing with obstacles which might stand in the way of a common vision for a future education system, according to FFF spokesperson Gael Neke.

Some of the people involved in the commission, said Ms Neke, were important stakeholders who might be excluded in the actual negotiation process. The commission would

then "serve to democratise discussions around education policy in the future".

The conference will be attended by about 800 people.

The FFF's education group will initiate discussion and summarise the main points of view on the funding of education.

Said Ms Neke: "Financial provision is only one issue to be considered when looking at the system of school education, but has been isolated for discussion because of its crucial importance in determining solutions to the crisis."

Organisations invited to the August 24-26 conference were State education bodies, Government policy-makers, private school associations, teacher bodies, the private sector, organisations campaigning for open schools and political parties and organisations demanding fundamental change in the education system.

● For more information, contact Alistair Teeling-Smith or Etienne Marais at (011) 339-2003.

Hero's burial for Tsietsi Mashinini

SOWETO. — Glowing tribute was paid to the late Tsietsi Mashinini — the leader of the June 16, 1976, student rebellion — when more than 8 000 people attended his funeral at the Jabulani Amphitheatre here on Saturday.

Mr Mashinini died in exile in Guinea, West Africa, two weeks ago. The cause of his death has not yet been officially established.

Thousands of mourners sang, danced and chanted political slogans of the Black Consciousness Movement (BCM) — whose members occupied most of the arena — as speaker after speaker lauded the young man for his input into black politics.

His coffin, draped in the black, gold and red colours of Azapo, had a constant guard

of honour made up of BCM supporters clad in jet black outfits with caps bearing a red star — the Azanian National Liberation Army's code of dress.

Addressing the huge throng, Azapo president Professor Itumeleng Mosala urged them to put their "ideological spectacles on to examine the student struggle within Azania".

After heatedly stressing the futility of classroom boycotts, the Azapo president issued an impassioned plea for students and pupils to return to their institutions.

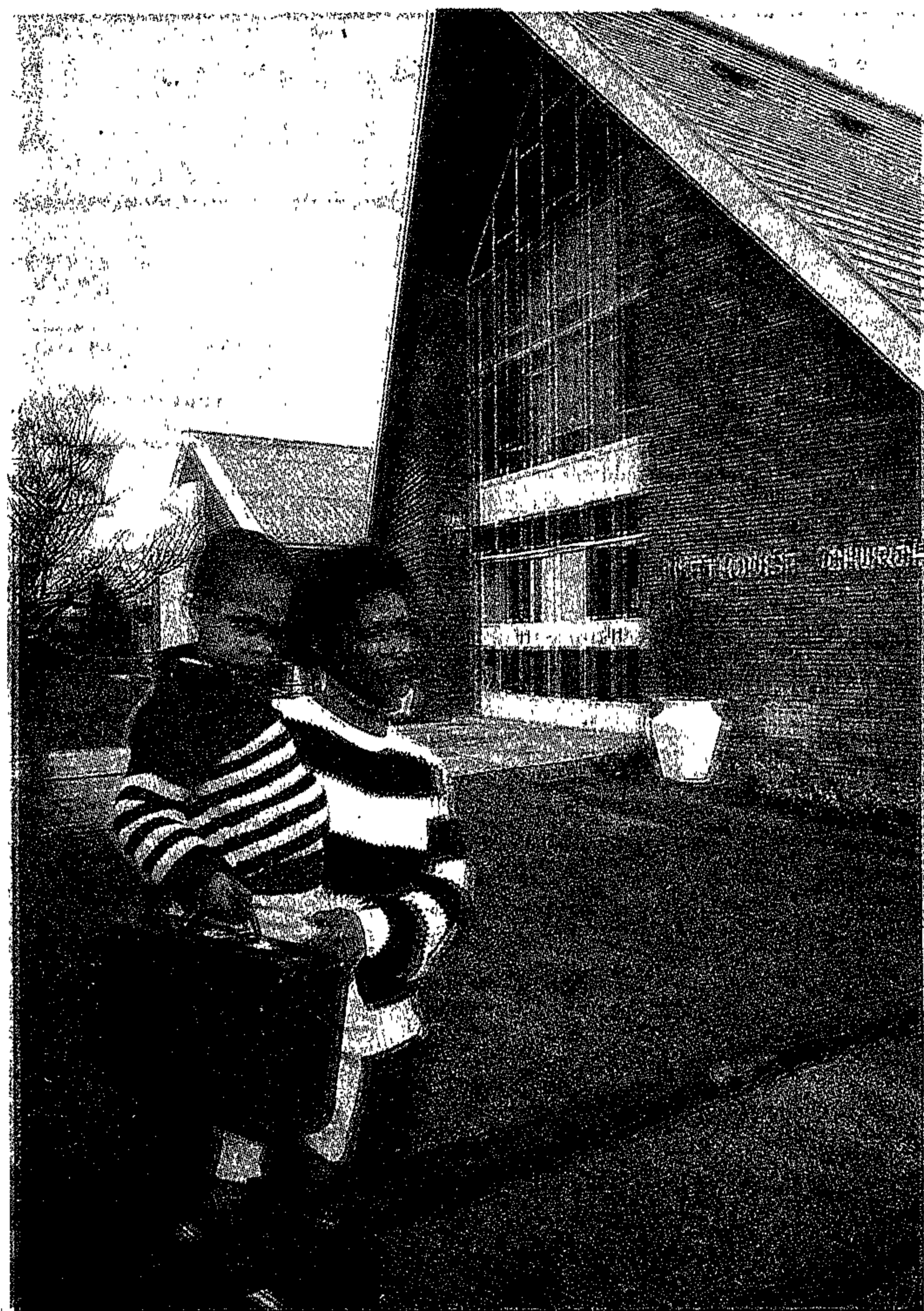
Among the host of dignitaries at the ceremony was Mr Khotso Seatsholo, the head of the SA Youth Revolutionary Council, and together with Mr Mashinini, the leader of the student rebellion. There

were also representatives from foreign embassies.

However, the dignified proceedings were interrupted at one stage when ANC speaker Mr Murphy Morobe was heckled when he attempted to paint a picture of Mr Mashinini as independent of any ideological tendency within the country.

With angry Azapo supporters calling him to order from the arena stands, Mr Morobe finally conceded that Mr Mashinini was a firm believer in the Black Consciousness philosophy, as propounded by the late Steve Biko.

After the ceremony thousands of youths, led by a guard of honour, marched down Soweto's streets following the coffin. — Sapa



Council considers all-race creche

THE Brackenfell Town Council would "reconsider" granting an all-races permit for the Methodist Church playschool there if the move had government approval, town clerk Mr W P Visser said yesterday.

However, he confirmed that the council had unanimously turned down the original application to extend the permit to include all race groups.

Mr Visser, describing Brackenfell as "a white town which maintains its traditions", denied that he had threatened to close the school down if a five-year-old coloured child, Clinton Maraistjies, was not removed from the 13-strong pre-school class.

He said Clinton would be allowed to stay until the matter came before council again.

However, the supervisor of the school, Mrs Beverley Smith, said a municipal health inspector, Mr Richard Kotze, had told another teacher that he would "have to withdraw the registration" of the school because council approval had specified whites only.

Clinton's mother, Mrs Suzanne Maraistjies, a domestic worker in Brackenfell, wanted her son to stay there as he had made friends.

Methodist minister the Rev Lawrence Kirstein confirmed that Mr Kotze had told him that the school would be closed down

TEMPORARY REPRIEVE . . . Mrs Suzanne Maraistjies with her five-year-old son, Clinton, who may have to leave the Brackenfell Methodist Church playschool if the council does not extend its permit to include children of all races.

Picture: OBED ZILWA

Survey's findings frightening

THE findings of a recent survey on black education, published by a research group known as Third Alternative, are frightening, even though they may be common knowledge. *New Nation! Learning Nation*

The findings are of concern, not only to students, parents and educationists, but to the entire society, including the white community. *10/8 - 10/9/90*

One of the findings of the survey is that an estimated 1,6 million children between the ages of six and 17 years are currently not going to school. This suggests that, if nothing is done, and quickly, by the year 2 000 South Africa will have 1,6 million unemployable people between the ages of 16 and 27.

One of the shocking findings of the report is that the total per capita expenditure on education in 1989/90 was R3 082 for each white child, R765 for a black child in a Department of Education and Training (DET) school, R622 in the so-called national states and R481 in the so-called TBVC countries.

It is obvious, from these facts, that serious problems in black schools are unavoidable.

The report also says that, in 1989, 34 percent of DET teachers did not have matric. This also implies that they did not receive any teachers' training.

Probably the only available means to rescue black education is to hand over the schools to community control, as suggested by the report.

The report also recommends that, if schools were turned into community centres, it would be possible to use them for fund-raising events, among other things.

This would relieve schools' financial problems and, to some extent, could also help to decrease vandalism.

In an interview with PUPILS FORUM some months ago, National Education Union of SA president Curtis Nkondo said that, if the entire community, including students, was drawn into controlling the schools, they would feel that the schools was theirs and not the government's.

The report recommends that an educational newspaper be launched and distributed free to pupils. It suggests that these newspapers should carry selected advertisements and sponsored articles.

Plea to FW over education crisis

THE Atteridgeville branch of the Congress of South African Students yesterday appealed to State President FW de Klerk and Mr Nelson Mandela to resolve the education crisis in black schools.

Cosas executive member Ntime Skhosana said pupils were being frustrated by teachers who refused to teach and who only came to classes from eight to 10 in the morning "since schools reopened on July 31".

Although they understood and sympathised with teachers over their grievances, pupils believed effective education should continue while these demands were being negotiated. (S2) (50)

"We are suffering. The Standard 10 examinations are due to start on October 22 and we have not had any effective teaching since the beginning of the year", said Skhosana. Soweto 10/8/90

"Cosas now makes an urgent appeal to the State President and Mr Mandela to intervene and resolve the education crisis in black schools and to persuade teachers at secondary schools to start teaching," he said.



TUATA SAVE OUR CHILDREN

ARE THESE OUR CHILDREN?

"You can't teach someone who is armed and may even kill you!"

"Indifference runs deep and pupils say it makes no difference whether or not they write exams or even come to school."

A teacher was busy at the blackboard when one of her pupils walked out. "Where are you going?" asked the teacher.

"Hau! Miss, you know I have a baby."

"Students, this is a dangerous time! A new South Africa is going to need educated people. You must stop sloganising and toyi-toying around the streets - without education. How can you be leaders of tomorrow if you are ignorant?"

"The young men you see hanging out on street corners are kids who never finished school. No education means no job! No job means no future!"

"We drop out of school and involve ourselves in things that cause a great deal of harm to our bodies and minds."

"At one school the SRC (some members as young as 13) called teachers to a meeting on the running of the school."

"The children, some of them guilty of assaulting teachers and dragging other pupils out of classrooms at the point of knives, are the little heroes standing up to oppression."

AT SCHOOL

As parents in our communities we are becoming increasingly concerned about the future of our children. We are seeing them grow up in a strife-ridden society in which education and principles like discipline, hard work and respect have been put aside in the quest for liberation.

We seem to have relinquished our authority over our children. No longer, it seems, do we feel the urge to guide their behaviour. Instead of abdicating this responsibility and allowing our children to make their own choices and cultivate their own value systems, we need to reactivate parenthood and exhibit real care and concern for our children. We must once again take an active and daily interest in their affairs and guide them with the wisdom that we have gained through the years.

Our children need to be taught to live honourably in the present. They must learn to assess the long-term consequences of what they are doing now. All our children must be trained - in the home - in the good old-fashioned ways of respect for elders and authority, discipline, hard work, honesty, pride in performance and taking responsibility for one's actions. Such values have to be exemplified and promoted by us as parents. Who else?

We will have to remotivate our children to go to school and to learn. We will need to show much more interest in their progress at school and in the content of their learning. Our enthusiasm must kindle theirs.

We should make a point of knowing our children's teachers and meeting with them on a regular basis to discuss our children's behaviour and performance. We will further stimulate our children to learn if we become actively involved in the affairs of the school, supporting projects and attending functions.

AFTER SCHOOL

It is equally important that we attend to our children's needs after school. So many bad habits have been cultivated by our children outside of school hours, when we are not at home and they are left to roam the streets.

We parents must become much more involved in planning the activities of our children after school. We must provide for proper supervision if we cannot be at home. We must ensure that they are involved in healthy activities. We should encourage them to participate in the school's extramural programme.

Have you considered setting up, with other parents in your community, a programme of after-school activities for your children? These programmes can involve many different aspects, whether they be recreation, care of the environment, or community and social work.

EMPOWERING PARENTS

What can we do as parents to regain control of our children and set them on the right path - a path which will lead to happiness and success, instead of unemployment, crime and ultimately, self destruction?

To quote some parents:

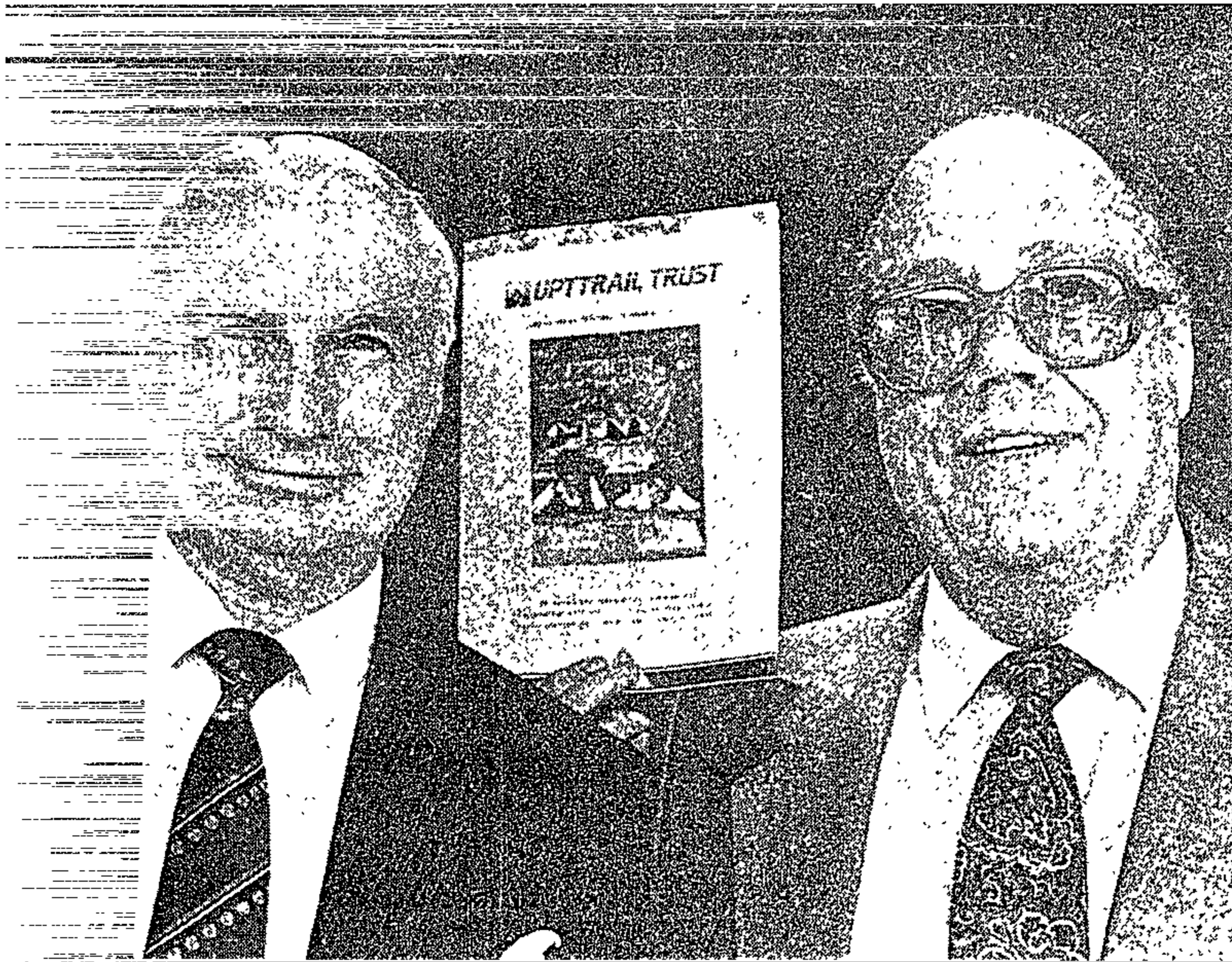
"We must take a stand regarding the unruly behaviour of our children. The cowardice we display by simply shrugging our shoulders will not get us anywhere. Parents simply have to stop saying, "Ai bana banna ba stout!" the time for witch-hunting, finger-pointing and arguing is over. We have to take up this challenge with a positive spirit. So let us get off our backsides and act!"

A number of communities have already begun to implement "Save Our Children" type programmes. TUATA would like to assist in highlighting these endeavours so that communities can learn from and support one another.

1. What do you think we as parents can do to regain control of our children?
2. What projects could be implemented in the community to involve children in healthy after-school activities?
3. Do you know of any successful youth projects initiated by parents that are worth passing on? Describe in detail.

Please send your replies and suggestions to:

"Save Your Children",
PO Box 4383, Johannesburg 2000.



Money for the mind . . . in a promising new project, Upttrail Trust hopes to raise R15 million during the next year to help improve the quality of teaching and learning in black schools. Executive director of the trust Dawid van der Vyver (right), with chairman Harold Groom, says that initially about 100 teachers will attend the training course.

Bid to upgrade black schools

By Karen Stander, Education Reporter

A massive fund-raising drive has been launched for a project aimed at improving the quality of teaching and learning in black schools.

The Upttrail Trust hopes to raise R15 million in the next year and to reach hundreds of thousands of primary school children over the next five years.

"If the Germans had had the skills we are teaching, maybe Hitler would never have come to power," executive director Dawid van der Vyver told a function to launch the project.

Upttrail (Upgrade Teaching, Training and Learning) has completed a pilot study in KwaZulu which was evaluated by the Human Sciences Research Council. It was found that pupils' results could be substantially improved through training in language and thinking skills.

The measured improvement rate of 5 per cent would be a saving of millions of rands to the community and the taxpayer.

Mr van der Vyver said that while the project emphasised the teaching of English, it had been found during the pilot project that an important spin-off was an improvement in all subjects.

There had been no Government involvement so far, but the Department of Education and Training had agreed to look at the project.

Initially about 100 teachers from Johannesburg, KwaZulu and the Free State will attend a training course, and the trust hopes to train up to 600 teachers in the next five years.

50 (2) Sp. 15/8/90

NEWS

400 SA students hold talks in US

By Ramsay Milne,
The Star Bureau

NEW YORK — In what is considered the biggest gathering of its kind, close on 400 black and white South African students who are studying at US and Canadian universities met at Michigan State University this week. They were to discuss contri-

butions towards creating "true democracy" in South Africa. The students agreed that the major challenge facing all South African students was to "forge an ideology that will force a transformation in the society of South Africa".

The phrase was used by Robert Norfolk (32), who heads the Metro Detroit Pan-African Students Union. He urged South African students studying in the West to be prepared to take on leadership roles on their return. "There is a lot of pressure in-

side South Africa calling for these people to return home and lead the change for democracy," he said. "At the same time, there is a tremendous need for more skilled doctors, engineers and teachers."

Most of the students acknow-

ledged a responsibility to return to South Africa and use their knowledge to improve the quality of life there.

"We need computer scientists, engineers who can build bridges, urban planners and architects, because many of the black townships will have to be torn down," said Roger Jardine (24), one of the delegates.

Bursaries can ease problem

50


Sowetan 14/12/90
OWING to financial problems, only 0,03 percent of the black population in South Africa receive an university education.

According to the latest publication of the Convocation of the University of the North, 29 percent of the white population receive a university education.

The publication stated that bursaries could be one solution.

Financial grants to students would not, however, reverse the situation unless a healthy and competitive academic spirit was promoted at the university by assisting staff members to undertake research programmes to improve and enrich the quality of education. - *Sapa*.



50 (circled) 14/8/90

NEWS

'Suicide' of education parity

By Karen Stander,
Education Reporter



Gene Louw ... education is high on the agenda for the negotiations.

It would be "economic suicide" to increase spending on education to achieve parity between race groups, according to National Education Minister Gene Louw.

Mr Louw, who was addressing a meeting of Stellenbosch University's club for former chairmen of the university's Students' Representative Council last week, said 3,5 percent of the gross national product (GNP) was presently spent on primary and secondary education.

For the Government to be able to spend the same on each pupil this would need to be increased to 12,3 percent of the GNP.

"All indications are that this would be economic suicide," Mr Louw said.

The allocation to education, 18 to 19 percent of the Government's budget, was already

high. It was clearly impossible for the Government to increase the education budget by three or four times.

"Think also of how much faster the black population is growing than the white, which makes the problem so much more intense. The country does not have the resources to maintain the present white education standard and to extend it to the whole population."

Mr Louw said inequality in the distribution of teaching aids "undermines the moral basis" of the education system and brought into question the principles on which the system was based.

The pressure on funds needed to be addressed by the creation of a more cost-effective educational system.

He said a future education system — "a very hard nut to crack" — would be one of the most important items on the agenda of any negotiations.

SOUTH Africa faces the post-apartheid era with the frightening legacy of an adult population of whom more than half are illiterate and innumerate. And as the meetings between the ANC and government have shown, entry into this brave new world is not a prospect but a fact.

The rebuilding of SA, and the increased focus on the nature of the post-apartheid economy, raises many issues for educationists. Ahmed Kathrada, senior ANC member, said recently at a graduation ceremony of the University of Fort Hare: "We do not want generations of underqualified, ill-disciplined youth who will be unable to make an effective contribution to tomorrow's society."

Jan Sleyrn, launching his Independent Development Trust, observed that "we desperately need to restore caring values to our society and through a sound development process, seek to ensure that a new SA is prosperous, stable and just and is seen to be such by all".

If millions of young South Africans continue to be unemployed, or are trapped in low-paid, unskilled and futureless jobs, our society will be plunged further into conflict between the educated and the uneducated, between the prosperous and the poor. We have already short-changed too many young people and so threatened the future of our country. We must face the crisis and we must start again.

The latest World Bank Report tells us where we are in relative terms. Between 1980 and 1986 South Korea's economy grew at an annual average of 8,2%. For SA the average was an annual 0,8%.

At this rate SA will take 175 years to double its per capita income. South Korea and Singapore double theirs every 10 years.

They owe their economic performance to a number of things. Principally, they give priority to high quality, universal education related to the world of work. And as the world

The new SA starts with a new focus on practical education

Bloddy 15/8/90

50



JOHAN VAN ZIJL

economy moves from being commodity-based to being information-based, they reap the rewards.

The last two decades in SA have been tough. Commerce and industry have lived with a declining rand, sanctions, labour unrest, political and economic uncertainty, skills shortages, increased competition, unstable markets and declining investments. At the end of the list is the spectre of a single European market after 1992, SA access to which is uncertain.

This turmoil raises two issues for business. How can business improve its performance? What can it do immediately to become competitive? Although the political climate also remains a key factor, various commissions have identified a number of winning strategies:

- Create and apply new technology;
- Reduce the cost of capital to industry;
- Extend and improve our manufacturing base, for example, through computerised manufacturing techniques; and
- Develop a more skilled and flexible work force.

It is this last strategy that is of interest to all prepared to make a positive and constructive input to the question: how can our education sys-

tem be transformed to create skilled and flexible people?

World Bank economists have found no positive correlation between education spending and economic growth in Third World countries. But they have found that countries like Taiwan (nations with a high-level of productivity and high per capita output) have excellent education systems that emphasise technical and engineering training.

In countries like Israel and Taiwan more than 60% of the school-going population is engaged in vocationally orientated studies. But in SA only 10% of white and less than 1% of black pupils receive a technical or vocational education.

Our technicians illustrate this weak link in our economy: in 1986, 78% of their students were white, 16% Indian or coloured; only 6% were black.

If we were to follow the example of Japan, South Korea or Taiwan, we could rapidly elevate our level of economic growth. This is not a pipe-dream. Japan's productivity in the 1950s was lower than SA's today. In only 40 years Japan transformed its

economy. The recipe is quality education and applied technology. We can do the same.

We need to be practical. Our children require life skills and work skills, education and training for employment and entrepreneurship. Let us help them "feel good about themselves"; in the first instance, because they have work and can house, feed, clothe and educate their families.

This is not a new challenge. Three hundred years ago Sydney Smith said of England: "The great end of education is to give children an occupation that will render sickness tolerable, solitude pleasant, age venerable, life more dignified and death less terrible."

More recently, Clem Sunter observed that nations that accept that education is the key to their economic development and growth — and invest in it — become "winning" nations in economic terms. After about 15-20 years the investment pays off. We must think beyond today and tomorrow. We must focus actively on the citizens we desire in the future. We must plan for success.

What were the policy options taken in two and more decades ago in countries that then had weak economies, countries such as Japan, South Korea, Taiwan and West Germany?

These countries lifted themselves out of the poverty trap and put themselves on the road to prosperity. We can do the same; but only if we find our own answers to the questions they tackled:

- What processes enabled these societies to turn their economies around?
- How were formal and non-formal educational opportunities linked?
- How was the process of reform marketed to parents, educationalists, commerce and industry?
- What kind of education was identified as being relevant?
- How was cost-effectiveness gauged?
- How did they accelerate the development of a dual logic economy?
- How did they market an educational system that was geared to preparing people for work rather than for academic study?
- How did they convince the major stakeholders in education that a focus on practical education is a winning strategy?

These are not questions that can be answered by any one government department or organisation in isolation. The development of an education system that can adequately respond to these needs and deliver skilled, literate and numerate citizens to the economy must be a design process involving all the key players, stakeholders and communities of SA.

Some measure of consensus must be achieved on principle and procedure if we are to break from the shackles of a moribund system and dated ideologies.

To do this, we must establish the real position about formal and non-formal education and training, and measure this against the growth needs of the country. We must share this information with all the key players, to empower and involve them. We must focus and plan in consultation, we must develop structured forums in which this process can win broad support. And we must do it without delay.

Dr van Zijl is executive director of the Education Foundation in Durban.

Minister calls for ⁵⁰

views on education

¹⁹¹⁸⁻¹⁹¹⁸
MINISTER of Education and Development Aid Stoffel van der Merwe yesterday invited any person or group with an interest in black education to submit ideas for a new structure for community participation.

Van der Merwe said he intended putting community involvement in black education on a new footing if consensus could be reached.

He called for proposals to be presented to him before September 15.

The decision was taken, he said, because unspecified organisations had refused to participate in existing community involvement structures. — Sapa

Education 'the key to birth control'

CAPL Ants 17/8/90



By ANTHONY JOHNSON
Political Correspondent

ONE in every three of South Africa's 15 million women is completely illiterate, the Minister of Health and Population Development, Dr Rina Venter, said yesterday.

This high illiteracy rate among women was one of the major factors hampering population control, improved living standards and development programmes in South Africa, she said.

Speaking on the role of women in population development at a symposium in Bloemfontein, Dr Venter said these illiterate women were not equipped to educate their children or to increase their awareness of health care and the need for proper nutrition. Dr Venter said there was a close relationship between population growth and quality of life.

The fact that many women in South Africa, particularly in the rural areas, had not attended school or had a poor educational grounding had a strong effect on their abilities to make deci-

sions concerning financial matters, careers for their children and child spacing, she said.

Dr Venter noted that although significant changes had taken place regarding the role of women since World War II, the majority of the 800 million people worldwide living in the greatest poverty were women and children.

"Households where women play the leading role have increased in the developing world from 18% to 35% in the past 25 years.

"The poverty in these households is higher than in any other type of household and is aggravated by a high birth rate."

Dr Venter said this "vicious circle of poverty" from generation to generation had become a major problem in South Africa. In certain rural areas women still had eight or more children, she said.

Dr Venter appealed to women to support the Population Development Programme and to become involved in projects for the improvement of the quality of life of other women.



A drawing of City Librarian Dawn Evenden in the staff bulletin "The Cauldron" which celebrates the Johannesburg Public Library's centenary.

Library fun surfaces anew

The centenary of the Johannesburg Public Library in June brought a flood of memories both from readers recalling the joy they have received from books over many years, and from early — and current — librarians.

Many appear in the most recent and fascinating edition of "The Cauldron", the staff bulletin of the Johannesburg Public Library and Museums. The whole magazine is a lot of fun.

A rather nice headline to an appreciation from one reader is "Owed (Ode) to the Library". He closes his letter with the sentence "I owe you a debt I can never repay". The library helped him find literature on scores of interests.

Not plump

There are also many tributes from workers in the library before World War 2 — matriculant messengers who earned £7 10s a month plus uniform, and ended up as librarians and even department heads.

Charming narratives come from former "library girls" known in their day as "ten pound babies", not because they were young and plump but because they were paid £10 a month — a handsome sum in those days — as library assistants.

Many fell in love with the work, trained and wrote exams at the library and were hosted to a celebratory graduation lunch by the kindly, dedicated and revered chief librarian, Miss Anna Smith, who spurred their ambition.

Those were the days when the girls worked to 9.30 pm, walked safely on their own at night through the Library Gardens, caught a tram at the side of the City Hall and had a further walk home in the suburbs.

In 1934 came the move to the present beautiful building in Market Square.

On January 2 1940 the entire library service became free. One librarian recalls: "It was then the fun really began. It was wartime, there were few library outlets, and home TV in South Africa was something very much in the future.

"During lunch-hour the queues of lenders wound out of the Lending Library and down the front steps. Someone had to be on duty to marshal the lines of borrowers according to



Stoep Talk

OLGA HOROWITZ

the dates on which their books had to be returned.

During the war the young men left on military service and the girls virtually took over every aspect of library service.

A hilarious incident is recalled by a reader for 55 years whose very first job after secretarial training was as the most junior of shorthand typists in the library. On her first day the chief librarian Mr R F Kennedy (whose daughter Lucy was one day to become chief librarian) observed the scared schoolgirl and said: "I hope your mother pinned your hankie to your knickers before you left home this morning."

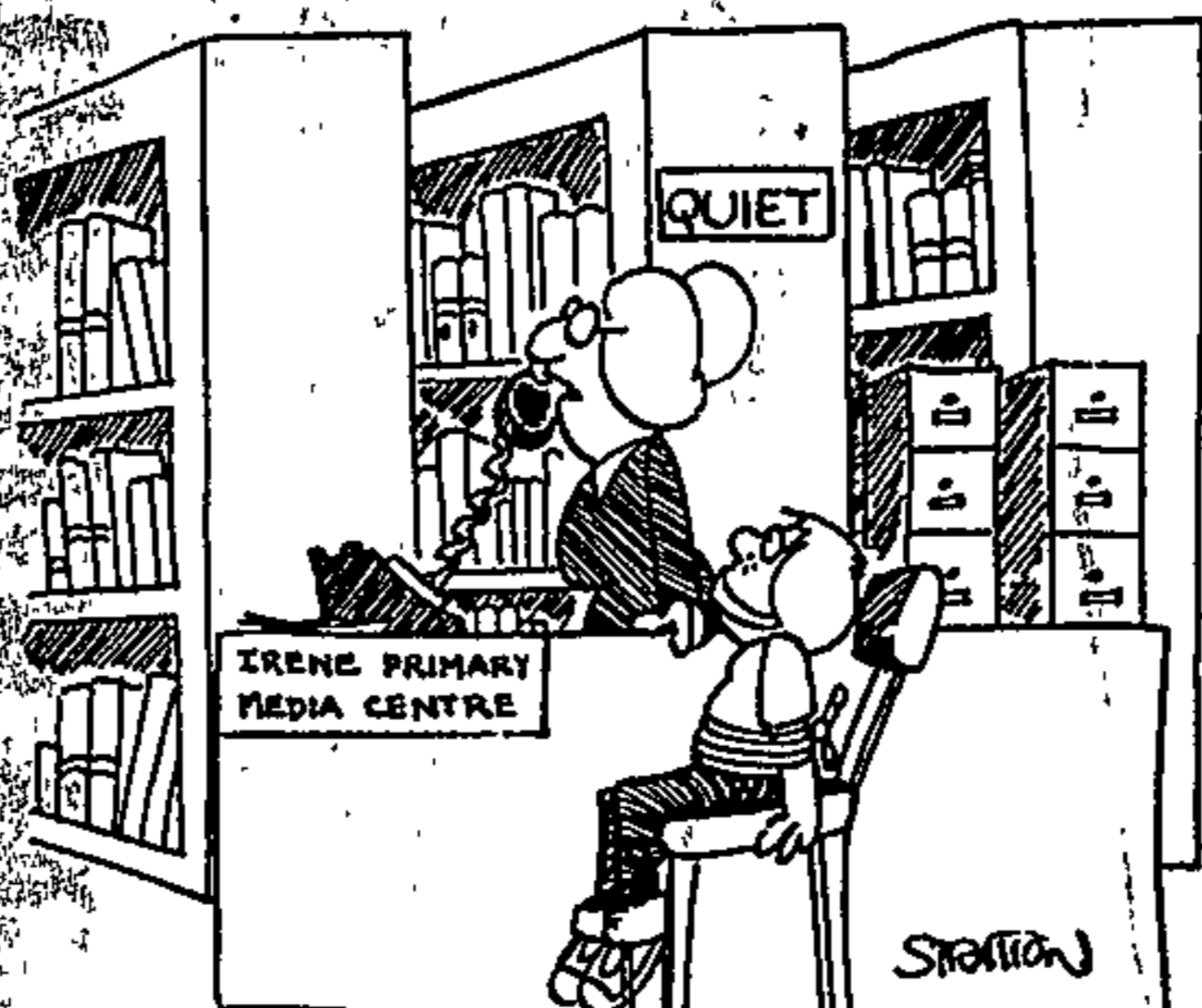
"The Cauldron" recalls that many matches were made over the years in the library.

One of the most famous is that of writer Herman Charles Bosman, creator of Dom Schalk Lourens, whose second wife, librarian Ella Manson, described by an early librarian as "a warm, kind-hearted person deeply interested in music and poetry" met and chatted to him when he came in to borrow a book of poems by Baudelaire.

Rush

● A fun incident gave birth to "The Cauldron" writes its first editor, Mrs Fay G Karr. "It all started because as a senior readers' adviser I saw a newish assistant say to Mr Kennedy, during a busy lunch-time rush: 'Please stand in the queue'. All Mr Kennedy wanted to do was watch the long line of borrowers and make plans for speedier handling."

Mrs Karr adds: "Over four years 'The Cauldron' appeared six times a year. I tried to keep it short and quick reading so that it could be read from cover-to-cover in the you-know-where, then everybody would know what was happening in the library and its various branches, and also who Mr Kennedy was!"



"I'm not kidding around any more, Mrs Whitman. You have our book. We have your son."

50 Star
16/8/90

One in six S Africans are illiterate

SO
Soweto
27/8/90

THERE are about five million South African adults who are completely illiterate, with a further 12 million regarded as semi-literate.

This figures were released at an indaba hosted by sub-directorate of Library Services of the Transvaal Provincial Administration (TPA).

It was called to discuss illiteracy, especially among the black communities.

The meeting, whose theme was "An Indaba on the neo-literate reader: books, problems and needs", was held at Eskom College in Midrand and was at-

tended by representatives from libraries, South African and overseas publishers, authors, literacy organisations, universities and education departments.

A spokesman for the Directorate of Liaison Services (TPA) said the meeting formed part of the "Year of the Reader" programme.

It was the culmination of the TPA's library campaign to promote the reading habit, the love of books and awareness of the problems of the illiterate and neo-literate.

The spokesman said: "While Unesco

(United Nations Educational, Scientific and Cultural Organisation) has declared 1990 to be the 'International Year of Illiteracy', the South African Institute of Library and Information Science (Saillis) has declared 1990 as the 'Year of the Reader'.

"There are about five million adults in South Africa who are completely illiterate. There are also about 12 million adults who can be regarded as semi-literate or neo-literate", he said.

'Come-together' at Kroonstad

A "come-together party" of former pupils of the Roman Catholic School in Maokeng, Kroonstad will be held on December 16.

One of the organisers, Mr Oupa Mkwane, said the occasion would start with the celebration of Holy Mass at 9.30am. The main speaker will be

the bishop of the diocese. He said the bishop would be assisted by the local parish priest, Father Penninx, and a former pupil, Father Remigeus Makobane of Soweto.

All pupils are requested to write before that date to: Fr Penninx, St Peters Church, PO Box 532, Kroonstad.

LABOUR & CAPITAL

Education is the key to SA's future

W/Meal Suppl 17/18-19/18/90

The responsibility of redressing the current socio-economic imbalances should not be left to the political leaders of our country

By **LEON CAMPHER**
MD, Syfrets Managed Assets

IN BP Southern Africa's view, education is the single most important key to economic empowerment in South Africa. It is in this area that the company concentrates the major thrust of its external programme.

Education can unlock opportunity in a society where there is growing access to the economy for all and help create the employment and productivity for the country's future. Education is the key for equipping tomorrow's adults for the growth and development of a prosperous, non-racial and democratic South Africa, and the best possible education the country can afford should be available to all.

Other major areas identified by the company as crucial to helping all South Africans have equal access to the economy and its fruits are:

- job creation
- rural development

It is in these three areas that the company concentrates the major thrust of its activity. Projects which have a long term, permanent or multiplier effect are preferred.

It is important to be clear about the reasons why a company such as BPSA has chosen to involve itself in areas — regarded by some to be optional extras. The reasoning behind this might be described as enlightened self interest.

The first duty of business is to be commercially successful within the laws and mores of the country in which it is active. We cannot fulfil that duty if we ignore what is happening around us.

No company which depends, as ours does, on the effectiveness of countless suppliers and contractors



Education is the key to equipping tomorrow's adults for the growth and development of a prosperous, non-racial and democratic future and the best possible education should be available to all

can afford to ignore the wider effects of persistent skills shortages.

No company can hope to compete if the atmosphere in which it does business is ignorant of, or unsympathetic to, the wealth creation process. Indeed, this process itself is ultimately at risk if those involved in it fail to recognise their obligations to society.

That is why BPSA is involved in economic empowerment. It is simply not enough just to pay our taxes. Rather, we must play an active part in making it possible for others to benefit from the fruits of the private enterprise system to which we subscribe.

To the extent that it is right and proper for business to lend assistance, we must do so.

Projects undertaken by the company are identified in conjunction with the community. Concerns are identified on a consultative basis. The com-

pany acts as a link between the community and the expertise and assistance required to establish pioneering initiatives.

The BP-Sowetan Rewrite Matric School is a good example of a preferred project which was initiated in this way. The school has been operating successfully since 1989. It has become a focus for pupils who have been unsuccessful in matric, as well as those who wish to improve their marks, with a view to obtaining university entrance.

More than 65 percent of those who attended the school in 1989 improved their matric symbols.

Then there is the "Breakthrough" project run in conjunction with Rhodes University, which has equipped more than 3 million black primary school children with the ability to read, write and speak English.

This project is backed by Unesco.

The company's policy of investing in people has enabled a great number of South Africans, handicapped by an inadequate education system, to take their place in the private enterprise system.

In identifying projects in the rural areas the same criteria apply. Emphasis is on helping rural communities move away from subsistence farming towards the market economy.

In areas where the basic need is to ensure food, energy and shelter, projects are identified with the assistance of a rural facilitator. Positive action programmes have been developed to create woodlots, protect water sources and control soil erosion. Besides addressing immediate needs, individual programmes create employment and are designed to be replicated in other areas.

In every area of company involvement, job creation and the opportunity for individuals to reach their full potential is a prime consideration.

This is reflected in internal purchasing policies where small business is given every opportunity to provide goods and services required by the company. Strictly commercial criteria apply and the results of the implementation of this policy have been salutary.

The scale of the challenge is large. There are few things more generally destructive of a society than depriving individuals of their right to enjoy the benefits of a vibrant and growing economy. The alternative is ignorance and social difficulty.

BPSA is committed to playing its role; to help address this issue in innovative, people-orientated programmes.

Call for a state lottery to boost teaching power

WMail 24/8 - 26/8/90
DURBAN: The executive director of the Independent Education Trust, Dr Johan van Zijl, has called for the introduction of a state lottery to fund education.

"We talk glibly of becoming the engine that can drive the sub-continent, but in truth our education system cannot deliver the resources to get South Africa even out of first gear," said Van Zijl.

He was speaking to an education conference at the ML Sultan Technikon in Durban.

"Of all the options available, revenue from a state lottery is easily the most viable.

"Recently published research confirms that 66 percent of the adult population of South Africa would welcome a lottery," he added.

The trust is committed to an affordable and appropriate education system that provides equality of opportunity and access.—Sapa

CUTTING THE WELFARE CAKE

F/M 24/8/90

In case you're wondering what happened to the R2bn set aside by President F W de Klerk — primarily for black upliftment — the first instalments should be paid within the next month.

Jan Kitshoff, financial director of the Independent Development Trust set up under Jan Steyn, tells the *FM* the trust is meeting in Cape Town this week to discuss more than 100 requests for help. The meeting, to determine principles and strategy, is the first held by the trust since De Klerk set aside the funds in April.

Kitshoff says the requests are for a variety of funding — “education, housing, health and economic development. We need to get the money to the ground as soon as possible, and we should have the first projects going within the next month.”

(50)
~~30~~

Though the funds are not specifically for a single racial group, the most critical areas of need are in the black community and that's where most of the money will go.

An additional R1bn has been set up in another fund, mainly for land and education issues. In July R8m from this fund was used to help to relieve the critical shortage of textbooks in black schools. There are only three school months left this year but black children are still sharing textbooks at a ratio of four pupils to one book.

Having been set aside, it would be scandalous if the money were not used as rapidly as possible to meet the many areas of need, particularly in housing, education and health — and not on costly bureaucracy.

Low morale hits black education

Staff Reporter

CM-11215 24/8/90
(50)

BLACK education under the Department of Education and Training (DET) is at a standstill due to rejection by the community and widespread despondency among teachers and administrators.

This is the assessment of the recently appointed head of curriculum development for UCT's education department, Professor Joe Muller, who warns that unless urgent steps are taken to formulate new education policies based on community involvement, the "new South Africa" will be crippled from the start.

Some 25% of black children who started school under the present system were doomed to remain functionally illiterate because they left before starting their second year.

More than half had dropped out by Std 5 due to the "lack of holding power of the system" and the "scandalous fact that we do not have compulsory education", he said.

Prof Muller was the first co-ordinator of the education policy unit at Wits University, which liaised closely with the National Education Co-ordinating Committee (NECC) to investigate the validity of "people's education" and is in the process of formulating concrete alternatives to apartheid education policies.

"Black education is moving into a phase of alliance between the DET and alternative structures — in the same way as the government and ANC are co-operating — because the realisation is gradually dawning that any policy that is imposed from above will be rejected," Prof Muller said.

He identified a desperate need for pre-school early-learning centres that functioned within the community.

Demand for basic business skills pushes up student numbers

More blacks are receiving standardised, basic business skills training and career guidance as franchised educational centres are established countrywide.

The Academy of Learning (Aol), one of the largest franchisers of training, has trained more than 32 000 students since its inception in 1985.

Aol managing director Sue de Roos says the number of black students is increasing at its 40 branches, three of which are owned by black franchisees.

Black trainees now make up 46 percent of the Aol's total enrolment compared with 17 percent last year and 7 percent in 1988. Blacks made

up some 4 000 of the 9 000 trainees who underwent audio-visual training courses last year.

She says diplomas issued to successful students by Aol, the first finalist in this year's "Franchiser of the Year" award, are recognised by the Department of Manpower, which also uses Aol centres for the training of unemployed people.

Ms de Roos expects more black franchisees to open up training colleges over and above the three established, black-owned franchisees based at Umtata, Pietersburg and Johannesburg.

The most recent of these, started in January, is in Mar-

ket Street, Johannesburg.

Asked to state the case for franchised, basic skills training, Aol Market Street owner Joe Vezi says franchised training meets the need in a new SA to educate students to become self-reliant.

This means educating them to achieve a balance between the practical world and academic world, he says.

"The official black education system does not achieve this and as a whole it has always had a poor foundation, lacking direction while failing to provide any career guidance back-up at school.

"Aggravating the loss of direction in students is the fact that they are compelled

by social and economic circumstances (sometimes both) to attend local secondary schools where subjects such as accountancy, mathematics and Latin are not offered.

"Consequently the student has little chance following a commercial, science or legal career unless the parents are prepared to pay for private lessons."

One way round the problems facing blacks as well as many students from other race groups in similar circumstances is to offer standardised skills-training opportunities with nationally recognised diplomas.

Aol courses are self-driven and well developed and capa-

ble of being run anywhere with a minimum of equipment. Supervisors are trained to meet Aol standards.

Students must be able to absorb the courses with minimum supervision, however, and know that once the courses have been completed, a level has been reached that will be acceptable to employers.

Mr Vezi says his branch has provided a number of matric students with practical four-month book-keeping classes. These include informative sections on PAYE, UIF, GST and RSC levies.

His graduates are now successfully employed as accountants clerks with banks.

5/21/8/90

'Missing' schoolbooks discovered

By Therese Anders,
Highveld Bureau

While some classes at a Witbank township school have been taught without a single maths textbook throughout this year, hundreds of the required books have been found at the Department of Education and Training's Witbank office.

Maths books and other urgently needed textbooks were discovered by members of the Witbank Teachers' Union (Witu) who are now into the third week of a sit-in in 32 schools.

The sit-in has brought education to a standstill for about 30 000 pupils in the Witbank and Ogies area.

A chronic shortage of textbooks is at the top of the list of grievances cited by the 450 township teachers taking part in the sit-in.

Witu has said it will continue its action until the DET director-general agrees to meet it.

Star 21/8/90

Call for single education dept

Own Correspondent

DURBAN — Dr Oscar Dhlo-mo, former minister of education and culture in Kwa-Zulu, yesterday called for a single education department which would "move beyond the artificial boundaries of apartheid" and encompass the learning needs of all South African pupils.

He told the Natal Education Board in Durban that education in the country was "not simply in a crisis, but in a state of emergency".

"Any future education system must be the result of complete transformation and not merely a re-adjustment of the present confusion of systems," he said.

"The process of designing a future education system cannot be undertaken by any single player in isolation, Government included.

"The state of emergency in education must be recognised for what it is by all parties involved in negotiating the constitutional future of this country," he said.

Lesson for SA, from Singapore

50 ~~51~~ Star 2/8/90

JAMES MOULDER, professor of philosophy at the University of Natal, a research fellow at the Education Foundation and a member of the Private Sector Education Council, reports on the success of Singapore's education system.



Independence leader . . . Prime Minister Lee Kuan Yew.

are Tamil-speaking Indians; and the rest are mainly English-speaking Americans and Europeans.

Whatever their ethnic background, pupils are admitted to the school that their parents choose, provided they can prove that they have mastered the language that the school uses.

In most of the new schools, Chinese, English, Malaysian and Tamil streams use one building. This makes it easy to build cross-cultural understanding, while respecting some pupils' need to preserve their cultural identity.

Sixth, Singaporeans do not flirt with the silly idea of privatising their education system. But, as part of their decision "to ride the capitalist tiger", they encourage and reward private initiatives to expand and improve educational opportunities.

Competency

Although graduates from the NUS are highly regarded, Singaporeans attach more value to how competent people are than to the certificates they may have. This means that there are many full-time and part-time alternatives to studying for a degree.

The Ministry of Education monitors and evaluates what is available, but students and employers decide which courses and qualifications are worthwhile.

After all my conversations with educators, taxi drivers and waiters, I came to believe that Singaporeans are "policy oriented pragmatists".

This makes it difficult for us to follow their act. Far too many of us are still locked into tribal symbols, ethnic allegiances and sentimental utopias.

But we have done some astonishing things since President de Klerk challenged us to create "a new and just South Africa".

Cowabunga! If we are luckier than we deserve to be, the dudes who govern us, as well as those who wish to do so, will mutate us into following the example of nations who, like Singapore, have made it.

to the IE, the Institute of Education, which educates the country's teachers.

Only extreme conservatives believe that we do not have to change our education system. But what kind of system will we try to create?

Will it continue to strive for universal and free secondary education? Will it continue to be so mediocre that mathematics and science are not compulsory subjects for matriculation? Or, like the Singaporeans, are we going to give everyone the best possible primary schooling and then require them to prove that they have the ability to study further?

Second, Singapore coupled its drive towards universal primary education to an equally vigorous drive to reduce the rate at which its population was growing.

The idea of a family with only two children was promoted and "abortion on demand" was legalised.

Third, Singapore transformed its education system, as well as its economy, because its first aim was always to give everyone primary schooling that makes them fully numerate and literate.

In the '60s, Singapore concentrated on producing the large number of primary school teachers it required to teach the massive increase in the number of children who went to school.

It was only in the '70s, when there were enough teachers, that the IE raised the standard of its training and improved the quality of teaching through in-service programmes.

Fourth, Singapore put mathemat-

On August 9 1965, the present Prime Minister of Singapore, Lee Kuan Yew, led his country to independence from Britain and Malaysia.

After 25 years, its independence is genuine. It is not, as in so many other former colonies, the same dismal performance under new political leaders.

Singapore has lowered its population growth from about 3 percent in 1965 to about 1 percent. Although it is not committed to egalitarianism, almost everyone is wealthier than they were in 1965.

It does not get, or wish to have, foreign aid. Its politicians are in trouble when economic growth slips, as it did in 1989, to 9 percent a year. Its people are educated; only a small number of older people cannot read, write or count.

How did all this happen? What kind of education system contributed to these developments? What can South Africa learn from Singapore?

These were the questions I took to Singapore. I returned with six answers.

Universal

First, when they took their independence 25 years ago, Singaporeans decided "to ride the capitalist tiger" and to shoulder responsibility for their well-being instead of asking the state to provide everything they want.

In education they have made primary schooling universal and free; but only pupils who get good results in the National Primary School Examination go to high school.

After four years in high school, where English, mathematics and science are compulsory, students take the O (for ordinary) level examinations in nine subjects. If they pass with distinction, they enter a pre-university college to study for the A (for advanced) level examinations.

If their results are good enough, they are admitted to the NUS, the National University of Singapore, or

The search is on for two children between the ages of six and 10 to represent South Africa at the international children's conference, "One Child One World" Barbie Summit, in New York in November.

This year, being Literacy Year, the summit is being used to raise funds for education and literacy projects.

The three-day summit will provide children with a forum to voice their opinions on improving the world.

In South Africa, Checkers stores will raise funds for READ through the sale of 20 000 Barbie dolls.

The popular dolls will be sold for R25 and R5 from each sale will be donated to READ.

For a chance to be one of the two representatives from South Africa, children are required to do an original drawing accompanied by their suggestions for improving the world.

BY PEARL MAJOLA

One million entry forms are available at Checkers stores and from READ offices nationally.

The competition closes on September 30 and the two winners will be announced on October 31.

Children wanted for summit

Each winner will be accompanied by a parent or a guardian on the trip to New York.

"We hope to raise about R100 000 which we will donate to READ."

Key

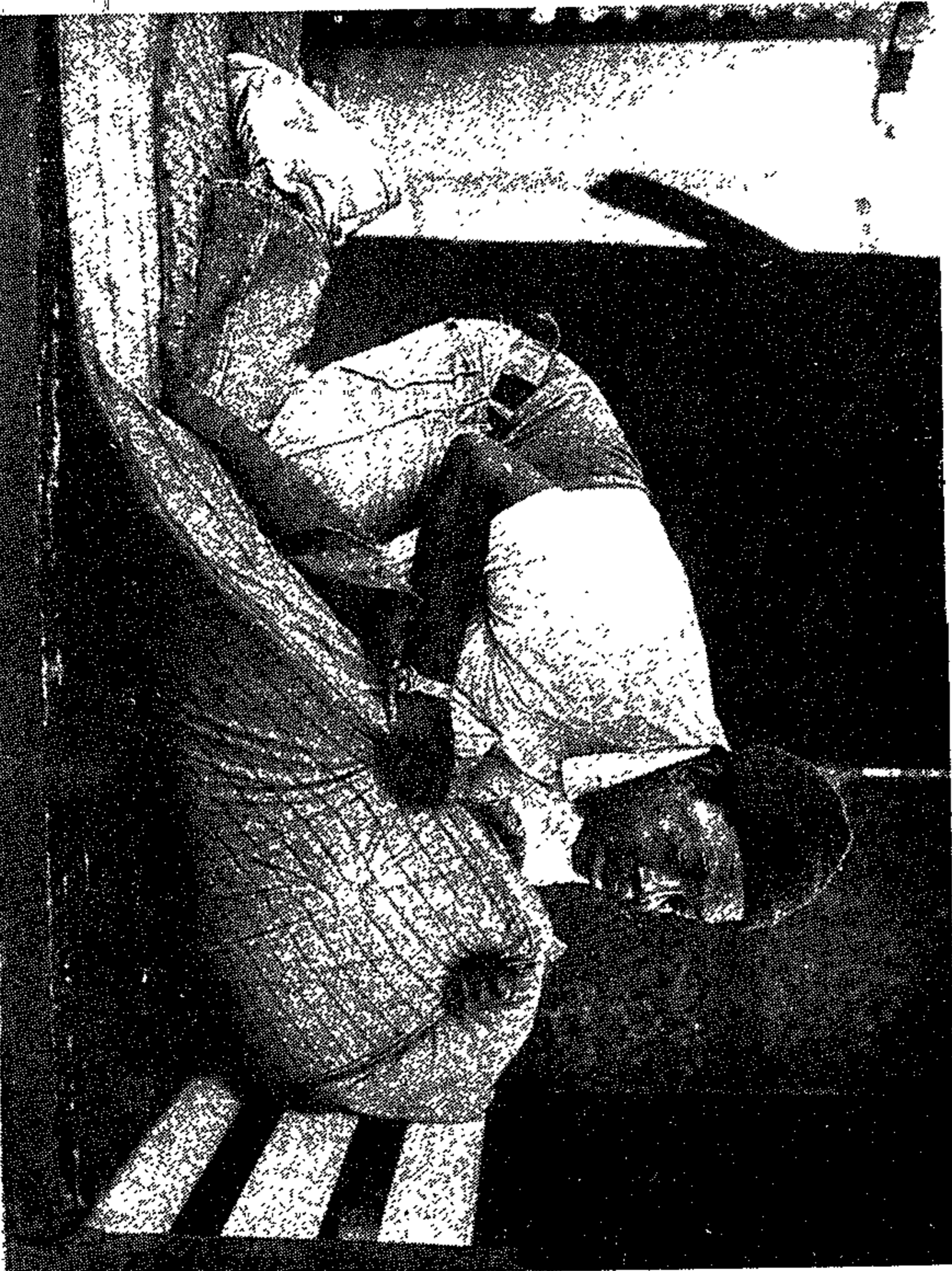
"It is because we firmly believe that education is the key to a successful future to this country that we support READ and the good work they do," Checkers group

managing director Sergio Martengo said at the launch of the competition. "The children who will represent South Africa at the international

summit in New York will embody the spirit of this nation. "A nation moving towards a future which we hope will be marked

by understanding, communication and friendship between ordinary people," he added. In addition to the funds to be raised by

Checkers for READ, more funds will come from Martel who are establishing a special fund to promote education and literacy.



Fats Dibeco stars in a new play, *Starbites*, at the Upstairs Theatre in the Market complex in Newtown, Johannesburg.

Press 19/8/90

50

Shop to help 70 pupils

By LULAMA LUTI

IN a bid to help black matric pupils further their studies, a leading clothing chain has announced a bursary scheme to benefit 70 pupils annually from next year.

Announcing the move at a Kempton Park function last week, the editor of the Sales House *Club Magazine*, Carol Fynn, said the firm decided to increase the number of its bursaries after receiving more than 4 500 applications for five bursaries.

Soweto matric pupils Victor Nyamate and Leroy Ngobe were all smiles when they received the first R10 000 cheque on behalf of five pupils.

Nyamate and Ngobe said they would use the money on extra lessons to prepare for exams.

CE

Tribute to Mpetha



Veteran unionist Oscar Mpetha.

CP Correspondent

OSCAR Mpetha, regarded by many as the father of trade unionism in South Africa, is to have a school named after him at a ceremony today.

Parents, pupils and staff of the Sizamile Senior Secondary in Nyanga, Cape Town, have resolved to name the school after the veteran ANC and SACP member.

Former trade unionist Mpetha, who was released from prison last October, turned 80 recently.

Nyanga school is renamed after him

"This is not just a birthday present," said a teacher. "We wanted to record our appreciation of his role in the struggle and the work he has done in Nyanga. We have not received permission from the Department of Education and Training to rename the school, but we have the community's approval."

Among those who have agreed to pay tribute to Mpetha is an-

other veteran ANC member Christmas Tinto, the Western Cape president of the UDF.

DET regional chief director WA Staude said in a statement it was customary for schools to be named by the communities they served.

"It follows that should a community wish to name its school there can be no objection, provided the whole community is in favour of the new name."

It was also customary to obtain the permission of the person after whom the school was to be named, he said.

Once this was done the "initiators" should inform the department's local office so that departmental records could be adjusted.

EDUCATION

Pupils: Pawns on a political chess board

© Cosas '90

THE role of education in South Africa has had to adapt to the broader changes taking place in the political arena.

In 1985 pupils were urged on to the streets to struggle for liberation and to protest against legislation governing the inferior black education system.

Now they are being told to go back to the classrooms so they can play a part in the future of the country.

From being used as a tool in the struggle for freedom, they are now expected to be the engine of the "new South Africa". But many lost the discipline of studying in the years when they failed to go to school, when they spent their days roaming the streets and meeting their friends to discuss "vital issues".

And there have been no major changes to the Bantu education system they were fighting against.

A recent independent survey conducted by a group of concerned parents calling themselves the "Third Alternative" and funded by big business, found that 46 percent of pupils interviewed believed that children who sacrificed their education to work for freedom, would be rewarded financially in the "new society". So why go back to school?

In 1985 the call was for "liberation before education". This has now changed to a whole-hearted cry for "education for liberation". Many students are confused by what is expected of them now and find it hard to adjust to their new role as the future administrators of a country they spent years struggling to liberate.

While parents, teachers, politicians and some student's organisations are

working feverishly to encourage pupils to go back to school, conditions in black schools remain inadequate and morale is low. And the classrooms empty.

According to Lawrence Bayana, Soweto chairman of the Congress of South African Students (Cosas), students in the townships want to study but many have either lost the habit of going to school, can't afford to do so, are being prevented by government regulations regarding the age limit or are still disaffected by the poor facilities and teaching.

"Under normal circumstances, education becomes important for individuals and for the general well-being of the community.

"However, in South Africa today, the conditions remain unstable and abnormal. Despite February 2 and changes from then on, the education system remains as it was in the 1950s when the government dreamed up the idea of Bantu education," said Bayana.

Many large sections of the population are still denied the right to a normal education and while this is the case we must continue fighting for change.

The "Back to School Campaign" (BTSC), embraced by progressive movements, has had limited success. In the run-up to end of year exams, the majority of pupils have returned to the classrooms. However, in certain areas around the country, virtually no schooling is taking place as pupils and teachers continue to protest against inadequate facilities in Department of Education schools.

"When the BTSC was launched, we thought the government would meet the

*First they were told:
liberation before 50
education. Then they
were told: education for
liberation.*

SAMANTHA WEINBERG
*reports on the dilemma
facing schoolchildren
and an education system
that remains inferior
despite years of protest*

March 20/8 - 26/8/90

demands of the student population half-way. We managed to draw large numbers of pupils on the street. Unfortunately effective schooling still didn't take place because of overcrowded classrooms, inadequate supplies of textbooks, schools, teachers and equipment, so a number of mass actions (boycotts and sit-ins) in different areas were launched to try and make the DET aware of their responsibilities," said Bayana.

"The main purpose of the school boycotts was not necessarily to disrupt the Back to School Campaign but to ensure effective learning and teaching in the classrooms took place. At present very

few of the demands have been met."

Raymond Sutner, of the African National Congress' department of political education, blamed the government for their mistakes of the past and for the present situation of interrupted education. He said education was vital — and more so now than ever before.

"We need education now, not just for the individual benefit but because education provides the weaponry which is critical in the creation of a new democratic South Africa.

"The better educated a person is, the more they will be able to participate in the future of this country."

Despite the current attitude of the progressive movements and the undeniable truth that the country will be better served by a generation of educated, trained people, rather than a generation of uneducated young revolutionaries, figures point to the harsh reality that absenteeism in primary and high schools remains high.

The Third Alternative survey estimated that nearly 800 000 children of primary school age and 712 000 aged 13-17 years were not at school.

Nick Taylor, of the Education Policy unit at Wits University, thinks one of the problems is that of attitude.

"Children have got out of the habit of going to school and being disciplined, so now they just drift in and out. It points to a breaking down of the social fabric which has led to a lack of motivation and loss of will. If it was merely a political situation it would be easier to deal with."

Parents and rival student organisations however, blame small bands of politicised youth who use violent and intima-

tory methods to prevent the majority of pupils from attending school.

The Pan Africanist Students' Organisation (Paso) points accusingly at Cosas. And Cosas blames "bad elements" and "mushrooming gangsterism".

The DET, through Education Minister Stoffel van der Merwe, called for children to return to school and to stop using the classrooms as political battlefields.

Van Der Merwe, however, has shown he will not be hurried into making radical changes in the education system — for a single, equitable, non-racial education department.

He has stressed repeatedly that a change in the structure of education will be worked out during political negotiations for a new constitution.

At the same time, he has made gestures — like an additional donation of R8 million to be spent on textbooks — and indicated his willingness to involve the community in discussions over the future shape of education in South Africa.

However, his commitment to equalising education opportunities for all races looks shaky — especially when extrapolated figures from the Third Alternative survey show that the government should have to spend an additional R19-billion (nearly 50 percent of their total budget) to bring per capita expenditure on black students in line with that spent on white pupils.

The justification for continued protest action against the DET and the government — combined with a lack of motivation to learn — indicates it will be a long time before pupils can take up their new role in the struggle for a "new of South Africa".

Hold DET responsible for school results, says union

Star 27/8/90

20 193 50

By Karen Stander,
Education Reporter

The Department of Education and Training (DET) should be held responsible for the school exam results this year, according to the Soweto branch of the National Education Union of South Africa.

Neusa Soweto chairman Matakanye Matekanye said the DET had deliberately ignored the demands of teachers and students, such as the supply of books and learning material.

Protest

At the branch's first annual conference last week, teachers, students and parents were urged to work collectively to create a situation of stability.

● Three student organisations

have called for students to embark on a week of action to protest against violence.

The South African National Students Congress, the National Union of South African Students and the Congress of South African Students said in a joint statement that the action would include pickets, mass meetings and marches to police stations.

Demands would include that the police "stop assisting Inkatha" and that Inkatha vigilantes be disarmed.

The students would also demand the disbanding of the homelands, the hostel system and the KwaZulu education department; the establishment of a single education department; and that exams be postponed.

● Pupils' frantic bid to prepare for exams — Page 15;

Funding priorities are how and what

Companies with a bit of money to spend on CSI invariably look at education, yet how informed are they and how effective will their contribution be?

Education researcher and consultant Jane Hofmeyr has studied educational options and practical strategies for businessmen.

Mrs Hofmeyr said 70 percent of most CSI budgets are for educational projects therefore making the need for informed action all the more urgent. To reinforce this she quotes what she calls the "Noah Principle" which is: "No prizes for predicting rain, prizes only for building arks."

She said funders had to face two realities — fiscal constraint and demographic explosion. For these reasons it is important to prioritise, decide what is most important and to spend money wisely.

"The first thing to understand is that structural change to the educational system is dependent on constitutional change — something that won't be immediate," she said.

"We also can't kid ourselves that when apartheid goes we will have enough money for all educational needs. So for this reason we have got to decide what is important and to prioritise. Another problem that has to be faced is we will have to get children who are alienated from education to want to learn again. At present education is an area where there is a lot of uncertainty, conflict and debate."

Mrs Hofmeyr said the interest in an educational policy by the corporate sector had grown dramatically over the last two years. The days of handing a cheque are over, with businessmen now wanting guidelines and inquiring about laws, policy and finance.

Their involvement has also intensified and this can be seen in the recent move by JCI's Murray Hofmeyr in the Johannesburg Girls' High School's "Save our schools campaign".

Community groups are increasingly powerful: "People have to talk to people like the National Education Co-ordinating Committee (NECC) and also to teachers — a group of people who are presently flexing their muscles," said Mrs Hofmeyr.

Political parties such as the National Party and African National Congress are increasingly being



Education researcher and consultant Jane Hofmeyr.

She said the involvement by the corporate sector in education now included small and medium-sized companies as well as the bigger groups.

Although large amounts are being spent on education, the bulk of it still goes on tertiary education while only 4 percent goes on pre-primary and 3 percent on primary education.

"All the evidence from developing countries show that the most important investment is primary education so we have skewed private sector funding here," she said.

Mrs Hofmeyr said research showed corporate South Africa spent about 15 percent of what the State spent on education.

She identified three main areas of involvement: internal CSI (bursaries, employee benefits etc), intervention in formal and non-formal education, and the changing of policy (where you lobby, form alliances, find ways of changing the system).

"Basically you have to do all three to be effective," she said.

In the formal and non-formal education spheres Mrs Hofmeyr has identified guidelines for businessmen to consider. These are:

- The gross inequalities in educational provision.
- The lack of quality education.
- The need for teacher development.
- The need for text books.
- The need for management skills.
- Integration between black and white.
- Encouraging institutions to share resources.
- The use of appropriate technology

of computers is not necessarily the best thing. The single most effective medium is the radio.)

Mrs Hofmeyr has also provided some guidelines for the million dollar questions of WHAT and HOW to fund.

The answers to the What to fund arise out of the process of consultation but research can also inform initiatives.

She said that apart from the obvious targeting of specific formal educational levels such as pre-primary, primary, secondary and tertiary, there are other areas businessmen could look at.

These include non-formal education, and projects involved in teacher development, early childhood development and curriculum development.

At the policy level there are various factors the funder has to take into account, such as the need to lobby, to co-operate on initiatives, the need to do policy research (no use wanting change without understanding policy options available) and to find the right brokers, and to ensure maximum benefit to the community.

The HOW questions are as, if not more, important than the WHAT questions.

The process will only be facilitated if homework is done, strategies planned, consultation and negotiations are undertaken and if there is co-operation. It is important too to focus on a few areas rather than to dabble all over the place and most important of all, to evaluate the effectiveness of a project to find out what works and what doesn't.

Once the funder has solved most of these problems, he needs to take into account the fact that more than just money is required (skills, equipment, facilities and "sweat equity" is needed) and that investment in education must be in the medium to long-term. Short-term projects seldom have an impact.

If possible other donors should be encouraged to join the project as one-donor projects are vulnerable because they are overly dependent on one source of funds.

Mrs Hofmeyr said it was vitally important to address the following problems when trying to solve the education crisis: racial inequalities, the male/female imbalance in education (females tend to drop off especially at the post-graduate level) and the emphasis on urban

The Anglo American and D spend about R44 million a and this excludes the sub the group to the Urban Fo

Its terms of reference kind: to support any cause ered to be socially construc

But the fund cannot be .. esses of group companies: an advertising or promoti charged to the Chairman's expenditure on staff train welfare projects which are their dependants," accor

"Projects which benefi which employees and their may be supported and such nificant portion of the work

Priority areas of the and social development.

In the area of social dev. for activities which ease rapid urbanisation and by and traditional way of life t one.

The fund is non-racial b to supporting policies and deracialising South African

The fund tends to con long-term developmental averse to relief work.

Rehabi

"The undesirability of ha social development is well circumstances in which ha for example, where a rural vastated by floods.

"Similarly in the field of the preference is always rehabilitation and indepe stood that some people s for.

"It is in fact the gener never to allow any rigid doing what is useful and situation.

"The Fund will not ref need help because it disapp tem under which they are the fund will support pr wherever these meet the living there.

"On the other hand, in t past when the Government prevent urbanisation, the projects in the homelands vent urbanisation or to faci ple from the urban areas."

On the less controversi such causes as nature cons of old buildings, museums

In view of the fact that the disposal of the fund is amount of money spent on ent, the fund uses its projects so as to have a and to be at the "cutti-change".

The fund does not conti

Funding priorities are how and what

Companies with a bit of money to spend on CSI invariably look at education, yet how informed are they and how effective will their contribution be?

Education researcher and consultant Jane Hofmeyr has studied educational options and practical strategies for businessmen.

Mrs Hofmeyr said 70 percent of most CSI budgets are for educational projects therefore making the need for informed action all the more urgent. To reinforce this she quotes what she calls the "Noah Principle" which is: "No prizes for predicting rain, prizes only for building arks."

She said funders had to face two realities — fiscal constraint and demographic explosion. For these reasons it is important to prioritise, decide what is most important and to spend money wisely.

"The first thing to understand is that structural change to the educational system is dependent on constitutional change — something that won't be immediate," she said.

"We also can't kid ourselves that when apartheid goes we will have enough money for all educational needs. So for this reason we have got to decide what is important and to prioritise. Another problem that has to be faced is we will have to get children who are alienated from education to want to learn again. At present education is an area where there is a lot of uncertainty, conflict and debate."

Mrs Hofmeyr said the interest in an educational policy by the corporate sector had grown dramatically over the last two years. The days of handing a cheque are over, with businessmen now wanting guidelines and inquiring about laws, policy and finance.

Their involvement has also intensified and this can be seen in the recent move by JCI's Murray Hofmeyr in the Johannesburg Girls' High School's "Save our schools campaign".

Community groups are increasingly powerful: "People have to talk to people like the National Education Co-ordinating Committee (NECC) and also to teachers — a group of people who are presently flexing their muscles," said Mrs Hofmeyr.

Political parties such as the National Party and African National Congress are increasingly being



Education researcher and consultant Jane Hofmeyr.

She said the involvement by the corporate sector in education now included small and medium-sized companies as well as the bigger groups.

Although large amounts are being spent on education, the bulk of it still goes on tertiary education while only 4 percent goes on pre-primary and 3 percent on primary education.

"All the evidence from developing countries show that the most important investment is primary education so we have skewed private sector funding here," she said.

Mrs Hofmeyr said research showed corporate South Africa spent about 15 percent of what the State spent on education.

She identified three main areas of involvement: internal CSI (bursaries, employee benefits etc), intervention in formal and non-formal education, and the changing of policy (where you lobby, form alliances, find ways of changing the system).

"Basically you have to do all three to be effective," she said.

In the formal and non-formal education spheres Mrs Hofmeyr has identified guidelines for businessmen to consider. These are:

- The gross inequalities in educational provision.
- The lack of quality education.
- The need for teacher development.
- The need for text books.
- The need for management skills.
- Integration between black and white.
- Encouraging institutions to share resources.
- The use of appropriate technology

of computers is not necessarily the best thing. The single most effective medium is the radio.)

Mrs Hofmeyr has also provided some guidelines for the million dollar questions of WHAT and HOW to fund.

The answers to the What to fund arise out of the process of consultation but research can also inform initiatives.

She said that apart from the obvious targeting of specific formal educational levels such as pre-primary, primary, secondary and tertiary, there are other areas businessmen could look at.

These include non-formal education, and projects involved in teacher development, early childhood development and curriculum development.

At the policy level there are various factors the funder has to take into account, such as the need to lobby, to co-operate on initiatives, the need to do policy research (no use wanting change without understanding policy options available) and to find the right brokers, and to ensure maximum benefit to the community.

The HOW questions are as, if not more, important than the WHAT questions.

The process will only be facilitated if homework is done, strategies planned, consultation and negotiations are undertaken and if there is co-operation. It is important too to focus on a few areas rather than to dabble all over the place and most important of all, to evaluate the effectiveness of a project to find out what works and what doesn't.

Once the funder has solved most of these problems, he needs to take into account the fact that more than just money is required (skills, equipment, facilities and "sweat equity" is needed) and that investment in education must be in the medium to long-term. Short-term projects seldom have an impact.

If possible other donors should be encouraged to join the project as one-donor projects are vulnerable because they are overly dependant on one source of funds.

Mrs Hofmeyr said it was vitally important to address the following problems when trying to solve the education crisis: racial inequalities, the male/female imbalance in education (females tend to drop off especially at the post-graduate level) and the emphasis on urban

The Anglo American and I spend about R44 million a and this excludes the the group to the Urban F

Its terms of reference kind: to support any cause ered to be socially constr

But the fund cannot be esses of group companies: an advertising or promotio charged to the Chairman's expenditure on staff train welfare projects which are their dependants," accord

"Projects which benefi which employees and their may be supported and such nificant portion of the work

Priority areas of the fu and social development.

In the area of social det for activities which ease rapid urbanisation and by i and traditional way of life one.

The fund is non-racial : to supporting policies and deracialising South African

The fund tends to com long-term developmental averse to relief work.

Rehabi

"The undesirability of social development is well circumstances in which he for example, where a rural devastated by floods.

"Similarly in the field of the preference is always : rehabilitation and indepen stood that some people sin for.

"It is in fact the genera never to allow any rigid ru doing what is useful and situation.

"The Fund will not ref need help because it disapp tem under which they are the fund will support pa wherever these meet the living there.

"On the other hand, in i past when the Government prevent urbanisation, the projects in the homelands vent urbanisation or to fa ple from the urban areas."

On the less controversial such causes as nature cons of old buildings, museums a

In view of the fact that the disposal of the fund is amount of money spent on ent, the fund uses its re projects so as to have a and to be at the "cuttin change".

The fund does not conta

Pupils' frantic bid to prepare for exams

Six 27/8/90

Very little effective teaching has taken place in black schools, and 1990 will be lost as a school year unless teachers and education organisations are successful in their plans for a "crash course" to prepare matriculation pupils for their approaching final examination, writes Education Reporter KAREN STANDER.

Lecturers and university students are being asked to assist teachers in giving weekend and evening classes to black pupils in an effort to avoid a disastrous matric pass rate. Last year 58 percent of black matric candidates failed and prospects for this year are even gloomier.

The Department of Education and Training (DET) in Johannesburg has predicted that the failure rate could be as high as 90 percent.

Education was widely disrupted this year when teachers took to the streets to demonstrate against the racially divided system, working conditions and the low standard of education.

A successful back-to-school campaign in 1989, which saw several hundred schools and a variety of books and other basic equipment at most schools managed by the DET.

Protests took the form of marches and meetings country-wide, pickets, sit-ins by teachers and parents, a teachers' "chalk-down" strike in parts of the Transvaal, and a defiance campaign against the DET's school calendar followed by the

adoption of the term dates of white Transvaal schools.

Although the department allocated R3 million for textbooks last month, many schools have still not received supplies and thousands of matriculants are facing the prospect of final examinations without books from which to prepare.

The DET has instituted an emergency plan to buy thousands of study guides, but these are not available for the

With the publication of the matric examination timetable last month — exams are scheduled to begin on October 22 — educationists and students began to discuss the possibility of postponing exams until next year to allow pupils to make up for time lost.

However, Minister of Education and Training Stoffel van

der Merwe has announced that examinations would not be postponed, although a "minor rescheduling" was still under consideration.

Dr van der Merwe said the DET had reported that a "substantial majority" of the 234 000 matric candidates were "more or less" prepared for their finals.

He said the shifting of exams to January or February would mean the necessary extra costs of extra paper, extra

examinations, extra marking, extra administrative cycle and interfere in other examinations scheduled for the future, and new exam papers would have to be set "at prohibitive cost and great effort".

Education organisations such as the ANC-aligned National Education Co-ordinating Committee (NECC) and the Pan

African Students Organisation (Paso) — the student wing of the PAC — are still pressing for exams to be moved to November or the beginning of December to allow students a few extra precious weeks.

The NECC is planning a campaign of intensive teaching and learning during the last 10 weeks of the school year which will include asking students and academics at tertiary institutions to assist teachers in giving classes over weekends.

Paso has made similar recommendations in a discussion paper being circulated to members.

Demands by the NECC include:

- All students who fail, as well as those who wish to improve their results, should be allowed to rewrite during February or March next year.
- No student who fails should be refused entry to school next year.
- The immediate and unconditional reinstatement of suspended teachers.
- The restructuring of university entrance requirements which NOW ensure domination of the institutions by whites.



Making up for lost time... With the matric exams fast approaching, the pressure is on for black pupils, most of whom have experienced a disrupted school year. Picture by Sean Woods.

Countdown to final matric examinations has started

Star 27/8/90

50

By Karen Stander,
Education Reporter

Thousands of matric pupils around the country are buckling down for the last few months of their school careers.

Preliminary or "mock matric" examinations have started in some schools, others have already written them, and a few write only next month.

These examinations, which are designed to test pupils' preparedness for the finals, are not prescribed by the departments of education but are arranged internally by some black, coloured and white schools and are written at different times.

R S Maharaj, public relations officer for the Department of Education and Culture, House

of Delegates, said Indian schools did not hold preliminary matric exams.

About 250 000 pupils under the Department of Education and Training (DET) begin external matriculation examinations on October 22.

Three days later about 23 000 matrics countrywide from schools under the DET, House of Representatives, will begin their finals.

The following day, on October 26, about 36 600 white pupils under the Transvaal Education Department have their day of reckoning.

The last to start finals will be 15 000 pupils under the House of Delegates, who begin on November 1.

Pupils go to class

Pupils at some East Rand schools resumed lessons yesterday after boycotting classes on Monday in protest against the hostel violence killings. ^{29/9/70}

A spokesman of the Department of Education and Training, D J Steenkamp, said attendance was near normal in Tembisa, Daveyton and Wattville.

Mr. Steenkamp said there were no pupils at the secondary schools in Tokoza, Katlehong and Vosloorus, adding that attendance at the primary schools was less than 50 per cent. — East Rand Bureau.

African education 50

Black people want an education system with an African character rather than the present Eurocentric system created for white children, University of Cape Town lecturer Nadia Pandor said last night at an Open Schools forum organised by the Democratic Party. *sbx 28/8/90*

Education office opens in city to help students (50)

Education Reporter

Arb 43-28/8/90

THE Educational Opportunities Council (EOC), which provides scholarships for several hundred black students every year, has opened a regional office in Cape Town.

The Johannesburg-based council, started in 1979 in the aftermath of the 1976 educational crisis, provides 300 educational opportunities to black students in the form of local and overseas scholarships each year.

There are more than 350 black South Africans in the United States on EOC scholarships at present and more than 600 are already back in this country after completing their degrees overseas.

The EOC handles more than 40 000 applications annually.

MAJOR PROGRAMMES

Major EOC programmes and their funding include:

- United States/South African Programme, which offers scholarships to post-graduate students and a few undergraduates;
- South African Scholarship Programme, which has already awarded more than 1 000 opportunities at universities and technikons;
- Career Development — short-term, non-degree fellowships;
- Canadian Programme — a limited number of mostly post-graduate scholarships;

Bursaries can solve problems

50
Soudan
27/8/90

ONLY 0,03 percent of the black population in South Africa receive university education owing to financial problems.

According to the latest publication of the Convocation of the University of the North (Turffloop), 29 percent of the white population receive university education.

The publication stated bursaries could be one solution towards increasing the number of gifted - but disadvantaged - black undergraduate students and was directing financial help to students and staff members.

Financial grants to students would not, however, reverse the situation unless a healthy and competitive academic spirit was promoted at the university by assisting staff members to understand research programmes to improve and enrich the quality of education.

Political Staff

THE Democratic Party yesterday accused the Minister of Education and Culture in the House of Assembly, Mr Piet Clase, of sabotaging the move to allow white schools to admit pupils of all races.

"The unnecessary and unacceptable delay in announcing the basis for opening white government schools is creating enormous difficulties," the DP's education spokesman, Mr Roger Burrows, said in a statement.

It was four months since the government stated that a new dispensation would be available in January 1991.

Now with less than four months of the school year left, schools are being placed in the impossible position of being unable to finalise

Minister 'using delays'

CAH Times
27/8/90

5000

their enrolment procedures and other plans for next year.

"It appears clear that Mr Clase is trying to sabotage the opportunity of a widespread and successful opening of schools next year."

Schools had to devise admission and staffing criteria for 1991.

Schools would be obliged to test the opinion of parents regarding opening schools and time for this was needed.

"We call on President De Klerk to give schools a mandate immediately to open their doors to all children in 1991."

50

Cape Times Bursary Fund

Fund's Success Stories

By ROGER WILLIAMS

THE Cape Times Bursary Fund, founded eight years ago, has so far allocated R507 036 to helping 347 students further their studies and, in many cases, achieve their aims in life.

Many of those awarded Cape Times study grants, through the bursary office of the SA Institute of Race Relations, have come from poor homes and big families and would not have been able to complete their studies without financial help.

The bursars include rehabilitated gang members, drug-abusers and near-dropouts who, given the backing and the encouragement they needed, have done well in their chosen careers after completing their studies. Among them are schoolteachers and social workers, journalists, librarians and aspirant doctors, dentists, architects and lawyers.

The pass-rate among Cape Times bursars has been exceptionally high over the past eight years — an average 75% for the 547 students helped so far, with a current "very pleasing" pass-rate of 81% among the 53 students awarded bursaries in 1989. Here are a few of the Cape Times Bursary Fund's success stories.

Mr Mathews McThomas, 23, completed his LLB at the University of the Western Cape in 1989 and is now doing articles in an attorney's practice at Elsie's River.

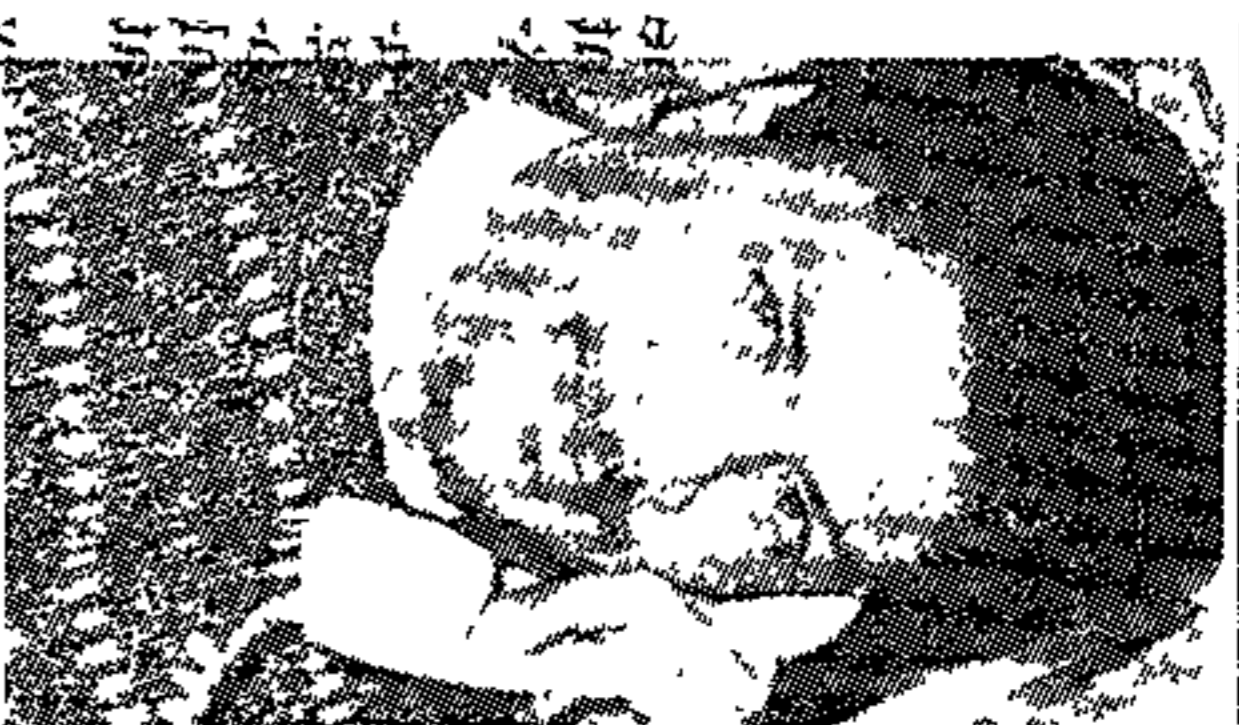
He is one of eight children. His father, a SATS labourer earning R550 a month, was the only breadwinner in the family.

A former drug-user rehabilitated in 1983, Mr McThomas said he could never have got as far as he has done in his studies without the help of a bursary. When he has completed his articles in March, 1992, he plans either to go into practice as an attorney or as an advocate.

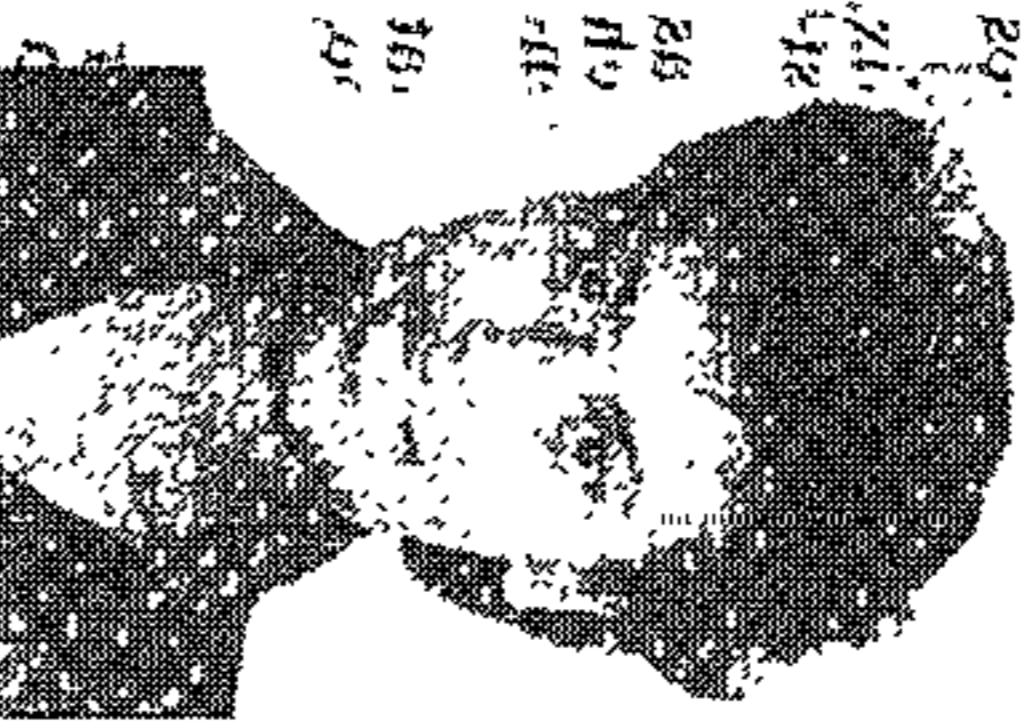
Ms Patricia Gajana, 29, also one of eight children, now teaches Xhosa in Khayelitsha after taking a BA degree and completing a Higher Education Diploma course at the University of Port Hare in 1989, with the help of a Cape Times bursary.

"When I applied for a bursary through the SAIRR, I really was in desperate need of funding."

Mr Edwin Lombard, 23, whose father, the only breadwinner of the family, brought up his family on



Mr Edwin Lombard



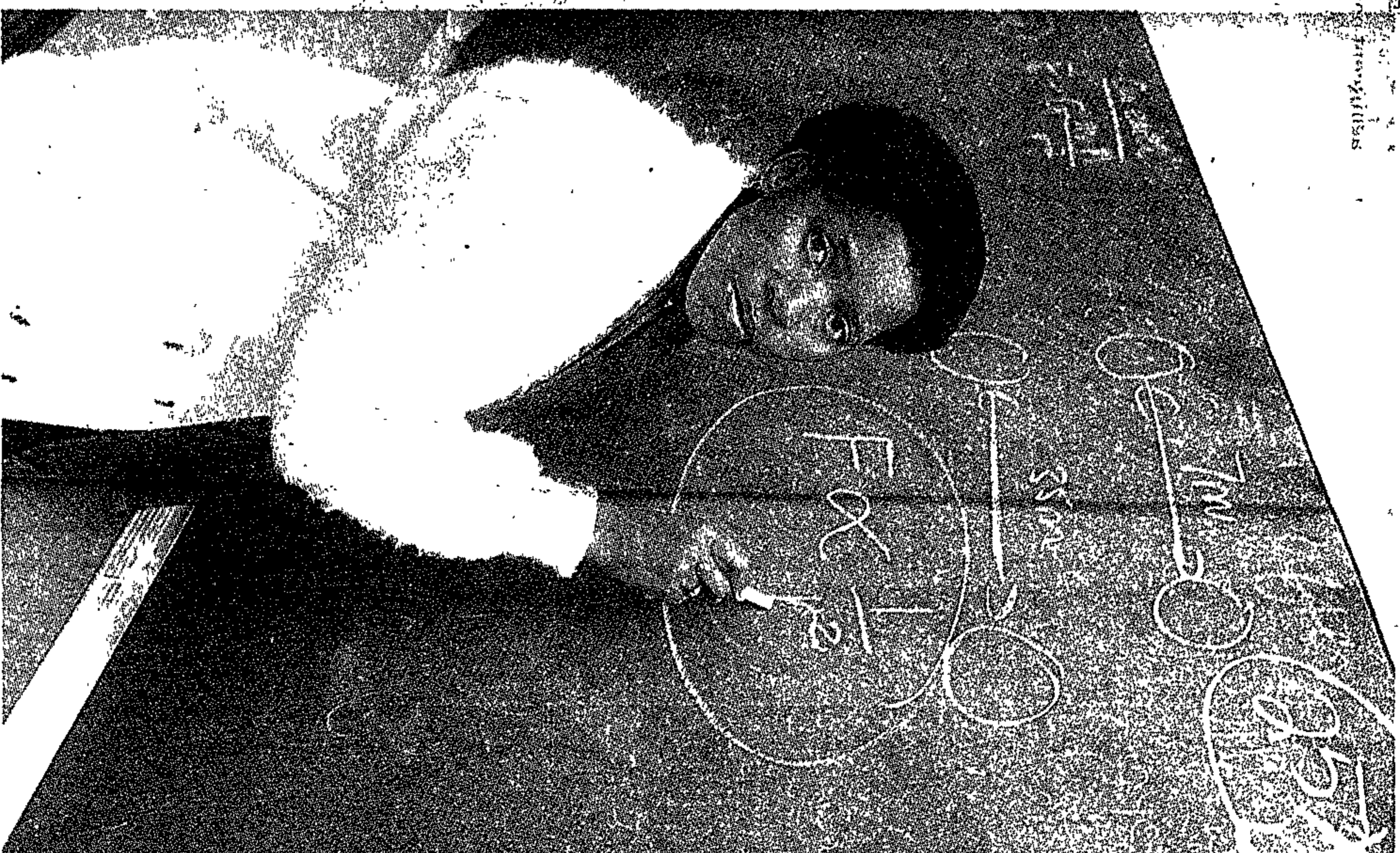
Ms Karen Fortuin



Ms Evelyn Lawrence



Mr Mathews McThomas



MS PATRICIA GAJANA ... Teacher at Khayelitsha



MR MATHEUS MCTHOMAS ... Articled clerk in attorney's office

R365 a month, is now a journalist on the Afrikaans-language Sunday newspaper Rapport, having been granted a Cape Times bursary for 1988/89 to take a course in journalism at the Peninsula Technikon.

"I always wanted to be a journalist, and were it not for the Cape Times Bursary Fund and the SAIRR my dream would have remained a dream."

Ms Evelyn Lawrence of Crawford, now employed by City Libraries as a children's librarian, graduated at UCT as a Bachelor of Bibliography (4) at the end of 1988 with the aid of a Cape Times bursary. She says that with her father being the only work-

ing member of a family of seven, she found she could not further her studies without help.

Mr Mzimosi Bebeza of Langa was granted a Cape Times bursary for 1987/88 to complete his studies for a bachelor of social science degree at the University of the Western Cape.

"The grant reduced the burden on my parents, and I take this opportunity to thank you for your support. God's blessings."

Mr Ruben Bebe, now a labour relations officer at Volkswagen at Uitenhage, completed a diploma in

personnel management at the Peninsula Technikon with the aid of a Cape Times bursary.

Ms Karen Fortuin of Nootgedacht is being helped by a Cape Times bursary to qualify as a computer programmer. "Just the thought that you made it possible for me to study motivates me to be a successful graduate next year," she says.

Further donations to the Cape Times Bursary Fund, which has an initial target of R1 million and which now stands at R752 641, may be sent to: The Cape Times Bursary Fund, PO Box 11, Cape Town 8000.

THE late Aggrey Mbathane, who taught me physics many moons ago, used to say to his students: "If a child has not studied from the beginning of the year, that child should not expect miracles at the end of the year."

That's a simple enough statement.

But many of us, of course, never took Mbathane's warning seriously.

We would only remember his words towards exam time. Then some of us would want to rush through the syllabus, and would literally burn the midnight oil trying to make up for lost time.

It never worked. Lost time is never regained, he said.

There were many casualties during this period. Some suffered nervous breakdowns and others simply threw in the towel and did not write.

It was Mbathane's turn, with that cynical laugh of his, to say the chickens had finally come home to roost "and I told you so".

We would give all sorts of excuses, but most of them would not hold water.

One classic came from a guy we called Touchstone, after a court jester in Shakespeare's *As You Like It*.

In his typical tongue-

□ MY WAY

With Khulu Sibiyi

Don't expect miracles

CP Press 2/9/90 (50)



in-check manner, he told Mbathane. "I needed light to study, my family needed sleep. We had to compromise and I'm happy to say that they won."

We gave numerous other excuses, blaming Mr X, and Mr Y for this and that. But the biggest excuse of them all, which we later discovered was most effective and acceptable to the community and our parents, was to put the blame squarely on the apartheid system which gave birth to Bantu Education.

Nobody could dispute or defend this system, even Mbathane himself. In fact, he would endorse this argument but also add that half a loaf was better than no bread at all and give examples of some of his products who were doctors, lawyers and engineers.

The reason why I discuss this rather strange scenario is the anxiety that I and thousands of

black parents are presently going through. We are worried about this year's matric results.

In three weeks time, more than 100 000 black pupils throughout the country are expected to write their final matric exams. However, it is also possible the exams will be postponed.

The reasons for the postponement advanced by the National Education Co-ordinating Committee are not in dispute. They put the blame on widespread disruption of schooling this year after teachers downed their chalks in protest against racial discrimination in the education system, inadequate salaries, poor working conditions and a lack of books in the schools.

I wonder what Mbathane's reaction would have been, given these reasons. After all, they are no different from the situation in his teaching

days.

I suspect he would have said it makes no difference to postpone exams from October to November. What a child did not learn in 11 months, would take a miracle to learn in a month.

What a teacher did not teach in 11 months is impossible to cover in one month.

The NECC's campaign to create an opportunity for all students and teachers to embark on an intensive learning programme, starting "immediately", will not change the resistance some students and teachers have towards Bantu Education.

It will be as difficult as taking a horse to a river and forcing it to drink.

As parents we must accept and prepare ourselves for the worst matric results ever. There was no learning, therefore the results will be bad. It is as simple as

that.

I would hate to go to another meeting of parents, teachers and pupils early next year to discuss the crisis and high failure rate at our schools. But perhaps I can put forward a proposal for that meeting - because I am as certain as the sun will set that the meeting will take place.

Here is my humble contribution: principals, teachers and pupils must be urged to go on with normal schooling while their grievances are being taken care of by the NECC.

The NECC must work closely with the relevant political organisations and work out acceptable demands that will paint the government into a corner.

As early as next year, if the government is not prepared to meet our people's demands - some of which date back to the early 1950s when separate education was introduced - then mass action must be taken.

Meetings with Education Minister Stoffel van der Merwe have produced few results. The man is simply carrying out his government's instructions.

That is why our matric results will only improve when the whole education system in our country is overhauled and the political scenario changes.

Clase's schools plans widely rejected

By CHRIS BATEMAN

THE reaction of Peninsula headmasters and teachers to Mr Piet Clase's open schools models yesterday ranged from outright condemnation to guarded criticism.

Some would voice their strongest criticism off the record only for fear of damaging career prospects.

Rondebosch Boys' High School (which is oversubscribed) deputy headmaster Mr Tony Ryan said he felt that very few ordinary public schools would choose the option of "going private" with the resultant drop to 45% of operating costs. All racial admissions criteria should be dropped, he added.

Other senior teachers said progressive schools wishing to go non-racial would have to "work very hard" to meet the new criteria.

Many fully subscribed public schools would take several years to include any significant number of black pupils, they said.

They doubted if any parent bodies would obtain 90% in favour of going fully non-racial.

Dr Deon Louw, headmaster of Camps Bay High (fully subscribed), said his school could accept additional pupils who were "non-white" if they applied and the

From page 1

parent community "so wished".

A 1986 survey of his parent body on the concept of non-racialism had shown "overwhelming support", but he doubted if the impending survey would draw the same or greater support.

"The sooner we get the guidelines and do this survey — the better — for practical reasons," he added.

Mr Rodney Mazinter, chairman of the Open Schools Association which has 78 member schools countrywide (most in the Western Cape), reserved full comment until he had studied the "full consequences" of Mr Clase's statement.

However, his association believed an open education policy, permitting free choice, was the "only morally defensible path for true education".

All headmasters canvassed said they thought the survey and practical arrangements could be completed before next year.

A spokesman for the Western Cape region of the Democratic Party youth, Mr Colin Douglas, said the percentages were unacceptable and would allow a "bigoted minority to block the weight of a clear majority".

"Mr Clase's principle that open schools must give preference to white pupils is simply racist," he added.

To page 3

New models enable parents to have say on multiracial schools

PRETORIA — From next year, parents would decide whether white schools would be integrated, Education and Culture Minister Piet Claase said yesterday.

Schools wishing to switch status will have to put it to the vote. The minimum requirement to change the status of a school is an 80% poll, with 90% of parents voting in favour. The education authorities will still have the power to override the parents' decision.

Government had approved three new education models that opened the way to multiracial schooling in SA, Claase told a

Press conference. He emphasised the present system would remain in place for those who wanted it, but warned any attempt to exploit the system for party political ends could do great harm to the education process.

The interests of children and the quality of education were paramount. The diversity of attitudes within school communities had to be accommodated.

The models were:
□ A private school established after the closing of a state school, subsidised to the tune of 45% of its operating costs — to be

implemented during 1991;
□ A public school that would determine its own admissions policy within the provisions of the constitution — from January next year; and

□ A state school that would be declared a state-aided school, where the state would pay staff salaries (amounting to about 75% of operating costs).

Claase said a public school determining its own admissions policy would not entail additional financial implications for the

specific school community.

In the private school model, it was estimated parents would contribute about R2 520 for each pupil a year. In the state-aided model the cost would be about R900.

Basic education principles would apply in all schools. These included education with a Christian and broadly national character, mother tongue instruction, and culturally determined education.

Claase said education departments would do all in their power to find alternative schooling for those pupils whose parents disagreed with the model.

which it hopes for discussion and Inkatha will the violence. Provincial Affairs Minister Tertius Delpor proposal was a discussion held with members of Inkatha. Maritzburg Town He would be ANC on September on the proposal and the ANC will basis for negotiations. Delpor said that a peace conference Maritzburg are and Edendale, he

Schools

Group Areas Act was being abolished early next year and the Population Registrations Act was also on its way out, Claase required schools to obtain such a majority before a school could control its admissions policy.

"This almost total entrenchment of the racist concept of 'whites only' schools is directly contrary to everything that has been paraded as possible in the 'new' SA."

He said the DP believed that government-funded schools should not be able to prescribe a racial admissions policy.

Sapa reports that CP education spokesman Andrew Gerber said yesterday the CP would mobilise the parent community at schools to resist government's plans.

He said the CP had been shocked and incredulous at the news of government's

plan to go ahead with the implementation of the proposed models.

The Teachers' Federal Council (TFC) gave cautious support for the education models. TFC chairman Hennie Maree said while there were differences among teachers on the desirability and viability of the models, the organised teaching profession would co-operate to make the models work successfully.

The TFC intended having discussions with the Federation of Parents Federations of SA on the models. TFC affiliates would be asked to comment.

The Transvaal Onderwysersvereniging said it wanted to study the models before commenting.

From Page 1

Open



Parents likely
to have the
final say ...

next

By MICHAEL MORRIS Political Correspondent

WHITE State schools are being given the go-ahead to open their doors to all races from the first term next year, but only with the consent of parents, the government is expected to announce today.

The long-awaited announcement will be made by Minister of Education and Culture, Mr Piet Clase.

Parents and schools will be given several options, based on two models announced earlier this year.

Sources say there have been a number of changes and additions to the two models, though these are still the basis for the scheme.

The first option was to give State schools the choice of going private, admit pupils of any race, but pay more for upkeep.

Stricter conditions

The second option was to remain under State control, admit pupils of any race, but under stricter conditions.

Furthermore Mr Clase has always said State schools may retain the present system.

Non-negotiable principles would be the Christian character of a school, mother-tongue instruction and preference being given to pupils from the natural "feeding" area of the school.

The key element in the new options will be the conditions the government sets to allow racially-mixed classes.

Mr Clase has repeatedly hinted that he will insist on a high percentage — possibly between 80 and 90 percent — of parents agreeing to open a school.

This could mean that a relatively small body of conservative parents will be empowered to keep a white government school closed to other races.

Sources say there are "various checks and balances" in the options schools will have from next year.

Growing pressure

Mr Clase, who has come under growing pressure from the left to allow open schools and use wasted space at white schools to accommodate pupils of other races, has also faced demands from the right to secure the right of whites to have their own schools.

He has insisted that integration will not be forced on any school and that the models for change will be choices, not dir-

near year schools

ectives, allowing white schools to remain white if they choose.

Democratic Party education spokesman Mr Roger Burrows — who has been in the forefront of pressuring the government to open schools — noted today that tinkering with white own affairs education was not enough.

He said: "At a time when the National Party is committed to abolishing the Group Areas and Population Registration Acts, it would appear ironic that Mr Clase is looking for a slight variation on a white own affairs school model.

"A far more fundamental re-shaping is needed."

ONDAY SEPTEMBER 10 1990

MILLIONS WORLDWIDE

written word

MANY types of literacy organisations countrywide have lined up activities to celebrate the International Literacy Day on Saturday. Sowetan 6/9/90

This year, the day is of significance because it falls in the year in which the United Nations Educational, Scientific and Cultural Organisation (Unesco) has declared 1990 as the "International Literacy Year".

SOWETAN Thursday

LITERACY DRIVE TO HELP

Power of the

Page 12

The aim of the literacy day is to remind people of the universe about the plight of millions of people in many parts of the world who do not understand the power of the written word.

The literacy day came about after it was found that of the total population of the world, more than 27 million people were illiterate.

Can't read

According to a research conducted by the University of Cape Town's Adult Basic Education Programme, in current estimates for 1990, 9,5 million South Africans are illiterate.

This includes two to three million people aged between 10 and 24 years who cannot read and write. Current literacy classes reach less than one percent of the illiterate adults in the country.

And this week, the Read organisation has organised certain events to mark the "national literacy week". It started on Sunday, September 2, with the Storyland Carnival at the Standard Bank Arena in Johannesburg.

Functions

Yesterday there was the CNA Literary Award function, also in Johannesburg. The Sunday Times Alan Paton Prize was awarded at the same function.

Tomorrow, the Read's National Readathon will take place in participating schools countrywide. Its aim is to have every child in each school across the nation reading at a set time. Funds raised are used to enhance the selection of books in school libraries.

On Saturday, the International Literacy day, there will be fundraising drive. The proceeds thereof will be given to the Read Educational Trust Fund to enhance

their national programmes by purchasing books for schools serving disadvantaged children.

Drive

The CNA has begun this fundraising drive with a donation of books to Read-appointed schools worth more than R50 000.

A specially designed bookmark is on sale at every CNA branch in the country. For a mere R2 each, South Africans can make their own "mark for literacy" by purchasing one or more of these apt tokens of support.

The spokesman said they appealed to every literate South African to assist in tackling the literacy problem. She said public awareness was abysmal and promoters of literacy need, desperately to cooperate.

Education forums ⁵⁰ for Cape

South 6/9-12/9/90

CAPE Town will be hosting two unique education conferences this month, both focusing on the kind of education needed in a post-apartheid South Africa.

The South African National Students Congress (Sansco) and the National Union of South African Students (Nusas) will be hosting an education summit focusing on the crisis at tertiary institutions at the Peninsula Technikon on Saturday.

Rectors and principals of more than 150 universities, technikons and colleges in South Africa have been invited to attend as well as ministers of education from three homelands.

The conference will be addressed by Thabo Mbeki, ANC director of International Affairs, Professor A Grobelaar, director of the Committee of University Principals, the Minister of Education and Development Aid, Dr Stoffel van der Merwe and Ihron Rensburg, general secretary of the National Education Co-ordinating Committee (NECC).

Idasa and the School's Forum are to host a conference titled "Schools for the Future" in Cape Town from September 21 to 23.

RESOLUTION and DURBAN HOSPITAL
would be phased back into operation, the
situation in the Durban region was "still

ferred to other hospitals were expected
to be brought back shortly.

Economic performance 'must be measured against poverty'

5/10 am 7/9/70

PRETORIA — Poverty is rampant and 40% of the adult population is substantially unemployed, SA Perm chairman Bob Tucker said yesterday.

Speaking at a Morality in the Market Place conference organised by Unisa's Institute for Theological Research, Tucker said this was one of the realities against which the country's economic and business performance had to be judged.

He said fewer than 40% of black urban families could afford a house of more than R12 000. More than a million families were inadequately housed.

There were often three patients to each bed in the Baragwanath Hospital.

Another reality was that

GERALD REILLY

(50)
of each 1 000 black children entering school — "and we don't know how many aren't" — only 100 would write matric and of those, 50 would fail outright; 35 would get a school-leaving certificate and 15 would get a university entrance. Yet 40% of all university students today were black.

Tucker said there was a gross maldistribution of everything from jobs to education and from wealth to managerial positions.

"Enlightened management have responded by questioning whether business does not have some broader responsibility to the community than the maximisation of profits."

The Sullivan and other programmes had been significant in questioning this responsibility. Tucker said one of the challenges "in our daily lives is to reconcile the absolute injunction to walk in the way of God's statutes yet in a materialistic environment permeated by the apparently contradictory profit motive".

If the business mission was viewed as not being the maximisation of monetary gain but progression through worshipping God and serving fellow men, a much more integrated approach would be adopted.

"We would then regard our staff as a key resource and not a cost of production, and the end of profit would not justify the means," he said.

'Right to Learn' ^{SD} campaign starts ^{Sowetan 31/9/90}

THE "Right to Learn" Competition, a national campaign sponsored by Southern Life in which you stand to win R250 000 in prizes, starts today.

If you want to enter, just pull out the insert in today's *Sowetan* and study the rules of the competition which runs until November 30.

There will be five interim draws at two-weekly intervals from September 20 onwards and the final draw will be on December 6.

The precise format of these draws has yet to be finalised, but one golden rule will apply: each entry received will stand an equal chance of winning a prize.

The prizes will be as follows:

For the five interim draws at two-weekly intervals, one car, one personal computer, R10 000 cash, one R1 000 Sales Houses clothing voucher.

For the final draw on December 6: R100 000 (1st prize); R50 000 (2nd prize); R30 000 (3rd prize); R20 000 (4th prize); five personal computers and a R5 000 Sales House clothing voucher.

Southern Life is contributing more than R250 000 to cover the costs of launching the campaign.

DET sit-in to go on

MEMBERS of the KwaThema branch of the Congress of South African Students (Cosas) yesterday threatened to continue a sit-in in the Springs offices of the Department of Education and Training until the DET agreed to postpone black matriculation examinations.

The 25 protesters are also demanding the immediate allocation of textbooks, a first-aid kit for the sit-in participants and a halt to "harassment" of students.

They said in a statement the sit-in would continue until their demands were met.

A spokesman for the southern Transvaal branch of Cosas, Lawrence Bayana, said the sit-in had the support of his region. — Sapa.

50

Open schools: Decision soon

Own Correspondent

PORT ELIZABETH. — The Minister of Education and Culture in the House of Assembly, Mr Piet Clase, will make an announcement on Monday on the opening of white schools to children of all races.

But the long-awaited announcement is likely still to place qualifications on schools who wish to open their doors, with 80% majorities in a minimum poll of 80% being required.

If these polls are not achieved then schools will be able to admit only white pupils, allowing a small minority of parents effectively to veto a proposal to open a school.

In addition, it is understood that government plans to lay down strong criteria in terms of neighbourhood residence and possibly quotas for admission to white state schools.

The delay in making the announcement, which has been due "shortly" for a long time, has been criticised by Democratic Party education spokesman Mr

Roger Burrows, who said schools were being placed in an impossible position with only three months left of the school year.

Parents will be given the choice of three models:

- The full privatisation of the school;
- The admission of pupils of other race groups without disturbing either the nature or character of the school; and
- The admission of pupils of all races in a state-aided school.

High percentage

Mr Clase made the initial announcement that the principle of parental choice had been accepted on March 23 — nearly six months ago — saying that two models had been outlined and were under investigation.

He said approval by a high percentage of parents would be required and that provision would have to be made for both pupils and staff who were not in agreement with the majority decision.

With regard to the privatisation of a state school, Mr Clase said provision would have to be made for the financing of such institu-

tions, on a more substantial basis than at present.

Currently the maximum subsidy given to a private school is 45%.

Mr Clase said that if a school chose this model, it would be able to select which pupils it wished to admit.

The minister said the second model would allow the school community to decide on admission, provided that the nature and character of the institution were retained.

This would clearly place tough restrictions on the number of children of other race groups who could be admitted.

The third model which, it is understood, has been proposed by the Cape Education Department, is essentially a compromise.

Mr Clase stated early last month that it was hoped schools would be able to open their doors next year.

However, the simple logistics involved in holding a parental referendum at this late stage could prevent this and delay implementation until 1992.

Students sit-in

c/press 9/9/90

■ From Page 1

Congress of the Azanian Students' Movement (Azasm) – the student wing of Azapo.

Also, Azapo members went into closed session in downtown Johannesburg to discuss the possibility of President F W de Klerk extending a formal invitation to peace talks.

Azapo leadership, including president Dr Jerry Mosala and deputy Dr Aubrey Mokoape, had flown to Johannesburg earlier to discuss suggestions made by Dutch, German, US and British diplomats regarding the talks.

As their black and gold flag flew

with its stark red star in the centre, pupils and students from throughout the country chanted and sang liberation songs as they entered the complex.

Azasm publicity secretary Siphosiso Maseko said: "This is a historic gathering because it comes at a time when students have to act decisively in shaping the future of the education system and their country."

The congress is scheduled to deal with the impending matric examinations, abuse of drugs among pupils and how the question of negotiations will affect black students and pupils.

Wits library lays on updated data

51 Times 21/9/90

By DIRK TIEMANN

IT'S a great idea, say those people who take advantage of the Wits Business School corporate user scheme.

Sentrachem and subsidiary Karbochem are subscribers and recommend the service to others.

Ernst & Young says that although it has its own large accounting library, it is "remarkable to have instant access to a wide range of business resources at such a reasonable cost".

First National Bank finds the library efficient and useful, especially for specialised research work.

Checkers and the Perm are happy customers, finding the staff of the library effective in finding urgently needed information.

Reports

Co-ordinator of the corporate user scheme Lucille Scheurenberg says it saves companies a money in the form of books, reports, strategic studies and journals.

She says the 1 200 up-to-date MBA research reports at the library cover many industries and matters of interest to managers, ranging from finance and economics to industrial relations. Engineering, biology and physics are also covered.

Companies have access to the dialog data base, an on-line link to more than 600 data bases held at Palo Alta, California.

They also have access to Sabinet for books and journals held in all SA libraries and McGregor's on-line service covering listed and unlisted companies in SA. The membership fee of R800 for up to 10 members is tax deductible. (50)

Lucille Scheurenberg can be phoned at (011) 643 6641, Ext 199.

Fight police in spare time

South 6/9 - 12/9/90



LOGIC and common sense seem to have disappeared from the battle to rid our society of apartheid education.

South African students, particularly when examinations are scheduled, seem to be able to contrive various reasons why these should be postponed and "action" taken around issues not directly linked to education.

Last week, a call by the National Education Coordinating Committee (NECC) for exams to be postponed was overtaken by student marches and action around violence in Natal.

A tradition of disrupted schooling and boycotts has developed since 1976, when students led the country in a mass uprising against apartheid.

In 1976, 1980 and 1985, it was the students who spurred their parents and the workers into mass action. Their actions were condoned, to some extent, by political organisations.

Political leaders have since discovered that it is easier to get the students out of the classroom than back to their benches.

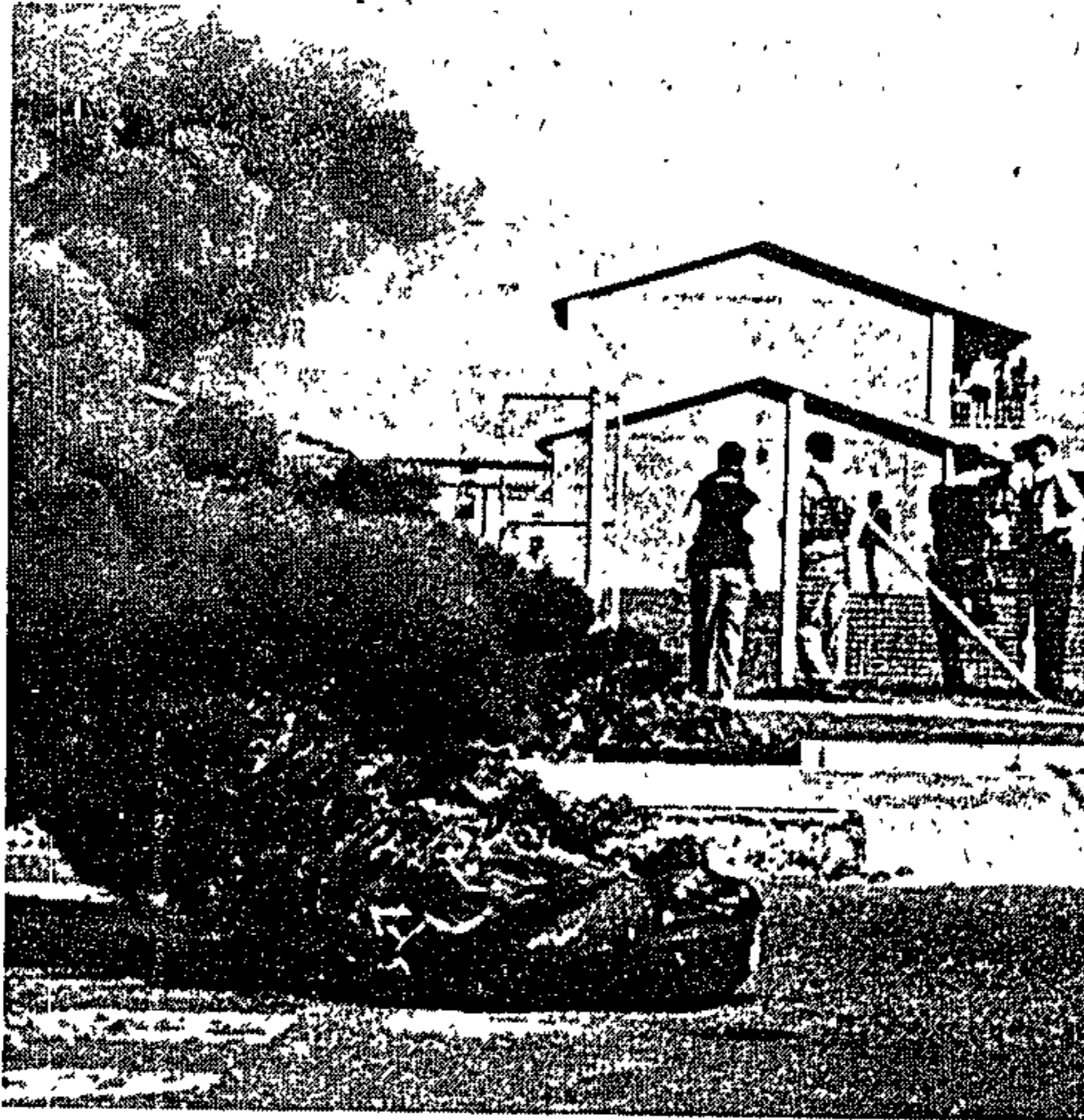
At the beginning of the year, thousands of pupils responded to the call by the ANC and the NECC to return to classes.

However, chaos followed. The pupil/teacher ratio soared as high as 1:80 at some schools. By July, some had not yet received sufficient textbooks and stationery.

Gangsterism and students unused to classroom discipline added to the mayhem.

This year was relatively quiet, especially in the Western Cape. There were short boycotts in the Transvaal, Orange Free State and Eastern Cape, but cer-

It's easier to get students to protest than to remain at their desks — especially at exams time. But South Africa needs educated people for a new society:



PROTESTING PUPILS: Student unrest, pictured here in 1989, has become a regular feature — conveniently around exam time

tainly not on the scale of former years.

In the Western Cape, the only student boycott this year took place at the University of the Western Cape, but it was shortlived; the mass democratic movement chided boycotters to return to their lecture halls.

That is why, in the context of the call to return to classes, it is difficult to

understand why education organisations are now calling for exams to be postponed.

The NECC explained its call by saying the mass enrolment pushed state resources to the limit.

To this day, the situation has not been addressed. Many students have not yet received textbooks, the pupil/teacher

ratio has soared to 1:80 in many schools.

The NECC has demanded that exams be rescheduled to mid-November and all students in areas where there has been no effective learning who fail or wish to rewrite be allowed to do so in February and March next year.

The ongoing problems with facilities, poor skills of teachers and overcrowded classes should not be seen as a cause for further chaos.

Black education has been inferior for decades and yet we have produced skilled black professionals in South Africa.

There is an almost inevitability about disruptions around the time of exams and calls for exams to be rescheduled.

High school students have embarked on a campaign to highlight the Natal violence during the first week of exams.

They have given no explanation why their actions did not coincide with the UDF/ANC/Cosatu week of action and why it is necessary to do so when they should be preparing for exams.

At least two days of schooling, or studying, was lost last week when students marched to town in support of their demands.

It was difficult to understand why UWC students again disrupted lectures by protesting at the gates of the campus for two days last week.

If students were serious about preparing for what they call "the rotten exams", they would not be on the streets tackling the police but in their classes with their noses in their books.

A cynic would conclude that the motivation leading pupils to the picket lines in school hours is not political concerns but a natural distaste for exams.

South Africa needs educated people if we are to transform society.

Perhaps education organisations should begin a campaign inculcating a new tradition among students — a tradition of studying during school time and fighting the police in their spare time.



Schools are community resources

South 619-129190

IF the goal of mass adult literacy is to be reached in a future South Africa, the state and non-governmental adult education organisations will have to share the responsibility

This is the view of literacy workers and researchers at a regional workshop of affiliates of the Western Cape Liter-

acy Cooperation Group held recently.

They debated the way forward for adult basic education in transitional and post-apartheid South Africa.

Priority

Participants said many anti-apartheid political organisations and trade unions did not see literacy as a priority, leaving the task to service or non-governmental organisations (NGO's).

Mr Gareth Rossiter of the

NECC questioned the suspicions of organisations towards those who did not share the same political "line" or ideology.

Resources

"Talking about a situation where, five percent of people in need of basic education have access to it, we can't be playing ideological games.

"If literacy resources, funding and training are available, then people should refer to them," he said.

He argued that schools should be seen as community resources.

"At present they are under-utilised. They could be used for 18 hours a day. It's at these places that adult education should begin to take place," he said.

Control

Participants at the workshop agreed that the state should provide the money and the co-ordinating body but there should be as much decentralised control as possible.

"Regional training centres should be set up, with state funding, but the coordinating body should draw on the skills that the non-governmental organisations already have."

It was argued that in the transition to power, the mass-based organisations need to lay the foundations for democratic participation.

Professor Shirley Walters, director of the Centre for Adult and Continuing Education (CACE), said in a paper, presented at a conference this week, non-governmental organisations should remain in-

dependent in a post-apartheid South Africa.

"They are essential vehicles both for service delivery, including non-formal education, and for the maintenance of democratic practices in societies."

"Their role in countering authoritarian practices of the state is increasingly acknowledged in countries — both north and south.

Demands

"My assumption would be that the national treasury will be hard-pressed to meet many of the demands that will be made and that present non-governmental organisations will have to remain."

She points out that these organisations' formative role of empowering the oppressed and poor, would still be relevant in a future dispensation and they would be involved in development.

"NGO's concerned with nonformal education will be part of the future and the post-apartheid South African state and the organisations will have to learn to live in creative tension with each other."

Recruiting

A major problem faced by organisations was the difficulty in recruiting and sustaining learners.

It was agreed that cultural organisations should be enlisted to involve learners so as to reinforce the bottom-up approach. Groups like the Congress of South African Writers (Cosaw) should be co-opted to write material for the new literates.

Power of the written word

THE most successful mass literacy campaigns worldwide have been those initiated within two years of seizure of power by a political movement genuinely dedicated to socialist transformation, says Mr Brian Cooper, national organiser of Literacy Cooperation

He says the single most important factor on which the success of any mass literacy initiative rests is the role of the state.

"Only the state has the resources and the means of mobilising the country which are necessary for success."

In countries like Nicaragua, the state has assumed a role of gaining cooperation with, rather than control of, community organisations.

In 1985, Nicaraguan Minister of Education Mr Ferdinand Cardinal emphasised this point to his officials when he said: "We in the Ministry of Education do not own education. Our task is really to find and give support and resources to the multiple forces in society doing education."

After seizing power, the FSLN government saw the literacy campaign as a major priority. Half a million people — 50 percent of the population — were illiterate.

The government's commitment to restructuring the relations of power made education an obvious priority. The aim of the campaign was to eradicate illiteracy, foster national unity and support for socialist transformation.

Popular participation was assured through mobilising mass-based organisations.

Peasants and workers learnt about the revolution and brigadistas learnt about problems of poverty and development.

After the literacy crusade, the literacy units in Nicaragua were re-organised into popular education collectives. The main aim of the course was to develop the literacy graduates skills in scientific laws and basic notions in social science, geography, history, natural science and basic statistics.

In Mozambique, however, Frelimo enjoyed narrower support than did the FSLN. The

external threats from Renamo and the South African government and the lack of clarity about the direction of the revolution led to a process of centralisation of decision-making and the nationalisation of education.

According to Dr Judith Marshall who worked in the Mozambique Ministry of Education from 1978 to 1984, there were not enough people equipped to take over key positions.

"It was easier to be against Portuguese colonialism, but it was a lot harder when Frelimo was in control and had to put their dreams into practice," she says.

About 95 percent of the population was illiterate.

"Mass organisations became cheer leaders for party and state, rather than institutions which reflected the lives, hopes and dreams of their constituency," she says.

Local literacy groups doubt whether a future South African state would be able to embark on a mass literacy campaign on the scale of Cuba.

Where mass literacy campaigns have been successful, the number of illiterates has not exceeded 1.5m. The physical size of the countries and the access routes between rural and urban areas are also important factors.

In countries where there are several languages of equal status, the choosing of one as lingua franca can cause political problems. On the other hand, the use of several languages does not foster national unity.



Children should be allowed to satisfy their curiosity and promote learning

Literacy book inaccessible

South 619-129190

JUDITH Marshall is a Canadian popular educator who worked in Mozambique for several years.

Her book, "Literacy, State Formation and People's Power", looks at the role of popular education in building a participatory democracy.

Marshall examines the processes of socialist construction in Mozambique and analyses literacy as a political opportunity for expressing people's power in reconstruction.

In her comprehensive study, she weaves together elements as seemingly diverse as literacy in the Middle Ages, the impact of the printing press on the formation of nations, Mozambican protest songs from the turn of the century and women's is-

"LITERACY, STATE FORMATION AND PEOPLE'S POWER", by JUDITH MARSHALL, Centre for Adult and Continuing Education, 1990

sues in a factory in Maputo.

The greater part of Marshall's study consists of interviews with literacy learners at the Matola Industrial Company in Maputo. By far the most engaging part of the book, it analyses what literacy means for the workers in the factory.

"Literacy, State Formation and People's Power" will make fruitful reading for all literacy practitioners and anyone else interested in the current debates around liter-

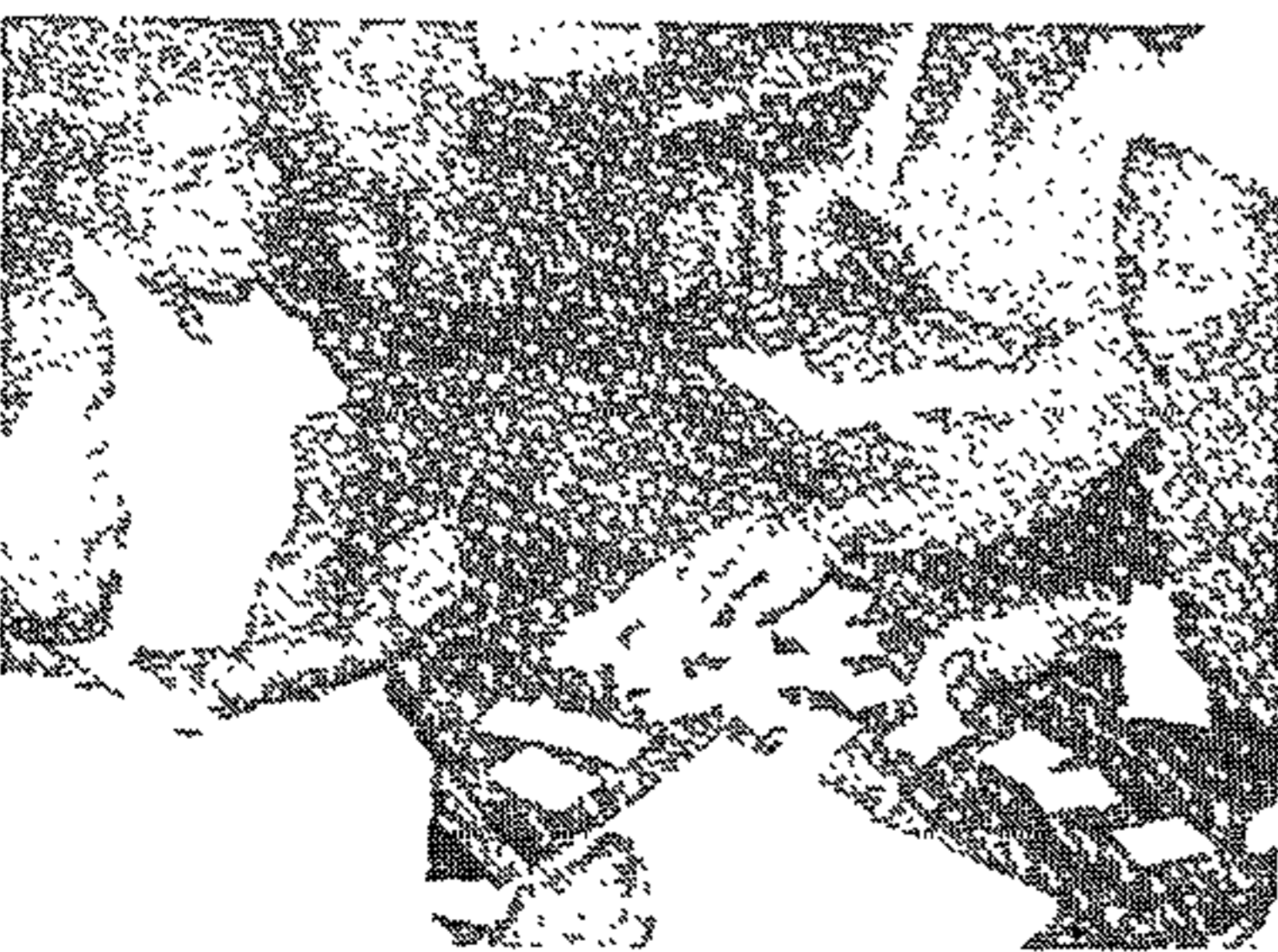
acy in our country.

It covers both the lessons to be learnt from the process of reconstruction in our neighbouring states as well as the provision of mass literacy in a free South Africa.

Unfortunately, Marshall's study, a PhD thesis, has been published in its original form by Centre for Adult and Continuing Education (Cace).

This makes it inaccessible to many literacy practitioners, especially those whose mother tongue is not English. It would be much more useful if, in future, Cace would consider rewriting such academic and theoretical material into a simpler form before publication.

— GERDA DE KLERK



Adults in a literacy class

NECC unveils crash study plan for matrics

51044 6/9/90

THEO RAWANA

THE National Education Co-ordinating Committee (NECC) has unveiled a crash study plan for matric students who are to write exams this year.

The NECC met Education and Training Minister Stoffel van der Merwe on Monday, seeking the rescheduling of the upcoming examinations to November 20 from the original October 22, NECC spokesman Irwin Rensburg told a Johannesburg news conference yesterday.

The NECC had agreed to settle for November 12, after discussions had shown that technical problems such as the co-ordination of markers might be too cumbersome with a longer extension, he said.

The decision of the DET, which had suggested that the examinations should be written in such a way that they would be completed by November 30, would be known today.

He said the NECC had embarked on a crash "learning programme" for the students which would involve the use of previous examination papers.

The NECC is talking to some newspapers where these examination papers will be reproduced for use by

students in revision. Study guides — including those issued by the DET — will be laid out for students and model questions set.

Rensburg said the use of TV was also a possibility.

The programme was set to start next Friday, whether the DET agreed to a postponement or not.

GERALD REILLY reports from Pretoria that educationist and RAU rector J P de Lange said yesterday if adult education continued to play a "Cinderella" role the price in lost human resources would be immense.

Negotiations

Speaking at a Human Sciences Research Council conference on literacy and basic adult education, he said: "One can only think of the so-called lost generation — the vast numbers of youths who lost out on education for several years because of the near collapse of education in many schools."

De Lange said literacy could make political and ideological advances. For this reason some people could

question the motives of "haves" with vested interests in the status quo.

In SA, where the political process had reached the stage of negotiations, the influence of a large literate sector should not be underestimated in the outcome of the process.

SA had large numbers of people "locked up" in circumstances which made social and economic development very difficult.

"We have an economy begging for a high level of trained manpower. We have major political change, which could be facilitated by a literate population," De Lange said.

Currently, primary education was there for 70% of children.

"This means we have nearly reached the stage of universal primary education. It would not take a much greater effort in terms of money and resources to reach this goal."

The quality of primary education, however, had to be raised.

ANC leader Thabo Mbeki and Education and Development Aid Minister Stoffel van der Merwe have been invited to address an education summit hosted by the SA National Students Congress (Sansco) and Nusas at the Cape Technikon on Saturday.

Channie M... to testif...

3 10/24 6/9/90

Education crisis 'has hit home'

50
TANIA LEVY

GRINAKER Construction's R1m education sponsorship, launched yesterday, followed a recent trend of increasing business interest in this area, educationist Jane Hofmeyr said.

The crisis in black education appeared finally to have hit home and 70% of corporate money being spent on social involvement was going towards education, she said.

Education was not a simple field to get involved in, Hofmeyr said. It was more difficult to give away money intelligently than to make it in the first place.

Grinaker, however, had carefully considered its involvement, she said. In addition to its R3,8m a year spent on in-house training, it would spend the R1m on crucial areas of literacy, teacher upgrading and the need to improve maths and science in schools.

Organisations which will benefit are READ, Leaf College, Eshowe Christian Action Group, Soweto's Funda Centre and the SA Institute of Race Relations.

S

with
quo.

rocess
tions,
e sec-
led in

people
which
elop-

for
We
high
pop-

was

rly
na-
a
on-
d."
n,

lu-
er
n-
it
ts
e

8
H
D
C
E
C
K
H
N
R

INTERNATIONAL LITERACY DAY '90

South 619-1219/90

Special focus on International Literacy Day

In the spirit of the letter

INTERNATIONAL Literacy Day on September 8 will be marked by a hive of activities — including pickets, press conferences and rallies to raise awareness around the problem of illiteracy in South Africa.

"Most organisations have literacy on the bottom of their agenda. We need literacy to be taken up by everybody," says the coordinator of the Western Cape Literacy Coordinating Committee, Ms Nomonde Mbunye.

The Western Cape Literacy Group consists of Adult Learning Project (ALP), Montague Ashion Gemeenskaps-



USWE members highlight illiteracy at a picket protest this week

ers (MAG), Maryland Literacy Project, Masindise, National Language Programme (NLP), Saceded, Using Spoken and Written English (USWE), Saimewerkingsgroep vir Afrikaans Geleerdheid (SAG) and West Coast Council of Churches (WCCC).

Problem

Women are more affected than men: while one fifth of men can read and write, the figure for women is almost one third. More than 100m children of school-going age have no place to learn, adding to the problem at its source.

In South Africa, the number of adults who cannot read or write is an alarming 15m: just less than half the population needs basic skills in literacy, language and numeracy.

This means that half the population cannot understand dosage directions on a medicine bottle, read signboards, extract facts from newspaper articles or work out their change after paying for a bus ticket, let alone write a job application or a letter.

There are several organisations providing literacy in South Africa — including government, business, church and commercial literacy teaching enterprises and progressive literacy organisations.

Yet together, all of them are only reaching one percent of the illiterate population in South Africa.

Choice

Being literate involves far more than learning how to read and write. According to the NLC, literacy expands personal choice and control over one's environment and is a prerequisite to acquire other skills.

This page was made partly possible by the support of The Canadian Embassy.

Educate the workforce for a healthy economy!

South 619-1219190
From XOLA SIGONYELA

PORT ELIZABETH. — Higher levels of education on the factory floor will eventually lead to a healthy economy, ANC leader Mr Govan Mbeki told a press conference on literacy here this week.

In that way, a strong workforce can be developed to take instructions easily in the language used to train people how to use machines.

The press conference was organised by the regional Literacy Cooperation to outline the group's activities around UN International Literacy Day on September 8.

The group comprises seven literacy projects in the Eastern Cape and Transkei.

They are the Eastern Cape Adult Learning Project (Ecalp) in Port Elizabeth, Masifunde Education Project in Grahamstown, Zingisa Education Project in King William's Town, the Border Council of Churches Education Desk in East London, the Umtata Literacy and Advice Centre, Calusa Education Project in Cala and Yoluntu in Burgersdorp.

Activities leading up to September 8 have planned for this week. They include picketing in all the centres involved.

Ecalp coordinator and regional spokesperson of the ANC, Mr Mike Xego, said contacts had been established with the South African Transport Services (Sats) to hold classes with illiterate workers.

The literacy projects coordinators hailed the positive response from some farmers who assist in teaching people living on their farms.

Mr Gerald Mkhale, a rural coordinator based in Grahamstown, said people were first taught to read and write in their own language, Xhosa.

He said Xhosa classes were also held for those who could read and write English, to help them understand the language.

During the press conference, the government was accused of not being concerned about the issue of illiterates. — PEN

These school-leavers don't have a choice

50
S.A. 7/9/90

More than half of black student "drop-outs" stopped attending school because their families could no longer afford to keep them there.

This is one of the findings of a R400 000 research project into black education by "The Third Alternative", a group of businessmen and parents.

The group estimated that 1.5 million black children of school-going age are not attending school.

Underlying the education crisis are socio-economic problems of an enormous scale, with serious political overtones which cannot be ignored if any permanent solution is to be found, the group said in a summary of the research findings released to The Star.

The findings were drawn from about 10 000 interviews nationwide, in both urban and rural areas. They included interviews with black parents, schoolchildren, "drop-outs", opinion-makers, white adults, black teachers, educational organisations and educationists.

Serious economic problems underscore the education crisis and will have to be addressed if a permanent solution is to be found, a group which undertook an extensive research project into black education concludes.
By Education Reporter KAREN STANDER.

Only 20 percent of black families with children have electricity in their homes. In metropolitan areas 61 percent have electricity but in rural areas the figure is 2 percent.

Total per capita expenditure on education is about R3 082 for each white child, R765 for each black child under the Department of Education and Training, R622 for a black child in the "national states" and R481 for a child in the TBVC areas.

Last year 34 percent of teachers employed by the DET had not passed matric. The number of teachers in black schools was 108 000, but by the year 2000 an additional 277 000 will be required.

To spend an equal sum on

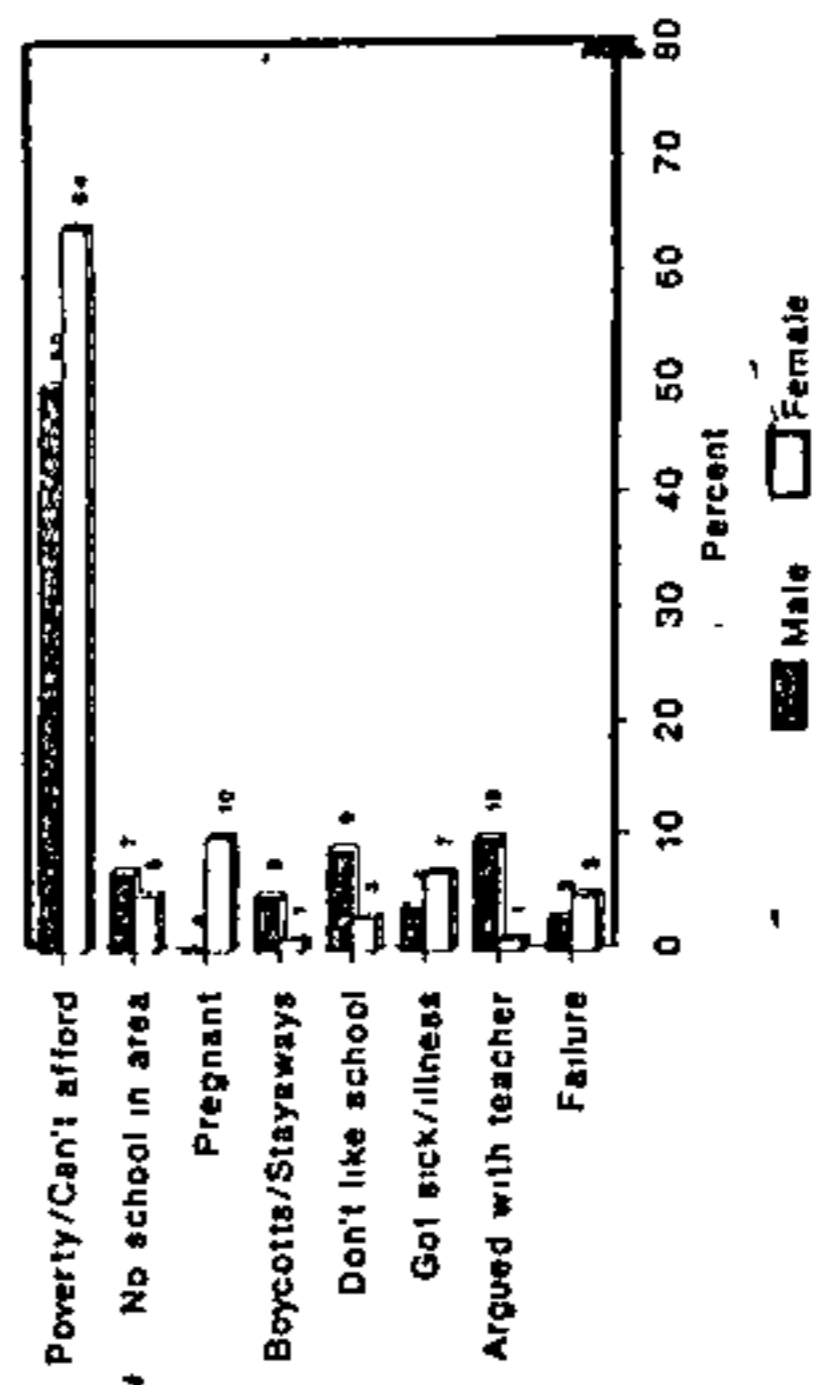
children of all races, including "drop-outs", the group estimated that Government expenditure would have to increase from about R9 000 million to about R29 000 million, or to 47 percent of the total Government Budget and more than 14 percent of the gross domestic product.

The Third Alternative concluded that the highest priority was the formation of a single, non-racial education system which would make equal schooling compulsory, free and uninterrupted for all young South Africans.

In the interim, private "capital" intervention had to be truly accountable and community-based. The importance of meaningful consultation with community organisations — and not simply individuals — was repeatedly emphasised.

The group said that above all, black South Africans had to take responsibility for, be involved in, and ultimately exercise control of, the entire process of education.

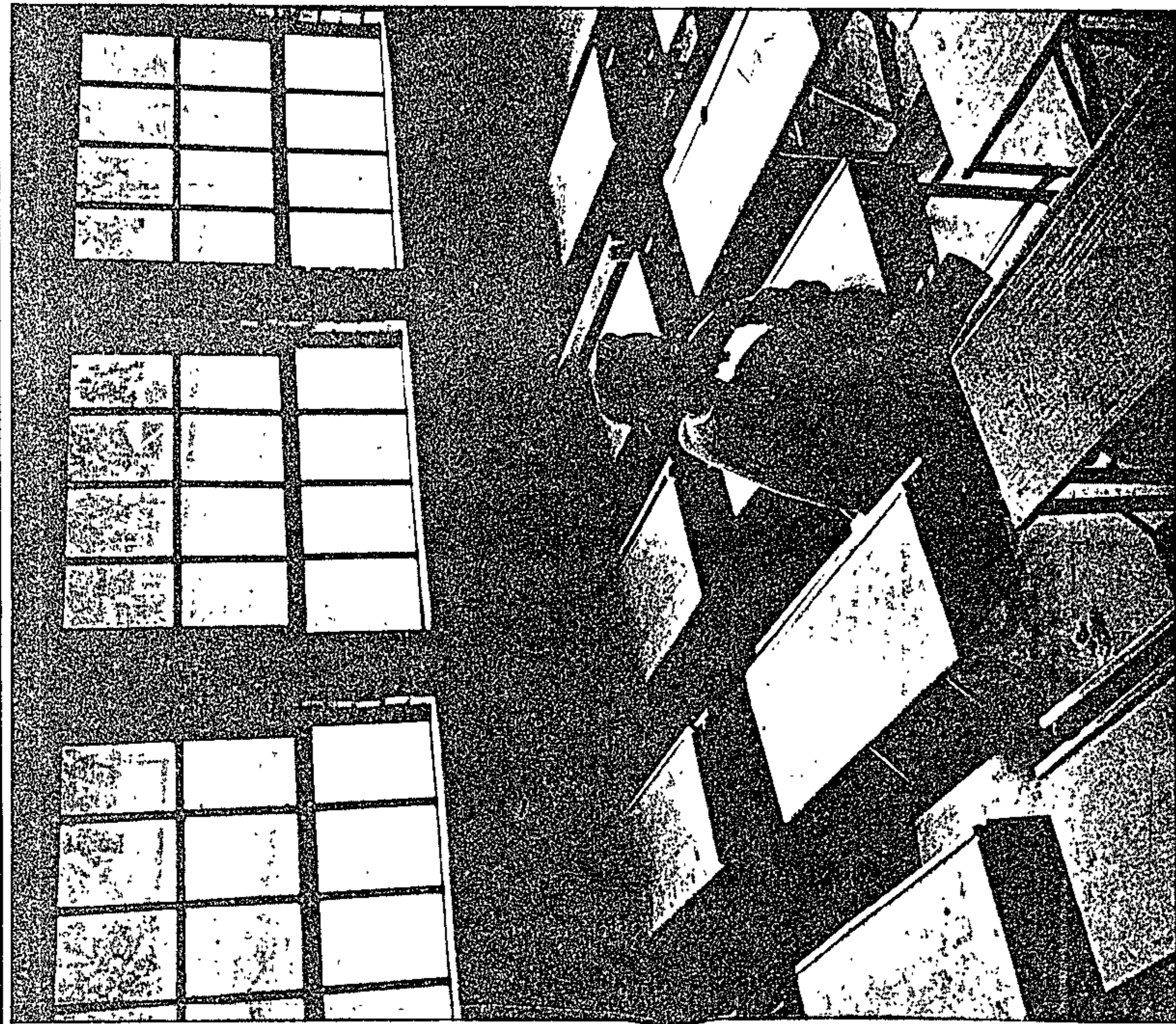
PUPILS' MAJOR REASONS FOR NO LONGER ATTENDING SCHOOL/DROPPING OUT (Base: Out-of-School Children Aged 14-21)



LEVEL OF EDUCATION: BLACK & WHITE ADULTS BASE ADULTS 18+ (in millions)



About 1.5 million black children of school-going age are not attending school, according to research by the "Third Alternative".
● Picture by Ken Oosterbroek.



Promoting the right to learn

Soweto
5/9/90

Anger or a cry of a soul in torment

50

THERE is a general suspicion that the children of today, particularly at high-school level, are receiving excessive public attention - from the State and across the nation.

We appear to be fussing over the child. And yet he often becomes a terror, a person to run away from; one whose protests range in stridency from anger mixed with fear to a cry of a soul in torment, from the level-headed demands that have taken on a universal urgency to the parochial display of confusion.

But let us judge the crisis in the context of today's pressures, which are a legacy of the State's insensitivity and the consequent 1976 revolt by school children.

We then realise that the blame has to be tempered by reason and circumspection. A generation will have been lost, possibly two. This does not negate the universal principle enshrined in the right to learn.

Southern Life must be commended on its efforts to promote this principle by assisting Protec, the Bophelo-Impilo Institute, Promat, READ and the Sowetan Nation Building Trust.

It is part of the present catastrophe that the child is no longer a child, that children have plundered some years from their adult life.

My prediction is that they will arrive at that future stage with much less enthusiasm and sense of adventure early adulthood demands.

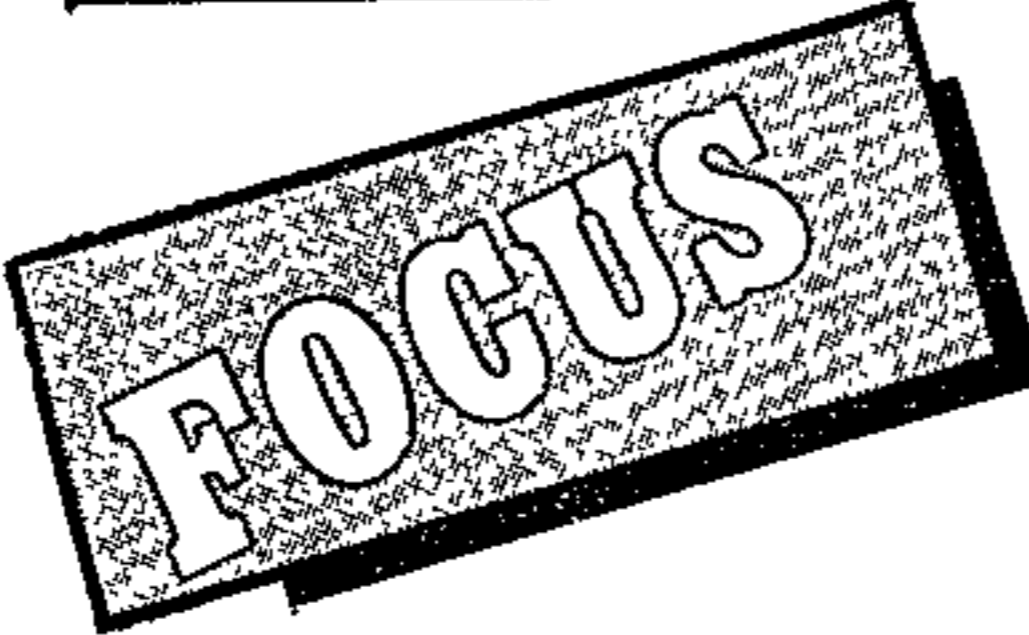
Confusion

The state of confusion that attends young adulthood is going to be painful.

Four beneficiaries of the Southern Life Association Limited's efforts are educational institutions serving young people.

The Sowetan Nation Building Trust serves as an activator, facilitator and motivator in projects

By Professor ES'KIA MPHAHLELE, professor emeritus (University of the Witwatersrand) and founding director of the council of Black education and research in Soweto



across the country that promote community development. To this extent, the groups involved in the development process include all ages.

Every project concerned with community development has, by its very nature, an in-built infrastructure for nation building. I should like to think that the institutions that will benefit from the funds raised by Southern Life are conscious of this monumental mission.

I consider the following as some of our top priorities in education: pre-primary schooling; curricula for a new, humanistic education, including progressive textbooks, readers and teaching materials; literacy; adult education, designed to equip the participant to deal with adult concerns and responsibilities; bridging courses for those who have obtained a worthless matriculation certificate; provision of an education for the young people who roam the streets, stand at street corners or on store-fronts or just stay at home, all of whom are developing an anti-learning attitude; the restoration of teacher morale and healthy relationships between teacher, pupil and parents.

Drop-outs

There are thousands of these drop-outs. They must have been thrown out of the mainstream of formal schooling for political reasons; they may have become frustrated by the low level of achievement all round, caused by the

poverty of teaching and learning resources.

The Council for Black Education and Research, which I direct at Funda Centre, has just recently proved that most of these young people would rather be still in school. A number of them are coming to the Council's pilot educational programme in deep Soweto, so the situation can still be redeemed.

Industry and commerce should acknowledge that there is no way self-help education projects can ever be self-supporting. They will always be in need of financial aid. Sponsorship can never be a once-off gesture. It will have to be a long-term commitment on the part of the donor.

The consolation from all this is that donors will be investing in human resources and development. These projects, and others, must eventually produce good, self-fulfilled, self-confident workers, home-builders, nation-

builders - all toughened by the hardships of survival that we are witnessing today.

As is happening in open, developed democracies today, local government will come in with financial aid for self-help institutions, formal and non-formal, without any demands for official control.

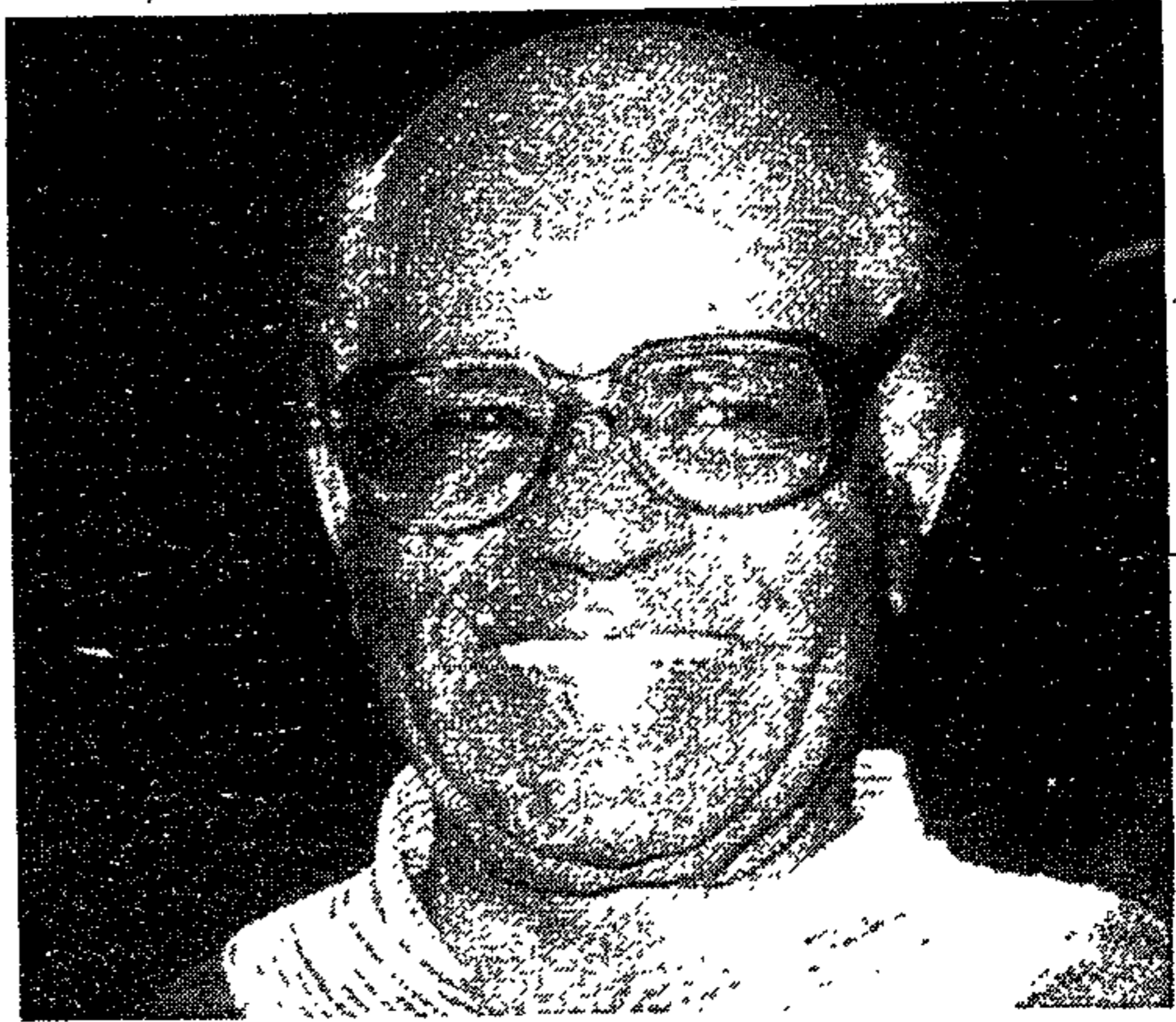
Freedom

Even when we have finally won our freedom and we are creating a reasonably contented open and democratic society, there will still be a need for alternative institutions. Such institutions operate where the State has no way of knowing all community needs, nor is equipped or disposed to assess them and deal with them in order of priority.

There are several areas of community life where state bureaucracy is not welcome, for it is all too often clumsy, and frustrates private initiative and creativity.

May I once again thank Southern Life for launching this fund-raising effort.

May I also wish its officials and the beneficiaries all the success they need.



Prof ES'KIA MPHAHLELE

Battle to postpone exams rages on

By DESMOND BLOW

City Press
29/90

50 ~~29/90~~

Meeting with minister over matric crisis

THE battle to have matric exams postponed will be taken up at Cabinet level when the National Education Crisis Committee (NECC) meets Education and Training Minister Stoffel van der Merwe tomorrow.

NECC general secretary Ihron Rensburg said exams should start on November 12 instead of October 22.

There are indications that Van der Merwe will treat the request sympathetically, but that he will demand assurances that the postponement will be used positively to assist pupils in passing their matric.

The NECC said: "There have been numerous meetings and talks since the beginning of the year and nothing positive has evolved and another wasted year has gone by.

"One of the major problems has been the shortage of textbooks and this situation still exists. Pupils have not been able to study.

"Another problem is that teachers in certain areas are still not being paid, despite assurances from the minister. We believe the minister is sincere but there are civil servants who thwart his wishes."

Another grievance to be aired at tomorrow's meeting is that the Department of Education and Training (DET) has altered the form of examination questions this year without informing teachers or pupils.

Pupils could easily be caught unawares by the biology paper's new "visual questions", such as diagrams, and there are some English literature

questions which have never been asked before.

The NECC wants an assurance from the minister that all matric teachers will be informed of changes to exam formats so they can prepare pupils.

It is also demanding that students who have already passed certain subjects will not be required to write them again.

The NECC said: "This will mean they can concentrate more fully on the subjects they failed."

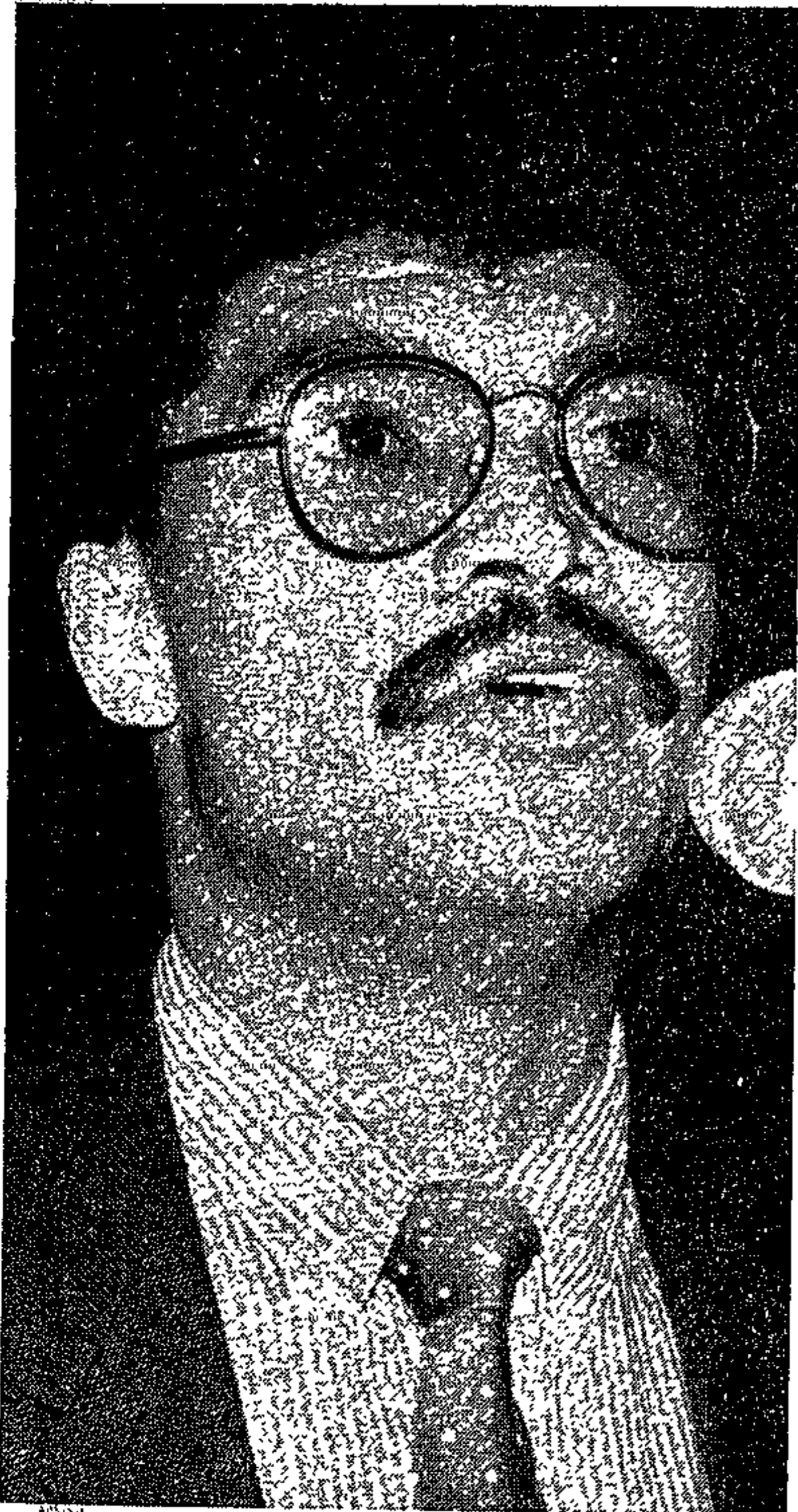
Other demands include the removal of all obstacles to effective learning, such as security forces at schools and the immediate reinstatement of teachers who have been suspended.

Also, all students who fail matric must be permitted to return to school in 1991.

The NECC will undertake to launch an intensive 10-week "learning campaign" in preparation for the exams.

Weekends will be utilised and students plus academics at tertiary institutions will be called upon to assist the teachers.

Learning Press (*City Press*) and other organisations will be called in to assist with the programme.



NECC general secretary Ihron Rensburg ... has asked for a 21-day extension before exams.

Matric SA 3/9/90 exams (50) could still be delayed

Staff Reporters

Black matric examinations could still be postponed this year, but there was no possibility of delaying them until early next year, Education and Development Aid Minister Stoffel van der Merwe said at the weekend.

He was speaking after he had met a delegation of the Johannesburg Regional Parents Council to discuss the crisis in black education.

Postponement of exams was at the top of the agenda. Other issues such as schools overcrowding, a single education department for all race groups and "chalk-down" campaigns were discussed.

"The primary point was the possibility of postponing exams," Dr van der Merwe said.

The chairman of the parents' delegation, Steve Ramoetsane, said he was confident "a satisfactory adjustment will be reached".

"We appreciate the fact that the Minister is consulting with various groups."

EDUCATION BRIEFS

S104 3/9/90

(50)

The department of education and culture of the House of Delegates has introduced cost-saving measures in a cutback on funds for education.

Education Minister Dr K Rajoo said in a statement that strict control was to be exercised over the provision of free stationery to pupils, the rand-for-rand subsidy was to be temporarily stopped and funding for the acquisition of library resources was to be made available to recently opened schools only.

The measures were adopted to prevent the retrenchment of 2 700 educators, the curtailment of the school-building programme, parents from having to purchase textbooks and stationery and the withdrawal of free transport.

Pile of TED

equipment

Star 4/9/90
unearthed

Pretoria Correspondent

A mountain of electric typewriters and audio-visual machines worth millions of rands lay collecting dust in the Transvaal Education Department (TED) stores.

This was revealed in an audit by the Auditor-General's office.

It found that 11 300 electric typewriters to the value of R7,6 million lay in the stores for two years, and new orders had been placed for projectors when there were still hundreds in the stores.

The audit was for 1988/89. A TED spokesman said the machines had since been issued.

In the report, reference was made to a performance audit which revealed "deficiencies in determination of requirements and optimum utilisation of resources".

The department has initiated measures to improve decisions on requirements and the utilisation of equipment.

Compulsory school fees in the pipeline, says DP

PRETORIA — The introduction of a system of compulsory tuition fees at state and provincial schools was likely during the course of 1991, DP education spokesman Roger Burrows said yesterday.

He said one indication of this was Finance Minister Barend du Plessis's statement at the NP congress in Natal last week that user charges would continue to creep into the economy, even penetrating education.

However, no agreement had been reached on the issue between government, the organised teaching profession and parents' organisations, Burrows said.

The last effort was 18 months ago. "What makes it a political hot potato is if it is applied only to white schools and is not imposed generally," he said. Right-wing reaction could be strong.

Other sources said the issue had been on the desk of Education and Culture Minister Piet Clase for the

50
Blom 4/9/90
GERALD REILLY

past four years.

Before provincial councils were abolished, the Transvaal Provincial Council amended the education ordinance to make provision for compulsory fee paying by parents.

A Transvaal Teachers' Association (TTA) spokesman said until the scheme was spelled out in detail and all the financial implications were known, it would withhold support.

Among major objections to enforced payment for education by parents was the issue of collection.

This, the TTA felt strongly, was not a burden that should be thrust on teachers.

It was also felt that compulsory school fees were a form of selective and discriminatory taxation.

At least some education authorities believe education has always been, and should remain, a community responsibility.

NUM officials appear in Natal court

NEWCASTLE — National Union of Mineworkers (NUM) president James Motlatsi of Johannesburg, and 56 NUM northern Natal office bearers appeared in the Newcastle Magistrate's Court yesterday in connection with an alleged illegal gathering in the town on August 26.

NUM general secretary Cyril Ramaphosa was also to have appeared

but was excused as he was busy with urgent consultations with Iscor.

The case is a sequel to a march from the NUM's Newcastle headquarters to a hotel a few kilometers away. Blom 4/9/90

The case was postponed to October 1 pending a decision by the attorney-general. The accused were released on R50 bail each. — Sapa.

Part of Mayfair now Indian area

81009 4/9/90
EDYTH BULBRING

PRETORIA — A 15ha piece of land in Mayfair has been declared a group area for Indians, according to the Government Gazette.

A spokesman from the department of Planning and Provincial Affairs said yesterday the application, made by Rand Mines Properties in 1986, had been approved in terms of the Group Areas Act last week.

The land, which is shaped like an aircraft, is proclaimed mining land and Rand Mine Properties intends to ask for it to be rezoned for residential purposes, RMP GM Gert Strydom said yesterday.

Rand Mine Properties intends selling the land for Indian housing development once the area has been rezoned. Strydom said rezoning could take up to two years and he did not know at this stage how much the land would be sold for.

The area, called Crown North Extension 1, lies south-west of Fordsburg, an Indian group area.

Strydom said that with the area declared an Indian group area, it would cut through the red tape of getting individual permits for Indians wanting to own land in the largely white suburb.

A Planning and Provincial Affairs spokesman said the department would continue considering group areas applications until the Group Areas Act was scrapped.

BROWN! NO! I II

DADT

'Right to learn' ⁽⁵⁰⁾ Sowetan 4/9/90 contest launched

By NKOPANE
MAKOBANE

THE days of sloganeering are over and it is now time the community engaged in serious programmes that will advance the interests of pupils despite the inherent difficulties in black education, says Mr Neal Chapman, chairman of Southern Life.

He was speaking at an occasion to launch the "Right to Learn Competition", a national campaign by his company to raise funds for advancement and education among the disadvantaged communities of South Africa.

The proceeds of the campaign will be distributed among five organisa-

tions which provide various alternative forms of education in black communities in the country.

They are: *Sowetan* Nation Building Trust Fund, Protec (which will receive the major portion of the proceeds), Bophelo-Impilo Institute, Promat Colleges and Read Educational Trust.

The administrators of the fund will be a board of trustees under the chairman ship of Dr Nthato Motlana, chairman of Get Ahead Foundation and a director of Southern Life. The others include, Mr Aggrey Klaaste, editor of the *Sowetan*, Mr Mashudu Ramano and executive director of the Association for Black Accountants of South Africa (Abasa).

'Only political change will end education crisis'

The "education crisis" will not be resolved until political realities outside schools are transformed, says Professor Owen van den Berg of the Department of Education at the University of the Western Cape.

In a paper called "Toward Educational Equality in South Africa", published by the Institute for the Study of Public Policy at the University of Cape Town, Professor van den Berg argues that educationists be held responsible for the achievement of something beyond their power to deliver.

44 519190 50 51
The reduction of educational inequality will depend to a significant extent on changing society outside the schools, says a leading educationist. **Education Reporter KAREN STANDER** reports.

"Without the transformation of the political landscape, educational equality is but a pipe-dream.

"Anyone committed to reducing educational inequality must necessarily support policies and strategies aimed at taking power from the few and sharing it with the many."

One way was the gradual attrition of services for the best-endowed group, while increasing the resources of the disadvantaged groups towards a mean that is commonly-applying norm of the best-endowed group.

There could be little doubt that this was the policy currently being

followed by the Government.

"The danger of this approach is that the basic resources provided by the State are inadequate, so that the community concerned has to acquire additional resources to provide a quality of schooling it considers adequate.

"This might be a feasible option of the economically and educationally advantaged sectors; for others it merely perpetuates inequality in the name of the attainment of equal quality education for all population groups," he said.

Govt needs additional R1,2billion

CM-TWP
30/8/90 Own Correspondent

JOHANNESBURG. — The government will need R1,2 billion more than budgeted from the capital market to finance extra expenditure in the current fiscal year, according to a senior Department of Finance official.

The Deputy Director-General of Finance, Mr Estian Calitz, said special expenditures, announced after the budget, could mean a greater demand on the financial markets.

A revision of spending estimates for the 1990/91 fiscal year yielded about R74,1bn — against a budgeted R72,9bn. This implied an increase in spending of 12,9% for the year (budgeted 11,8%). He said "various actions" were under way to ensure compliance with the adjusted budget figures.

Increased spending would reflect a portion of R1bn set aside for black schools and buying land for black urbanisation.

"These expenditures, to be financed from privatisation proceeds or, failing that, from other sources of finance, have yet to take place. For logistical reasons it is doubtful that more than about 50% of this money will be spent during this financial year," Mr Calitz said.

Although privatisation proceeds had been identified as a source of finance, the macro effect on the financial markets would be no different from direct borrowing in the capital market.

"Both methods represent a demand on private savings through the financial markets," he said.

Star 30/8/90
15 top 50
men join
SACE

Fifteen prominent educationists have been appointed to the South African Council for Education (SACE), National Education Minister Gene Louw has announced.

The SACE advises Mr Louw on his general policy in respect of education at school and technical college level and on the training of teachers.

The members include: D Balk, principal of Meredale Primary School and an executive member of the Federal Teachers' Council; I W Direko, principal of Sehunelo Senior Secondary School; Dr S W H Engelbrecht of the Human Sciences Research Council; M Henning, director of the Independent Schools Council; M M Morapeli, rector of the Soweto College of Education; Dr A Pittendrigh, former principal of the Natal Technikon; J F Steyn, director of the Transvaal Teachers' Association; L M Taunyane, principal of Katshehong High School; and Professor A J Thembe-la, vice-rector of the University of Zululand.

Govt to decide on TV education

BY NKOPANE
MAKOBANE

MEMBERS of an education programme are waiting to hear from the Government whether the "off-time" on SABC-TV could be used to beam television education.

Mr William Smith, an educationist and head of the Sowetan Schools, said the SABC Board had approved the proposal and offered TV1 between 8.30am and 3pm each week day.

"We went to the Government six months ago and offered it a free educational service using the SABC.

"We argued that with the ongoing education crisis, the growing school population and diminishing qualified teachers, there is no reasonable way of educating the masses along conventional lines other than electronic education.

"We proposed that with the Star Schools' vast experience of 20 years in pioneering education and having suc-

cessfully walked the difficult path of educational videos, the time has come for these skills to be brought together to help solve the crisis by going into mass education through the medium of television.

"We want no money from the taxpayer, education departments, the SABC nor the students.

"The whole service is going to cost the Government nothing, other than the costs of keeping the SABC transmitters running.

"We can be on the air in six weeks from now if given the go-ahead.

"This means a deci-

sion now can help this year's exam writers and could mean that thousands more will pass, who might otherwise not have done so," he said.

According to Smith, the visual backup to the programme is crucial for its success and the SABC is totally comfortable with the Press carrying it.

Support

The Sowetan will be involved in this, as part of its Nation Building Concept.

In addition, there will also be a backup in the form of books, computer instructions and so on.

For the price of a Sowetan once a week, he said, pupils can get a

whole week's education. He said the programme would be based on 10 years of research into video education done by the Star Schools.

Furthermore, the programme would be produced in its tried and tested unique facility for video education production.

The 400 hours of master video lessons produced over the trial period have been used very effectively by teachers in schools, homes, work places, adult centres and even in teacher training.

"They have also been used beyond our borders with great success.

"Early in 1984, they were voted in the United Kingdom as the best edu-

cational videos in the world. The low cost of production also makes the proposal extremely viable," he said.

Smith said sufficient funds had been offered by the private sector to establish the new service.

He said an added advantage of private funding was that several major political parties, who feared that such a service might be used for political ends, were now prepared to back the project wholeheartedly as Government money will not be used.

Top teachers would be drawn from the existing education departments.

This would be to ensure that the right approach and correct standards were maintained.

Action

"Every day millions of man-hours spent in schools are used unproductively.

"We must act immediately if we are to realise the dreams of a new South Africa.

"Without education there is no economy.

"There should be equal education for all. Why are we waiting?" he asked.

Smith believes any community will be able to purchase such a unit for their school which could also be supplied by a local business or a parent-teacher association.

"Where no electricity exists, solar-driven TV receivers are available for R1 500. Where electricity is available the costs are even less.

Tired

"South Africans are tired of educational decisions being taken on political lines - we must base education on education.

"All we are waiting for is for approval from the Government to use the SABC transmitters to broadcast the programmes."

The whole programme has been made possible by the development of a video production facility which not only produces educational videos at a fraction of a normal cost but also produces better programmes for a conventional TV studio.

Star 31/8/90

50

Education should be next reform step — prof

By Michael Chester

A former economic adviser to British Prime Minister Margaret Thatcher advised South Africa last night to make reform of its education system the next priority.

Professor Douglas Hague, associate fellow of Templeton College, Oxford, said in Johannesburg that SA should regard education as the vital key to a new economic future.

It required a reassessment of the role of education to generate a bigger and faster flow of students better equipped to cope with advances in the industrial and commercial world.

Sir Douglas, on a visit sponsored by the Barlow Rand Rosholt Fellowship, had already discussed SA's future in private talks with President de Klerk, Finance Minister Barend du Plessis, Reserve Bank executives and business leaders.

He cautioned South Africans to be prepared to compromise on the high expectations raised by politicians about the speed of results from reform. Socio-economic results were likely to take several years, he said in an interview.

"The initial wave of agitation may be understandable in view of the release of years of repression," he said.

"Perhaps the first issue to sort out is how to re-model the education system to ensure that the schools and universities and technikons turn out the correct mix of talents that will be needed to accelerate economic progress."

● The 1990 Rosholt Fellowship in journalism has been awarded to Thami Mazwai of Sowetan, it was announced last night. Mazwai will spend nine weeks at Oxford University's centre for management studies, and two weeks visiting organisations related to his field.

The award is presented annually to a journalist expected to reach top editorial or management positions.

Putting education to work

In 1981, when Professor Pieter de Lange was chairing the Human Sciences Research Committee's investigation into education, he complained that "in South Africa there is a tendency to look down on manual work and practical skills and to regard the abstract world of ideas as more important than the practical world".

But, like everyone else who has complained about the academic bias of our education system, he and his committee found it easier to plead for a practical education than to tell us how to provide it.

Nothing odd

This is why I went to the University of Technology in Sydney (UTS). It thrives on its ability to relate academic study to the world of work.

Its vice-chancellor, Professor Robert Guthrie, loves to explain what makes UTS tick. He argues, quite correctly, that "there is nothing odd about being committed to academic excellence and to practical application".

UTS is neither a technikon nor a university. Alternatively, it is either a university that functions, like a

DR JAMES MOULDER, Professor of Philosophy at the University of Natal and a member of the Private Sector Council on Education, describes how Sydney's University of Technology relates academic study to the world of work.

technikon, or the other way round. It has a university's involvement in research that generates new knowledge. But it has a technikon's belief that its students, as well as its academics, should learn how to use the knowledge they acquire to solve practical problems.

One of UTS's deputy vice-chancellors is responsible for stimulating research of the highest possible standard, as well as for seeing it does not get detached from the problem Australia has to solve if it wants to feed, house and educate its people.

In search is a joint venture between UTS and a firm of management consultants. It enables commerce and industry, community organisations and government agencies to employ UTS academics. They construct and test new inventions, evaluate patents and conduct environmental impact studies.

These projects help UTS academics "keep in touch" with the practi-

cal side of their subjects by forcing them to tackle problems that puzzle people in the field.

These double-barrelled commitments, to the practical and the theoretical, to excellence and relevance, are built into how students are taught. They learn what they will be expected to do when they graduate, as well as how their subjects fit into Australia's social, political and economic environment.

This approach is easy to implement in nursing, law, engineering, commerce and architecture. But UTS still strives to see students know what they will be required to do when they go to work. These courses "sandwich" periods of practical work, some of which last a year, between periods of academic study.

Engineering students, for example, spread their degree across almost equal periods in the classroom, in the laboratory and in a job. In the classroom they get the

theory; in the laboratory they learn the research techniques engineering firms use; and in a job they are taught how to handle the gap between what their text books told them and what happens in the factory or on the construction site.

The same approach is used in highly theoretical subjects like biology, chemistry, geology, mathematics and physics. These students spend at least a quarter of their time in commerce or industry.

Pompous

Like every other university, UTS has a pompous mission statement. It aims "through a variety of attendance patterns, to provide higher education to graduates for professional practice, to relate academic study to practical needs and to encourage the combination of work and study".

But the reality behind the pomposity cannot be mocked. Its practical approach to academic work appeals to more and more students.

It is the kind of university that Professor de Lange and all South Africa's other advocates of "a practical and appropriate education" should campaign for.

50

11/9/90

4/6 es. 10/9/90

Many have voted to go non-racial

By JOHN YELD, Education Reporter

PENINSULA schools which have already voted to go open include Camps Bay High — where a poll of close to 90 percent was more than 80 percent in favour — Camps Bay Primary, SACS Junior and High, Rondebosch Preparatory and High, Westerford High, Wynberg Boys' High and Wynberg Boys' Junior, Grove Primary, Rustenberg Girls' Junior and High, and Ellerton Co-Ed Primary.

Mountain Road Primary in Woodstock had already asked Mr Clase to accord it "private status".

Eastern Cape schools which have indicated that they want to go non-racial — some having made indirect approaches to the government — include Grey Junior, Grey Senior and Erica Primary for Girls in Port Elizabeth; Dale Junior, Dale College and Kaffrarian High School for Girls in King William's Town, and Queen's

College in Queenstown.

Others are Glenwood High in Durban, Pretoria Boys' High and Johannesburg High School for Girls.

At Pretoria Girls' High, 571 parents voted "yes" to opening the school, while 275 were opposed.

Mr Clase said other indirect requests to go open had come from Cape Town High, York High in George, Brebnor High in Bloemfontein, Rhenish Primary in Stellenbosch and Maidstone Primary in Tongaat.

Mr Clase has been accused of delaying his announcement so long that it will be effectively impossible for schools to accept pupils of other races next year, and that open schools might come into effect only in 1992.

SACS was the first white government school to vote to go open. In February 1986 almost 80 percent of parents of both the junior and senior schools who replied to a questionnaire

expressed themselves in favour of such a move.

Of the 660 parents who replied, 500 — 76 percent — voted "yes" and 90 — 14 percent — were opposed.

The balance were undecided and favoured a commission to examine all the implications.

At Westerford a survey held in May 1986 attracted a 62 percent poll which was 91 percent in favour of nonracial admissions.

In a postal ballot at Rustenberg in 1986, 88 percent of parents were in favour of the school committee taking up with education authorities the issue of the school being allowed to open its doors to all races.

At Rondebosch a combined poll of senior and junior schools in 1986 resulted in 87 percent of the 820 parents who took part voting for all races to be admitted.

● See page 6.

50

Literacy probe focuses on handicaps of poverty

Sowetan 10/9/90

ABOUT 10-million South African adults cannot read or write.

This represented about half the adult population of the poorer rural areas, and compared with one quarter of the world's adult population which could not read or write.

These and many other statistics emerged during a Conference on Literacy at the Human Sciences Research Council (HSRC) to tie in with the United Nations' International Literacy Year.

Dr Derrick Coetzee of the Development Bank of



Southern Africa quoted recent research which showed 30 percent of children of school-going age in disadvantaged communities were not enrolled in school, and that more than half the adult population of these communities was also illiterate.

Only two percent of black households in rural areas had electricity, and nearly all primary school children had to

walk to school - sometimes a journey of more than an hour.

He said half the black children in South Africa had no desk or table at which to work, did not have a bedroom of their own, or a place in which to study.

Coetzee said there was growing evidence to suggest that children from poorer segments of the population performed poorly in most ability tests if compared with children from higher income groups.

In his address to the conference, Professor J P de Lange, former rector of RAU, also

referred to high illiteracy figures and school drop-out rates.

However, he said in South Africa - unlike other African countries - there was no significant difference between literacy rates for men and women.

In her paper, Ms S M Holberg of the Department of Comparative Education and Teaching Management, Unisa, said one percent of white women were illiterate. More than half of black women, 35 percent of coloured women and 22 percent of Indian women were illiterate.

Sowetan Correspondent

Black matric delay welcomed

By Karen Stander,
Education Reporter

The Government's decision to postpone the matric examinations for blacks for a week, and to allow those who fail to rewrite in March, has been generally welcomed, by educationists and politicians.

Ken Andrew, DP spokes-

man on black education, welcomed the new flexibility and willingness to consider representations.

"One accepts that large-scale changes are not easy to introduce at this late stage," Mr Andrew said.

But Schalk Pienaar, CP spokesman on education and training, condemned what he said was a surrender to

revolutionary demands and said the administrative disruption and additional expense could not be justified.

● Examinations will be written between October 29 and November 27. All candidates who achieve more than a 20 percent average in November will be allowed to write supplementary examinations in March.

Textbook crisis stems from 1985

Education Reporter

The problem of textbook shortages had its origin in the unrest of 1985-86 and the effects were compounded every year, according to Department of Education and Training regional chief director Peet Struwig.

He added that backlogs built up quickly and took years to remedy.

Mr Struwig said that

280 000 textbooks had been lost, destroyed or not returned. The cost of replacing books in secondary and primary schools had been estimated at about R18 million.

The total number of books in secondary schools was estimated at 140 000 — or two per pupil. Since 1985 more than R3 million had been spent in Soweto on textbooks every year.

By ANTHONY JOHNSON
PREDOMINANTLY black political parties and organisations yesterday dismissed the government's latest plans to partially open certain white schools as "piecemeal tinkering" with a racist system that would have little effect in practice.

The plan, which falls well short of the recommendations of the government-appointed De Lange Commission in 1981, was unveiled by the Minister of Education, Mr Piet Clase, this week.

The De Lange report recommended that there should be a single ministry of education and that parents, pupils and school councils should have freedom of choice in educational matters.

The President of the New Unity Movement, Mr R O Dudley, said "the hurdles that Mr Clase is setting up for entry into white schools are so high that you would have to be an Olympic jumper to succeed".

He said only a handful of black parents would be able to make use of the new system because of the exorbitant cost involved in sending their children to private

Black no to 'racist' schools deal

schools.

The National Education Co-ordinating Committee said that Mr Clase, "through his absurd 'trimodular' open schools formula, has essentially given the power to racist white parents to deny a decent education to thousands of black pupils".

NECC education co-ordinator Mr Gareth Rossiter said that when measured against the huge backlogs in black schools, Mr Clase's action amounted to perpetuating white privilege.

"Mr Clase is out of touch with the new South Africa we are all trying to build and the extent of the crisis in education in South Africa. He must resign."

ANC spokesperson Ms Gill Marcus dismissed the new system and insisted that all schools should be open to people of all races.

Azapo publicity secretary Mr Strini Moodley dismissed the new system as an "entrenchment of racism".

Sapa reports that Mr Moodley told a press conference in Johannesburg: "That it is black students who should go to white schools and not the reverse is enough to demonstrate whose interests the status quo is continuing to serve, while blacks have no choice to exercise."

"One educational system indoctrinates whites, the other subjugates blacks. And there is no way in which migration of black pupils to white schools will help solve the malady."

Labour Party leader Mr Allan Hendrickse said the government's latest models for education did not take into account his party's repeated calls for one educational system for all.

He said "piecemeal tinkering" at this stage of the country's history was unacceptable to his party and to thinking South Africans.

50
CMT-TINIS
12/9/90

**'Open' schools
move slammed**

*CMT
TCS
13/9/90*

SOME of the conditions for open schools imposed by the Minister of Education, Mr Piet Clase, were unreasonable and would make even an attempt at a move towards non-racial education "virtually unattainable".

This was said yesterday by Mr Rodney Mazinter, chairman of the Open Schools Association which has 78 state schools as members, most of the them in the Western Cape.

Mr Mazinter said the timing of the announcement and the "relatively complicated voting procedure" had diminished the hope some schools had entertained of adopting a non-racial admissions policy from the beginning of 1991.

He said Mr Clase's proposed models were still within the framework of a racially based constitution.

An open education policy which permitted free choice was the "only morally defensible path for true education in this country", he added.

Star 13/9/90 (50)

Widespread interest in education editions

By Winnie Graham

The Star's education pages have won praise from David Maepa of the Soweto Education Co-ordinating Committee.

He said the new editions (the ones with a map of Africa in the masthead of The Star) were proving a boon to readers.

The pages are "informative, exciting and quite marvellous, providing information for everyone from pre-schoolers to adults. There's enough in them to start an advisory service."

A Colesberg newspaper is using the Star's material in its upliftment programme.

The Department of Education and Training has asked for permission to use excerpts in its magazine, Educamus, and various groups have displayed lively interest.

The education editions carry material for school-goers, and also "life skills" such as how to write a business letter, build a house or get a driver's licence.

With the matric exams around the corner, the maths revision has proved to be of major assistance.

Benjamin Trisk of Computer, a leading developer of syllabus-based mathematics software and the firm sponsoring the maths revision work, has been inundated with requests for solutions to the maths problems.

Inflame, somehow, a passion

50

W/Mail. Suppl
Exclusve Communiqué /12 Sept/Oct '90

UNESCO's Year of Literacy, or, what the South African Institute of Librarianship and Information Science termed The Year of the Reader, has some 90 days left to achieve what it set out to do: to raise the consciousness of the need for literacy and the need for a reading culture in all countries to such an extent that as many people as possible are committed to a fully literate world by the year 2000.

So far, international agreement has been reached that there are four essential elements required in order to effectively tackle the problem of illiteracy and the establishment of a reading culture.

- Public awareness
- Media support
- Co-operation between all promoters of literacy and
- Funds for literacy work

are the crucial cornerstones. Without them, this challenge is hollow. In a country experiencing the bitter fruits of engineered ignorance, of forty years worth of manipulated educational retardation in the pursuit of ideological pipe dreams, we must, very urgently, shake off the possible effects of this nightmare.

Our readers will need little convincing that the role of the book in a democratic society is affirmative, a veritable sine qua non. The enlightening power of an ability, first, to read then to grow in reading and the joy of discovering the myriad worlds in page after countless page, is, for most of you, an existential fact. This is not so for millions of South Africans.

"Lies, damned lies and statistics", or not, current illiteracy estimates for this country range between 55% and 73% of our population. Research conducted by the University of Cape Town's Adult Basic Education Programme reveals that in 1990:

- 9,5 million South Africans are illiterate
- Current literacy classes reach less than 1% of the illiterate adults in the country.
- Between 2 and 4 million people aged be-

tween 10 and 24 years of age cannot read and write.

It is important that public ire is raised when thousands of seals are threatened with deliberate extermination. It is right that voices are raised. One seal, one voice! Let us all plant trees, build or help make it possible to build more houses, create more jobs, fight injustice at every turn, become instruments of peace and reconciliation at every possible opportunity.

But first things first. Public awareness of the injustice, the problems and dangers inherent in the consequences of illiteracy or, even, the extent of the national problem in this regard, is abysmal. Millions of South Africans who wish to learn and to read cannot and scores of those who can do not. There is no attempt unworthy, no effort too great and, certainly, no cent invested too much if the goal is to fan the flames of passion for a right to literacy and to enhance in all a love of reading.

Much of this edition of *Exclusive Communiqué* is devoted to the events planned for NATIONAL LITERACY WEEK between Sunday 2 and Saturday 8 September, which is *International Literacy Day*.

It is our fervent hope that as many people as possible will be stirred to a lifetime commitment during this week. We hope that hundreds of people will be made aware of the need to fight illiteracy and actively become involved in the establishment of a reading culture in South Africa, however they are able. Because there's no other cause I can think of which, consequently, should have all of us hammering our swords into ploughshares.

The future is in the hands of the children. If they are not educated, the years of struggle will be jeopardised. Education is the new weapon in the liberation struggle and our youth must arm themselves with books.
—ADELAIDE TAMBO

We think so too.

STEPHEN JOHNSON

PARK'S QUEST
Katherine Paterson

have the impact for me of some of her other novels and I did find that the Australian inter-

Poll shows no major changes in white educational system 50

UNLESS attitudes towards integration alter considerably, it is unlikely that the recent proposals to give parents a say in altering the status of a white school on the basis of a poll is going to result in any major transformation of the educational system.

This is one of the findings of a study conducted last year by research group, Market Research Africa, which used a representative sample of 1 000 urban white adults, representing 90 percent of South Africa's white adult population.

The research has come up with interesting findings in the light of white Education Minister Mr Piet Clase's recent announcements on models for opening white schools.

The research found that more than half of all white urban adults (53 percent) would not be prepared to accept any black pupils at their local school: this rises to 62 percent amongst parents with children of school-going age.

However, one person in every four would be prepared for over 40 percent of children to be black, though among those with children of school-going age, this drops to one in every five.

According to Mr Clive Corder, managing director of Market Research Africa, "far bolder steps" would be needed if white schools were to be opened to all ethnic groups.

Sowetan Correspondent

"In most areas of South Africa, if a poll were held among parents of pupils at a white school on the question of changing the status in favour of becoming multi-racial, the acceptance required amongst those who vote, with a minimum poll of 80 percent would be highly unlikely," Corder said.

"There are major differences between the language groups in their attitudes to mixed schools. Whereas one in every four English-speakers is against any black pupils, as many as three in every four among Afrikaans-speakers feel this way.

Sowetan 19/9/90 Acceptance

"Acceptance of black pupils is less prejudiced amongst those in higher income brackets and among younger people.

"Thirtysix percent of those in the A income group, where average monthly household incomes exceed R5 000, do not want any black children in their local school, compared with 59 percent in the D income group, where incomes are less than R1 000 a month.

"Among people over 50 years old, the proportion rejecting black pupils is also 59 percent, but this declines to 47 percent among those aged 16-24."

Is discipline the answer?

See 199190 (50)

In an informative article on education and economic development in Singapore (The Star, August 21), James Moulder illustrated how important hard work and standards have been in Singapore's success.

There is a story, probably apocryphal, that in 1948 an eminent Harvard economist concluded that Japan was without hope — it was over-populated, without resources and with an inadequate capital base. Today, it has perhaps the strongest economy in the world. The rocky little island of Taiwan is another example that is often quoted.

An article in a recent issue of The Economist argued the other side of the coin. Initiative can be sapped out of an economy, either by over-padding welfare or by a too-ready blaming of others for problems, rather than an acceptance of responsibility. In education, the writer argued, it is self-discipline and not self-esteem that is the key.

Effective schooling is a key element in all the economically successful countries. American sociologist Sara Lightfoot argues that what distinguishes good schools is their confidence about being able to safeguard standards. This assurance is

based on a continuity of values and achievement over many years. Projections on the future supply of teachers, especially in secondary schools, make gloomy reading, and the provision of education of quality, even in the best of schools, is at risk. The status accorded to teachers in countries such as Japan and West Germany, as well as the experience we have in our own good schools, contrast starkly with current experience.

Discipline is a crucial element in this sustaining of values. Such recipes for success are unwelcome in many quarters, and will be dismissed as conservative and elitist. Oppression and disadvantage in South Africa have led to such great inequalities that questions on standards have become very complex indeed. In many educational and political debates in South Africa it is simply not acceptable to talk of standards. Yet, the concept of standards is a valid one, and we all

know what they are. A recent World Bank report on education in Africa is very clear in its suggestions on what needs to be done. It includes statements such as these:

- The erosion of quality is one of the two main educational issues in Africa today.
- In cross-national studies academic achievement in Africa has been sufficiently poor to be a cause for serious concern.
- Success in the selective expansion of education services will depend on a general effort to safeguard the quality of instructional staff.
- Preparing and supporting people in positions of responsibility — in government, business, and the professions — is the central and essential role of the universities.

First, higher education is now producing relatively too many graduates of programmes of dubious quality and relevance, and generating too little knowledge and direct

development support. Secondly, the quality of these outputs shows unmistakable signs, in many countries, of having deteriorated so much that the fundamental effectiveness of the institutions is also in doubt.

As Charles Simkins has pointed out, in times of great conflict for power, the function of signalling positions in the political power struggle, making it useless for rational discourse. Any plea for the establishment of standards that demand discipline and consistency is therefore unlikely to spread light.

Research in America has shown that the biggest reason for teacher dissatisfaction is their being asked to do things which they know will not work for the kids — and experience in Zimbabwe has pointed out the dangers of unrealistic expectations of what teachers can achieve.

So strongly do independent schools feel about the need for teachers of quality in our schools that they have launched a campaign to make pupils and parents aware of the looming crisis in supply and of the rewards possible in what is very much a key profession.

Township classes are deserted

50

18/9/90

East Rand Bureau

Hundreds of Daveyton pupils went home yesterday morning after classes were disrupted, Department of Education and Training spokesman M Steen-

kamp said.

He said there was extensive absenteeism at the Mabande High School in Ogies following the murder of one of the pupils. There was no schooling in the Vos-

loorus, Katlehong and Tokoza areas because of the township violence.

Tembisa principals were allegedly forced out of their schools by members of the National Education Union of SA.

Pupils in court over protest

By DAN DHLAMINI

50 22 19
c/fress 16/9/97

ONE hundred and fifteen pupils – all members of the Congress of South African Students – were this week arrested in separate incidents in Potchefstroom.

The first group of 36, including Potchefstroom branch president Jimmy Masindi and Cosas members from Stilfontein, Potchefstroom and Klerksdorp, appeared before Magistrate E Schutte charged with trespassing at the Department of Education and Training offices.

Their appearance in court follows an alleged sit-in at the DET Diamond Field region's Teemaneng Building on Monday.

The accused were not asked to plead and the magistrate postponed the case to November 8.

Eight of the youths aged between 13 and 16 were released into the custody of

their parents and others are out on R100 bail each.

While the first group's hearing was in session 79 other pupils – also Cosas members – were arrested on Thursday at the DET's offices.

They have been charged under the Internal Security Act.

The state alleges that the group gathered illegally at the DET's offices in Potchefstroom.

Chief prosecutor E Nortje said the matter had been referred to the Attorney-General for a ruling.

The 79 pupils appeared before the same magistrate, who adjourned their case to November 13 pending the Attorney-General's ruling.

They were each granted R300 bail and those who were under age were released into their parents' custody.

Unrest blow to exam hopes

C/Pre 16/9/90

THE unrest situation in certain parts of the country is threatening to render insignificant the postponement of matriculation examinations – because of a lack of normal schooling in affected areas.

DET public relations director Corrie Redemeyer said although it was not immediately possible to give a detailed assessment on attendances throughout the country, it was clear many schools could not function normally in areas affected by unrest.

DET matriculation examinations are due to start on October 29, after a one-week postponement.

And an educational crisis of astronomical proportions is looming in Soweto for about 90 000 non-matric pupils – many of whom have been taught only between 10 and 50 percent of the year's curriculum, because of school boycotts and chalk-downs by teachers.

DET Johannesburg regional chief director LP Mo-

letsane warned, moreover, that reports and promotions from any internal examinations would have "no legal value" unless evaluated by his department's officials, who were barred from Soweto schools.

Moletsane said a effort was being launched by his department to "address this enormous problem and join hands with everyone involved to work hard for a positive, practical solution".

There are 70 000 secondary school pupils in Soweto, of whom 8 000 are in matric. In the primary schools, about 30 000 pupils are affected by the problem, Moletsane said.

However, his department's efforts were hampered by what he termed "a Soweto teacher organisation", which was denying his officials access to Soweto schools.

Meetings have been held with this organisation in which its members were urged to adhere to the "stand-

ing procedures" and start allowing the department's estimated 40 inspectors back into the schools – without any success.

These inspectors were now preparing matric study guides for the forthcoming examinations, Moletsane explained.

The regional chief director warned "unless official evaluation is exercised, the resulting school reports would have no legal value. Promotion hangs in the balance. Many parents have expressed their extreme anxiety over the present state of affairs".

"The 'pass one-pass all' campaign in 1984 has been cited as the main reason for the poor 1989 matric results. This year no one wants to see a repeat of that campaign," Moletsane said. – Sapa

Crisis looms for 90 000 Soweto pupils

Star 15/9/90

30

ADA STUIJT

AN educational crisis of astronomical proportions is looming in Soweto for about 90 000 non-matric pupils, many of whom have been taught only between 10 and 50 percent of the year's curriculum because of school boycotts and chalk-downs by teachers.

Solution

The regional chief director of the Department of Education and Training (DET) in Johannesburg, L P Moletsane, warned that reports and promotions based on internal examinations would have "no legal value" unless evaluated by DET officials, who were currently barred from Soweto schools.

Mr Moletsane said a joint initiative was being launched by his department to "address this enor-

Schools closed to inspectors

mous problem and join hands with everyone involved to work hard to reach a positive, practical solution".

There are 70 000 secondary school pupils in Soweto, of whom 8 000 are in matric. In the primary schools, about 30 000 pupils are affected by the problem, Mr Moletsane told Sapa.

However, the DET's efforts were hampered by what he termed "a Soweto teacher organisation", which was denying his officials access to Soweto schools. Official procedures had been suspended by a process of coercion, he noted.

Mr Moletsane said meetings had been held with various organisations, which had been urged to ad-

here to the "standing procedures" and allow the department's estimated 40 inspectors back into the schools, but without success.

These inspectors were now preparing matric study guides for the forthcoming matric examinations, he explained.

Mr Moletsane warned that "unless official evaluation is exercised, the resulting school reports will have no legal value. Promotion hangs in the balance. Many parents have expressed their extreme anxiety over the present state of affairs".

Expectations

"The possible logistical problems caused by failure rates will be exacerbated by the expectations of young pupils who have been taught to oppose any form of authority and control," he warned.

"The 'pass one, pass all' campaign in 1984 has been cited as the main reason for the poor 1989 matric results," Mr Moletsane went on to say.

He added: "This year no one wants to see a repeat of that campaign." — Sapa.

6

'Court' said to punish teachers

15/9/90

SD

ABBEY MAKOE

Claims 'baloney' says union's boss

THE National Education Union of South Africa (Neusa) has been accused by some Soweto teachers and principals of running "people's courts" and victimising teachers who are not members of the union.

According to teachers interviewed by Saturday Star, the "courts" have been in operation for the past four months. Most of the teachers who have been tried and sentenced were staff from primary schools.

Apology

Those who have so far appeared were not members of the union.

In one case, Mrs Johanna Shabangu (not her real name) a head teacher, claimed she was suspended from duty for 12 days in July for being in "contempt of court". Mrs Shabangu said she was reinstated after she had appealed and written a letter of apology.

She would not say what charges she faced at the "trial".

A letter of apology, written to the Neusa, emerged as the minimum punishment the "accused" have been subjected to.

Saturday Star is in possession of some of the letters written by some of the people's court victims.

Proceedings are usually held

at Leitsibolo Combined School in Tladi, Soweto. Classrooms are used as court rooms. The "court" sat on Mondays and Thursdays after 2 pm.

A teacher, who has been in the profession for 17 years, said she was informed during a "hearing" that she was a stumbling block in the struggle, and that she was not fit to be a member of Neusa.

Saturday Star team witnessed the whole staff of Naledi's Mara Higher Primary including the headmaster enter Leitsibolo school yard to be tried. The charge against them was that they had closed their school for the winter vacations, thus violating Neusa's call for the schools not to be closed. Their case has since been indefinitely postponed.

Mud-slingers

Approached with the allegations, Mr Curtis Nkondo president of Neusa said: "I dismiss all these allegations as absolute baloney."

He said when people want to discredit an organisation they will come up with all sorts of strange stories. "This has happened to many organisations, I



DISMISSIVE: Curtis Nkondo says the allegations about kangaroo courts are "absolute baloney".

can actually say all, and Neusa is not an exception.

Asked about the self-confessed victims, Mr Nkondo said there were no victims because there was no punishment meted out to them.

"They are merely mud-slingers bent on throwing the mud at Neusa and remain with their dirty hands", he said. "Why

didn't they phone me? This is a smear campaign," he claimed.

On the teachers' lack of discipline Mr Nkondo explained: "Teachers must abide by the policy of the organisation, which is to teach".

The Neusa president also lashed out at the Saturday Star: "For all these months your newspaper is the only one that has the information. It seems you're only interested in publishing stories without investigating them."

The Johannesburg regional director of the Department of Education and Training, Mr Peet Struwig, said it was difficult for the department to intervene.

He explained: "The victims are so intimidated that they seldom come forward to make statements."

'Catch 22'

Mr Struwig said the other problem was that Neusa held the courts after school hours and hence had put the DET in a "Catch 22 situation".

He revealed that the information about teachers being tried and sentenced only came to his attention for the first time eight weeks ago.

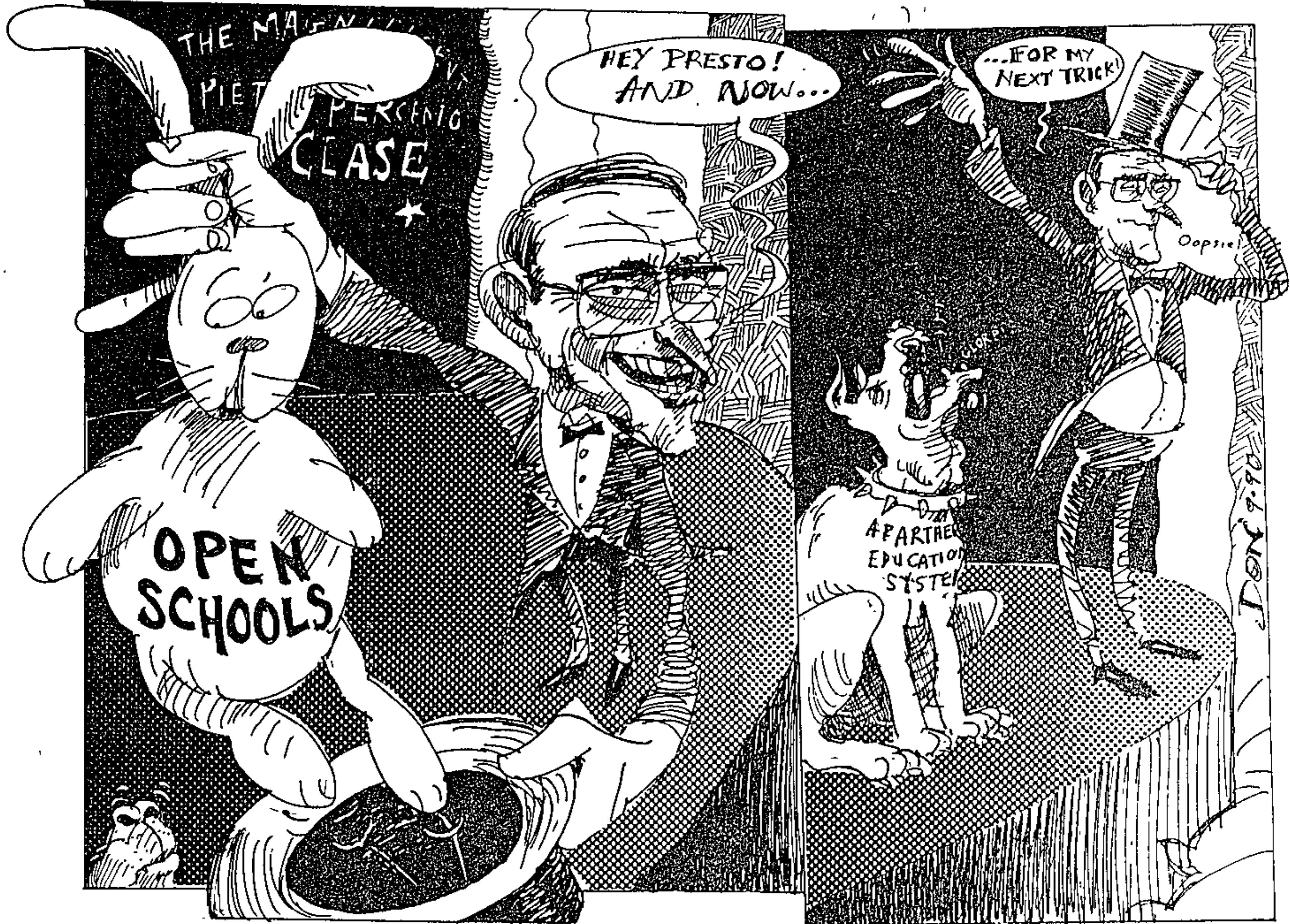
Mr Struwig cautioned: "The relationship between the employer and the employee must not be forgotten. Conditions of work are determined by acts and regulations."

New bursary honours murdered journalist ⁵⁰

A SPECIAL bursary — named after slain journalist Sam Mabe — was announced by Pick 'n Pay chairman Raymond Ackerman, at the Four Outstanding Young South Africans award ceremony on Wednesday night.

The Sam Mabe scholarship, funded by the Raymond and Wendy Ackerman Education Trust, will provide R20 000 for students to study for a four-year journalism degree at Rhodes University.

Mabe was to have been one of the judges of this year's Foysa awards, which went to musician Johnny Clegg, *Vrye Weekblad* editor Max du Preez, James Chapman, managing director of Taxi SA Marketing, and Pick 'n Pay's marketing and advertising director Martin Rosen. w1 Mail 14/9-20/9/90



JUST as we thought the National Party has seen the error of its ways, Minister Piet "Percentage" Clase announces a "white "open school" policy which would — if it was not so tragic — make one double up with laughter.

The writing must clearly be on the blackboard that in a future nonracial South Africa, schools will be open to all races.

We have a rare agreement with the rightwing Conservative Party that the Nats have clearly become a government afraid to govern.

Decisions on a just education system is now apportioned to white parents who, in effect, have been told they can perpetuate racism and prejudice by securing the vote of 10 percent plus one from among them.

COMMENT

Nats' racist folly

South 13/9 - 19/9/90

50

Why did the government not extend the same privilege to white commuters when it opened suburban trains to all races?

Or to white bathers when it decided to open white beaches?

The education of South Africa's young people is not an issue affecting white parents alone.

Concerns

The overwhelming majority of black parents have placed the education of their children high on their list of concerns. Why not ask black parents about the education of their children?

Clase will be surprised to find that black parents have little desire to send their children on a quota basis to white

schools in white suburbs that will maintain their "national Christian character".

The issue is not open white schools but a fair allocation of resources — which will make equal education possible — and the scrapping of the country's 17 education departments to create a single education system for all South Africans.

There is little to convince that Clase's announcement is nothing less than a whitewash.

The question which remains unanswered is whether the abolishment of the Group Areas Act will go hand-in-hand with the opening of schools.

As long as people are divided into group areas, opening schools in white areas is an absurd notion.

The staggering black education problem, a recent survey found, requires a budget of R29-billion (or 47 percent of the national budget) to be brought on an equal footing. The Department of Education and Training last year recorded a shortage of more than 150 000 classroom spaces for black children, while at white schools there were more than 177 000 open spaces.

Yet, while the country's education deepens, Clase still finds an opportunity to fool around with his calculator to check whether schools polled 80 percent of white parents, that 90 percent of them had voted "aye" and, if they did, they now qualified for a 75 percent subsidy.

What sheer racist folly!

Battle for study rights

GRAHAMSTOWN.— Africa

A book on the struggle for prison study rights written by ex-prisoners, was launched here this week.

The book, "Education is Ours" published by Each Working in Education (EWE), also explores their vision of an alternative education system for South

Africa. The ANC's Govan Mbeki, who was the main speaker at the launch, said:

"The book tells us how comrades in detention overcame efforts by the government to break them."

Mbeki explained how the writers of "Education is Ours" captured the experiences of the detainees from

as early as 1986.

He said that the detainees had won a battle to study while in jail. They had learnt that learning was a process where people became involved, and that their method of learning realised how education was related to peoples' education.

Mbeki said the book showed that EWE was a

body "where each is expected to teach one and participate in the decisionmaking".

The head of the ANC's education desk, John Samuel, said the launch was "in nature a resistance to" the government's apartheid educational policies.



Govan Mbeki

20/9/90 (50)

NEWS



British MP William Waldegrave (centre) chats with Dr Nthato Motlana at the unveiling of a plaque at the UK-funded Promat College yesterday. British ambassador Sir Robin Renwick is on the left.

Britain puts money into black college

Pretoria Bureau

Britain is helping to pay for the building of the first independent black teachers' training college in South Africa.

William Waldegrave, Britain's Minister of State in the Foreign and Commonwealth Office, unveiled a plaque yesterday commemorating British assistance to the R20 million Promat College under construction near Mamelodi.

Mr Waldegrave, on a three-day visit to the country, is expected to meet President de

Klerk today and other top political figures.

Last night, he had a private meeting with Foreign Minister Pik Botha and later today is to brief British heads of mission stationed in Africa south of the Equator.

Speaking at the college yesterday, Mr Waldegrave said it was the first such privately funded establishment since Kilmerton College, where many top black teachers were trained, was closed by the Verwoerd government in the 1960s.

The 26 ha site will house the

Promat College, now in a disused factory in Mamelodi, and a primary school. There are four other colleges in the country.

The training college will admit its first 100 students in January and it is eventually intended to house 400.

Mr Waldegrave described Promat as one of the most imaginative and outstandingly cost-effective ways of helping very large numbers of black South Africans acquire better access to education opportunities.

Single schools system
a 'monster' Stoffel

SACS rejects 'open' plan

Staff Reporter

SACS has rejected the government's open-school models and vowed to pursue any alternative means to accept pupils of all races.

The chairman of the SACS management council, Professor Peter Folb, said the government's conditions for opening schools were "unreasonable and unrealistic" and were based on racial criteria.

"SACS remains unconditionally committed to non-racial education, and the management council has concluded that the minister's requirements for opening the schools are obstructive to that commitment," he said.

Prof Folb declined to expand on how the schools would circumvent official government policy on the issue, but said SACS had the "will, determination and machinery to go forward".

JOHANNESBURG. — A single education system would create "an uncontrollable bureaucratic monster", the Minister of Education and Development Aid, Dr Stoffel van der Merwe, stated during a panel discussion on the SABC's Afrikaans radio programme Monitor yesterday.

Dr Van der Merwe also said the question of a single education system for South Africa would have to be discussed at the negotiating table, and that other systems would have to be considered.

He said the challenge in black education was to set aside political differences and get the children back to the classrooms.

More appropriate syllabi and more career-oriented education should also be considered, Dr Van der Merwe said. — Sapa

Mixed schools show the way

Star 2/16/90 50

Because the Afrikaner has so effectively used education to achieve his political ends, it is easy to understand his very real fear of the rapidly growing demand for "people's education" among the black population. In this highly volatile climate of change and revolution, with so much bitterness, fear, strife and hatred, what positive and healing role can education play?

Its role must be twofold. Not only must it help to bring about the demise of apartheid, but it must also help to create the sort of society which South Africa will need in the post-apartheid years.

Apartheid is not going to die a natural death. On the contrary, the agony of its death throes is going to create problems in every aspect of South African society.

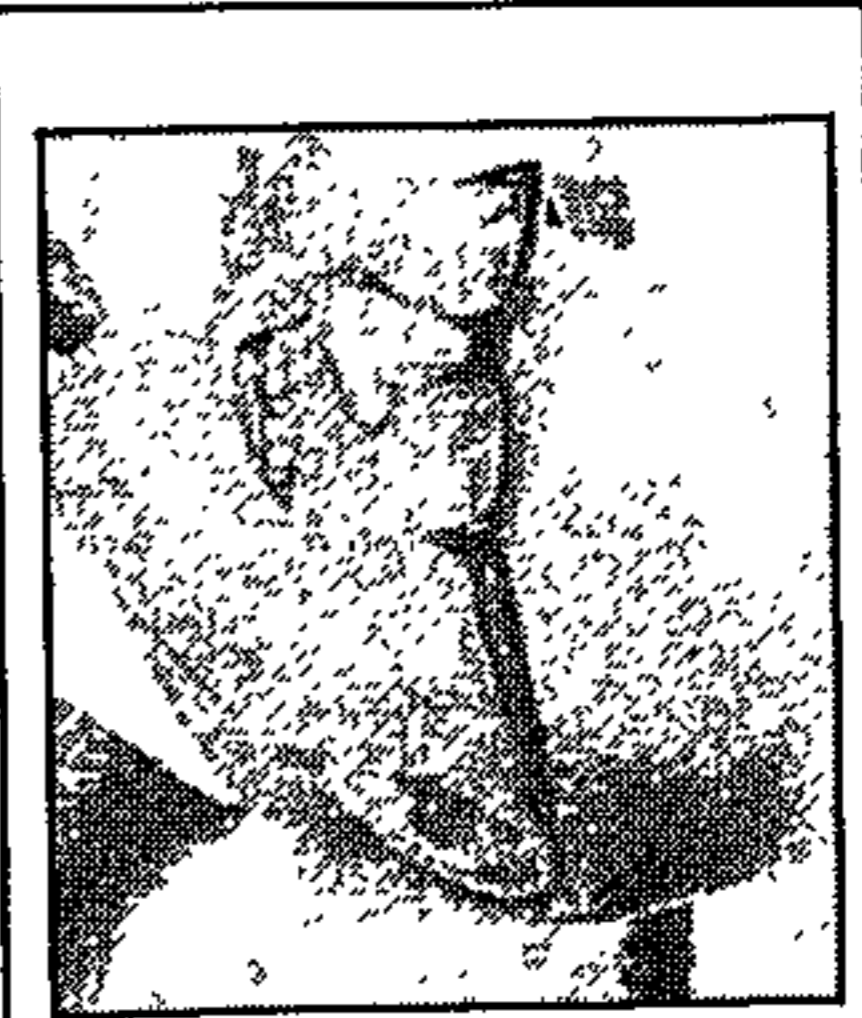
Both blacks and whites all need to form new ways of thinking, new patterns of living, new concepts of morality and justice and new standards of values.

Whites must learn that blacks are in no way inferior to them. Blacks must learn that whites have much to offer. Both must learn to accept each other and to accept that the future can be forged only in unity and co-operation.

Significant

Education is already playing a significant role in shaping the new South Africa. In the early 1970s, schools like Woodmead and those controlled by the Roman Catholic Church assessed the situation. What they saw was a deeply divided land heading for violence and disaster. These fears were greatly strengthened by the events of June 16 1976 in Soweto.

Communication between the races had not just broken down, but had been deliberately destroyed by an education system which separated the races and purposefully gave to blacks an inferior branch of education. A tiny fraction was spent on black education compared to the lavish sums voted for white educa-



STEYN KRIGE, of the New Era Schools Trust (Nest), writes on the role of education in the new South Africa.

tion. On every hand there was discrimination, injustice and inequality.

Those in authority in these schools, with a deep love for South Africa and an even deeper concern to do something about the escalating formula for disaster, believed there was something of great importance which could be done in their schools.

If the basic problem was indeed a lack of communication, then the answer for schools with a conscience was crystal clear. If the breakdown in communication had been exacerbated by apartheid's insistence on separate schooling, then the way to reverse this disastrous trend was surely to do away with the concept of separate schooling.

Consequently, these schools took the momentous decision to admit pupils of all races to their schools. The lead given by these schools was followed by other private schools, at first very hesitantly, but with an ever-escalating degree of courage. Other organisations such as Leaf and Nest were born. Until today, there are many who have acted upon their conviction that the key to the new South Africa lies in education. Unfortunately, this initiative is still confined to private schools, as it remains contrary to Government policy.

There are, however, encouraging signs that the revolution will spread to State schools, many of whose parents' associations have voted overwhelmingly in favour of opening their schools to all races. By accepting pupils of all races, Woodmead and the Roman Catholic

schools, and more recently organisations such as Nest, have not only begun to provide a quality education for black pupils, but they have also sought to redress the evils which have resulted from separate and unequal education.

By bringing youngsters of all races together at school, where they learn to play, to work and to live together, a new South Africa is being forged. Not only are they learning to communicate, but they are also learning to appreciate one another's cultures, to understand one another's points of view and to realise they share many common aspirations.

Parlous

Increasingly, they are realising that the things which separate them are of far less significance than the things which bind them together.

This is undoubtedly the way forward. African education remains in a parlous state. Boycotts of classes are still the order of the day. There is very little control in the schools. Teachers are too few in number and, by and large, inadequately trained.

While white schools enjoy a high pass rate of well over 90 percent and have outstanding facilities, black schools on the whole have appalling facilities and an average pass rate in Soweto of 26 percent, with some schools registering a 1 percent pass rate.

Much remains to be done to give our black people an adequate, let alone a good education. We are reaping the fruits of decades of the iniquitous Verwoerd policy. But

whatever strides are made in black education, this on its own will not solve the breakdown in communication with the consequent inability to appreciate one another both for the cultural background of all our races and for the intrinsic worth of all men.

This will be done only as our children learn by contact and experience that all men are equal. It is both astonishing and gratifying how quickly children lose all consciousness of race when they have this privilege and opportunity of playing, working and living together in the same schools.

As this structure for the future is allowed and encouraged to develop in open schools, it is also important to revitalise and reform the syllabi.

History

White children must learn that contrary to what their textbooks tell them, South African history did not begin in 1652 when Van Riebeeck landed at the Cape.

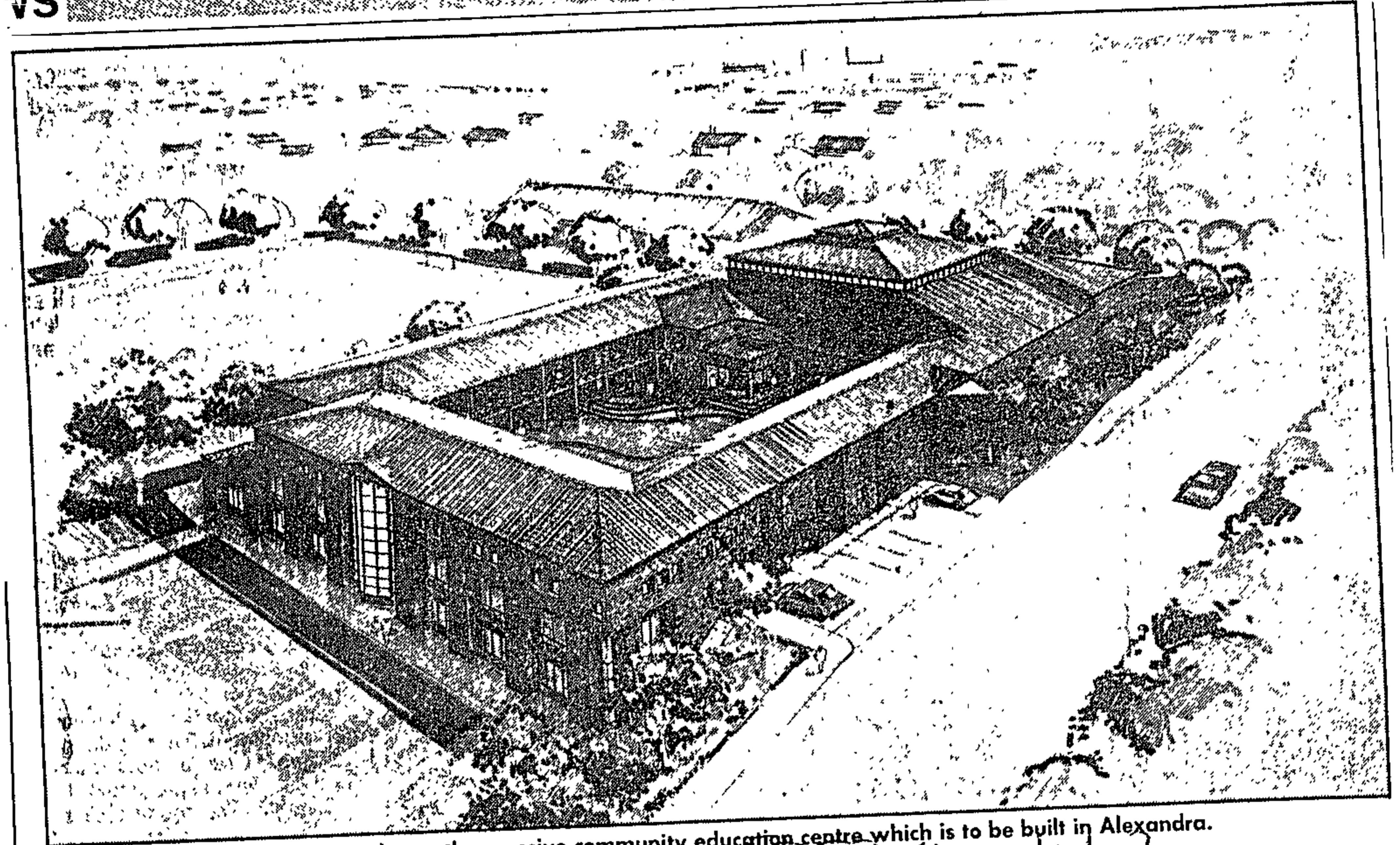
Similarly, black pupils must learn to appreciate that the landing of Van Riebeeck was indeed a significant event with consequences which have radically altered South Africa.

All must learn that South Africa is part of Africa and not of Europe. Thus the education needs to become less Euro-centred and more Afro-centred.

The future for South Africa is an immensely exciting one. It behoves our educational system not to fail those who expect so much of the future.

While the private open schools are not a long-term solution to the educational problems of this land, they do have, in the here and now, an unequalled opportunity to experiment, to shape the future and to bring all our many peoples together in an atmosphere of understanding, respect, co-operation and with a shared goal.

Never has the South African motto of "Unity is strength" been more true than at present.



Boost for the people . . . the massive community education centre which is to be built in Alexandra.

Alex gets R6,3-m education centre

By Winnie Graham

Alexandra and the Sandton Civic Association have joined forces to build a massive community education centre in Alexandra at a cost of R6,3 million.

Money for the project — known as Alex San Kopano — has come largely from overseas. The largest donation, more than R4,6 million, came from the Evangelical Centre for Development Aid in Germany.

The facilities will include a hall seating 1 000 people, seminar rooms, offices for community organisations and a community library.

A comprehensive survey is soon to be launched which will collect up-to-date information on the physical, demographic, educational and socio-economic aspects of Alexandra.

Based on the survey's findings, education programmes will be arranged to teach people skills equipping them to

deal with issues such as improvement of formal education, training for unemployed people, provision of affordable housing, and community and health education.

Holly Luton, chairman of the management committee, described the project as exciting because it could serve as a model for community-based development initiatives in other parts of South Africa.

"Alexandra has a population of about 185 000 and although it

has tremendous problems, it is of a more manageable size than Soweto.

"If we can develop strategies here which enable people to tackle their problems on a basis of self-reliance and dignity, then perhaps we're creating something that can be replicated elsewhere," she said.

Dave Jackson, an experienced education and development consultant, has been employed as the project's development director.

Schools: Nearly 50% to poll — DP

Cape Town 16/10/90

50

By BARRY STREEK

ALMOST half of the 92 white schools in the Cape Town area have applied to hold polls among parents to open the schools to all races from January next year — and the first voting is expected to take place on October 19.

In some Cape Town schools, teachers have threatened to apply for transfers if their schools are not opened next year.

"There has been a tremendous groundswell throughout the Cape Peninsula for schools to go open in January next year," Mr Ken Andrew, a Democratic Party education spokesman and MP for Gardens, said yesterday.

"Close to half the schools in the Cape Town area have already decided to test the opinion of their parents and there is little doubt that others will follow soon.

"Some schools have already polled their teachers and high school pupils. In all the cases I am aware of there have been overwhelmingly favourable results," Mr Andrew said.

"In fact, in a number, many teachers have indicated that if their schools do

not adopt a non-racial admissions policy, they will attempt to find posts elsewhere at schools that have opened their doors.

"The level of enthusiasm is running high and there is every indication that many schools will get strong mandates to go non-racial.

"There is also a feeling that in the not-too-distant future, schools that have a solid yes vote will be allowed to open, whether they have achieved the precise percentages required or not," Mr Andrew added.

Beginning on October 19, the first polling of parents is expected to take place at schools like Plumstead High, Rondebosch High, Rondebosch Preparatory, Oakhurst, Westerford and the Pinelands schools.

Schools have to apply to the Department of Education and Culture in the House of Assembly to be allowed to hold a poll of parents and then they have to apply to the school board for dates.

Provisional dates for the polls have already been agreed on for about half of the schools that have applied for them.

Curriculum report (50) stresses professions

W/Mar 5/10 - 11/10/90
DURING the first 10 years of school, pupils should follow a curriculum offering a minimum number of choices of subject, according to a report published by the Committee on Career Guidance this week.

Specialisation should be restricted to the last two years when provision should be made for two main courses, one emphasising an academic career, and the other a profession, said the committee's chairman, Dr Schalk Walters.

The committee recommended that fewer pupils should be encouraged to follow an academic direction.

CME 71475 5/10/90

50

City leads in open schools poll requests

By DAVE MARRS

ABOUT ten percent of white schools in the Cape Province will be polling parents on the issue of open schools — and about half of Cape Town's white schools are believed to be in this total.

A spokesman for the Cape Education Department (CED) said 83 of 765 white schools had requested details of how to vote on model B of the three proposed models.

The spokesman said it was against departmental policy to identify the schools, but accord-

ing to the Democratic Party MP for Gardens, Mr Ken Andrew, up to 50 of them are in the Cape Town area.

The procedural details required to conduct the polls include a provision for postal votes for parents of boarders and special votes for those who are indisposed on the day of the secret ballot.

According to the CED, each parent whose name appears in the admissions register of the school will have a separate vote.

● The Open Schools Association (OSA) has compiled a pack-

age to assist schools in addressing issues they will have to confront when they open to all races.

OSA suggests bridging classes and support programmes to help black pupils adapt to the new schools, and notes that home circumstances such as a lack of electricity, transport problems and poverty would have to be taken into account.

Some aspects of the syllabus might have to be changed, while cultural, racial and religious tolerance would need special emphasis, the researchers said.

after 7/10/90

Setback to teachers' unity

By SOPHIE TEMA and SANDILE MEMELA

THE South African Democratic Teachers' Union (Sadtu) was launched in Johannesburg yesterday after almost two years of talks between teacher's bodies, but it seems to have run into difficulties already.

Sadtu, which was set up with the intention of uniting all teachers in a non-racial union, has already left the country's single largest teacher organisation out in the cold.

It is the 35 000 member Transvaal United African Teachers' Association (Tuata).

Despite earlier participation, Tuata was refused participation in the launch because it had serious reservations about "rushing into signing" the required unity agreement.

Tuata were planning to send 65 observers to Sadtu's launch and had submitted a registration fee.

They feel they were deliberately snubbed on September 30 when Tuata president Leepile Taunyane and officials were not told of a change of venue for a pre-launch meeting of the interim National Teacher Unity Forum (NTUF) - where they wanted to negotiate their position.

Speculation is now growing that there is room for an alternative non-political structure.

However, at yesterday's Shareworld launch of the 210 000 member Sadtu, convenor and Cosatu Education officer Chris Seoposengoe dismissed rumours that Tuata's position threatened unity.

Seoposengoe said Tuata was expected to join the ranks of Sadtu shortly after its annual congress next June.

Tuata officials yesterday strongly denied any knowledge of this, saying Tuata had made no official communication to Sadtu other than its earlier memorandum outlining its reservations.

In the keynote speech at the launch, ANC deputy president Nelson Mandela said teacher unity heralded the evolution of a new education without regard to race.

Mandela stressed Sadtu should be a professional teacher body that should encourage the teaching of pupils in the classroom.

Sadtu's forerunner, the NTUF, was founded in April 1988 after talks in Harare between the Progressive Teachers' Union, the Progressive Teacher's League, Tuata's parent body, the African Teacher Association of South Africa (Atasa), the Teacher Associations of South Africa (Tasa) and the Union of Teachers Associations of South Africa (Utasa).

The meeting was facilitated by the World Con-

Tuata gets a no from Sadtu on observer status

federation of Organisations of the Teaching Profession (WCOTP), the ANC, Cosatu and Sactu.

Cosatu was appointed facilitator and convenor of further meetings.

Seoposengoe earlier this week confirmed that only some regional members of Tuata would be at the launch.

Seoposengoe also confirmed Tuata had been participating at regional and national meetings.

He said Taunyane briefly attended the East London conference.

"To our dismay we later read advertisements in some newspapers which indicated that Tuata had qualms about the new union."

"Finally, Taunyane said the organisation (Tuata) could not be dissolved overnight and that a mandate should first be obtained from members."

"We appreciate the fact Taunyane pointed out that Tuata has started work on a R500 000 project and could not just suddenly give this up."

"There are other organisations with similar problems and our constitution does make provision to accommodate them," Seoposengoe said.

But, says Tuata executive officer Noel Huntingford, this provision only states that all participating organisations disband within a year.

Huntingford said Tuata endorsed the ideal of teacher unity, but when it met to discuss the launch of Sadtu, serious queries came up and Tuata decided not to empower the mother body, Atasa, to enter into the unity agreement.

Atasa, which includes six affiliates of Tuata - the Natal African Teachers' Union (Natu); the Orange Free State African Teachers' Association (Ofsata), the Cape African Teachers' Union (Catu), Border Progressive Teachers Union (Boptu) and the Transkei Teachers Association (TTA) - cannot disband without members' consent.

At a meeting of these affiliates on September 29, no unanimous agreement could be reached.

Two affiliates were against signing, two uncertain, and two in favour.

One of the questions Tuata would like answered is why some top-ranking Atasa officials made premature statements about disbanding the association, knowing they had no mandate.

They also question Sadtu's claims to be democratic in view of the "undemocratic methods used in NTUF meetings".

They also mentioned partiality shown towards Cosatu-aligned organisations.



Chris Seoposengoe ... Tuata will join.

Teachers' unity

Border wants open schools

11/25/90
SCHOOLS in King William's Town have opted to apply to the Department of Education for a poll to allow pupils of all races to be admitted in terms of the department's "Model B" proposal.

Although the schools will remain government schools, in terms of the proposal they will be able to admit children of all races, at the discretion of school committees.

National Party MP for King William's Town, Ray Radue, said the Afrikaans-medium school De Vos Malan, and English-medium schools Dale College, Dale Junior, Central Primary and Kaffrarian High School, had applied

through the local School Board.

"All five schools have asked to hold their polls on November 6," Radue said.

He said the poll had to be handled from a practical point of view because the schools in the area required extra time to reach parents who did not live in King William's Town. "King's situation is unique because of the many boarding institutions. I have brought this to the minister's attention."

He said it was important the department granted the applications as a matter of urgency, and he had made further representations to the minister on behalf of the five schools. — Sapa. €

Expert urges blacks 'teach own people'

Soweto 21/9/90

50

BLACK South Africans should not leave their education to the oppressor or else they will be uneducated, says a visiting American educationist.

Dr Henry Ponder, president of Fisk University in Nashville, Tennessee, said this at the 10th anniversary celebrations of the Council for Black Education and Research held at Funda Centre in Soweto.

He said in the United States they had discovered that so long as people leave their education in the hands of the oppressor, they were not going to be educated.

"I urge you to take care of your destiny because in the end you will win," he said.

Disparity

Outlining the history of black Americans, Ponder said they had also experienced disparity, inadequate facilities and poorly qualified teachers.

He said, however, by 1930 78 percent of black Americans could read and write in just a period of 68 years.

Ponder said there were 117 black colleges and universities in the United States. If these institutions had not been there, America would not have produced some of the great black leaders they had.

Colleges

"It's important that you educate your people. Even after this country is liberated, keep having black colleges."

By NKOPANE
MAKOBANE

not tell them how to behave and what to do when they got there.

He said the present ed-

ucation was geared at "book-learning". This, he said, had given pupils an excuse that they were not going to school because there were no books there.

According to Ponder, whites were not going to treat blacks fairly in the foreseeable future. It was for this reason that he called on the local black population not to dismantle their institutions.

He challenged the Government to introduce a new concept to replace the present examination system. He said tests had eliminated a great number of black people in the education system.

Ponder said: "This is another reason why black South Africans have to keep their black institutions..."

"In South Africa, these institutions may be inferior because they lack resources. However, when blacks start running the country, that will be taken care of".

Mr Dennis Makhudu of the CBER criticised politicians who in the past said children should go back to school, but did

THE All Schools for All People (ASAP) Campaign is working against the clock in a determined effort to see many of Johannesburg's white state schools opened to black pupils for the start of the 1991 school year.

The ASAP campaign was established last year in response to the crisis over the Johannesburg High School for Girls (Barnato Park), which was threatened with closure because of declining numbers of white pupils.

The campaign was founded by a host of subscribing organisations including the Black Sash, the Five Freedoms Forum, the Transvaal Teachers' Association, the SA Council of Churches, the Johannesburg Democratic Alliance, the Union of Democratic University Staff Association, and the SA Association of Independent Schools.

The Saturday Star discussed the campaign earlier this week with two members of the ASAP's north-east Johannesburg committee. The members are Professor Bruce Murray, head of the University of the Witwatersrand's Department of History and chairman of the Academic Support Committee in the Faculty of Arts, and Mary Metcalfe, a lecturer in the Department of Education at Wits University.

Unequal facilities

"A large number of the Transvaal Education Department (TED) schools in north-east Johannesburg are operating at very much below their capacity ... while nearby Alexandra is experiencing tremendous overcrowding in classrooms," Professor Murray said.

Professor Murray said ASAP's north-east committee is concentrating its efforts on opening white schools to black pupils residing in Alexandra and Johannesburg's north-eastern suburbs. "Opening white schools won't entirely solve the education crisis in Alexandra but at least its move in the right direction."

Professor Murray said the ASAP north-east committee has been establishing contact with school principals and staff members, school management committees and representatives of the Alexandra community to devise guidelines for the opening of Johannesburg TED schools to pupils of all races by the start of the next school year.

He said ASAP sponsored a recent meeting between management committees of north-east Johannesburg schools to consider the guidelines for opening schools in 1991. The management committees are now following up by consulting parents to ascertain whether they should apply to the Minister of Education to open up in 1991 in accor-

SUE OLSWANG

dance with any one of the three models recently outlined by the Minister.

"The Minister's initiative has come very late," Professor Murray said, "and it is now a race against the clock to see whether we can get schools opened in 1991."

Mrs Metcalfe said a number of considerations or guidelines would have to be taken into account for the process of change.

These include factors like age and admission ranges, numbers, selection and placement, staffing and funding.

"The consensus so far is that age ranges are important and should not be too divergent," she said. "A limit of one or two years over the average age of the class seems to be acceptable."

"Discussions about admission ranges have pointed to admission at all levels of primary school. Standard 6 seems to be the ideal starting point for high school admission so the emphasis will be placed there, but there will also be admission into Standards 7 and 8. Standard 9 and 10 have been seen as problematic."

Mrs Metcalfe said it was highly unlikely there would be an immediate attempt to fill all vacant places in north-east white schools as the aim was to rather move gradually into admitting new groups.

In schools that decide to go the private route, or to become state-aided schools, teaching staff might probably be drawn from all race groups.

Workshops will have to be held to help teachers cope with pupils from different learning backgrounds and life experiences.

Mrs Metcalfe said black pupils will most likely be required to contribute to school funds in order to maintain facilities, and the ASAP is planning to launch a major campaign to establish a bursary trust fund

● ASAP branches are also operating in Mayfair, Johannesburg north-west and Johannesburg east.

● Professor Hennie Maree, the rector of Pretoria's Onderwyskollege, has warned that traditional white education will virtually disappear in a new political dispensation.

Professor Maree, who is also chairman of the Transvaalse Onderwysersvereniging (TO) and the Teachers' Federal Council (TFC), made this statement when he spoke to representatives of the Afrikaans teacher organisation.

Referring to the new school models announced recently, Professor Maree said the Government has shown a determination to take interim steps to change and there are indications there will be numerous government schools allowing pupils of other races by next year.

Targets: Open TED schools by '91

ASAP campaigns for change in Jo'burg area

Star 29/9/90

50

For 1/10/90

(50)

DET to tighten security for exams

By Karen Stander,
Education Reporter

The Department of Education and Training has announced steps to improve security in the writing and marking of this year's matric exams.

In the past, the department, which administers schools for black pupils, has been criticised for lax security, particularly during the marking process.

Acting director-general Dirk Scholtz said on Friday that Pretoria's Skilpad Hall would not be used this year. Instead, smaller venues around the city where security could be managed more easily would be used.

Question papers would be set

by qualified examiners and moderators, and were now being packed for distribution to examination centres. A security firm would take the papers to their destinations.

Scripts would be collected daily from schools and all possible precautions taken to ensure they were delivered safely to the department for marking.

Mr Scholtz said the DET, with the aid of the Human Sciences Research Council, was experimenting this year with the use of scanners to mark some papers.

Study aids for matrics had cost the DET R1,4 million. They had been sent to all schools except a few which could not be reached because of township violence.

EDUCATIONAL AND PROFESSIONAL SERVICES

The writing is on the wall for illiteracy

SUNDAY sees the start of National Literacy Week which ends next Saturday — on Unesco's International Literacy Day.

Read, a private sector funded, non-profit making organisation, has devised a number of ways in which everyone in the country can do something constructive to help the illiterate.

They have opened a special account called the "Read Literacy Week deposit account" at the Standard Bank, into which we are all urged to donate as large a sum as we can afford.

The money collected will be used to buy carefully selected books, which will be donated to the hundreds of schools throughout the country where neither the parents, nor the schools themselves, have the sufficient funds to purchase even the most basic library books.

Every R10 donated will buy one book which will be shared by dozens of scholars and passed on down the classes.

In addition, large, full-colour book-marks costing R2 apiece will be on sale at all CNA branches in the country.

The material and printing of the book-marks were donated, so every cent from their sale is profit and will also be used to purchase books.

Read, in conjunction with CNA and the Literary Group (owners of Exclusive Books and other specialist book shops), have also organised a number of events

Read, an educational

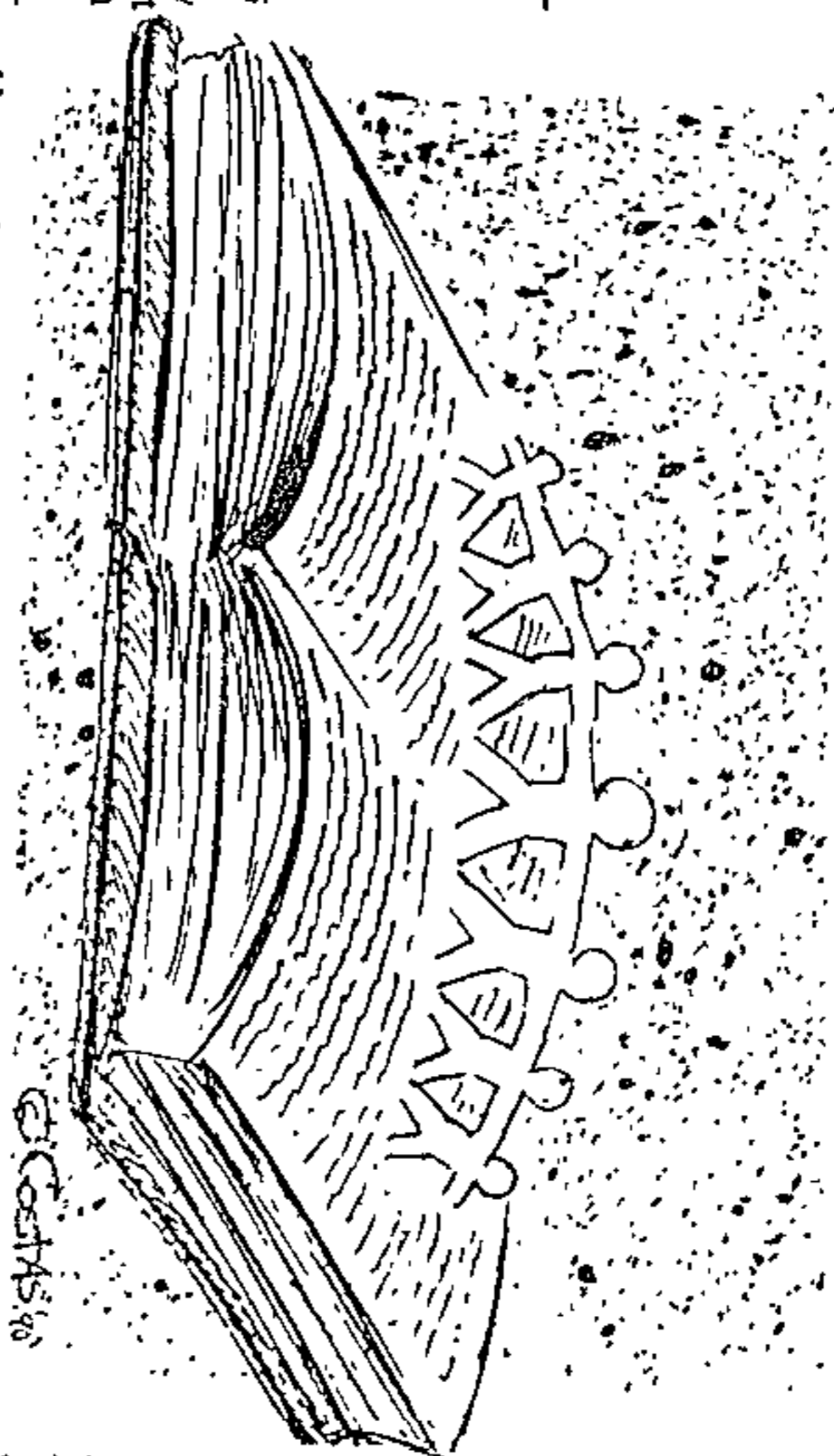
organisation, has embarked on a fund-raising campaign to help South Africa's illiterate, reports SAMANTHA WEINBERG

which they hope will motivate many thousands to pledge continuous support in the struggle for a fully literate South Africa.

On Sunday (September 2): The Stourland Carnival at the Standard Bank Arena, Ellis Park. Among other things, there will be displays of the best children's books available from SA publishers, the Read Festival of Stories, a Stourland Express train shuttle to transport children from Johannesburg station to Ellis Park and entertainment including magicians, puppets, music, plays and storytelling throughout the day. Entrance is free, although a R2 donation per person will be requested for the shuttle transport.

On Wednesday (September 5): The winners of the CNA Literary Award will be announced at an invitation-only function in Johannesburg. The Sunday Times Alan Paton Prize will be awarded at the same time.

On Friday (September 7): Read's National Readathon takes place in all



Unesco has declared 1990 International Literacy Year

participating schools countrywide. The aim is to have every child in each school reading at the same time.

On Saturday (September 8): International Literacy Day, which will involve a massive fund-raising drive. CNA has already donated books worth R50 000 to schools appointed by Read.

A FRIGHTENING statistic of the number of illiterate people unearthed by the United Nations Educational, Scientific and Cultural Organisation (Unesco) casts a long shadow on the theory that the world is progressing.

According to Unesco, "the absolute number of illiterates is increasing and is now probably close to one billion aged 15 and over". Accordingly, they have declared 1990

"International Literacy Year"

Their studies have shown that "illiteracy and poverty not only go hand in hand, but shoulder to shoulder... those who live in want today and in fear of tomorrow are unlikely to be strongly motivated to become literate."

A research programme conducted by the University of Cape Town found that in 1990, around 9.5-million South Africans — including two to three million people between the ages of 10 and 24 — cannot read and write.

What is desperately needed is increased public awareness of the problem, co-operation of all promoters of literacy and funds for literacy work, say Read, a South African-based literacy organisation.

Drive to fund independent projects in SA education

By MONDU MAKHANYA

A CAMPAIGN to generate funds for "alternative" educational institutions was launched in Johannesburg yesterday at a function addressed by prominent South African writer and educationist Es'kia Mphahlele.

The launch was attended by Democratic Party leader Zach de Beer and the Soweto Civic Association executive member Nkomo Mofane.

The Right to Learn campaign will entail a competition whereby the public will buy coupons and proceeds will go towards five independent educational projects. The beneficiaries will be Proteas, an organisation that promotes technical subjects amongst black scholars; the Bopelo-Impho Institute, a private school catering for about 1 000 scholars in central Johannesburg; and Promat, which aids matriculants and conducts teacher-upgrading programmes for underqualified teachers. The literacy organisation, Read, and the Sowetan Nation Building Trust will also receive funds from the drive.

Southern Life has made a contribution of R250 000 to help launch the campaign. Other companies will donate prizes for the competition, including five cars from Delta Corporation.

Addressing the launch yesterday, Mphahlele said one of the major priorities of South Africans was to address the anti-learning culture that has developed

in the townships, which has led to a high drop-out rate.

"There are thousands of drop-outs who have either been thrown out of the mainstream of formal schooling for political reasons or have become frustrated by the low level of achievement, caused by the poverty of teaching and learning resources," said Mphahlele.

He added that pre-primary education, the provision of progressive textbooks and "adult education designed to equip the participant to deal with adult responsibilities" were other pressing priorities.

"I also consider the restoration of teacher morale — so abysmally low — and healthy relationships between teacher, pupil and parents as other priorities."

Neil Chapman, chairman of Southern Life, said education and wealth creation were inseparable.

He welcomed the fact that "the community has now moved beyond sloganeering and is engaged in serious programmes that will advance the interests of pupils despite the difficulties inherent in the state of affairs."

Mphahlele noted that there would always be a role for alternative educational institutions, even when a democratic society had been established.

"Such institutions fill the gap where the state has no way of knowing, nor is it equipped or disposed to assess communities and deal with them in order of priority."

Photo courtesy of Set Ho

PEOPLE'S EDUCATION FOR PEOPLE'S POWER

South 30/8 - 5/9/90

(50)

THE BACK TO SCHOOL CAMPAIGN

At the beginning of the year the NECC called for all students to return to school. The outcome of this was that a significant amount of students registered for the 1990 school year. Many of these students had previously been excluded by the State's education departments for reasons such as political involvement and previous failures.

*As a result of this mass enrollment the limited resources available to the State was pushed to the limit.

To this day the situation has not been addressed. Most students have not yet received textbooks, teachers often teach a class of 70 pupils and in many areas there has been no effective learning for 5 months.

*It is this situation and the State's lack of response to the crisis that led to both students and teachers embarking on various forms of action.

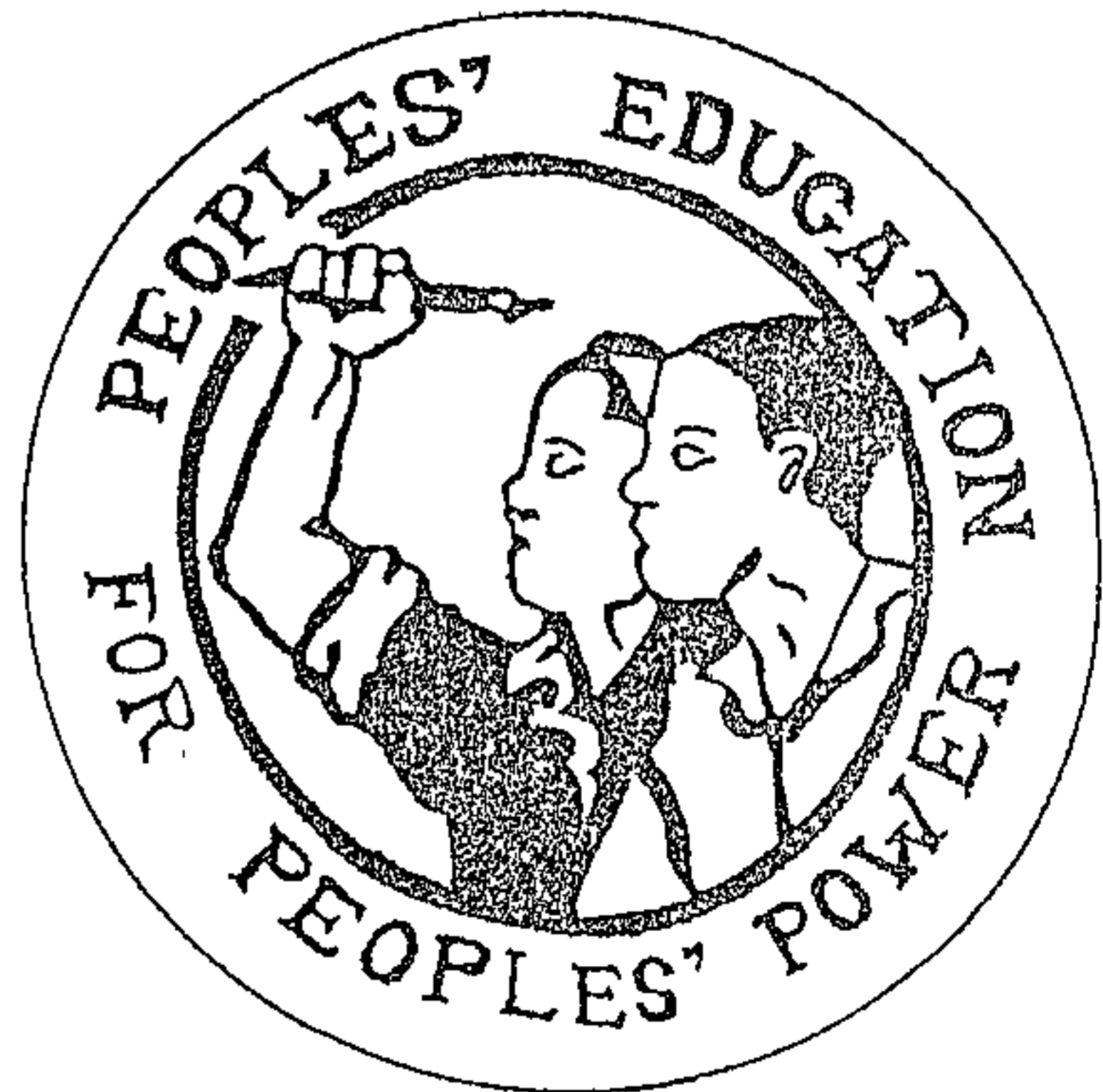
THE NECC SAYS

It is the responsibility of all South Africans to ensure that the 1990 school year is not entirely lost and that the maximum number of pupils successfully complete this year.

Unless the space is created for pupils and teachers to embark on an intensive learning/teaching programme this will never be achieved.

WE DEMAND

- (1) That exams be re-scheduled to mid - November and that all students in identified areas who have failed or wish to rewrite be allowed to do so in February/March.
- (2) That all obstacles to effective learning/teaching such as the removal of the police and SADF from the schools and the immediate provision of textbooks be addressed immediately.
- (3) That tertiary institutions restructure their entrance requirements to accommodate the students writing exams.
- (4) That all students and teachers commit themselves to an effective learning programme.
- (5) That exam papers are marked by responsible and qualified markers



**Issued by Cosas, Sayco,
The National Teachers Unity Forum,
Cosatu, Udusa, Sansco And Nusas**

Unitra security m abducted studen

CP/11/23 30/9/90

50

CP Correspondent

A FORMER member of the security department at the University of Transkei (Unitra) abducted SRC members and was issued with a sub-machine gun fitted with a silencer to "suppress" radical students and "trouble-making" staff, a commission of inquiry heard in Umtata this week.

The one-man commission, chaired by Advocate Lewis T Skweyiya, SC, is probing circumstances surrounding the appointment of former director of Unitra campus security services, PA Bezuidenhout, and his deputy JM Gouws.

Gouws is a member of South African military intelligence and former head of the intelligence section of the Johannesburg City Council. His name also featured at the Harms Commission for his involvement with the CCB.

The commission was convened after Gouws and Bezuidenhout wrote a letter dated September 29, 1989, to Unitra's principal, Professor Wiseman Nkuhlu, claiming they were unfairly dismissed by the university in March this year and were demanding eight months' salary each owed to them.

Bezuidenhout said during mid-January last year he was contacted by Unitra's Professor LM Mbadi by phone at the Transkei Development Corporation's National Key Point guard force unit - the training barracks where 16 Unitra security guards were trained in the use of weapons. Bezuidenhout was in charge of this unit.

But Mbadi offered him another job, that of director of Unitra's security service.

"I declined the offer and pointed out that the type of security I am involved in was extremely aggressive and would not fit into the criteria of a university security set-up.

"Mbadi was adamant and his motivation at that stage was that because of the violent nature of student demonstrations, mine was in fact exactly the type of security needed," Bezuidenhout said in the letter.

He claimed when he finally took up the post at Unitra his duties entailed

among others:

- Suppressing student political activities;
- Assisting security police to abduct student SRC members from their hostels; and
- Gathering intelligence profiles on suspected radical staff and students and verifying the profiles with South African sources.

Bezuidenhout said at this stage it became clear he was being offered the Unitra post because it was expected that he establish a covert intelligence network on campus.

"During a graduation ceremony, I was issued with a fully automatic silenced assault weapon (BXP sub-machine gun) with a Transkei police stamp on the receiver, 10 magazines (each magazine contains 32 rounds of ammunition) and several grenades.

"One could ask oneself why a campus security department must be issued with such weapons when the department had their own weapons, that is four shotguns and seven pistols," Bezuidenhout said in the letter.

The letter said Gouws was appointed after Mbadi insisted that Bezuidenhout's deputy should be another white person.

In order to prevent an outcry from the staff, Bezuidenhout was allegedly asked by Mbadi to word an advertisement for a vacancy in such a way that nobody except Gouws would qualify for the post.

According to the letter, trouble started after information leaked that Gouws' post was never advertised and that the security staff did not like Bezuidenhout's presence.

Bezuidenhout was then told by the university authorities he had to go on forced leave and that he and Gouws should not set foot on the campus.

Gouws and Bezuidenhout said in the letter they had approached two powerful South African newspapers to sell their story, but then decided to approach Nkuhlu with the hope that the matter be settled amicably.

The commission continues.

Peanut vendor became a tycoon

By PATRICK MAFARO

A MAN who started out selling peanuts and oranges in trains this week opened the eighth store for Pep Reef, of which he is a director.

It is his first in Soweto, but he plans to expand the operation into a 20-store chain in the township.

The man is Reggie Hlongwane and he originated the idea of Pep Reef - in which Pep Stores and black business interests have shares.

His new store is at Soweto's Pinville shopping mall.

"The slow pace of shopping centre development in Soweto and other black areas is delaying the opening of more stores at the moment," he said.

Hlongwane says the store will add more than R2-million in annual turnover to the company, which already has branches spread across the East Rand, the Cape and the Free State.

Three years ago, Hlongwane's friends thought he was biting off more than he could chew when he invested a sizeable sum in an

cery shop.

Hlongwane later opened a swanky men's outfitting shop in Dube, named Where Giants Meet, and in 1981 opened a hair salon.

Hlongwane's first chain store was opened in Lesedi City, Vosloorus, in 1978. Since then branches have been opened in Thembisa, R



ACCOMMODATION AVAILABLE

NEWS

Matric pupils dismiss last-minute exam

WHILE some matric pupils have welcomed efforts of the DET and the National Education Co-ordinating Committee (NECC) to assist them in last-minute preparation for the final examinations, most have dismissed the moves as futile.

This was the reaction of Soweto pupils who spoke to the Saturday Star this week.

Following the successful call to postpone the end-of-year exams which were initially scheduled to begin on October 20, the NECC initiated an intensive learning campaign at the beginning of this month.

NECC information officer Mel Holland said the objective was to provide all pupils with the ability "to crack the exam code".

The DET has also been assisting pupils prepare for exams. Johannesburg DET acting director Lawrence Moletsane said the department's subject advisers were working through study aid guides which had been supplied to schools, and also previous exam question papers.

But many pupils canvassed by the Saturday Star felt that these efforts would not be enough.

Dipuo Mabena (18) said teacher and textbook shortages would contribute to a high failure rate.

"The teachers' chalks down, the class boycotts which pupils embarked on to demand refund of their school fees, labour strikes and the mania which followed Mandela's release from jail are other factors." She said the DET's decision to

ABBEY MAKOE

postpone the exams for a week in order to give pupils more time to study was not good enough. "If we've failed to reach the required standard in 11 months, how can we be expected to do so in a week? There is no hope of passing the exams. But as a formality, we will go to try our luck."

Busi Kheswa (19) said there

had been "too much instability" at schools this year and doubted that she could achieve her dream of obtaining a university exemption to study medicine. She blamed the many pupil stayaways and class boycotts for the lack of pupils' motivation.

She said there were 33 pupils enrolled in her class, but she could not remember when last more than 20 attended a lesson. Gideon Nakedi (23), who was

repeating matric, complained that an extra week was insufficient time to prepare pupils adequately. He predicted that many pupils would fail, although he excluded himself, "because I am prepared".

Patricia Lebati (18) was one of a number of pupils who appreciated the DET and NECC's efforts.

"Although not all the students have the ability to catch up that fast, students should welcome

any move to help them pass."

Patricia was not worried about doing badly because she said she was prepared. She has been involved in study groups throughout the year.

She said the month-long teachers' strike earlier this year should not be used as an excuse.

When the DET was approached for comment on the poor rate of pupil attendance at schools, Mr Moletsane said that

reports the DET had received from schools showed that attendance was "relatively good".

On whether he could predict how many pupils would pass at the end of the year, he said it was difficult to assess the pupils' work-rate during preparation time.

A senior DET official, who asked not to be named, accused the NECC of "public posturing" when it requested that exams be postponed. He said the NECC did not have a way of ensuring that pupils would utilise the available time given to them.

assistance as futile

Voting to open schools

By JOHN YELD
Education Reporter

THE formal voting procedure for parents to decide whether their children's schools should be allowed to become non-racial is similar to that for parliamentary elections, and includes a returning officer and postal and special votes.

As a first step, school management committees — sometimes after informal opinion surveys of parents, staff and even pupils — may choose one of the three models proposed by Mr Clase's department.

An official poll of parents' opinions on this particular model will then be arranged. In terms of procedures set down by Mr Clase's department, the secretary of the School Board or a member of the board staff will act as returning officer for voting.

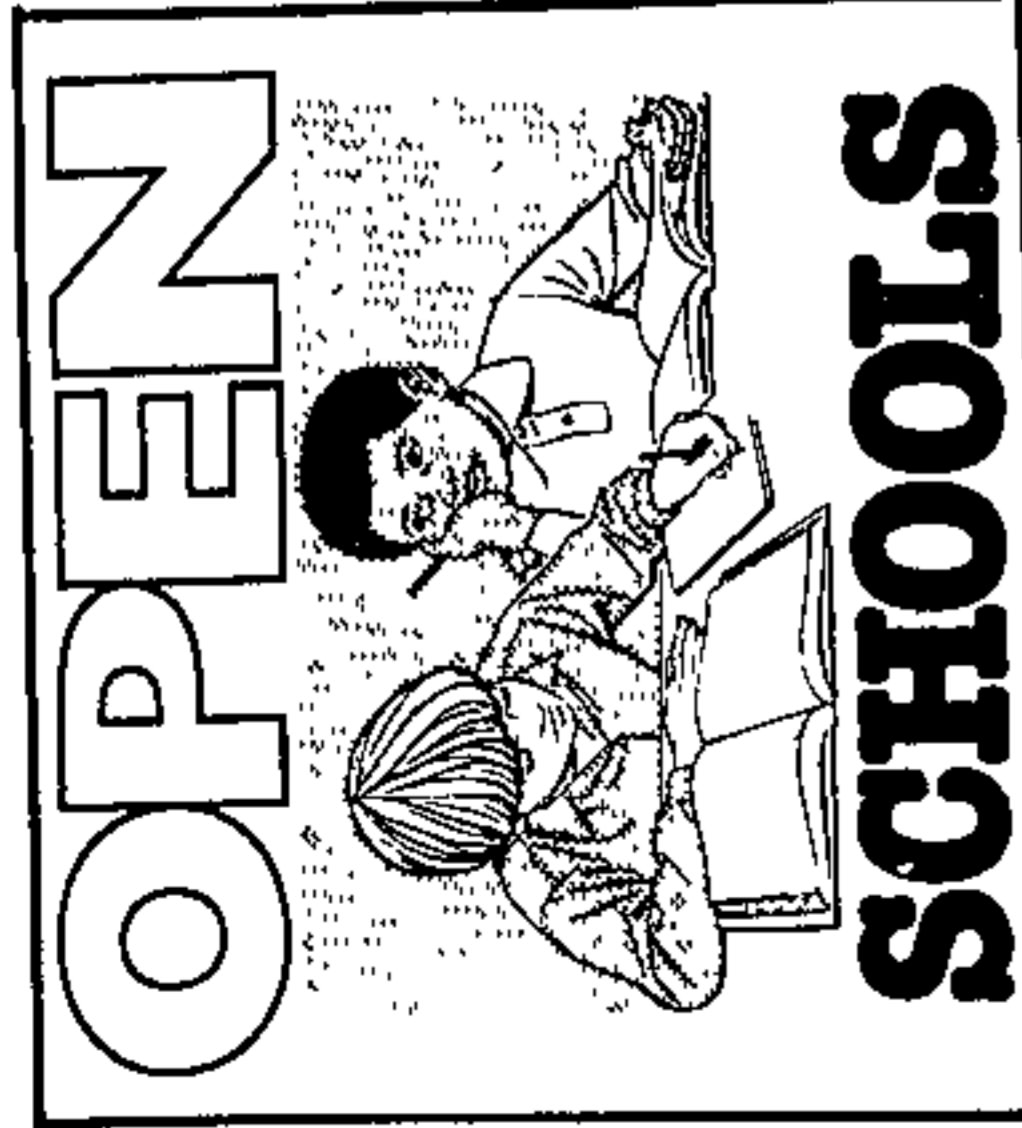
He or she may appoint one or more officials — either from the department, the board or from the individual school — to assist with the voting.

The principal will have to compile a voters' roll, containing the names and addresses of parents and/or legal guardians, from the school register.

Single vote

The roll will include serial numbers identifying the register class of the youngest or only child of a family in the school, to facilitate the deletion of names from the roll once parents have voted.

Each parent or legal guardian of pupils has the right to vote. Single parents have only a single vote, irrespective of the number of children they have at the school, as does each parent of a two-parent family.



compile notices about the poll, setting out the date, time and place, and provide the principal "with a sufficient number" at least 20 days in advance.

At least 14 days before the poll, the principal must hand a copy to each pupil of the school, "with the verbal instruction that the said notice be conveyed to the child's parents", and/or post the notices to parents.

Parents who live at a distance — for example, parents of hostel pupils — may use postal ballot papers which have to be completed in the presence of a commissioner of oaths. These have to reach the returning officer not later than 9pm on the day of the poll.

Postal and/or special votes are also available for parents who do not find the date and time of the poll convenient. These must be applied for "in good time" and must be cast in the presence of the school principal, at any time starting from 10 days before the poll.

The returning officer and/or principal must record the issue and receipt of postal/special votes on the voters' roll, and must keep them in safe custody.



HAPPY TO BE OPEN: St George's Grammar School, above, has been a non-racial school since 1978, and happy to be so. Below: close friendships have been struck between children of all races at Somerset House Preparatory School.

model, on condition that at least 80 percent of them vote.

In other words, depending on the percentage poll, between 72 percent and 90 percent of parents/guardians must express themselves in favour of adopting the model proposed by the school's management council.

The number of spoiled papers will be included in the total number of votes (MS) but will not count either for or against.

A possible sting in the tail is that, irrespective of the outcome of the poll, the final decision on whether a school may choose a non-racial option lies with Mr Clase.

Percentage

On polling day, the returning officer must issue an official ballot paper, stamped with the school mark, to each parent/guardian who arrives.

"The returning officer shall determine the form of the ballot paper in such a way as to enable the parent by making a cross to cast a vote in favour of, or against, the alternative model under discussion."

Any ballot papers not officially stamped will be rejected by the returning officer. The voting will then be determined by calculating the actual number of votes cast in favour of the model (WS) as a percentage of the possible number of votes (MS) of all parents and/or guardians:

$$\frac{WS}{MS} \times 100 = X\%$$

$$MS \geq 72$$

At least 72 percent of all those entitled to vote must be in favour of the proposed



250 000 spare desks at white schools

Education Reporter

THERE are 250 000 spare desks in white schools in South Africa, and by contrast, black schools are hopelessly over-crowded.

The resulting high teacher/pupil ratio — officially 41:1 in 1988 but estimated at 70:1 in some rural areas — is one of the major factors in the continuing black education crisis.

Many Peninsula schools now have more than one third spare capacity and some are less than half-full.

These are some of the official figures for 1990, although in practice the enrolment may be slightly different: Bergvliet: 850 capacity — 767 enrolment.

Camps Bay: over-full.
Cape Town High: 650 — 305.
Fish Hoek Senior: 700 — 525.
Gardens Commercial: 500 — 290.

Good Hope Seminary: 450 — 209.

Groote Schuur High: 400 — 197.

Jan van Riebeeck: 650 — 484.

Maitland High: 450 — 227.

Muizenberg High: 400 — 270.

Norman Henshilwood: 650 — 276.

Pinelands: 850 — 742.

Queens Park High: 300 — 208.

Rhodes High: 550 — 254.

Rondebosch Boys High: 850 — 711.

San Souci: 650 — 301.

Sea Point High: 450 — 351.

Simon's Town High: 750 — 476.

Table View: over-full.

Thornton High: 500 — 186.

Voorstrekker High: 550 — 322.

Westerford High: over-full.

Windsor High: 450 — 432.

Wynberg Boys High: 800 — 716.

Wynberg Girls High: 800 — 718.

Ysterplaat High: 500 — 206.

Zwaanswyk: 500 — 281.

Plumstead and Rhenish will be the first schools polled

PLUMSTEAD High and Rhenish Girls' High in Stellenbosch, both conducting polls next Friday, October 19, will be among the first to test parents on one of the three open school models proposed by white education minister Mr Piet Clase.

They will be followed by Rondebosch Boys' High on Thursday, October 25.

Rondebosch Boys' Prep has set a provisional date for October 28, but will first test parents in an unofficial ballot before the school's management council takes a final decision on whether to proceed with an official poll.

Pinelands High and the three Pine-lands primary schools will hold their polls the following Tuesday, October 30. A big group of schools has chosen Wednesday, October 31 to test their parent bodies. These include Westford High in Newlands, Cape Town High, Fish Hoek Senior High and Middle schools and Mountain Road Primary in Woodstock.

The four Wynberg schools — Boys' High, Boys' Junior, Girls' High and Girls' Junior — will probably poll parents on November 8.

Last week the Cape Education Department said in response to queries that 46 of the just over 90 schools in the Cape Town School Board area and one school in the Parow School Board area had informed the department in writ-

ing of their intention of holding official ballots.

The Department declined to name the schools, saying it was "not policy". Camps Bay High's management council meets today to decide whether to hold a poll, and Camps Bay Preparatory and Primary schools are likely to follow suite.

Rejected proposals

Sacs High and Sacs Junior in Newlands have already rejected Mr Clase's proposed models, as have Ellerton Primary in Three Anchor Bay and Queens Park High in Woodstock.

Rustenburg Girls' High and Junior schools in Rondebosch said in a recent statement they did not consider it practically possible or desirable to hold a poll this year.

Oakhurst Girls' Primary in Rondebosch will vote on October 24.

Norman Henshilwood High in Constantia has decided against a poll at this stage.

Parents at Simon's Town High are meeting on Thursday to decide on their course of action.

Rhodes High School in Mowbray has not taken any decision and its management council meets next week to discuss the issue again. The school is a member of the Open Schools Association and both teachers and the Parent-

is a reality whites will have to learn to live with.

"The vast majority of schools in South Africa are black schools, and the opportunity of attending a mixed race school will be a fairly luxurious one for most students."

The open school models proposed by Mr Clase were "typical examples of the pathologies of white culture", Brother McGurk added.

They showed a "street-wise wisdom of how to keep white privilege and to keep black children out while not being seen to do so".

● The ANC is critical of recent announcements about the opening of white schools to other races.

Speaking in Maritzburg, a member of the ANC's regional interim committee,

the ANC's regional interim committee,

'Mixed schools will be a luxury'

Mr Blade Nzimande, said Mr Clase was "presenting this as if it is actually giving white parents a democratic right".

"But there is no democracy there — they are given a few choices within a fairly constrained set of choices," he said.

"And apart from being undemocratic, this announcement is still essentially racist because it is still the white parents only who have to decide about these schools which are funded by money taxed from all South Africans."

The ANC firmly opposed the privatization of schooling since privatization did not address the fundamental inequalities of society and was nothing more than the "privatization of apartheid", Mr Nzimande added.

By JOHN YELD
Education Reporter

EDUCATIONISTS involved in promoting open schools believe the vast majority of parents realise both the inevitability of change and the excitement of the challenge in adapting to new circumstances.

"People recognise that their children are going to be part of a society in which they will live, play, work, worship and govern with children of all races," explained one.

"As one of the key objectives of education is to prepare children for life, it is only natural that non-racial education is going to prepare these children much better than segregated systems.

"Secondly, people accept that we're living in changing times and that whites among others need to start adapting to the new South Africa. And in that context, the sooner any person or group as an institution starts adapting, the sooner it'll be ready to handle the future.

"Put another way, I think most parents — whether they want it or not — accept that non-racial schools are inevitable and that it makes sense for a school to take the initiative itself and adapt now in an educationally responsible way."

Several schools have already held informal polls of staff, pupils and parents. At Westford, all teachers expressed themselves in favour of non-racial schooling and all but one supported adopting the "model B" option — the school being allowed to set its own admission policy.

Advantages

At one school, more than 90 percent of pupils voted to become non-racial; at the other — one of the "less fashionable" schools — 85 percent of pupils were in favour.

There is virtually no support whatsoever for the alternative two models which are considered financially punitive.

Open schools, proponents say, will:

- Promote a greater understanding of a wider diversity of people;
- Provide a stimulating school environment;
- Promote an ethos of sharing and caring;
- Make a positive contribution to alleviating South Africa's educational crisis and
- Make the school more relevant to the wider South African society.

The negative consequences of voting to remain racially exclusive could be severe. Many teachers — often the

most capable and enlightened — have already indicated that if their schools don't open, they will leave and attempt to find posts elsewhere. Similarly, many pupils may move for similar reasons.

Schools which do not open will increasingly become repositories of the most verkrampte members of white society, with the resulting social and educational stigma of being viewed as outdated backwaters.

"Numerous schools will be opening — we dare not be left behind," was how one person put it.

If enrolment drops further because of a "no" vote, some schools will have teachers retrenched and face increasing financial pressures.

One factor for a number of schools is the realisation that in the inevitable non-discriminatory political dispensation of the future, an education situation where some schools are hopelessly under-utilised and others grossly over-crowded simply won't be tolerated.

Some form of mass "busing" to rectify the imbalance is a distinct probability and in this situation the affected schools will not be permitted to set their own admission criteria, but will simply be given a quota of pupils.

Desirability

"It's a great and exciting education challenge and people recognise the need to get onto this learning curve quickly. It's a question of being prepared — the starting point of the desirability of it," said one.

"I believe the vast majority of parents and teachers want to have non-racial education because they see the direct benefits and because they see the need to play a role in addressing the education crisis and building a new South Africa."

Gardens MP Mr Ken Ardrew believes the possibility of getting high polls at most schools are good.

"I still think the requirements set are unfair and un-reasonable, whereby a small minority has a veto right. But voters are accessible — it's not like parliamentary polls where 50 percent of voters in a constituency may no longer live at their registered addresses. And there are special and postal votes which in particular will allow quite high percentage polls," he said.

"I think in most cases they will get over 90 percent." He also believes there is little doubt that — "sooner rather than later" — the unreasonable level of poll requirements will be relaxed considerably.

DET should be abolished — DP

Political Staff

THE Department of Education and Training (DET) had repeatedly been shown to be riddled with officials who were educationally out of touch, administratively incompetent and imbued with discredited Verwoerdian ideologies, the Democratic Party said yesterday.

There would no recovery in black education until the Department had been abolished, it said in a statement issued by its black education spokesman, Mr Ken Andrew, in response to the third report of the Van den Heever Commission.

The three successive reports of the commission had seriously discredited numerous officials and had fully vindicated the DP's determination to force an inquiry.

"The revelations of illegality, corruption and incompetence are alarming, but equally disturbing is the unwillingness of the government and the department to take tough and decisive action against those responsible," Mr Andrew said.

"At the very least, officials against whom there are prima facie cases of serious irregularity should be suspended immediately until the judicial processes have been completed.

"The cover-up started with the government's reluctance to appoint a judicial commission in the first place, and has continued ever since."

Teachers' college praised

■ British Junior Foreign Minister, William Waldegrave, visited the site of the new Promat independent teacher training college in Mamelodi, near Pretoria, on Wednesday.

He called Promat "one of the most imaginative and outstandingly cost-effective ways of helping large numbers of black South Africans get better access to educational opportunities".

He said the pass results achieved by Promat — between 84 and 93 percent — were "quite extraordinary in this or any other country". Promat has five teacher training colleges throughout the country, including two new ones — in Durban and Kangwane.

Education fund gets R1-m

■ A R1-million education sponsorship has been pledged by Grinlaker Construction, to be made available over a period of five years.

Initially, five organisations will benefit from the money — the Read Organisation, Leaf Colleges, ECAG (a group involved in building schools in Natal), the Institute of Race Relations (for bursaries and educational research) and the Funda Centre in Soweto.

William 21/9 - 27/9/90 (50)

PUNDITS, politicians and parents agree that education in the United States is in trouble.

Experts praise the Japanese system, politicians like George Bush (who aspires to be the "Education President") loudly proclaim their support for improvement, and parents able to afford private education take their children out of government schools.

Test scores prove that standards are falling. Standard aptitude tests have been declining almost non-stop for 30 years.

The falling numbers of students of science and foreign languages dismay all those who look to the new decade and see what will be required to keep the country strong.

Tension

Universities are resigned to providing remedial writing and reading classes for first-year students of all backgrounds — the affluent as well as the products of the inner-city.

And the universities have their problems, too. In a report issued recently by the Carnegie Foundation for the Advancement of Teaching, at least 70 percent of leading university presidents named racial tension on campus as a "moderate to major" problem.

There have been racial incidents at many colleges, mostly the work of relatively few trouble-makers, but at places like the University of Massachusetts and Michigan the incidents have been more pernicious.

Demands

In a few colleges — and the smallness of the numbers must be emphasised — some whites are calling for a whites-only organisation which, like their black equivalents, will offer support to whites.

At some colleges there are demands for more curricula which would include woman and minority interests — not a bad idea. But there are demands for a minor poet like Adrienne Rich to have as much prominence as Wordsworth

Education is suffering as ideologues go to battle

SI Times 23/9/90

50

227

Judith Chettle argues that the American racial experience in schooling has a lesson for South Africa

and efforts to proclaim that Ancient Egypt was a totally black society, when all records indicate that it was a mixed society that placed little emphasis on race.

These demands go to the roots of academic integrity and independence and the outcry has been predictably loud. But this hasn't stopped the multicultural commissars — frequently refugees of the 60s now ensconced in academia — and their storm-troopers from calling for radical changes in the universities.

South Africans should find the American predicament instructive for, like America of the 60s, South Africa in the 90s must begin to educate vast numbers of disadvantaged students and assimilate them into existing institutions of higher learning.

The political pressure for experiment, politicisation, and revision will be enormous. But to ignore the historic and long-term objectives of education will ultimately invalidate even the most benevolent reforms.

For the root cause of the troubles of American education is that educational institutions have been expected, and at times ordered, to redress societal wrongs that have very little

to do with education. The list is long and continues to expand as schools are required to deal with every new crisis from drugs to AIDS.

Schools and universities have been expected to bring about racial integration in the country almost single-handedly. Court-ordered busing to integrate the schools led to white flight from the cities and the breakdown of inner-city schools.

Battlefield

Quota systems at the universities have given rise to the common perception among whites that blacks are there because of their colour and not their attainments.

These actions have tended to increase rather than decrease racial tensions, and have done little to further integration and even less to advance education of both blacks and whites.

There are few signs that the theorists and political activists will let educators do what they are supposed to — teach the old three Rs.

Instead, schools and universities have become the last battlefield of the ideologues — black and white — who have little interest in students and even less in education.

EOC opens a Cape office (50)

THE Educational Opportunities Council, which provides scholarships for black students, has opened an office in Cape Town. *Severin*
Established in *24/9/79* 1979

following the 1976 education crisis, the EOC previously operated from Johannesburg.

It gives black students local and overseas scholarships.

The opening of the Cape Town branch should facilitate EOC's projects in the Western Cape.

Offices have also been opened in Natal and the Eastern Cape.

ANC's plan for better schools

Own Correspondent

APARTHEID education has eroded the learning culture in South Africa, creating a bitter and deeply alienated youth, according to Mr John Samuel, director of the South African Council of Higher Education (Sached).

Mr Samuel, who has been appointed head of the ANC's education department from next year, was giving the opening address at the Idasa-sponsored Schools for the Future conference at the University of Cape Town.

Delegates

About 350 delegates representing 50 schools, universities, training colleges, education departments and major educational organisations like the National Education Co-ordinating Committee (NECC) attended the weekend conference.

Mr Samuel said South Africans had witnessed the most devastating effects of the apartheid education system over the past 15 years.

The most immediate and challenging task of building a new education system was to rebuild and revitalise the learning culture.

Anguish

"The legacy of apartheid confronts us on a daily basis. We see it in the pain and anguish of parents; in the anger, frustration and suffering of the students; in the deep disillusionment of teachers and in the despair of our societies," he said.

A secondary consequence of the erosion of the learning culture had been the alienation of the community from education.

"Parents and teachers have been excluded and denied their involvement with education."

Campaigns

A climate of learning had to be encouraged and developed, and educational campaigns like the NECC's "Back to School" move had to be supported and spread, Mr Samuel argued.

It was also clear that the State had to provide for a new educational system.

"Only a strong intervention by the State can redress the imbalances, redistribute resources and develop national guidelines for a democratic education system."

But this strong central role in educational provision should not extend to educational control.

The State must support and create an enabling political environment to encourage the development of democratic education in South Africa," he said.

No need to create pressure -seminar

A BROAD spectrum of community leaders, progressive parties and other interested people in education met in Soweto to discuss "Education and Development" in the area. *Soweto 26/9/90*

The seminar had been initiated by the Department of Comparative Education and Educational Management at Unisa.

The spokesman said several resolutions were adopted at the end of the seminar.

Noted (SO)

He said the seminar noted that the disruption of the educational process was no longer required to create the pressures needed to ensure negotiation of a new socio-political dispensation in the country.

The participants agreed that they would work towards cooperation with all parties interested in education; immediately restore order at Soweto schools; restore professional standing and authority of the teacher; enhance meaningful parental involvement; and establish a more flexible examination system.

In addition, the participants said they believed these "modest goals" could be attained by people of all political persuasions. They said they would seek the cooperation of all parties who wish to become involved.

Zach puts education for masses high on his list

SO

THEO RAWANA



A SOUND education with a greater emphasis on technical education and training for the masses was needed for the creation of a climate conducive to free enterprise and growth, DP leader Zach de Beer said in Johannesburg last night.

Addressing the Islamic Business Chamber, De Beer said SA would need to rely more on manufacturing — particularly for export — for future growth, as the gold mining industry was on the wane and agriculture would always be limited by poor soils and inadequate rain. 6104 26/9/90

"First and foremost, manufacture demands an educated work force, and I need not tell this audience how far behind we are in this regard.

"Secondly, it demands excellent worker-manager relationships, and this presents an especially difficult challenge in SA.

"Thirdly, government must play the role of an expert coach while strictly refraining from taking part in the actual game; and this will demand from the future SA government behaviour quite different from that of its predecessors," De Beer said.

Long-term prospects for growth in SA depended on the way in which resources, human and material, were developed and deployed.

At the top of long-term requirements was a sound education for the masses, with the balance tilted more towards technical education and training than hitherto, said De Beer.

Next were housing and services planned and designed to provide a decent, secure quality of life.

"Third, an outward orientation in all that we do: free markets, minimum tariff protection, thorough market research to seek opportunities for exports; and intelligent international representation on the business as well as the political level.

"Above all, a unity of national purpose: the understanding that we are one nation and that we shall sink or swim together," De Beer said.



Archbishop Desmond Tutu receives an honorary doctorate of human letters from the University of Missouri, Kansas City. He is flanked by university president Peter Magrath, left, and chancellor George Russell.

Picture: REUTER

HARARE — The PAC was castigated by Zimbabwe's semi-official national daily newspaper The Herald yesterday for failing to take up President F W de Klerk's invitation to negotiations on SA's future.

At a weekend meeting in Harare, the PAC central committee and national executive deferred a deci-

sion on De Klerk's invitation until November, when it hopes to have the opinions of the organisation's members at its first national conference to be held in SA since it was banned in 1961. President Robert Mu-

Commonwealth experts to probe needs of new SA

LONDON — The Commonwealth has set up an expert group to study the needs of post-apartheid SA, says Commonwealth secretary-general Chief Emeka Anyaoku.

The group, announced yesterday, will identify priorities for advanced education and work experience, says the Commonwealth. It will also recommend future actions for the Commonwealth and suggest ways of getting greater support from the Commonwealth and the international community.

The first meeting is scheduled for November in London. 6104 26/9/90

An interim report will be made in December, while the final report is expected to be presented to Commonwealth heads of government at their summit in Zimbabwe in mid-1991.

The Expert Group on Human Resource Development for a Post-Apartheid SA is chaired by John Harker, vice-chairman of the SA Education Trust Fund, the Canadian branch of the Commonwealth-wide "Skills for SA" network, and will have two SA members.

The expert group was suggested by the Canadian government at the meeting of the Commonwealth committee of foreign ministers on southern Africa in Nigeria in May.

The group was endorsed by ANC deputy president Nelson Mandela, who was present at the meeting, the Commonwealth said. — Sapa-AP.

PAC is given some confusing advice

6104 26/9/90

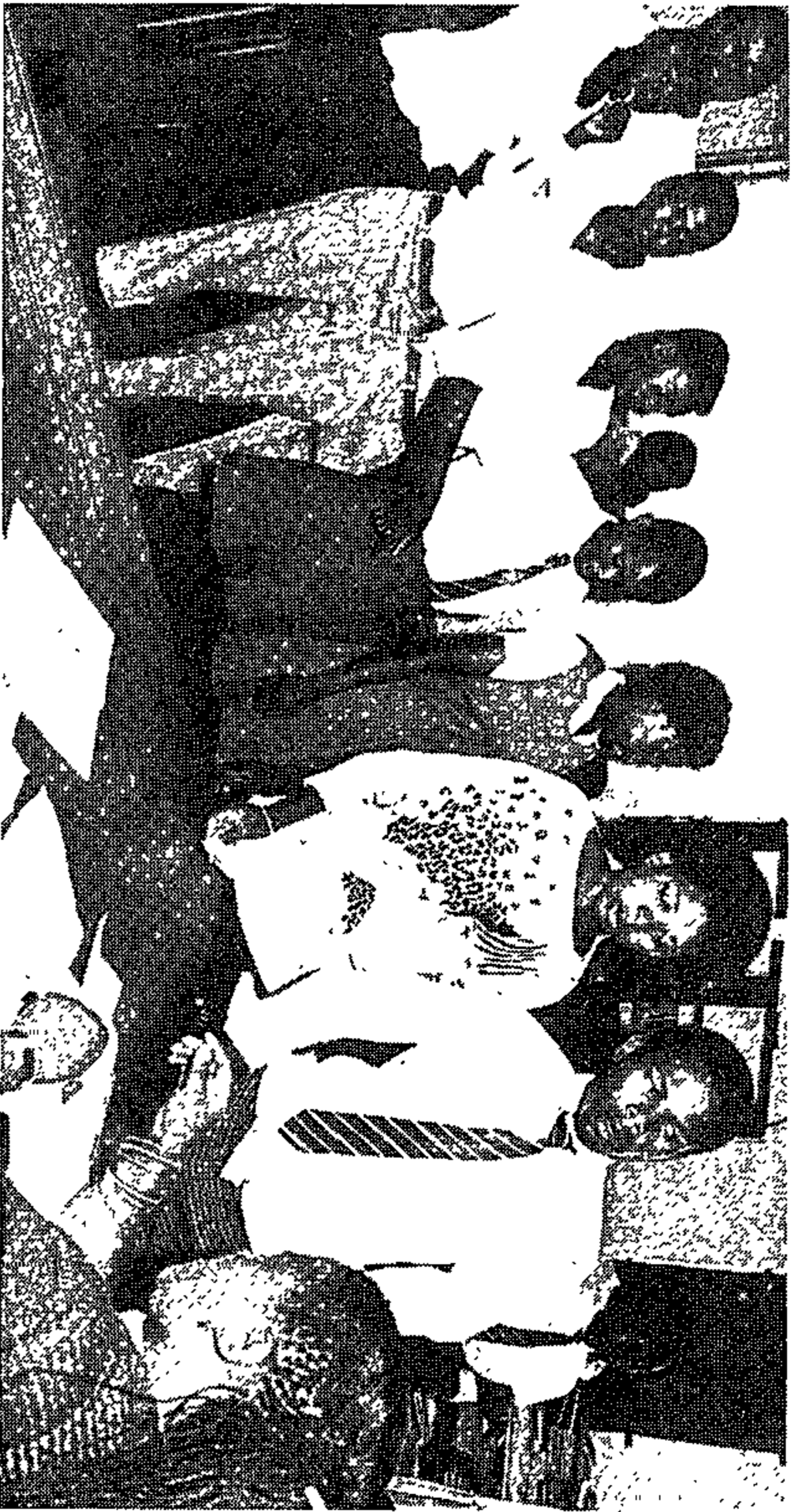
MICHAEL HARTNACK

gabe's ruling Zanu (PF) party has close and long-standing ties with the PAC and Senior Political Affairs Minister Didymus Mutasa caused a diplomatic sensa-

tion last year when he suggested Zimbabwe would prefer to see the PAC as the governing party in a post-apartheid SA.

The Herald said in an editorial that the PAC had no choice but to join talks. Having appeared to solicit an invitation, the PAC now did not seem to know what to do with it.

Restore 'Culture of Learning'



Overcrowding and long outstanding textbooks have led to black education becoming ineffective

South 219-311090
By GAIL REAGON (50)

THE National Education Coordinating Committee (NECC) has embarked on an ambitious campaign to restore education as a priority among black pupils.

Borne out by the belief the Department of Education and Training is unable to deal with the crisis in black education, the Intensive Learning Campaign (ILC) is perceived as a dual solution.

In the short-term, it is aimed at helping DET matriculants pass the coming matriculation examination.

Numerous factors have conspired in making black education ineffective,

and in many areas, non-existent.

One of the major reasons is the effects of the violence which has gripped Natal, the Reef and other townships.

The successful response to the back-to-school call, which has led to overcrowding, as well as the long outstanding shortage of textbooks, resources, facilities and trained teachers, have further worsened matters.

The continued protest action of teachers and students due to political and educational grievances and demands, has played a role in reducing the time and energy spent in academic pursuit.

In the Western Cape, an infrastructure stretching from the Cape Peninsula to the South Cape has been set up to facilitate the work of the ILC.

Teachers, university students, academics, departmental subject advisers and resource agencies have been drawn together to assist in the preparation of resources, the provision of extra tuition and tutorial lessons.

The idea is that as much of the actual teaching/tutorials will be school-based, and only where schools lack physical facilities would students be taken to other institutions.

The campaign goes beyond the wish to produce large numbers of black matriculant.

It is seen as the beginning of the process towards re-establishing a culture of learning, which the NECC believes has been eroded by the imposition of apartheid education.

Preparing for open schools

THE challenges of transformation towards a nonracial and equal school system was the subject of a conference held in Cape Town last weekend. South 219-311090

Based on the premise that school education was about to change rapidly and profoundly, the conference, titled "Schools for the Future", was an attempt to assist this process by bringing together all parties in the Western Cape

with an interest in primary and secondary education.

A parent, teacher and student from each high school as well as two representatives from each primary school were invited to the conference, held at UCT and organised by Idasa.

Educational organisations, education departments, the universities and major political parties and movements completed this list.

The conference was distinguished by the participants' willingness to listen, to criticise and be criticised, to debate and ultimately, to re-construct. Maximum participation was sought, and achieved.

Through a series of inputs, panels, workshops and working groups, delegates were able to define the relevant issues and debate practical strategies and solutions.

Conference discussion centred on three

major aspects: the principles and priorities that should underpin South African educational policy, the educational implications of a unitary and nonracial education system and the development of practical programmes and strategies for the creation of nonracial education.

The conference also provided an organised platform for students — whose perspectives on the challenges facing future education — were articulated by three student organisations.

SK 28/9/90

EDUCATION

System must first gain credibility

For black education to become effective it needs to earn credibility within the community.

"The system must be held accountable to the community for the adults it produces," says education consultant Gillian Maskell.

And African National Congress education department head John Samuel adds: "In the short term we need to redress the imbalances between black and white education. We need to reallocate financial resources equitably — and, more urgently, we need to use our resources more efficiently."

"Not only is the bureaucracy controlling the system inefficient — the system itself has a vast casualty rate, because the quality of black education is so poor."

Poor education standards are due largely to the fact that many black teachers are inadequately qualified.

According to the National Education Crisis Committee (NECC), about 4 percent of black teachers have only a Std 6 level of education, 38 percent have passed Std 7 or 8; 56 percent have matriculated or have qualified for a diploma, and only 4 percent are university graduates.

"This is at least partly the fault of the Department of Education and Training which has a history of introducing new diplomas — which it then invalidates a few years later," says Mel Holland, information officer with the NECC.

In the longer term, Mr Samuel says, educators must take into account the relationship between education and economic growth.

"Schools cannot be turned into factories — but the structure of the system needs to reflect the demands of a

Reports by Val Pienaar.

developing economy.

The formal school system needs more exit points. At present, only matric is awarded certification — yet not all pupils are suited to an academic education.

Exit points earlier in the system would equip people with needed skills before diverting them into appropriate directions — whether apprenticeships, on-the-job training or continued academic education.

"Education needs to be context-sensitive," adds education consultant Elizabeth Burroughs.

"The same skills do not suit pupils in Soweto and those in the northern Transvaal."

While catering more specifically for the needs of non-academic pupils, the system needs to develop leadership potential where it exists.

"We need to move away from authoritarian, militaristic education models towards a democratic approach," says Ms Holland.

Already an increasing number of black and white schools are allowing student representation on their governing bodies.

Also of crucial importance is the need to restructure the curriculum, to enable the system to develop people who are equipped for later life.

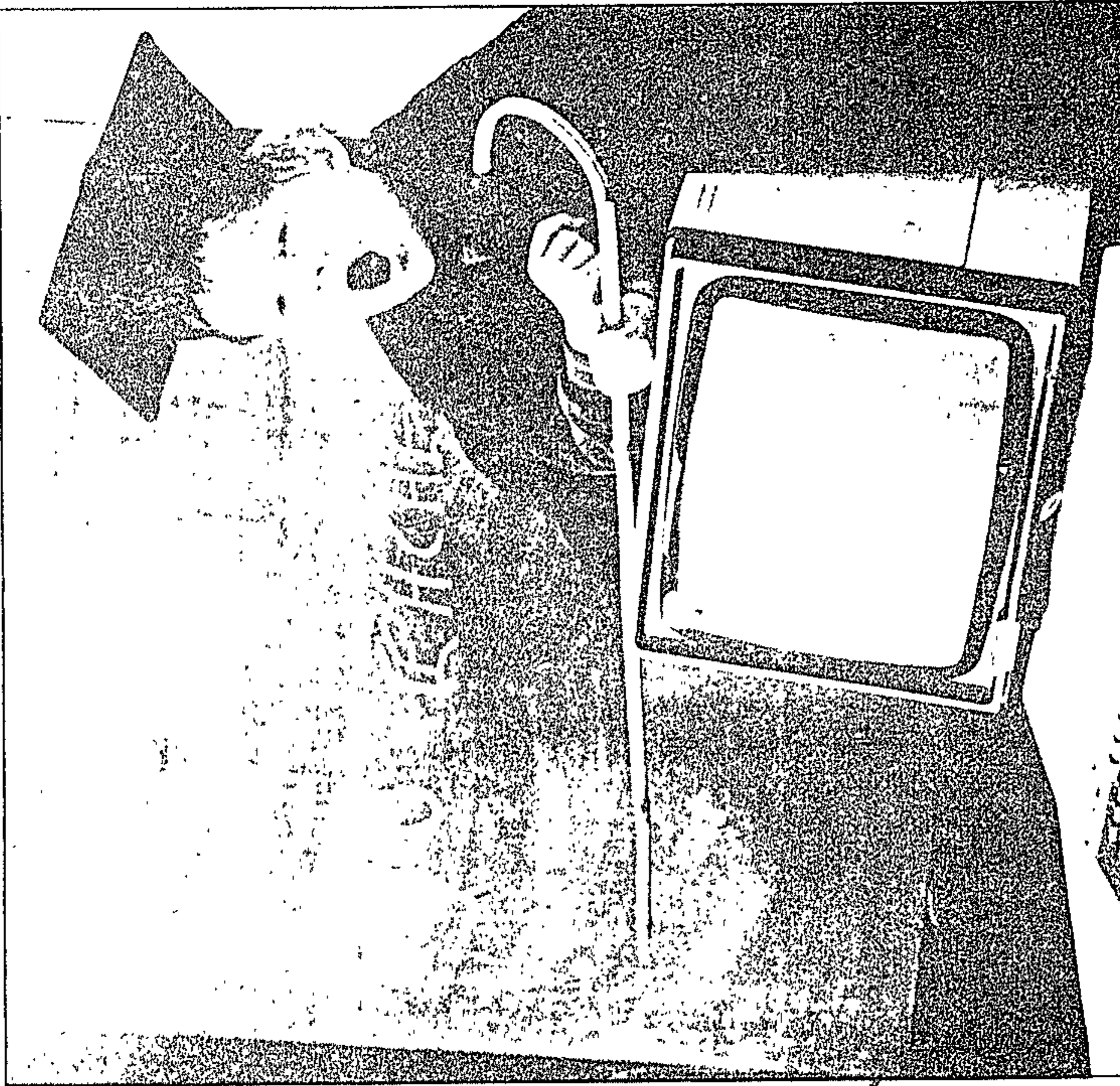
"Purely academic subjects have an important place — but it must be in the context of an education that allows practical skills training. Specialisation is a fact of life in any technologically developing economy, and aptitude tests can indicate quite early on where a child should be placed for his education," she says.

Book offers fresh approaches

Today more than ever before, adults and schoolchildren are seeking fresh approaches to learning, which will enable them to absorb all the information necessary to survival in a complex environment.

A new book by Sham Grove, product manager at Anglo American's central training unit in Vereeniging, offers insights into techniques of stress management, self-motivation, developing memory and study skills.

In "Thank You Brain" she aims to create in the reader an attitude of mind conducive to controlled, logical thought, using methods that are both easy and fun.



Poor education standards in South Africa are often due to the fact that teachers are inadequately qualified.

Education in a new South Africa

A Star survey

Learning is an ongoing process

Education does not end at the door from the classroom, but continues with every challenge a child encounters in daily life.

And, according to Steve Livingstone, field director with the Natal Environmental Adventure Trust, the problems children encounter in a wilderness adventure situation can stand them in good stead in other aspects of life.

"We put children from varying backgrounds in competing teams and place them in challenging situations," he says.

Mr Livingstone heads Fernwood Adventure Centre, in the Drakensburg, which takes children in school and holiday groups. There, they encounter challenges in the form of obstacle courses, rock climbing, kayaking and abseiling — and whether actively having to work together to overcome a problem, or simply motivating each other to succeed, they learn to co-operate.

The centre also focuses on developing leadership skills.

"We teach the children the fundamentals of mountain navigation — then take them out on a two or three-day hike, during which they have to set their own pace, decide when to rest, plan their routes and so on. The leaders are there purely as facilitators, to guide them when what they are attempting to do is impossible or dangerous," he says.

Mr Livingstone says there are discernable differences in problem-solving skills in children from different educational backgrounds.

"Best at solving problems and working co-operatively, are children from schools which hold a holistic view of education."

"White government schools — especially at the lower end of the social scale — tend to produce children who stop short at every obstacle. They take a long time even to recognise that they have a problem to solve, tending rather to wait for someone else to bail them out, and don't work well together."

"Children from black government schools also have poor problem-solving abilities, but they communicate well and are quick to form effective teams," he says.

But, he says, courses such as these do far more than highlight the deficiencies in a child's education.

"In a wilderness adventure situation, the child comes to know himself and to trust others better. And after a course, teachers report a tremendous improvement in self-esteem, motivation and leadership skills among even the least promising pupils," he adds.

Technology can assist teachers

Star 28/9/90



Computers have brought a new dimension to the role of the teacher — helping to make learning more stimulating and freeing teachers from mundane tasks, to spend time with pupils on a one-to-one basis.

Yet, says Lexpress Data marketing director Toby Chance, many teachers are threatened by the prospect of increased use of computers — and the sci-fi myth of the "robot teacher" persists.

Teachers and trainers tend, as a group, to be conservative and not technically minded — and many resist the potential role of technology.

"In fact, the best teacher is a warm body in a classroom — but South Africa is not endowed with either good teachers or classrooms. Where they exist we should use every tool at our disposal to make them more effective," he says.

"But interactive multimedia teaching does compare favourably with a poor teacher — and it has the advantage of being consistent."

To date, computers have been perceived as a costly investment — but Mr Chance maintains that, while the capital costs are relatively high, the running cost of a computer system is minimal.

He estimates the cost of developing a good English literacy programme in about five vernacular languages, for example, costs about R6 million.

"Once a programme has been developed it can be reproduced and circulated among schools at minimal cost. Over the years it can be upgraded — the initial development cost need never be repeated.

"By comparison, the cost of training and employing an ineffective teacher keeps rising with inflation. It makes far more sense to use computers to take the drudgery out of teaching — for instance in repetitive learning exercises and marking tests — so that the teacher can concentrate on the more crea-

tive aspect of her job."

The use of computers in local schools was promoted in the De Lange Commission report of more than a decade ago.

The Government has again started to follow the lead given by most leading private schools, and is investigating the potential use of computer programmes.

Two major problems need to be overcome — the high capital cost of installing equipment, and the lack of infrastructure to accommodate it — especially in the rural areas.

Mr Chance estimates the cost of a workstation at between R4 500 and R15 000, depending on the level of sophistication.

This initial outlay is daunting, but over a five to 10-year working life — during which each workstation will be used by numerous pupils — the cost is not excessively high.

The most basic option is a single disk drive system. From this level, one may take the system one step further to incorporate an audio board — which demands the extra capacity of a hard disk drive.

At this level, the computer can be linked to a video system to offer interactive multimedia teaching — ideal for literacy and language training.

Pictures on the screen show the student the object of discussion, and a recorded voice demonstrates how the word is pronounced. The student can then repeat the word — and the computer plays back his voice and the correct pronunciation, for comparison.

The next step in sophistication introduces the compact disk ROM system, which offers the advantage of vast storage capacity — 550Mbytes, equivalent to 350 000 typed pages of information — and virtually indestructible storage disks. Although currently costly, these will be manufactured locally by Gallo from the end of this year.

Teaching methods must be examined

Star 28/9/90

A fresh look at teaching methods is needed if South Africa is to overcome the lack of teachers and resources and the shortcomings of its educational system.

The traditional method of seating about 35 pupils in rows while a teacher — who may or may not be qualified — imparts information, simply is not effective in producing leaders and problem-solvers.

"We need to deal with the way in which teachers present their subject matter — and at the same time make the subject matter relevant to the local context," says educationalist Gillian Maskell.

The past few years have seen a clear trend away from the authoritarian traditional system in favour of more democratic systems that develop the child at his own pace.

A system which met with some initial government resistance — but has since been accepted — is the Accelerated Christian Education (ACE) method favoured by a number of church communities.

An American system, it has been adapted for the local context and offers a number of advantages, not the least being cost.

"All ACE teachers are fully qualified to Government standards, in addition to having ongoing training in the use of the system," says Trevor Yoko, executive director of ACE SA.

Although teacher-pupil ratios tend to be high — ranging from 5:1 to 20:1 — in theory the system could adapt well to situations where few fully qualified teachers are available.

Another system which has gained ground in recent years is the Montessori programme — initially geared more towards pre-school children, but now established in a few primary schools. Here, again, children are encouraged to learn at their own pace — making extensive use of specialised sensorial equipment.

In both these systems, as in many others, the teacher's role is that of a facilitator rather than an imparter of knowledge.

An alternative, which could prove a cost-effective means of releasing teachers to work with children on a one-to-one basis within the limitations of the conventional system, could be the introduction of teacher aides.

Pupils expectations can be 'unrealistic'

50

Star 28/9/90

The expectations of black pupils tend to be unrealistic in relation to what they are willing to invest in their education, says Marius Lehmann, principal of Johannesburg Tutorial College.

"Since 1976, black pupils have been pushed through the system regardless of whether they have qualified for promotion — because there are not enough classrooms or teachers to cope with them if they are held back.

"Absenteeism, and failing to learn the work, has not counted against them — and high failure rates have been blamed on the poor quality of black education.

"As a result, I have pupils who assume that because they have paid their fees they are entitled to a pass mark — regardless of whether they attend classes, complete the work or pass the exams," he says.

And, he says, these pupils have unreasonable faith in their ability to progress without effort.

"I have pupils who have been absent for over 30 days this year, who are confident that they will qualify in Higher Grade maths and science and go on to study medicine."

He lays the responsibility for this

attitude before the Government schools, which have failed to give pupils a sense of responsibility for their destiny.

"Private colleges can play a valuable role in helping black pupils overcome the gaps in their education — but to do so we need the authority that comes with financial independence.

"On assessing a pupil, one may realise that he needs to go back a few standards — but if he doesn't wish to accept that he simply goes to another college which will place him where he wants to be.

"He will not cope with the work — but in many cases he won't realise he isn't coping until it's too late, because he refuses to believe the warnings of his teachers.

"And when he fails, he will blame the school for letting him down."

The solution, says Mr Lehmann, is private sector funding for reputable colleges.

By reducing colleges' dependence of fees, and establishing standards on a level with white education, this would make it possible for colleges to operate more effectively.



Pupils need to be taught a sense responsibility regarding their future.

EDUCATION

Single system is only solution to

The prospect of open schools has met with a mixed reaction even among those who have lobbied for an end to apartheid in the education system — and confusion remains as to how open schools are to be administered.

“White education departments are not responsible for black children. The Government’s proposal is designed to operate within the existing apartheid structure.

“The only true solution to South Africa’s education problems is a single education department which thinks in terms of pupils’ needs, not their colour,” says Professor Johan Muller of the University of Cape Town’s education department.

Despite the difficulties inherent in the system, however, Professor Muller says many schools serving the more liberal communities have responded favourably to the opportunity to open their doors.

“There is some disagreement over whether to accept the proposals as a step in the right direction, or reject them as an unsatisfactory compromise. But schools wanting to introduce racial integration from next year need to move now — and the general tendency seems to be to go ahead and apply for the right to accept black pupils,” he says.

Whatever the response of teachers and parents, integration of schools is clearly a fait accompli. Indications are that the education departments are starting to talk about the logistics of change, and Professor Muller predicts that interim administration structures will be in force within the next two years.

Clearly, this will impact on educational standards, at least in the short term — and Professor Muller suggests that the effect need not be as alarming as opponents to the scheme predict.

“On the whole, standards of black education are poor — but

the structure of the black education system is not entirely monolithic,” he says.

“In schools where morale is high — usually where the headmaster has won the support of the pupils, parents and teachers — standards can be excellent. This is evident in the uneven distribution of matric results in Soweto, where two neighbouring schools can respectively achieve a 97 percent and a zero pass rate respectively.”

But a poor level of cognitive skills will tell against black pupils entering white schools, warn educationalists.

“When we assess black children who have done well enough in their own school system to qualify for scholarships to private schools, we find they are often three years behind their peers in white schools,” comments Stan Lederman, director of the Atholl Desmond Study Centre and Read Educational Resources.

“These children show an appalling deficit in their ability to assess an idea, draw inferences from factual information, draw analogies and understand cause and effect.

“They are the product of a system which is geared towards parrot-style learning.”

Education consultant Elizabeth Burroughs questions the validity of these assessments when applied to black children, on the grounds that the tests — like the teaching — are conducted in a second language.

“Research on Navaho Indian children in Rockpoint, United States, demonstrates the importance of educating in the mother tongue,” she says.

“One group of children was educated in the vernacular, with the English content introduced gradually at the outset and steadily increased.

“By sixth grade their grasp of all subjects, including English, was far better than that of the control group which had been taught in English virtually from the outset,” she says.

CRISIS

50

Educating the masses

The Star, South Africa's largest daily newspaper, has long played a vital role in education — and is currently expanding its role in preparation for a new South Africa.

Through its TEACH (Teach Every African Child) fund, the paper has already put about 250 000 children through school. And this year its READ educational Trust combined forces in the International Year of Literacy in an exciting project to buy books for schools.

With the launching of the TEACH fund in 1971, The Star challenged businessmen to donate R10 for each black person employed.

In the first two months, the campaign raised R15 000. By January 1976 TEACH had collected more than R1 million and had built 43 schools in the PWV area. Since then TEACH has passed the R2 million mark.

Class equality a long way to go

The government has recently made a number of positive moves in the field of education — only to have them dismissed as a 'smokescreen'.

By SAM WEINBERG

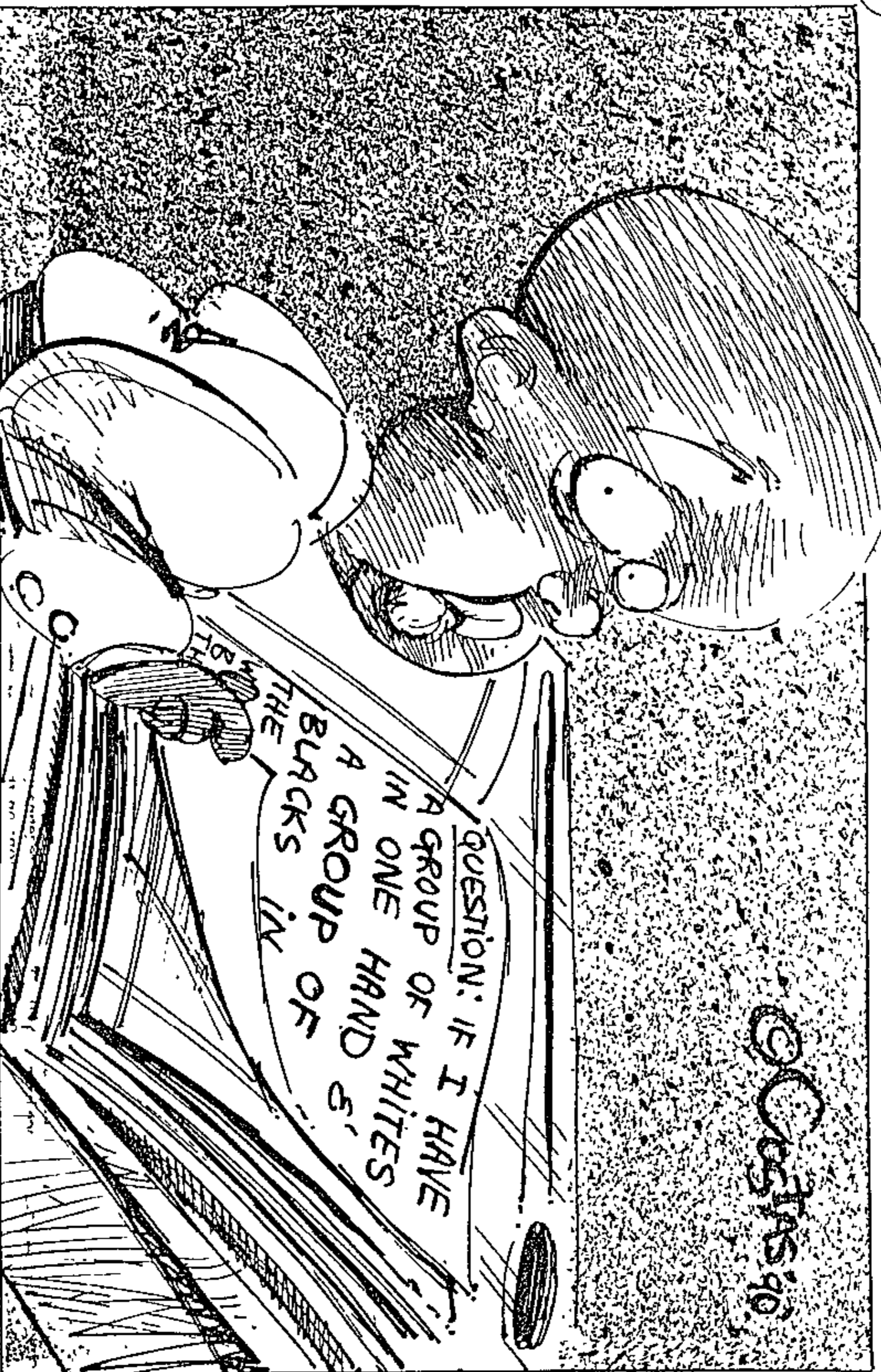
OVER the past weeks, the black Department of Education and Training (DET) and the white Department of Education and Culture (DEC) have announced a number of measures which seem to indicate a more urgent concern for the equalising of black and white education.

Two weeks ago, DEC Minister Piet Clase announced three "new models" allowing schools to determine their own admissions policies — and theoretically providing mechanisms through which they can become non-racial.

A day later, DET Minister Stoffel van der Merwe delayed black matric exams by a week, allowing pupils an opportunity to compensate for time lost this year through school boycotts and sit-ins.

Last week, the third report of the Van den Heever Commission disclosed multiple examples of corruption and nepotism in the DET and made strong representations for criminal charges to be brought against employees within and outside the department.

While in isolation, these moves should have been welcomed as a statement of intent from the government, they were almost universally condemned as mere smoke-screens, designed to draw attention away from the central issue of fully integrated education, that the government does not appear to be addressing. Chase's models — which in effect made it practically and financially diffi-



cult for schools to adopt an open admissions policy — were criticised for "entrenching the racist concept of whites-only schools".

Under the guidelines issued to schools considering changing admissions policies, one of the requirements was that 72 percent of all parents with children at the school would have to pass the motion, before it could be adopted and even then, the minister would have the right to veto their decision.

A three-week period of notice would also have to be given before the vote, and

this period would have to fall within term time — which to all practical purposes means that it will be nearly impossible for the motion to be passed before the beginning of the next school year.

Van der Merwe's one-week deferral of exams for black matriculants, while in principle welcomed, was at the same time criticised for "not going far enough".

Van der Merwe would have faced considerable practical difficulties if he was to have delayed exams any further, and these allied to the wishes of a number of

matric students who wanted to write on schedule, were the main forces behind his decision to delay by only one week.

However, it is still an indisputable fact that exam results for pupils in DET schools will be the worst for many years and this will widen the educational gap between black and white students, as — among other things — fewer black students will be up to the entrance requirements of universities.

DET officials named for their complicity in financial "irregularities" concerning — among other things — the printing

and publishing of textbooks and the running of youth camps, were not suspended, but in some cases only transferred to another department — giving rise to cries of "whitewash".

In his much-hyped speech in Welkom at the beginning of July, Van der Merwe indicated that no one should hold their breaths in anticipation of one education department.

Changing the education system was a lengthy process which would be dealt with in national negotiations for a new constitution, he said. Until those negoti-

ations got under way, everyone would have to make the best of the current system.

More recently, Van der Merwe told *The Weekly Mail* that while he had been forced to concentrate on more pressing and immediate problems, the issue of integrated education would be the next to be addressed.

However, speaking on a radio panel discussion, Van der Merwe said that one education system would create a "bureaucratic monster" that would be nearly impossible to handle.

That argument holds little water, considering there are 18 education departments dealing with different syllabi and different exams. Besides the inevitable waste of duplicated effort, the cost of running so many separate offices is probably in excess of what would be needed to administer one education department.

But the future shape of the education system in South Africa cannot be worked out overnight. The government of the day cannot just say "now we will have one education department" and wave a magic wand. There is considerable practical and theoretical planning to do.

As the present government apportions one third of its total budget to education and the amount spent on each white pupil is around eight times higher than that spent on a black pupil, there is just not enough money to raise the level of educational services of blacks to the present level of whites — even if administrative costs are cut dramatically.

The goodwill engendered and boost in morale from giving everyone broadly the same educational opportunities, it is said, will help create the right atmosphere for a situation where all South Africans can start to solve the country's problems together.

These are just some of the factors that will have to be taken into account, if the government starts to address the problems of the current education system and stops offering mere sop to popular opinion as it appears to be doing at the moment.

See PAGE 12

WIN with The ARGUS SIGHT & SOUND R30 000 competition — see page

80 W Cape schools tell Clase his open schools plan is unrealistic

By MICHAEL MORRIS
Political Correspondent

ONE of the biggest education bodies in the Western Cape, representing 80 schools and 40 000 pupils, has told the government its requirements for opening white State schools for all are unrealistic.

And, Democratic Party education spokesman Gardens MP Mr Ken Andrew says the open schools deal cannot be recon-

ciled with the letter and spirit of President De Klerk's reformist statements in the United States this week.

The Federation of School Committees of the Cape Region, which covers most of the Peninsula, is to tell Minister of Education and Culture, Mr Piet Clase, that schools should be allowed to open to all on the basis of approval from a simple majority of parents.

After meeting this week to discuss the three models proposed by Mr Clase, the executive committee of the federation declared Mr Clase's requirement that 72 percent of parents should approve a change in a poll of at least 80 percent "unrealistically high".

Chairman Mr David Plane said this was the unanimous view of the committee.

"Every school that has decided to hold a poll so far has objections to the requirements, all from a procedural point of view. There also are objections that even if a high percentage of parents approve, the Minister still has the final say."

He said all the schools which had decided to hold a poll were interested in "model B" — retaining State school status, but

deciding their own admissions policy.

Mr Plane added: "We have been led to believe we are moving away from an authoritarian style of doing things, but these models are clearly fairly restrictive. We had all expected some restrictions, but we find the requirements unacceptably strict."

The federation — which falls under the Cape Education

Council — represents school committees from Walvis Bay and Saldanha and most of the Peninsula, excluding the northern areas.

Mr Andrew said last night President De Klerk owed it to himself, to the public and to the credibility of his reform process to explain how his promises (in the United States) could be reconciled with Mr

Clase's complicated options for open schools.

"The procedures and requirements set by Mr Clase for opening white schools fly in the face of the letter and spirit of Mr De Klerk's speech to the US National Press Club. The public is entitled to an explanation of what is going on."

"What is needed is a single system of education."

SPORTS

LITERACY TO THE FORE IN BATTLE FOR SKILLS

SI Times 23/9/90

CORPORATE social responsibility schemes (CSR) in the US — they took off there after race riots in the late 1960s — have great relevance for South Africa, says an American authority, Myra Alpersen.

SA's economy, which desperately seeks higher productivity, needs to tackle its literacy problem and related skills shortage.

As part of the solution companies could encourage on-site literacy programmes in terms of CSR schemes.

A survey on trends in CSR in SA indicates that housing and education enjoy the greatest priority. The study was undertaken by FSA-Contact and covered 101 companies.

Miss Alpersen says in the Innes Labour Brief that some companies in the US place such a high priority on CSR that they appoint social responsibility committees on their boards.

Corporations, such as Coca-Cola and IBM, have made multimillion-dollar



MANPOWER MIRROR

By Adrian Hersch

grants for public education. But other methods are also used.

Some companies that are retrenching, such as Polaroid and Chevron, are funding schemes to encourage employees to become teachers. Polaroid also takes care of on-site literacy training.

Mentor

In the automobile industry management and unions have developed on-site educational programmes. Ford employees can even obtain university degrees at the workplace.

The "mentor" system is encouraged by General Electric Company. This scheme encourages employ-

ees to volunteer — even in company time — as mentors for those interested in science or engineering careers.

Support for minority (black or Hispanic) businesses and banks is a major component of CSR, fostering support for a middle-class of minority entrepreneurs.

In 1989 General Motors spent more than \$1-billion on purchases from minority suppliers. It also deposited more than \$900-million in accounts of 83 minority-owned banks.

Miss Alpersen is project director, corporate social responsibility, at the Council on Economic Priorities in New York. She will be in SA for two years from October, and will be attached to the

Labour Brief offices. The publication is edited by Professor Duncan Innes of Wits University.

The FSA-Contact survey shows that 80% of organisations provide housing benefits, whether to their employees or to interest groups the company has identified.

Of those providing housing benefits, 38% are involved in housing schemes in the townships and with community housing self-help schemes (32%).

50 Priority

About three-quarters of the companies provide education benefits, whether to employees or some other interest group. About 50% assist in the development of schools in areas where their employees live, and an equal proportion help in upgrading teaching skills in the community.

Nearly two-thirds of companies place a priority on health care. But less than half place high priority on the development of small business.

Star 24/9/90 Matric exams to be 'carefully monitored'

THE Department of Education and Training has taken steps to ensure the "integrity" of the matriculation examinations this year.

Criticised in the past for poor security in compiling, distributing and marking matric papers, the DET has this year decided to take "all possible security measures".

Announcing the measures in Pretoria yesterday, acting director-general of Education and Training Dirk Scholtz said question papers would be set by qualified examiners.

Moderators were being picked for distribution to examination centres.

A security firm would take the papers to their destination.

Exam scripts would be collected daily from schools and all possible precautions would be taken to ensure they were delivered safely to the department

for marking, said Mr Scholtz.

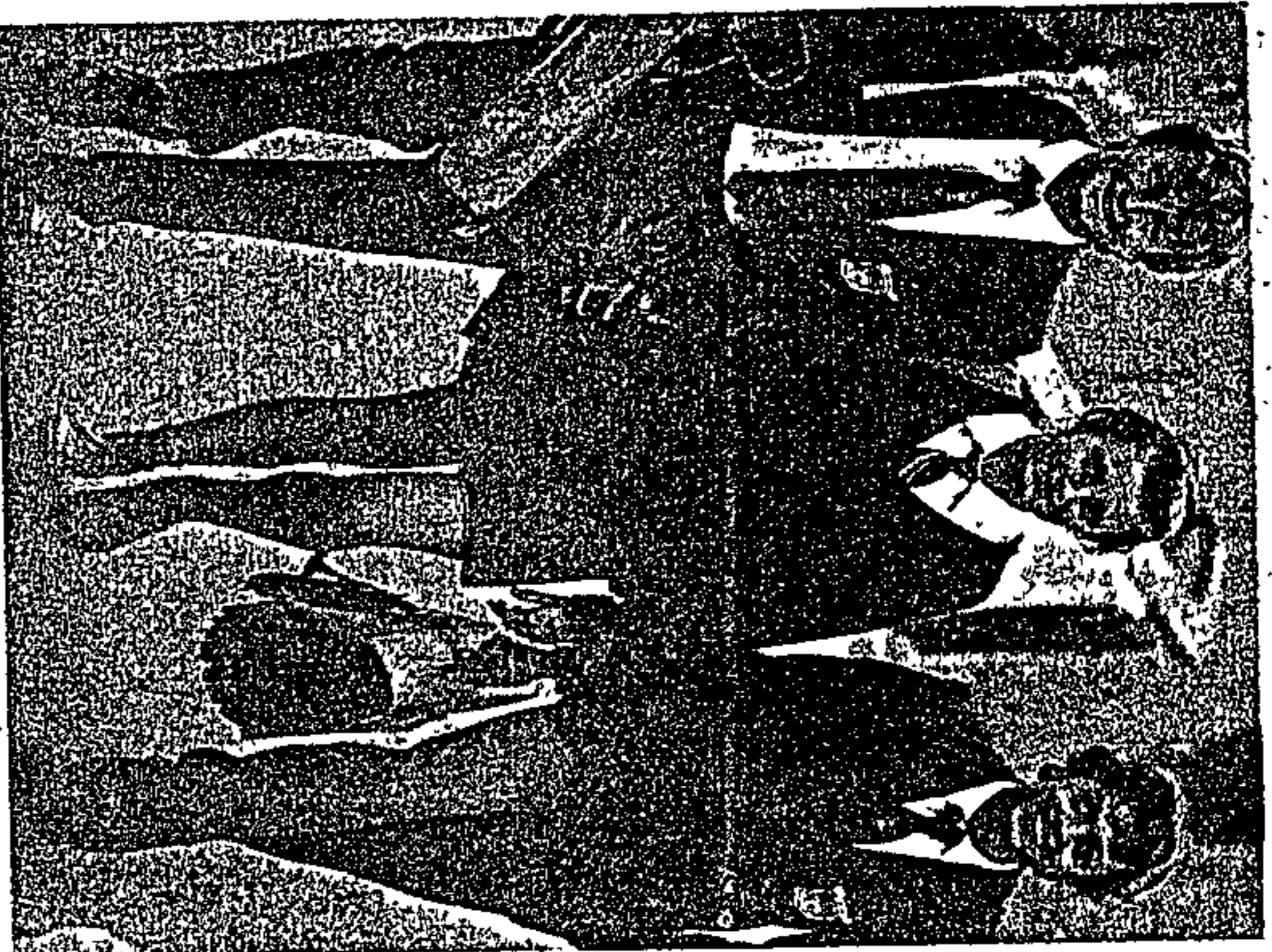
He said if they could not reach certain schools "unhindered" exams would be written at alternative centres.

He said each examination centre would be evaluated to establish whether conditions allowed for examinations to be written in "controllable circumstances".

Marking of papers would take place at marking centres in the vicinity of Pretoria "under circumstances which will facilitate control".

Scripts would be marked at the marking centres only, and no examiner would be allowed to take scripts home.

Mr Scholtz said some papers would be marked by scanners. This new method entailed the use of special pencils with which pupils marked the answer. The method could only be employed in some subjects. — Sapa.



BACK TO SCHOOL: Thousands of white pupils in the Cape returned to school today at the start of the fourth term. Among them was this happy trio at Camps Bay High.

Picture: LEON MULLER, The Argus

Fast term for apartheid?

Half the white schools in Peninsula get ready to vote

ARLUS 8/10/90

50

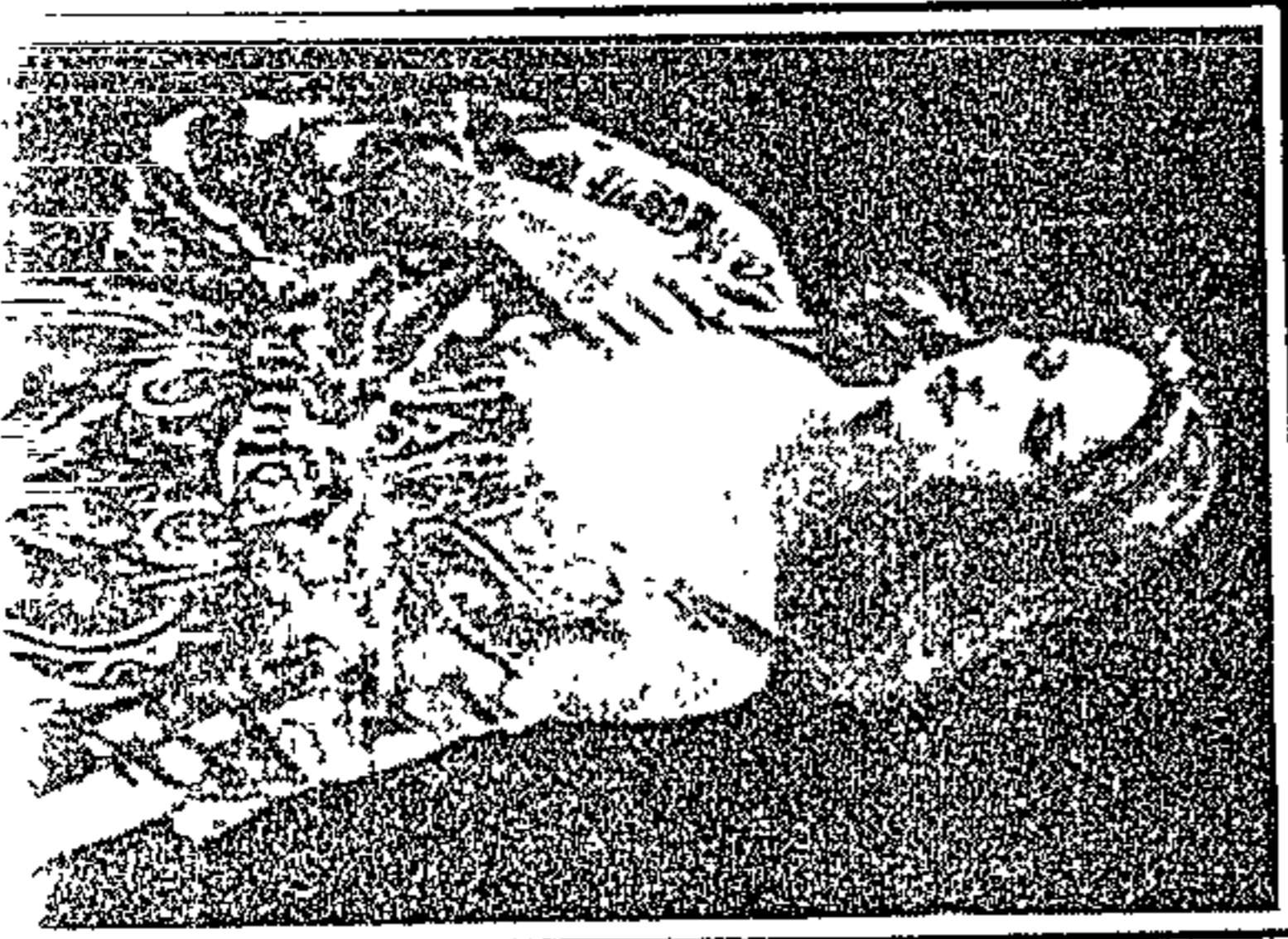
FW and Mandela set for some tough talking

Political Staff
TOUGH talking is expected between President De Klerk and ANC deputy president Mr Nelson Mandela when they meet in Cape Town today to discuss causes of township violence.

Other thorny issues on negotiations will also be raised.
The talks are taking place against the background of renewed accusations by Mr Mandela that government agencies are deliberately provoking bloodshed

ANC calls for one man, one vote in local government — page 2.

The ANC has affidavits from a wide variety of people and he had proof that the National Intelligence Service and military intelligence were using black agents to stage attacks on black townships.
Mr Mandela has also indicated the vi-



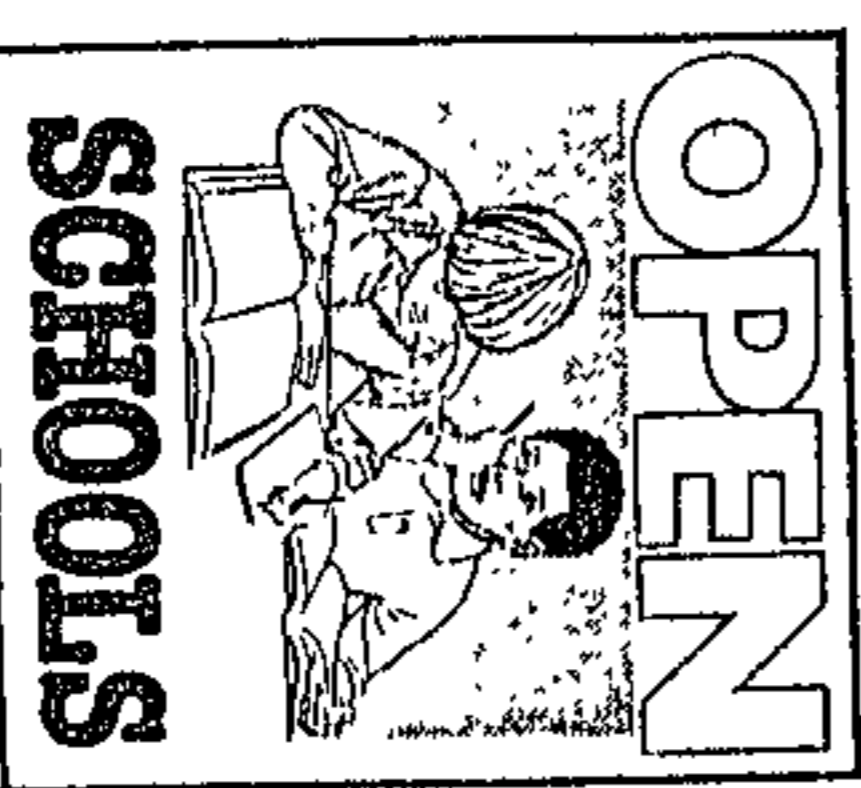
BY JOHN YEID, Education Reporter
HALF the white schools in the Peninsula area have applied to poll parents on whether to become non-racial and the first results will be known by the end of next week.

White pupils returned today for what may be last term of apartheid education — and to schools facing the most crucial challenge in their history.
In the next two months most of the 46 schools which have applied to conduct official polls will ask parents to decide whether they should open to all races and end decades of officially segregated education, or whether to retain the status quo in the face of an unequivocal movement toward a new South Africa.
For many parents the decision will not be easy.

Rigid apartheid system

Most have lived all their lives under a rigid apartheid system in a society engineered by legislation such as the Group Areas Act and the Separate Amenities Act. They attended all-white schools themselves and few have experienced true non-racialism.

Moral, ethical and practical considerations are among the many reasons for white schools to choose to open their doors to all races, educationalists point out.
There are 250 000 spare desks in white schools. By contrast black schools are hopelessly overcrowded. Huge classes and an unacceptably high teacher-pupil ratio are major factors in the continuing black education crisis.



6 shacks torched in Crossroads fighting

Crime Reporter
SIX shacks and two tents were set alight as sporadic "faction fighting" continued in Crossroads.
Police said shacks and tents were torched in various parts of the township at the weekend.

ARGUS 8/10/90

50

rttheid?

By JOHN YELD, Education Reporter

HALF the white schools in the Peninsula area have applied to poll parents on whether to become nonracial and the first results will be known by the end of next week.

White pupils returned today for what may be last term of apartheid education — and to schools facing the most crucial challenge in their history.

In the next two months most of the 46 schools which have applied to conduct official polls will ask parents to decide whether they should open to all races and end decades of officially segregated education, or whether to retain the status quo in the face of an unequivocal movement toward a new South Africa.

For many parents the decision will not be easy.

Rigid apartheid system

Most have lived all their lives under a rigid apartheid system in a society engineered by legislation such as the Group Areas Act and the Separate Amenities Act. They attended all-white schools themselves and few have experienced true non-racialism.

Moral, ethical and practical considerations are among the many reasons for white schools to choose to open their doors to all races, educationists point out.

There are 250 000 spare desks in white schools. By contrast, black schools are hopelessly overcrowded. Huge classes and an unacceptably high teacher-pupil ratio are major factors in the continuing black education crisis.

Although this contrast is most marked in rural and inner-city areas where white populations have declined sharply, the trend is spreading even into white suburbs.

Many white Peninsula schools have more than a third spare capacity and some are less than half-full. Throughout the country declining enrolment is threatening white schools with closure. Some have been forced to shut already.

Three models

Plumstead High and Rhenish Girls' High in Stellenbosch, both conducting polls next Friday, October 19, will be among the first to test parents on one of the open-school models proposed by white Education Minister Mr Piet Clase.

The three models proposed by Mr Clase last month are:

- A — closing the school and establishing a private school, subsidised with 45 percent of operating costs. Implementation during 1991.
- B — Remaining an ordinary government school but determining an individual admissions policy, within the framework of the constitution. Implementation from January 1991.
- C — Declaring the ordinary public school a state-aided school where the state pays staff salaries (about 75 percent of operating costs). Implementation during 1991.

Mr Clase also announced that a request to change a school's status could be made at any stage and that it was not necessary to apply immediately.

● See page 11.



6 shacks torched in Crossroads fighting

Crime Reporter

SIX shacks and two tents were set alight as sporadic "faction fighting" continued in Crossroads.

Police said shacks and tents were torched in various parts of the township at the weekend.

Cloudy and cold

(Details — page 2)

Dunhill brings a new dimension to the gentle art of

Presenting

DUNHILL

Light Virginia

in the distinctive new

assaulted

COMING IN



Extracts from the TB Davie Memorial lecture delivered at UCT last week by Mr Walter Sisulu, a member of the national executive committee of the African National Congress.

THE ANC has never supported the slogan "no education before liberation" because we believe that education must be one of the weapons that we use to achieve our liberation. We need doctors and lawyers and teachers and accountants to help run the new South Africa.

We are desperately short of such people in the black community. There will be much ground to cover to redress this imbalance and enable black people to take their rightful place in society and government.

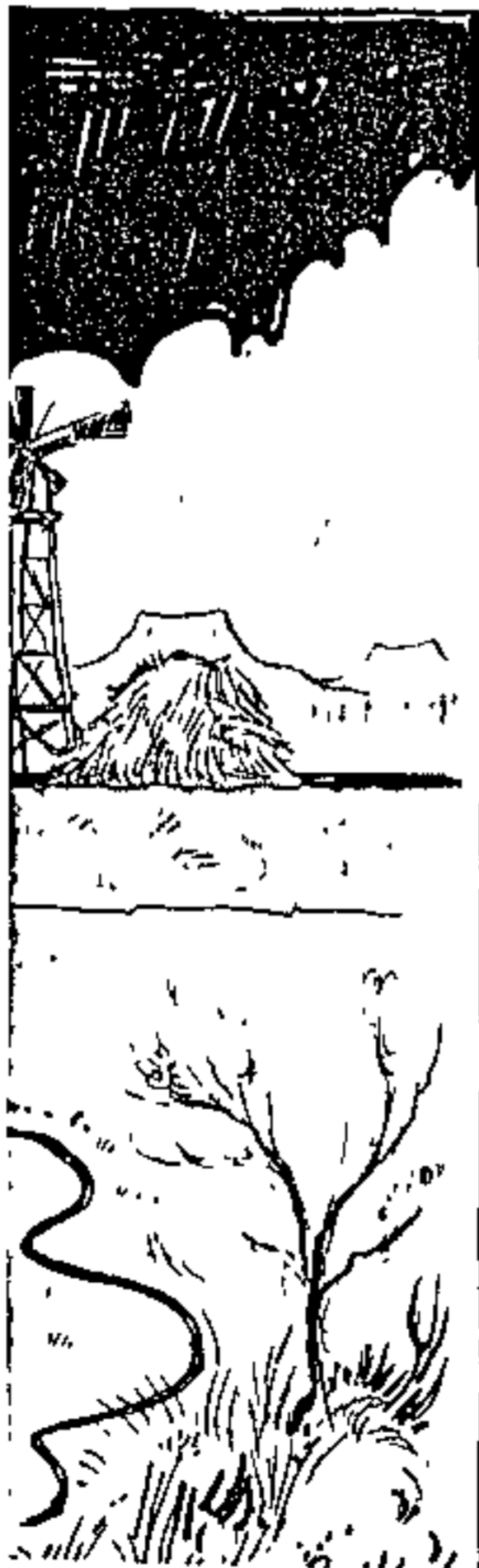
At the same time we need an education system that empowers our people. It must be an education system that consciously aims to provide us with the tools to free ourselves. We need an education system that honestly aligns itself with the cause of democracy.

We are not asking for scholars to stop being objective in their analysis. We don't want to be taught lies...

Need knowledge

Our people need to know the truth about their past. That there was a proud history before the arrival of Van Riebeeck. They need to know how they were robbed of their land and the heroic struggles to resist conquest.

Our people need to understand the present. We need knowledge to uncover what lies be-



Education is one step on way to black liberation

CAPE TOWN 9/10/90



hind fine words that result in impoverishment and disempowerment. This is the job of sociologists, economists, political scientists and others.

This is what your training has equipped you to do. We want such analysis to be done but it should be presented in a manner that is simple and accessible to ordinary people. Information must reach well beyond the few who now are fortunate to enter a university.

Standard two

We must remember that education is not only what is learnt in schools and universities.

I did not go beyond standard two. The little knowledge I have gained in my 78 years has been learnt in the struggle to free our people. When I was fired from my job as a baker's "boy", it was not necessary for me to read a textbook to understand that what I was experiencing was national oppression.

When I was assaulted on the job, I did not need a degree to know that this was gross injustice and a violation of my basic human rights...

It is important to bear in mind that the crises remain that forced the government to unban the ANC, release political prisoners and respond to the negotiation and peace initiatives proposed by the ANC.

System corrupt

The economy is stagnating, there is still a lack of investment, and the flight of capital continues. Business still experiences a loss of confidence in the future. Poverty is no longer just a black experience, for there is increasing impoverishment among the white community.

Secondly, there is the continued disintegration of the white ruling bloc as a coherent political force. Fragmentation to both left and right continues, while those who remain within the NP are increasingly confused. The NP can no longer rely either on the civil service or the security forces, both the South African Police and the South African Defence Force, to carry out policy.



WALTER SISULU: Crucial need in black community for professional skills.

Thirdly, there is a great moral dilemma throughout white society as a result of the acknowledgement that apartheid is evil, and that it has failed. There is general recognition that the Bantustan system, the tricameral Parliament, the community councils and other collaborationist bodies have collapsed. There is a widespread defection of black security forces — police, prison officers and soldiers — to our side.

Finally, there is a recognition that the education crisis cannot be resolved by the present government. They, too, have in practice acknowledged this and failed to even take the minimum steps such as providing text books, classrooms or facilities.

Our children have been deprived of their future not only by government policy of inferior education, but also by the embezzlement of public funds. However, we do not hold only those individuals directly involved in such massive fraud responsible. The whole system is corrupt, and responsibility rests squarely with the government.

I would like to give our

perspective on the wave of violence sweeping our country. We see this violence as a systematic, orchestrated campaign to destabilise our country and weaken the ANC.

We are not dealing with individual acts of terrorism. We are dealing with highly trained death squads, whose motivation is to kill and create an atmosphere of terror. What we are witnessing is something that has not been seen in our country before. But it is not new to the region. There are stark similarities between this violence and that waged by SADF surrogate forces, namely MNR and Unita, against Mozambique and Angola.

Importance

This violence is not an issue that affects black people alone. What is called for is a national response. The very insulation of the white community from the terrible trauma inflicted on the black communities provides the conditions for such violence to continue.

Whites have a responsibility, for what is happening is of national importance and will affect the very fabric of our society and the possibilities for peaceful change.

LETTERS

Box 11 CAPE TOWN 8000

Bursaries

Sowetan 9/10/90
A NUMBER of public service bursaries in various fields are available for 1991. **SO**

Bursaries are awarded on merit and members of all population groups are welcome to apply.

The bursary money covers prescribed tuition and residence fees as well as the cost of prescribed study materials.

The number of bursaries in each field is determined by the requirements of departments regarding trained staff and available funds.

Applications must be submitted on forms obtainable from most Government departments.

The closing date for the receipt of applications is November 15, 1990.
Sowetan Correspondent.

CAT 7173 10/10/70
50

Open vote: Natal schools interested

MARITZBURG. — Nearly 50 Natal schools have expressed interest in voting on models proposed by the government for the possible opening of schools to all races.

Few schools in the province are, however, prepared to commit themselves to whether or not they will open their doors to other races, but a great deal of behind-the-scenes activity is taking place.

Meetings have been held here and in Durban for school principals and management committees to discuss models proposed by Education and Culture Minister Mr Piet Clase.

The Natal Education Department (NED), which will advise schools on the procedure for polling parents, said on Monday that they had received approaches from 47 schools.

NED spokesman Mr Lampies Cornelius said 13 high schools and 34 primary schools had shown interest in the models.

Most of the schools that have approached the NED have expressed interest in Model B, which allows a school to open to pupils of all races while remaining under state control.

The other two models involve a degree of privatisation at a considerable cost to parents.

Model A allows a school to become private with a 45% state subsidy.

In terms of Model C, a school would become state-aided with government paying only teachers' salaries. — Sapa

46645 11/10/90 50 /

Voting calendar

THIS is the list of dates on which parents are set to vote on the matter of Cape schools becoming non-racial.

October 19: Plumstead High; Rhenish Girls' High, Stellenbosch.

October 23: Settlers High, Bellville.

October 24: Oakhurst Girls' Primary, Rondebosch;

October 25: Rondebosch Boys' High; Rondebosch Boys' Preparatory (provisional date).

October 26: Sans Souci High, Newlands; Golden Grove Primary, Rondebosch.

October 30: Pinelands High; Pinelands Primary; Pinelands North Primary; Pinehurst Primary; Gardens Commercial High (or October 31); Sea Point High; Sea Point Primary; Grove Primary, Claremont; Kalk Bay Primary.

October 31: Westerford High, Newlands; Cape Town High; Fish Hoek Senior and Middle; Mountain Road Primary, Woodstock; Greenfields Girls Primary, Kenilworth.

November 1: Good Hope Seminary Primary; Grootte Schuur Primary; Camps Bay High.

November 8: Wynberg Boys' High; Wynberg Boys' Junior, Wynberg Girls' High; Wynberg Girls' Junior (all provisional); Rondebosch East Primary.

November 9: Queen's College Boys High; Queen's College Boys Primary; Queenstown Girls High; Balmoral Girls Primary.

November 15: Muizenberg High.

Poll to be held, date undecided: Rhenish Primary, Stellenbosch; Windsor High, Rondebosch East; Claremont Primary; Bergvliet High; Kommetjie Primary; Maitland Primary; Rustenberg Girls Junior (parent meeting tonight).

Still to decide: Simon's Town High (parents meet today); Rhodes High, Mowbray (management council meets next week); Paul Roos Gymnasium, Stellenbosch; Good Hope Seminary (management council meets this week); Jan van Riebeeck High (management committee meets tonight); Voortrekker High, Wynberg; Ysterplaat High; Maitland High (parents meet Monday); Grootte Schuur High, Newlands (parents meet today); Table View High (management council meets next Wednesday); Ferndale Primary, Ottery (management council meets today); Zwaanswyk High, Retreat (management council meets tomorrow); Milnerton High; De Grendel Special School, Milnerton; Kronendal Primary, Hout Bay (management council meets tonight); Jan van Riebeeck Primary; Llandudno Primary; Bosmansdam High, Bothasig; Eben Dönges High, Kraaifontein; Camps Bay Preparatory; Camps Bay Primary; Edgemead High.

'Schooling would be free under ANC rule'

The Argus 11/10/90
Correspondent. 50

NELSPRUIT. — Children throughout South Africa would get free education under an ANC government, Natal Midlands convener for the African National Congress, Mr Harry Gwala, said.

Mr Gwala said there would be no charge for school uniforms and meals would be served free to all pupils.

Speaking at an ANC congress rally at the Nelspruit showgrounds yesterday, Mr Gwala accused elderly and middle-aged black people of letting their children down in the struggle for political freedom.

Mr Gwala said it was vital that the young and old unite to achieve a free South Africa.

There were two forms of wealth — one provided by nature such as land, rivers and minerals and the other created by human labour.

"Nobody living in Johannesburg or Cape Town has the right to own land in Komati-poort as well," he said.

"If the owners don't like it they must either sell their excessive land to someone who needs it or it will be taken back from them," he told the cheering audience.

Mr Gwala made particular reference to the number of people in the audience holding home-made wooden models of AK-47 rifles.

"An AK-47 is a political weapon and nobody knowing its true history is entitled to carry it. An R4 rifle (a SA Defence Force rifle) on the other hand a weapon of aggression."

● See page 5.

More schools object to 3 'open' models

By JOHN YELD
Education Reporter

MORE Peninsula schools have objected to white Education Minister Mr Piet Clase's three "open school" models, and a further protest has been lodged with President De Klerk.

Objectors include Rustenburg Junior School for Girls, whose parents meet tonight and on Monday to discuss the issue, and seven schools in the Fish Hoek area.

In a letter to parents, Rustenburg Junior management council (formerly school committee) chairman Mr Peter Irvine said "far-ranging discussions" had been held between the council, the principal and representatives of other leading schools.

All had re-affirmed their individual and collective commitment to non-racial education.

"Having examined Mr Clase's proposals for the opening of schools to all races, we find that these are still couched in unacceptable racial terms, and that Mr Clase has also placed unreasonable procedural and timing obstacles, voting percentages and veto rights over the schools wanting non-racial education."

The council had registered "strongest objections" with Mr De Klerk.

It had decided that Mr Clase's "model B" — which would allow the school to set its own admissions policy but remain a public school — was the only practical course of action available within the law, and recommended to parents that it be adopted.

The council's motivation included:

- Objecting to the models but retaining the status quo took the school no further;

- The risk associated with a "UDI" and adopting an open enrolment policy would be too great to staff and affected pupils and could have major implications for parents;

- Mr Clase's alternative models required vast increases in

fees; and

- Model B could be implemented in 1991, "enabling us to commence the normalisation process of selecting pupils on merit without colour as a criterion".

In a joint statement today, the chairmen of the management councils of Fish Hoek Senior, Middle, Primary and Preparatory schools, Sun Valley Primary, Kommetjie Primary and Kalk Bay Primary said they were committed to an admissions policy "not based on race but on educational criteria".

Although the percentage polls required by Mr Clase were "unreasonably high", the schools had decided that a change to model B would be in the best interests of the education of their children.

- Zimbabwe's success story, page 21.

AR 6/10/90 (50)

6858
8389
2

Belfast headmaster with a lesson for SA schools

W/E Mail 12/10 - 18/10/90

(50)

By SAMANTHA WEINBERG

PARALLELS between Northern Ireland and South Africa are often drawn and frequently relevant. Here we have a great and — at times — seemingly impenetrable divide between black and white populations; in Northern Ireland, the issue is religion and the two factions, Catholic and Protestant.

In both countries, there is still considerable work to be done before the barriers come down and the population is united.

While top-down policies will clearly have to provide the basis for a life of harmony in both strife-torn regions, it is from the bottom, from today's children, that the practical experience of acceptance must be grabbed. Education is then obviously of paramount importance.

The key word is "interaction", according to Terrance Flanagan, principal of Lagan College in Belfast, which provides "co-education" for Protestants and Catholics in equal numbers, and has been hailed as a great success.

Flanagan visited South Africa last month, as a guest of the New Era Trust Schools (Nest), which have themselves been trying to "integrate through interaction". His aim was to see what similarities there were between the two countries and between Nest and Lagan and to see whether they could learn any practical lessons from each other.

"There are remarkable similarities, but in essence South Africa is a mirror image of Northern Ireland, where the minority is oppressed.

"The problems are not identical, but they both arise out of a divided society. In Northern Ireland the people are divided along religious, cultural and political lines. Here it is colour and race," said Flanagan.

"Our philosophy at Lagan is that children must be brought together to understand another point of view."

He said that the children learnt as much about each other in the playground as in the classrooms, and their weekend visits to each other's homes also contributed to a mutual understanding.

The key word in uniting divided communities is "interaction", says Terrance Flanagan, a Northern Irish principal who visited South Africa recently. **SAMANTHA WEINBERG** reports

No bones are made about the fact that Lagan does employ a certain "affirmative action"; to try and ensure the two religious groupings each make up roughly half the total of pupils at the school.

"If you don't use some sort of system to keep the numbers equal, it won't work. There are many skeletons of previous integrated schools which have failed when the minorities have either left the schools, or assimilated into the majority group."

The main ways in which Lagan College differed from integrated schools which relied on the "contact theory" (which is not enough in Northern Ireland, according to Flanagan) is through a series of programmes aimed at increasing the knowledge that the groups have of each other.

Lagan has contributed to the initiation of a government-funded "cross-community" contact scheme, where meetings between the two communities are held at a neutral venue and various issues are discussed.

Additionally, the national school curriculum in Northern Ireland has been changed to include two "cross-curriculum" themes: "education for mutual understanding" and "cultural knowledge", which again help to promote a more understanding attitude.

However, Flanagan admits that Lagan can't do everything and is not the only solution. Similarly, racially-integrated schools in South Africa, while they are undoubtedly a positive step, will not reap huge benefits until there is a change in political attitudes.

EDUCATION

CALL TO THE WILD

FIM 12/10/90

50

The ANC realises that while it may be possible to redistribute wealth there will be serious problems unless more wealth can be generated. Education is crucial to that process, says John Samuel, newly appointed head of the ANC's education department. Samuel was head of the SA Committee for Higher Education (Sached) for 11 years and has wide educational experience in SA, Zambia, Ghana and Britain.

In his first major interview since his appointment, Samuel was adamant that the creation of a "learning culture" in SA is a priority.

He quotes a Polish social scientist who said after World War 2: "We have been morally irresponsible as adults in giving up education to the children." Samuel says: "We can't leave the future of the country to the future generation. We have to begin, as parents and teachers, by resuming responsibility."

An emotive example: stayaways. Samuel says they were a limited tactical option, used while resisting apartheid. But "SA is undergoing a period of change and the tactics appropriate in the past have to be re-examined. In a repressive climate there were a limited number of options. People either resisted physically, or through boycotts and strikes. While those options may remain relevant for some areas of the struggle, in education we have to re-examine these approaches."

This year alone, Soweto children lost three months of schooling due to strikes and stayaways. Immediately after his release, and at his first public appearance in Soweto in February, ANC deputy president Nelson Mandela called for children to return to school. His speech at the rally was immediately followed by an education official calling on teachers to take part in a march which, in turn, led to a strike of several weeks.

It is precisely such contradictions that Samuel will have to wrestle with. If the ANC wants a viable economy, real learning will have to be the priority — in action, not words.

Indicating a pragmatic approach to this year's expected matric high failure rate, Samuel says, that though the full weight of the ANC will be exerted to pressure government to provide options for young people who fail, the ANC will not demand — and could not expect — all schools to take back all children. "There could be a whole range of afternoon study opportunities or correspondence study. We have to look closely at using resources to maximum capacity."

The integration of schools, he says, is a major challenge and will be a "long and

contested process." Though he sees integration as very important, he is not in favour of busing children — but argues that empty schools and whites-only schools are also unacceptable. He sees arguments about "white standards in danger of falling with integration" as a "smoke screen for those who don't want to face the challenge of change."

Samuel believes an educational model should be developed that focuses on the relationship between economic development and educational growth.

"The syllabus needs to focus on how education can support economic development and growth. We have to address the links between education and training, research and other fields. Career guidance must be developed urgently in schools, as well as the creation of a technical culture.

"Junior science and engineering projects should be encouraged. In Zimbabwe there is a Junior Engineers' Society where children tinker in classrooms and each school has a practical science-based project." He says a



Future education ...
how to support growth

range of technical subjects should be taught — not to produce people who can go straight into a job, but to give them a grounding in, for example, how a motor car works. These should be balanced with a sense of business, too.

"There must be an attempt to provide basic education, with the focus on developing skills and competencies — literacy, numeracy and social awareness. They must know something about the society they live in and political processes. This could form part of the healing of a divided society and in creating a common culture." He believes subjects such as African literature and history could contribute toward this.

The ANC education department is now working on an outline of issues for presentation at the December 16 National Consultative Conference of the ANC — its most important decision-making meeting. Samuel does not believe it wise to "have a blueprint and impose it. We need to find out the critical questions about education in this

country and devise policy around that." He also hopes to meet the various ministers of education soon.

Samuel sees two fundamental questions facing education: the relationship between the State and schools, and education and economic growth.

His biggest challenge, however, will be to find a balance between the educational needs of all South Africans, turning theory into practice and ensuring that standards are maintained. The greatest obstacle may be the surly and unreasonable attitudes that have taken root in many communities.

Charlene Smith

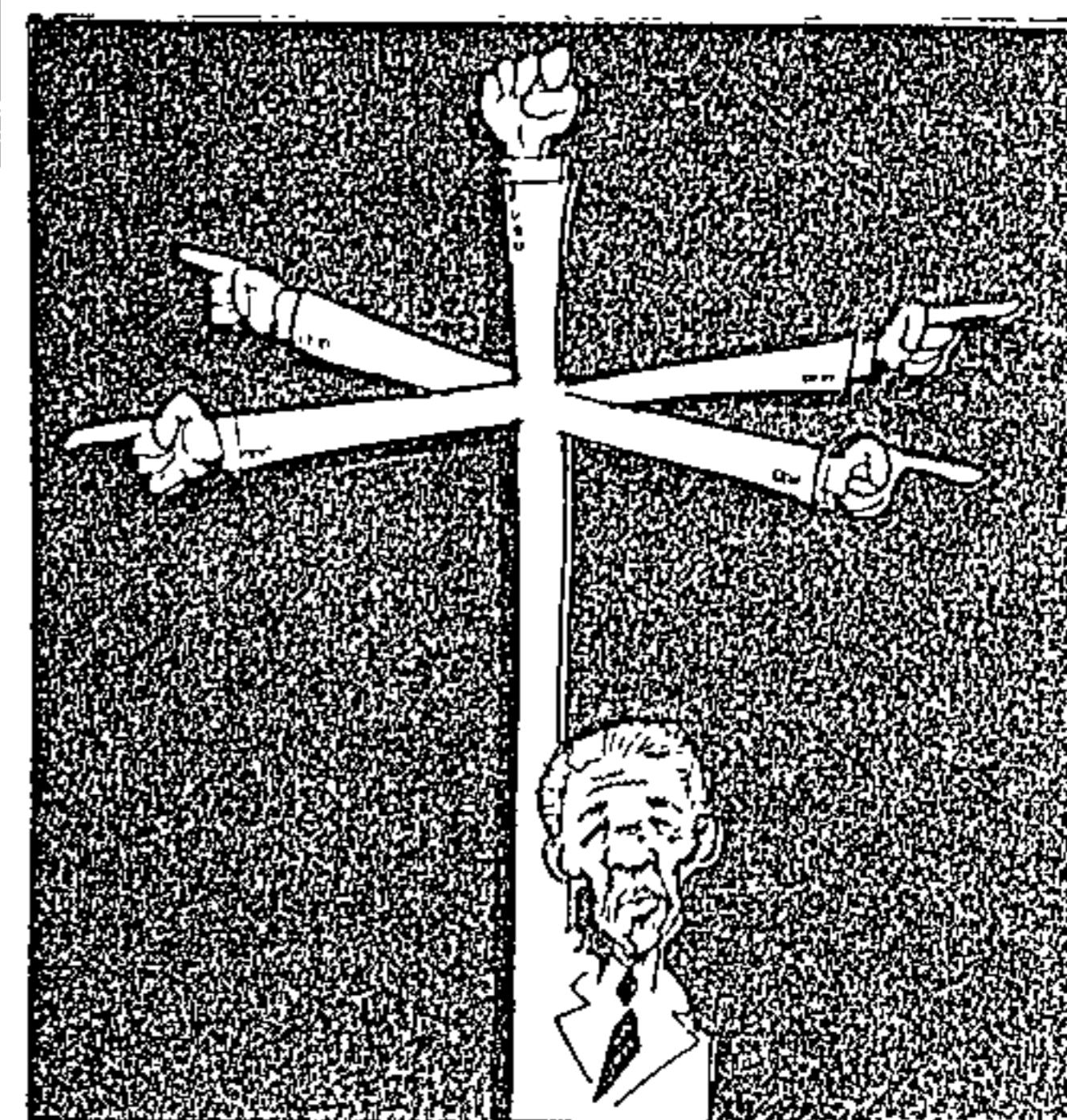
IDEOLOGY FIM 12/10/90

FORKED TONGUE

Nationalisation and sanctions are still firmly on the agenda of the ANC. That's according to a speech by Nelson Mandela, deputy president of the ANC, at a farewell dinner for 64 black businessmen who left on an observation mission to the US on Monday. The speech appeared to produce several puzzling contradictions.

The recently released ANC economic policy "working document" — which Mandela urged businessmen to comment on — takes a far softer line, suggesting there will be no new nationalisation. However, Mandela's latest speech, while not directly calling for nationalisation, gave a lengthy justification of such a policy.

Saying that State intervention had long been a part of the economic life of SA, he said that Afrikaner nationalism had called for greater and greater nationalisation in many fields. "Many proponents of free enterprise now were themselves calling for the nationalisation of gold mines."



CRACK IN THE WALLS

Education in KwaZulu has reached an alarming low. Figures released by the Education Foundation in the first draft of its "statistical overview of education in KwaZulu-Natal" show that schools run by KwaZulu are grossly underfunded.

The foundation is a trust which is committed to "an affordable and appropriate education system capable of providing equality of opportunity and access." Says foundation executive director Johan van Zijl: "Rationalisation and the development of a system that meets the needs of both society and the economy require that we measure the realities and that we are driven by an analysis of these."

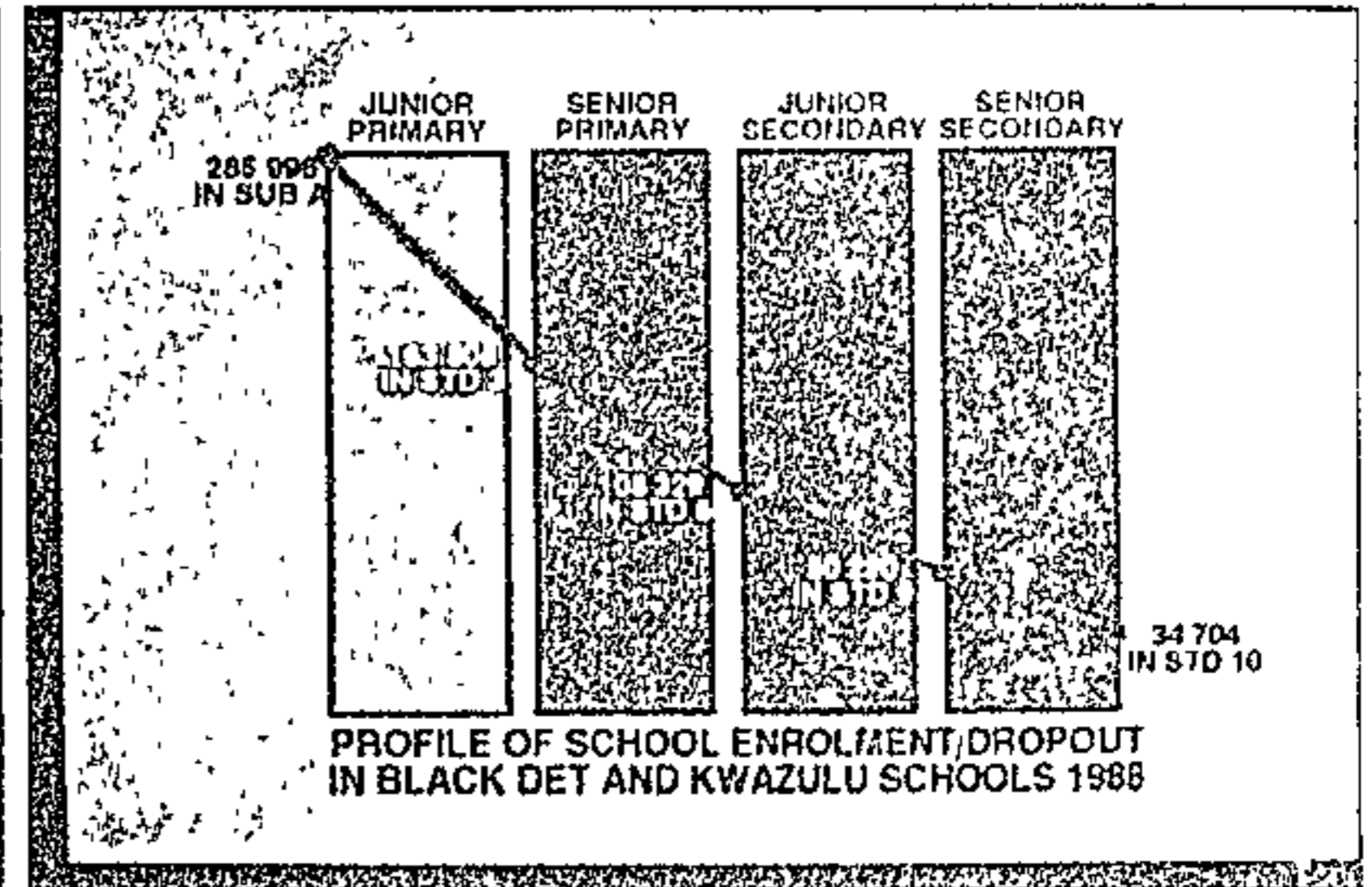
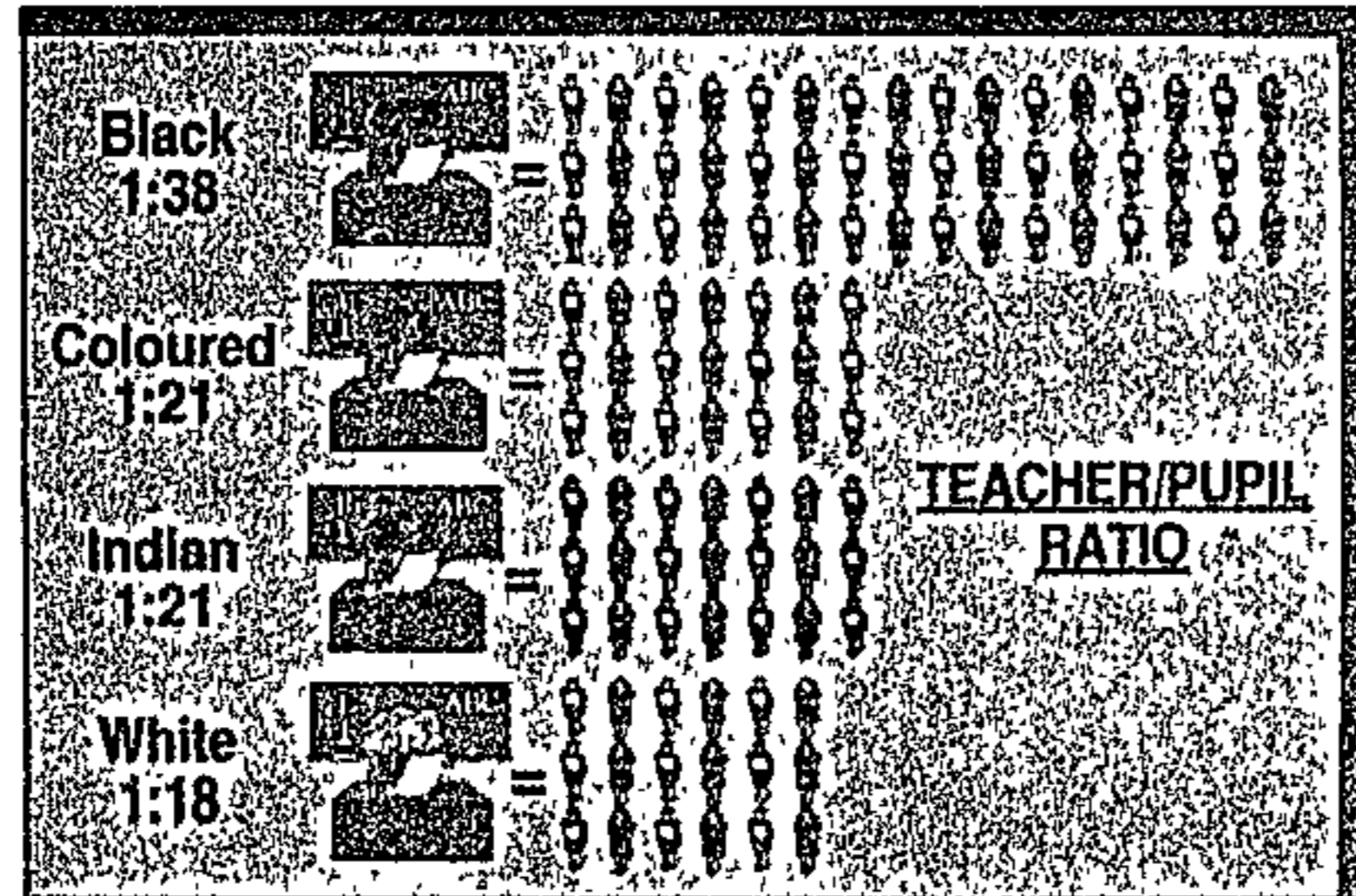
For these reasons the foundation has begun to list available data in SA and hosted a number of think-tanks to plan and design a national data bank on education.

The foundation's look at education in KwaZulu-Natal comprises 40 tables and 136 pages recording the region's educational institutions and expenditure as well as detailed information on pupils, teachers and examination results.

Some of the statistics are staggering, says Van Zijl. "For example, if salaries are removed from the comparison, then the R514 that was spent on every white child's education in 1986 was nearly three times the R182 that was spent on every Department of Education & Training (DET) pupil. But nearly six times as much was spent on a DET pupil (R182) as on a pupil in the KwaZulu

ing. In 1986, the House of Delegates had more money than anyone for educating teachers: for every rand that it had, the House of Representatives had 69c, the DET 56c and the House of Assembly had 55c. KwaZulu had only 16c.

Van Zijl says a similar trend exists in other homelands. "In 1986 the average for all the homelands was 12c for schooling



system (R33)."

According to data published by the foundation in 1986, for every rand that the House of Assembly had for a child's education, the House of Delegates had 81c, the House of Representatives had 40c and the DET had 35c. "But KwaZulu had only 17c," says Van Zijl.

The spending on teachers is equally alarm-

pupils and 18c for educating teachers."

Black dropout tables are also very disturbing. School enrolment-dropout tables indicate that as against 286 000 black pupils in Sub A in 1988, there were only 35 000, or 12% of that number, in matric. According to the University of Natal's James Moulder, the latest information confirms that in KwaZulu the situation is getting worse.

90% 'yes' by Rondebosch Prep parents

By JOHN YELD
Education Reporter

1645 15/10/90

MORE than 90 percent of parents at Rondebosch Boys Preparatory School have come out in favour of open schools and want to vote on "model B" proposed by white education minister Mr Piet Clase.

This will allow the school to set its own admissions policy while remaining a public institution and fully funded.

Just under 90 percent of all parents — 917 out of a possible 1 028 — responded to a questionnaire on open schools circulated at the end of last term, and they will now vote formally as required by Mr Clase on Thursday, October 25.

Asked in the questionnaire whether they supported the concept of open schools, 845 said "yes", 43 "no" and 29 abstained.

In response to a question on whether they would vote on "model B" in a formal opinion poll, 842 (91,8 percent) said yes, 41 (4,5 percent) said no and 34 (3,7 percent) abstained.

BASIC OBJECTIONS

"The results of our poll were conclusive," said Mr Carl Scheppening, chairman of the school's management council.

Although the school community would be voting, they objected to Mr Clase's proposals — as did other Rondebosch schools, Mr Scheppening added. This was because:

- The models were based on race;
- There were unreasonable procedural, timing and required voting percentages; and
- Mr Clase retained a discretion on whether a vote by parents was acceptable.

"As a leading school we are keen to make a start with selecting pupils on merit without colour as a criterion," Mr Scheppening said.

"Our normal admissions criteria will apply and we have a number of children who already comply, but who can be accepted only after Mr Clase approves our proposed application, subject to our parents' vote on October 25.

● See page 11.

'Yes', provided standards are maintained

15/10/90
By JOHN YELD, Education Reporter

50

THE majority of white South African adults are in favour of their children's racially-exclusive schools being opened to all races — providing existing education standards and admission requirements are maintained.

This was the finding of the Centre for Conflict Analysis at the Human Sciences Research Council (HSRC) in May after a telephonic opinion survey of 1 856 white adults in all four provinces.

Almost 52 percent of the respondents were strongly in favour of schools being open if the same admission requirements and standards were applied to all, while 40,9 percent were either strongly or predominantly against.

But the HSRC added a warning note when it released the figures to the media.

"According to Drs Chris de Kock and Nic Rhodie, the centre's senior research specialist and chief research specialist respectively, great caution should be taken in generalising the findings to all whites in South Africa, as they are an indication of the broad trends in the country," its statement said.

The public

The study was done after the first announcement in parliament that models to allow white schools to open their doors to all races were being considered by the government.

At that stage only two possible models were mooted, although white education minister Mr Piet Clase subsequently proposed three possible models.

Two offer schools a degree of privatisation, while "model B" allows schools to determine their own admissions policies while remaining fully public.

All Cape schools have so far opted for this model, with the two alternatives being slated as financially punitive.

In the HSRC statement, Dr De Kock said: "The two proposed models led to a controversial debate, particularly in the media, which made it necessary to determine the public's attitude."

Slightly more than 66 percent of respondents reacted positively to the suggested model which would allow schools to become privatised, on request of the majority of parents involved, and in terms of which they could decide for themselves whether to admit pupils of other races.

Just over 52 percent of people reacted positively to the second model, which would have allowed white schools to open their doors if most of the parents were in favour of such a step.

"A positive attitude to privatisation and the belief that pupils would receive higher quality of education were some of the reasons why the privatisation model was acceptable," the HSRC statement said.

"In the case of both models, most respondents who found it unacceptable believed too many pupils of other races would be admitted to white schools."

The majority of respondents (60,1 percent) believed the most important requirement for a school was high education standards, the statement added.

"An interesting finding of the HSRC study was that 66,2 percent of the respondents believed the parent community involved should have the final say on who should be allowed to the school involved."

A majority of 65,3 percent of the respondents were also in favour, in principle, of the privatisation of government schools on condition the parent community involved would support such a step.

Responding to a question testing attitudes to a central education department for South Africa, 33,1 percent were strongly in favour, 30 percent predominantly in favour, 16,3 percent strongly against, and 9,5 percent predominantly against.

The study also revealed that 67 percent of respondents were in favour of empty white schools being used for the education of other races.

The HSRC issued a follow-up, explanatory statement two days later after the Conservative Party had strongly attacked the research findings in parliament.

It said one of the questions asked had been: "In what measure are you in favour of, or opposed to, all schools — white, black, coloured or Indian — being open to all children if the same admissions requirements are set?"

The response had been: strongly in favour — 20,7 percent; predominantly in favour — 30,9 percent; predominantly opposed — 11,4 percent; strongly opposed — 29,5 percent; mixed feelings — 5,2 percent; and unsure — 2,3 percent.

The response of Afrikaans-speakers had been 35,5 percent either strongly or predominantly in favour; for English-speakers 72,5 percent in favour; city residents 60,6 percent; town dwellers 41 percent; respondents with children at school 48,4 percent; those without children at school 52 percent; and respondents with an education beyond matric 62,1 percent in favour.

Outspelling the Brits

Own Correspondent

LONDON. — Education experts here refused to believe that African pupils in Natal could spell more consistently well than their British counterparts, when claims were made to this effect last month.

So last week, the Mail on Sunday sent its correspondent to the Inanda Seminary mission school without prior warning and tested the children themselves.

In a report yesterday, the paper said it found that "the results were even more impressive".

In recent months, tests have found the literacy rate of British children is falling on the decline.

Critics have blamed the introduction of "trendy" methods of tuition which, they say, are not nearly as effective as the tried and tested methods of the past — and which still apply in South Africa.

The Mail's test found that every one of the pupils at the Inanda school passed a standard spelling test, failed by one in 20 sixth-formers aged 16 in the affluent home counties of England.

And the achievement is even more remarkable because most of the African children started learning English only at the age of 11 — and they were a full year younger on average than their British counterparts.

Many were now fluent in English, Zulu

and Afrikaans. Some Xhosa and Sotho speakers spoke four languages.

On September 4, British teacher Jennifer Chew gave 322 16-year-old sixth-formers at her college the test.

Although her English pupils were in the top 25% of the ability range going to the college, the Mail found that many of the British youngsters "couldn't match the Zulus. The African children's lowest mark was a respectable 51%. In Britain it was a dismal 17%".

While few Zulu children were weak spellers, there were, not surprisingly, more British students with the very top marks. But the average mark for both sets was 54%.

Bursary autonomy for departments

~~EDYTH~~ EDYTH BULBRING (50)

PRETORIA — The Commission for Administration had given up its centralised hold on bursary allocations, recruitment deputy director Louis Buys said at the weekend.

It would now be up to the individual departments to submit separate budget applications to allocate study bursaries from the beginning of the next academic year.

Buys said the idea behind this decentralisation was to promote greater management autonomy for the government departments.

He said a problem with the allocation of bursaries on a centralised basis was that the commission had not always been able to interview all the candidates.

It would now be up to the various departments to allocate bursaries according to the needs of the departments, and to ascertain whether the candidates would be fit for the posts.

Buys said bursary monies would be established on a differentiated basis, founded on proven expense. In the past a uniform upper limit prevailed, irrespective of the field of study concerned. B12cm 15/10/70

50

Outspelling the Brits

Own Correspondent

LONDON. — Education experts here refused to believe that African pupils in Natal could spell more consistently well than their British counterparts, when claims were made to this effect last month.

So last week, the Mail on Sunday sent its correspondent to the Inanda Seminary mission school without prior warning and tested the children themselves.

In a report yesterday, the paper said it found that "the results were even more impressive".

In recent months, tests have found that the literacy rate of British children is rapidly on the decline.

Critics have blamed the introduction of "trendy" methods of tuition which, they say, are not nearly as effective as the tried and tested methods of the past — and which still apply in South Africa.

The Mail's test found that every one of the pupils at the Inanda school passed a standard spelling test, failed by one in 20 sixth-formers aged 16 in the affluent home counties of England.

And the achievement is even more remarkable because most of the African children started learning English only at the age of 11 — and they were a full year younger on average than their British counterparts.

Many were now fluent in English, Zulu

and Afrikaans. Some Xhosa and Sotho speakers spoke four languages.

On September 4, British teacher Jennifer Chew gave 322 16-year-old sixth-formers at her college the test.

Although her English pupils were in the top 25% of the ability range going to the college, the Mail found that many of the British youngsters "couldn't match the Zulus. The African children's lowest mark was a respectable 51%. In Britain it was a dismal 17%".

While few Zulu children were weak spellers, there were, not surprisingly, more British students with the very top marks. But the average mark for both sets was 54%.

Smash:

14/10/90

School for blind short of funds

Potential new students may have to stay on the streets

CP Correspondent

KHANYISA - the only school for the blind in the Eastern Cape - will be unable to admit new students next year unless funds are found

Many visually handicapped children and adults, who had intended starting their education next year, will be left roaming the streets in the Eastern Cape, Border and Cape Province.

Principal JC Crous said Khanyisa (the name means to make light or bring to light) was a State-subsidised school, but it had not been allocated funds for next year.

"The school has a waiting list of some 72 visually handicapped children and this number is growing every day. Some of the names on the waiting list had to be removed because the children had become too old to be admitted," he said

Crous said although the normal annual school fees were only R20 a student, including accommodation, they could not be raised to provide funds for another building because many of their pupils came from poverty-stricken families.

Khanyisa was established in 1983 when the Transkei Department of Education stopped admitting students from outside the Transkei to its Efata School for the Deaf and Blind

"The workshop is functioning nicely and is now providing training for seven pupils and four adults," said Crous

Despite the lack of facilities for extra-mural activities at the school, sporting activities have shown promising growth

"Staff and pupils attend athletic courses, and have to be transported to the city for training - 41 times even after hours," said sports head John Eastes.

At the Junior Games for the Blind, held in September last year and attended by blind athletes from many parts of South Africa, Khanyisa pupils set four records in the field and track events - winning 11 bronze, five silver and eight gold medals

Eastes said eight of their athletes were chosen to represent Eastern Province at the South African Junior Athletics Championships - "an achievement of which we are all very proud". They competed in 11 field and track events, winning 10 gold medals. The EP team managed to win 13 gold medals in total, and three of their athletes recorded three new South African records.

Let's recruit the top talent

Sunday Times 14/10/90

EDUCATION is by far the most expensive of all social services.

In 1990, 19 percent of total government spending was allocated to education, above the average level for countries with per capita incomes close to South Africa's.

The rates of expansion in enrolments in the 70s and 80s cannot be sustained. There is little room in the State Budget for a further increase in the proportion of resources allocated to education.

Not everyone in the 90s will achieve the levels of education required in the most advanced sectors of the economy. Stratification will remain in the educational system: the challenge of the coming decade will be to remove its racial basis.

In a system where inequality of outcome (though diminishing) remains, it becomes essential to promote equality of opportunity. The only way to do this is by competition for entry to the most desirable programmes.

Here, equity and efficiency point in the same direction.

Finance

To fail to recruit the most talented for senior secondary and tertiary education is to miss the opportunity for the highest rates of return on educational investment. It follows that the quality of selection tests at the critical decision points needs rapid improvement.

Deracialisation of the education system is a necessary, but not sufficient, condition for creating equality of opportunity. In particular, it will be difficult to create equality of opportunity between urban and rural people.

It is desirable from a distributional point of view that the proportion of education costs borne privately rises as the level of education rises so as to narrow the distribution of net income. In order to prevent this working against the poor, it is necessary to

Charles Simkins shares ⁵⁰ some ideas on how to stretch limited resources to provide better education



develop financial markets to provide loan finance for tertiary education, particularly in those fields where manpower shortages can be identified.

For people with appropriate qualifications, service for a period of time in the least attractive occupations and parts of the country could be a substitute for loan repayment.

Attention needs to be paid to the mix of educational outputs. For many years, the inadequacy of the production of engineers and middle level technicians has been apparent, as has the low level of school education in mathematics and the physical sciences.

The throughput of the apprenticeship system declined markedly in the late 80s. Foreign technical assistance in the fields of scientific and technical education would be very useful.

But there are traps to be avoided. Too early a specialisation on the basis of poor general education has been shown to yield very low returns in many developing countries.

The toughest questions about the future of South African education have more direct implications for liberty than for poverty. These are the related issues of privatisation and the scope for educational institutions with a particular linguistic/cultural religious character.

But this leaves important choices to be made, as the experience of other countries shows.

The spread of education in 19th century France unleashed a deep

struggle between the Catholic and secular education systems. Since a Catholic education was likely to socialise its pupils into the political right and a secular education into the centre or left, the implications were clear and immediate. Our struggle will be more fragmented, but it will raise the same general issues.

If the right to education of a specific character is to be maintained, it is of great importance that proposals to guarantee it do not conflict with the objectives of equality of opportunity and the most rapid possible improvement of the least well-off.

Compromise

In particular, expansion of state supported private schooling should not leave the public system starved of resources or disadvantage graduates of the public system in the labour market. This is not easy if cultural cleavages are correlated with income distribution.

Some degree of compromise at the outset — which will neither stabilise patterns of privilege nor lead to complete equality of opportunity overnight — will be inevitable if a negotiated political settlement is to be achieved.

● Professor Charles Simkins is associate professor of economics at the UCT and is on secondment to the Urban Foundation. This article was extracted from the Optima publication of the Anglo American Corporation.

'Open' schools polls to be held in Eastern Cape

Own Correspondent

PORT ELIZABETH. — A spate of polls will be held at Eastern Cape schools over the next four weeks as the opinion of parents on open schools is tested.

A minimum of nine schools — including all four English-medium schools in Uitenhage — will hold polls during this period.

Five other Port Elizabeth schools have applied for permission to hold polls, but have not set fixed dates.

Parents of Riebeeck College Girls' High School in Uitenhage will be the first in the country to indicate if they want the school to open its doors to pupils of all races.

They go to the polls on Monday to vote for or against "model B", which allows the school to decide on admission criteria.

The management councils and staffs of the four English schools in Uitenhage "unanimously agreed" that supporting open schools was the "only morally acceptable educational principle", according to a joint statement.

An 80% poll is necessary to meet the highly criticised, stringent criteria laid down by Education Minister Mr Piet Clase to open a school to all races.

Star 15/10/90

'Most do not expect expensive education'

By David Braun,
The Star Bureau

WASHINGTON — The majority of parents in the new South Africa would not expect the State to provide the kind of education white children were getting in the current system, simply because this would cost too much money.

This was the view expressed by Sheila Sisulu, education adviser to the African National Congress, at the Carnegie Endowment for International Peace in Washington last week.

Mrs Sisulu, education co-ordinator of the SA Council of Churches and daughter-in-law of ANC internal leader Walter Sisulu, was addressing the Endowment on black education in the '90s.

She said that until now the education system in the country had been characterised by a few having everything at the expense of the many.

The majority of South Africans would of course demand and expect vastly improved education for their children, but they would not expect to get it at the same rate and level as the whites had enjoyed.

"I anticipate we are going to



Sheila Sisulu, education adviser to the ANC.

have more problems from those who will be expected to do with less rather than from the majority who will want more," she said.

Mrs Sisulu said an entire new education dispensation would have to be worked out for the new South Africa. This would have to be done in close consultation with the community.

She envisaged that all school text books would eventually have to be rewritten, but that it would still have to be worked out as to who would do this and what the content of school education would be.

Mrs Sisulu, in the US to study various education programmes, said she had been greatly im-

pressed by the American Job Core program, which enabled children to stay at school all the way to the point of opting to continue with university education or joining the job market with a real marketable skill.

The program taught each child a real skill while continuing with an academic education. The skills taught were offered on the basis of what the market required and were determined in conjunction with the market place.

Mrs Sisulu said there was an urgent need for pre-primary education for black children, as the drop-out rate between the first and second grades was 23 percent. The drop-out rate for blacks was 50 percent by the end of primary education. Pre-primary education would make a large contribution towards lowering these high rates, she said.

She said demands for a single education system in South Africa needed to be intensified. The Government was "dilly-dallying" about this, saying a new Constitution should first be negotiated, but there was an urgent need to act before then so that access to education could be assured for all South African children as soon as possible.

voting schools

ARGLES
16/10/90
50

plaat High; Table View-High (management council meets tomorrow); Zwaanswyk High, Retreat.

Milnerton High; De Grendel Special School, Milnerton (waiting for parents' feedback); Jan van Riebeeck High (parents' information meeting to be held); Llandudno Primary; Bosmansdam High, Bothasig; Eben Dönges High, Kraaifontein; Camps Bay Preparatory; Camps Bay Primary; Edgemoor High.

Robben Island Primary (Prisons Service to decide); Milnerton Primary; Seamount Primary, Milnerton; Brackenfell High; Fairmont High, Durbanville; Thornton High; J G Meiring High, Goodwood; Oranje Primary, Maitland; Paul Greyling Primary, Fish Hoek; Plumstead Preparatory.

Models rejected: SACS High and SACS Junior, Newlands; Ellerton Primary, Three Anchor Bay; Queens Park High, Woodstock.

Possible poll in 1991: Rustenburg Girls High; Oude Molen Technical High, Pinelands; Kirstenhof Primary; Edgemoor Primary.

Retaining status quo: Norman Henshilwood High, Constantia; J J du Preez High, Parow; De Kuilen High, Kuils River; Ferndale Primary, Ottery.

Youth to remain destabilising factor, warns Kane-Berman

DURBAN — Black youth would remain a destabilising factor in SA as unemployment soared and black education became a disaster area, it was forecast yesterday.

SA Institute of Race Relations executive director John Kane-Berman put forward that conclusion when he spoke at a Bifsa conference in Durban yesterday.

Analysing the violence of black urban youth, Kane-Berman quoted Urban Foundation statistics showing there were 4.3-million blacks between the ages of 10 and 24 in the cities, compared with 3.5-million in 1985.

"Black youth is growing at a rate of about 165 000 a year in the cities," he said.

"Very few of these are studying or working. According to some estimates more than half of all unemployed black people in SA are under the age of 30."

SA needed to provide about 1 000 jobs a day for these first-time entrants into the labour market. But the economy was growing at only half

CHARLOTTE MATHEWS

the rate of population growth.

Many people believed the informal sector would come to the rescue, Kane-Berman said. Without the informal sector the condition of many people would be desperate.

"It is survival entrepreneurship."

He said black education in SA was becoming a disaster area. Between one third and one half of all blacks of schoolgoing age had either dropped out of or never attended school because of poverty, boycotts and teacher strikes.

Government spending on black education had risen by 6 000% in the past 20 years from R70m to R4 000m a year. But there were still very few black university entrance passes in subjects such as mathematics and science.

Kane-Berman predicted that as the tools of armed struggle and international sanctions had become less powerful for the ANC, mass mobilisation would intensify.

Own Correspondent

PORT ELIZABETH. — Parents of Riebeek College Girls' High School came out in force last night to vote overwhelmingly in favour of opening the school to all races as the Cape Education Department tried to muzzle the results of the poll.

The school recorded a 90,5% poll, way above the minimum of 80% set by the Minister of Education and Culture, Mr Piet Clase.

Of the parents who voted, 86% voted "yes" to Model B — which allows the school to open the school to all races.

Barely an hour before the poll started at 5pm yesterday, the school learnt that they were not allowed to publicise the results of the poll.

The director of the Cape Education Department, Dr S W Walters, issued an order barring all Cape schools from telling parents and the press the poll results.

He did this so the Minister of Education and Culture, Mr Piet Clase, would not learn of the results "in a newspaper", but would be informed "first-hand".

Out of the 687 Riebeek parents entitled to vote, 622 did so. Yes votes totalled 536, 84 said no and there were two spoilt papers.

The 536 parents who voted yes represent 78% of the 687 parents entitled to vote. This figure is also far higher than the 72% set by Mr Clase as a minimum percentage of all parents required to vote in favour of open schools.

It is important to note, however, that Mr Clase still has the final say on the schools "open" status.

Dr Walters made the decision to try

Majority 'yes' from PE school parents

to keep a tight lid on results after receiving a request from the Uitenhage school board to make the results of the poll known.

Dr Walters said the departmental procedures would be carried out "as quickly as possible", but could not predict how long it would be before the results were made public by them.

An official of the Cape Education Department phoned all the school boards in the Cape Province, instructing them not to make public the results of the polls. School principals and teachers were also barred from relaying the results.

The Democratic Party MP for PE Central, Mr Eddie Trent, said last night that he wanted to congratulate the college: "All that remains now is to see how Minister Piet Clase will react."

"This was the first school in the country to conduct an official opinion poll on the models and it has come through with flying colours."

CAT 7/2/95 16/10/90

50

SOWETAN Wednesday October 17 1990

Shell to continue aiding science centre

SHELL has not withdrawn funding from the Science and Mathematics Resource Centre following the furor over a leadership development course and courses would continue, trustee Mr Terry McCulloch said yesterday.

He said the centre was an educational trust and as such did not wish to be aligned with any political party or viewpoint and would not fund programmes found to be political.

The Shell centre's role was to upgrade mathematics, science, biology and English, particularly in black education.

Through its community involvement, it was also involved through community organisations in these programmes which were run by the communities themselves at grassroots level like pre-school, health, family care, nutrition and youth leadership programmes.

Leadership programme

As far as the youth leadership programme was concerned, the centre endeavoured from the outset to steer through difficult political change.

Meanwhile, one of the facilitators who attended

the course, ANC activist Ms Greta Apelgren, said she was deeply hurt by the "outrageous and irresponsible claims" made by a few parents of white pupils who had attended the course.

She described allegations about facilitators as false and said games used as "ice breakers" were played as instructed in a Swedish manual and that there were no sexual references.

"No participants were forced to attend the lecture and neither were the lectures biased in favour of the ANC or any other political or religious organisation."

Swelton 17/10/90

50

City schools rebel on vote

Mr. Trib 17/10/90

50

By DAVE MARRS

REBEL all-white Peninsula schools are set to ignore tough obstacles imposed by the government and admit children of all races from next year.

At least four schools — SACS High School, SACS Primary School, Ellerton Primary and Queens Park High — have rejected the strict procedures proposed by the Minister of Education and Culture, Mr Piet Clase, as "unreasonable, obstructive and based on racial criteria".

The chairman of Ellerton Primary's management committee, Mr Andrew Scott, confirmed yesterday that the school was interviewing prospective pupils, regardless of race, with a view to admission for the 1991 academic year.

He said the minister had been informed that the parent body had already been polled in May this year. (Before Mr Clase announced his models for open schools) — with 96% of those who voted supporting an open school — and that this was regarded as a mandate to begin enrolment.

SACS management council chairman Professor Peter Folb said both the junior and senior schools had accepted numerous applications from all race groups, but would not begin official enrolment until the present parent body had "indicated that that is what they want to see happen".

SACS parents were the first in the country to "overwhelmingly" support opening the schools when they were polled in 1986, and when they were consulted on the issue again last night in a combined closed meeting, addressed by Prof Folb.

SACS management committee rejected the government models as soon as they were proposed last month, saying the schools were determined to open their doors and would pursue this objective "unrelentingly" until successful.

Prof Folb declined at the time to expand on how official government policy could be circumvented, but said SACS had the "will, determination and machinery to go forward". Neither the headmaster of Queens Park High nor the chairman of the school's management committee could be contacted to comment on

To page 2

P.T.O.

CAT
Tinj
17/10/90
50

whether they had enrolled black and coloured pupils. However, the school has been extensively quoted as having rejected the government model.

● A row was brewing yesterday over a ruling that bars Cape schools from revealing the results of the voting until the minister has been informed.

Chairman of the Open Schools Association Mr RJ Mazinter said there was "no valid reason why the opinion of a school community in this regard should not be made known to everyone", as public knowledge would not affect the issue.

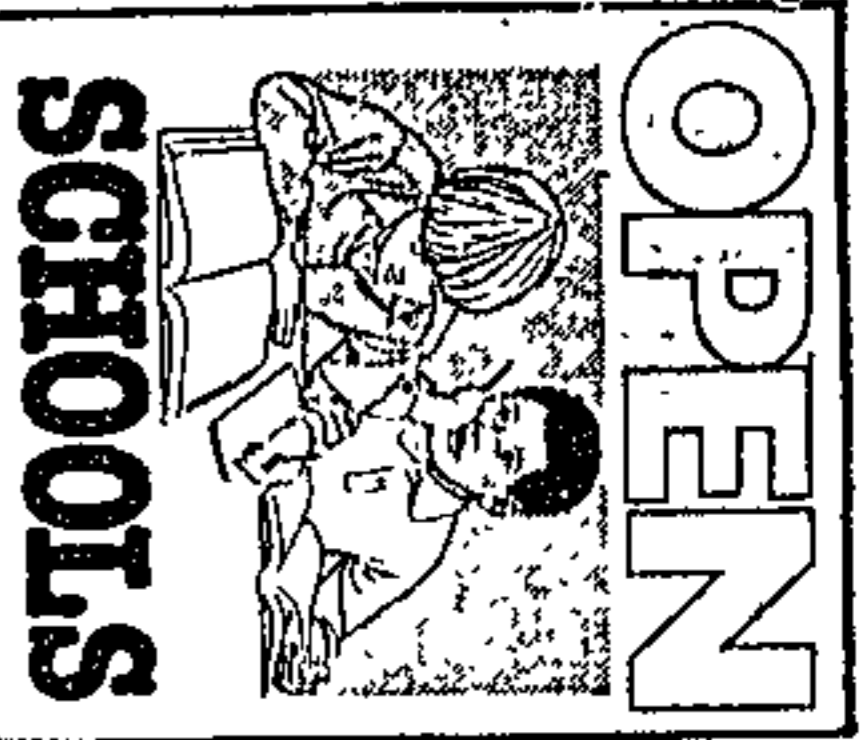
A press spokesman for Mr Clase could not indicate yesterday whether the ban on news of the vote had come directly from the minister or stemmed from the director of the Cape Education Department (CED), Dr S W Walters.

A spokesman for the CED said the results of the polls would have to be revealed to school committees, as they needed the information to apply for the introduction of the model of their choice.

If the minister vetoed a school's application, the reasons for his decision would be provided.

Polling officers had been instructed not to release the results directly to the press, as the polls were conducted on behalf of the management councils, he said.

G
ra
b



Call to lift the muzzle on voting

AKUS 16/10/90

50

By ESANN van RENSBURG and PAT CANDIDO
Staff Reporters

THE decision by the Cape Education Department to bar all Cape schools from telling parents and the Press the results of voting on open schools was strongly criticised today.

The director of the Cape Education Department, Dr S W Walters, said the decision was taken to prevent Minister of Education and Culture Mr Piet Chase from learning of the results through the Press and to ensure he would be informed first hand.

He said the results should first be sent to him and he would then make a recommendation and add any information pertaining to each specific school.

He could not predict how long it would take before the poll results were made public.

"I find it an absolutely ridiculous decision with authoritarian tones not becoming a supposedly democratic government," said Democratic Party spokesman for national education Mr Roger Burrows.

This decision was obviously taken to prevent a bandwagon effect with announcements coming thick and fast that schools wished to be open, he said.

"That the minister should be informed first, I find equally ridiculous."

"This is not a referendum, it's an opinion poll and all parents have the right to be informed of the results as soon as they are known," Mr Burrows said.

He believed schools would not pay any attention to the department's decision.

It was disturbing to note that it appeared an attempt was being made to prevent the results of polls from being made public, the Open Schools Association chairman Mr Rodney Mautner said today.

"The Open Schools Association

Blacks are still out in the cold

Staff Reporters

THE Separate Amenities Act is dead. Long live the age of reform.

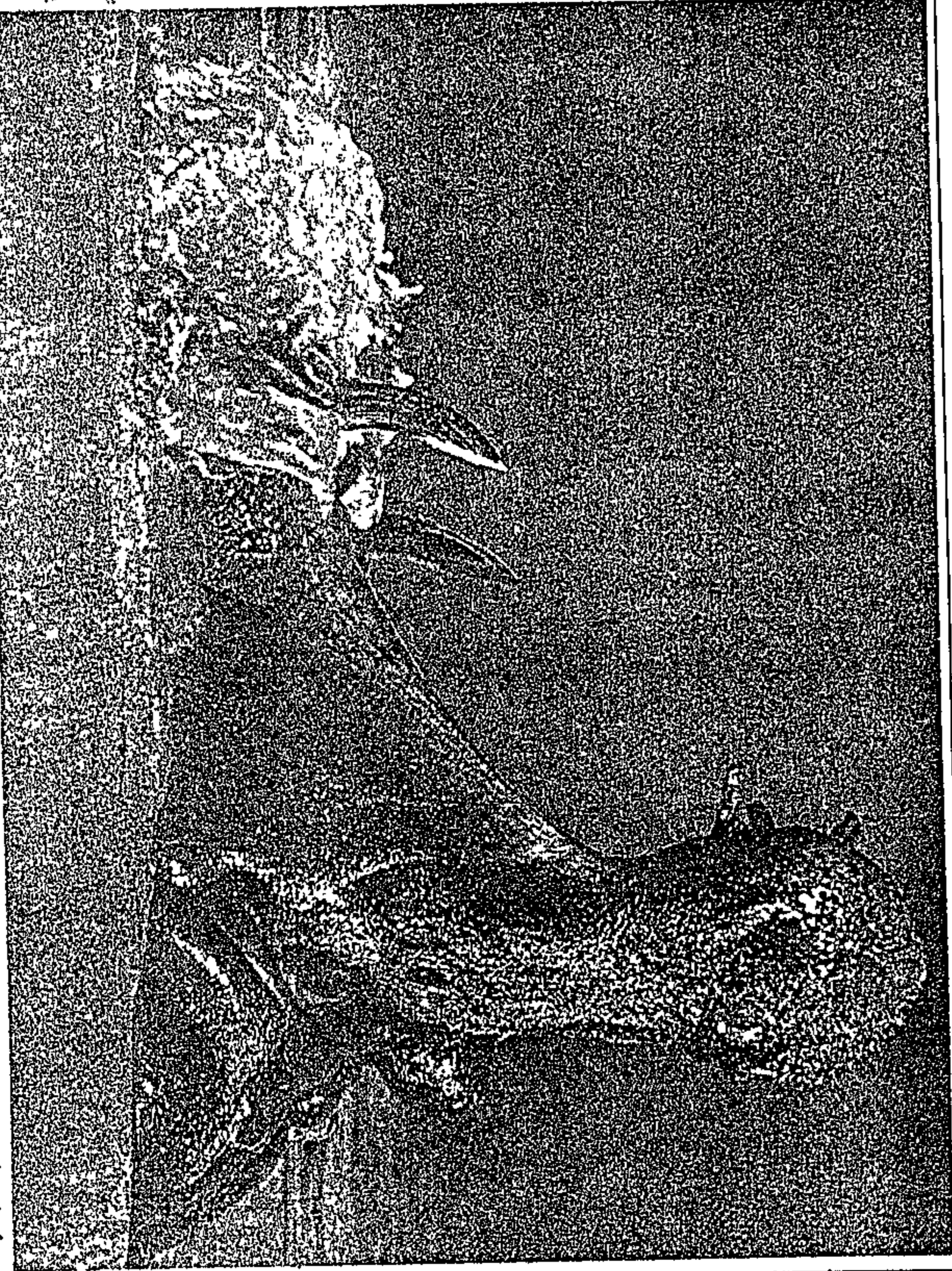
Not really. Not if you are black and want to show your family the great outdoors because the Act is still alive and kicking in some places.

Passed by parliament in 1953 with scarcely a peep, the opposition, this relic of the National Party's obsession with apartheid was officially resigned to the dustbin yesterday.

But it is refusing to stay there as an Argus survey found yesterday.

Not all caravan parks have opened their doors to blacks.

See page 15.



WINNING YAWN: This picture of a sleepy hippo won Mr Jack Weinberg the R2 500 third prize in the Agfa wildlife photographic competition, which aims to increase awareness of the vital need for conservation. Photographers from all over Southern Africa as well as the United States, Germany and Britain have entered the competition since 1981.

Builder found slain — 3 held

By HENRI du PLESSIS
Staff Reporter

A BUILDER has been killed after an argument at his partly built house in Somerset West, police said.

Three men have been arrested and are expected to appear in the Somerset West Magistrate's Court.

Mr Raymond Charles Louw, 30, was found gagged and stabbed in a room of the Vergenoegd Street house yesterday, said police liaison officer Captain Attie Laubscher.

A neighbour, Mr Darryl Bingham, told police he had heard people arguing about 8.30 pm yesterday at the house Mr Louw was building.

He looked through a window and saw two men run away. He went into the house and saw two chairs knocked over and blood on the floor.

Mr Bingham called the police, who found Mr Louw's body in the room. He had a knife wound on the left side of his head and had been gagged with a scarf.

Police said Mr Louw's pistol and his watch worth R1 500 were missing.

Later last night police arrested three men. Mr Louw's pistol and watch were recovered.

coming thick and fast that schools wished to be open, he said.

"That the minister should be informed first, I find equally ridiculous.

"This is not a referendum, it's an opinion poll and all parents have the right to be informed of the results as soon as they are known," Mr Burrows said.

He believed schools would not pay any attention to the department's decision.

It was disturbing to note that it appeared an attempt was being made to prevent the results of polls from being made public, the Open Schools Association chairman Mr Rodney Mazinter said today.

"The Open Schools Association cannot find any valid reason why the opinion of a school community in this regard should not be made known to everyone.

Final decision

"The poll does not, in itself, constitute an application to the minister for the school to be allowed to change its enrolment policy, but is an instrument on which the school committee can base its application and on which the minister can base his final decision," Mr Mazinter said.

As such the public knowledge of the results of the poll should not in any way affect the issue. On the contrary, school communities had the right to know the results of a poll in which they themselves had participated, he said.

"The public at large should be informed of the opinion of groups of parents involved in such an important issue," Mr Mazinter said.

Chairman of Westerford High School's school board Mr Alistair Sneddon commented in a personal capacity and said he found it a very strange decision.

High-handed

"I find it puzzling. The results of any normal election need not be given to the minister beforehand.

"I don't think it's correct that the minister should know the results before the parents themselves do," he said.

School principals in Port Elizabeth are up in arms after being told they were not allowed to disclose the results of polls.

One principal said parents should not be treated as children. The man, who did not want to be named, said the decision was autocratic and high-handed.

School principals said they had been notified by the Cape Department of Education telephonically that they were not to make public the results until such time as the poll results were released by the department.

Although some Cape schools had been informed of the decision, many others said they had not been told and could not comment.

Asked about the reaction to
Turn to page 2, col 8.

Staff Reporters

THE Separate Amenities Act is dead. Long live the age of reform.

Not really. Not if you are black and want to show your family the great outdoors because the Act is still alive and kicking in some places.

Passed by parliament in 1953 with scarcely a peep from the opposition, this relic of the National Party's obsession with apartheid was officially consigned to the dustbin yesterday.

But it is refusing to stay there as an Argus survey found yesterday.

Not all caravan parks have opened their doors to blacks.

● See page 15.



BACK IN THE SADDLE: After five tirement British jockey Lester Piggott the saddle. He rode Lupescu to se

Piggott pipped a

The Argus Foreign Service LONDON. — The proverbial hair's arated Lester Piggott from his d back at Leicester.

Piggott, 54, who retired from years ago and spent a year in pr evasion, regained his licence to race and was back in action yesterday.

Cheered on by a large and partisan rode Lupescu, a previously unraced Division One of the Hare Maiden F

He said before the race that he v coming last, but for all but the last the nine-horse event he looked to chance. A short battle with Sumon victory from his grasp.

But second was the best he could ed out of the frame later in the d race provided a sixth and a later

Free colour map o

ON Friday The Argus will publish a detailed double-page colour map of the Middle East. It will be included free with every copy of The Argus.

Because of its topicality — during the crisis in the Gulf — this map is of considerable importance and interest to people of all age groups. It is the first map produced in

So
cal
|
tio
me
tio
Ho
Sti
ph
|
Ea
FR

Addressing students' dilemma

Sowetan . 18/10/90

18/10/90

50

IT is a well-known fact that for many years now "career guidance" in black schools has been and is still very wanting.

Proof of this can be attested by going to any high school and asking this year's Standard 10

SCHOOL GUIDANCE and COUNSELLING by Prof Mmutlanyane Zach Chuenyane (Published by Skotaville: R18,95)

pupils what they intend doing next year after they complete matric.

Out of every 10 pupils,

it will not come as a surprise if seven say they are undecided except that they would like to go and

pursue a discipline at university.

It will also come as no surprise when one asks many black professional people today how they came into their current careers. Many of them will tell you it was by sheer accident or they merely wanted a profession.

With this state of affairs, the book by the author, Prof MZ Chuenyane, should be hailed as something that addresses the dilemma of many of our students. He is a lecturer in the Department of Health and Social Sciences at the University of Bophuthatswana.

Interest

In his introductory notes, he makes it clear that the book emanates from his interest in career guidance and from his cumulative concern about the apparently naive declaration of career plans by secondary school pupils he taught and counselled over a number of years in South Africa.

He points out that school boycotts and protests have focussed attention, more than ever before, on a society

caught up in a state of need for change and an educational system under pressure to serve the needs of this changing society.

"An implication of all this is an urgency today that demands a close scrutiny and critical evaluation of the educational system in all its entirety," he says.

The book makes an interesting observation when it says interests are important in that they can help students to begin to think seriously about educational planning, vocational exploration, and eventually career development.

It notes that many young people seem to be unaware that the choices of subjects they make and other activities they participate in at school can influence vocational choices which will affect their future lives.

It says lack of information about the various vocational opportunities available to persons who have reached a certain level of education limits their choices and the ultimate realisation of their potential.

Nkopane Makobane

Province thwarts CP libraries plan

LOOPHOLES which CP-controlled councils planned to use to deny people access to public amenities would be tightened, Transvaal acting Administrator Willie Hoods said yesterday.

Some existing legislation, such as that governing public libraries, had already been tightened and CP local authorities would now have to apply to the TPA for permission to impose or raise tariffs on libraries, Hoods said.

This move comes in reaction to threats by defiant Transvaal CP councils, who in some cases have restricted access to public amenities by levying such high tariffs that the majority of black people now allowed to use the facilities cannot afford to do so.

Hoods said the TPA was examining other existing legislation on open amenities such as swimming pools.

"I can give my assurance that as they arise we will take the necessary steps to tighten the loopholes and do everything necessary to prevent the CP denying access to open facilities," Hoods said.

Current legislation for public libraries stated local governments could levy fees not exceeding the annual

LINDEN BIRNS

running costs per library member, including those staying or employed within the local government's jurisdiction and also of those who did not, Hoods said.

Costs that could be recovered from members included loan services, educational programmes and reference services, he said.

Confront

PETER DELMAR reports stayaways and consumer boycotts were among the tactics UDF township structures were seriously considering to resist CP councils' efforts to bar blacks from public amenities, according to UDF national civic convenor Pat Lephunya.

Lephunya said in an interview civic associations were discussing how to confront attempts by CP-controlled municipalities to keep facilities white despite the scrapping of the Separate Amenities Act on Monday.

He said civic associations would not allow the CP's attitude to deny the people one of their major victories against apartheid.

810 and 18/10/90

A picture of the struggle from '76

OUR STRUGGLE SINCE 1976 by English Literacy Project. (Published by ELP)

NEW English Literacy Project book called, Our Struggle Since 1976, provides an easy reading and knowledge of the struggle but does not provide background knowledge on how the events turned.

The preface to the book says the book does not tell the reader everything about the struggle but compels the reader to recall his own experiences to the events that happened.

Although this explanation makes up for some of the book's shortcomings, I found it considerably wanting particularly with the June 16 1976 protests and the subsequent unrest.

As with most books on June 16, the cause of the protest is stated as "Afrikaans-language of the oppressor", However a brief background will reveal that there were a considerable lack of classes in the townships for pupils going to Form 1 after Standard 6 was scrapped in 1975.

Sowetan 15/10/90

No schools built

50

During those years the Government was refusing to build schools, especially secondary schools because its policy was to build them in the homelands.

Nevertheless, the layout of the book is very simple and impressive and it gives a picture of what people say about the struggle.

It gives the account of the struggle from June 1976, including repressive measures implemented by the State to suppress the growing defiance of township residents.

After the United Democratic Front was formed, the book states that it started a campaign to pull away whites from the Government and subsequently white businessmen began the trek to Lusaka to talk to the African Nation Congress.

Don Seokane

29 1976-9

Aid for struggling ERPM

Staff Reporter

Emergency recommendations to provide financial assistance to save the ailing ERPM gold mine were accepted by the Cabinet yesterday, the Department of Information said in a statement.

It said the decision had been made in view of the substantial financial commitments the State had already made to ERPM, as well as the socio-economic implications that the closure of the mine might entail.

Rand Mines, First Na-

tional Bank and the State will jointly provide financial assistance.

Emergency measures, including a R33 million financial facility being made available to the mine, were implemented earlier to put an end to the mine's uncertainty.

ERPM last month sold off R29 million worth of assets, including slimes dams, sand dumps and freehold property and options, to a consortium made up of East Daggafontein, Lydenburg Exploration and Potchefstroom Gold Areas.

Poll dismissed

50

South 18/10 - 24/10/90
THE polling of white parents on opening schools under the Cape Education Department to all races met with a cool response at black schools in the Peninsula this week.



PILE-UP: Parents and pupils stack broken chairs in the yard at the Andile Primary School at New Crossroads this week in protest against the DET's failure to respond to requests for furniture

By REHANA ROSSOUW

"Poll? What poll? I have no knowledge of it," said Mr Wellington Nophoto, principal at the Stormont Madubela squatter school in KTC, Guguletu.

"I have no time to worry about polls, I'm more concerned about where the money will come from to pay my teachers next year."

Nophoto's sentiments were echoed by teachers and parents at a range of township schools.

Very few of them had even heard white parents were voting and those who did dismissed it as "meaningless".

At the Andile Primary School in New Crossroads,

parents and pupils piled their broken chairs into an untidy heap as a demonstration of their anger this week.

"We are upset because the DET has not responded to our requests to fix the chairs our children must sit on," said Mrs Nozibele Lufele, who has two children at the school.

"We have heard about the millions of rands set aside for our schools but we have not seen any of it being spent in our area.

Crammed

"We want the Minister of Education, Mr Piet Clase, to come to our school to see how our children have to learn — how 60 children are crammed into one classroom.

"We want our school to be the same as all the other schools in the country."

Lufele said white parents should not have the sole right to decide whether schools should be opened as all children were affected.

She said she would not send her children to a white school in a faraway suburb as she believed they should be able to get a decent education in their own areas.

"I don't think most of the parents at this school can afford the transport costs to schools in Sea Point," Lufele said.

"To us it means nothing, we want all the schools in this country to be equal."

The chairperson of the Mkhanyisele school committee, Mr Alcott Siwa, said he had not heard of the poll.

"Upgrade our schools, that's all I want," Siwa said.

Why are the authorities decidew-

hether schools should be open. We don't want separate development anymore." The president of the South African Democratic Teachers' Union, Mr Shepard Mladlana, criticised white parents for fearing that once their schools were opened to all, academic standards would drop. "They must come to our schools to see why our standards are low," he said. "It is apartheid which is responsible for our low standards, not the parents or the teachers." Mladlana said the poll was simply "window dressing". White parents could vote that most black children could not afford the bus fare to reach white schools. He said opening white schools would not solve the education crisis in black schools.

Black pupils urged to reject matric boycott

JOHANNESBURG. — The National Education Co-ordinating Committee yesterday called on pupils to sit for their matriculation examinations scheduled for Monday.

The NECC was reacting to reports that in Bloemfontein students have resolved not to write because of lost time.

With only a few days to go, the countdown is about to begin in earnest for South Africa's most emotion-charged matriculation examinations for black candidates.

It emerged even more clearly at yesterday's press conference convened by the NECC that the 1990 exams face a number of difficulties, largely arising

from a year of student class boycotts, strikes by teachers and sagging morale resulting from the violence in Natal and parts of the Transvaal.

Soon after the NECC announced concessions following negotiations with the Department of Education and Training, it was learned that students in Bloemfontein had resolved not to sit for exams because of insufficient time to make up for lost study.

Urging students to write exams, the NECC said yesterday the situation in Bloemfontein was being addressed in earnest by its regional structures.

It said the possibility of disruptions during exams were slim and dismissed any question of deploying security forces in or near exam centres.

The matric exams, the NECC said, were the most crucial part of efforts to normalise the situation at black schools.

Among the concessions, the DET agreed that a 20% marks aggregate would under the circumstances qualify a candidate to rewrite subjects failed. This concession refers only to candidates who fall under the Senior Certificate and school-leaving categories.

Also, students in the Senior Certificate category can now consolidate their marks from the 1990 exam with next year's March supplementary exams.

On December 7 to 9 the NECC will hold its annual conference specifically aimed at intensifying the back-to-school campaign. — Sapa

Afrikaans schools slow to use open vote

By DAVE MARRS
AFRIKAANS medium schools in the Cape are lagging far behind their English-speaking counterparts in applying to vote on the open schools issue.

Figures released by the Cape Education Department (CED) show that only three of 720 Afrikaans schools under the control of the department have indicated their desire to test parents' support for a non-racial enrolment policy.

Of the total of 104 schools which have applied to vote so far (less than 15% overall), 79 are English medium, three Afrikaans and 22 teach in both languages.

Fifty-five out of 97 CED schools in the Cape School Board area have applied to vote on Model B of the three models proposed by the government, including two of the three Afrikaans-medium schools.

A spokesman for the CED said there had been no applications in the region for schools to adopt either Model A or Model C, which would result in private or state-aided status and decreased state funding.

Shock results predicted for black matric

Ow Correspondent
DURBAN. — Black matric results this year are expected to be the worst ever, with gloomy predictions that barely 10% of the 249 000 candidates starting their exams on Monday will pass — compared to the 40% who passed last year.

Observers believe the "imminent disaster" is unavoidable and point out that the problem is going to be compounded next year when those who fail this year's exams are going to be back in their already overcrowded classrooms.

National Education Co-ordinating Committee information officer M. Mel Holland said about 30% of the candidates registered were "second time's" who had failed last year.

She estimated that by this time next year there could be an extra 100 000 candidates redoing their matric, in addition to those writing for the first time.

This was because many pupils feel they are not ready to write this year and plan to repeat the entire course.

In 1989, 40% of the Department of Education and Training (DET) matric pupils in the urban areas passed while 38% passed in the independent homelands including KwaZulu.

Prospects for matrics have not im-

proved in spite of a massive "back to school" campaign supported by the ANC.

The DET pointed out it had made substantial allowances for students

One concession is that students who obtain a minimum of a 20% aggregate in the upcoming exams qualify to rewrite them in March 1991. Marks from the November exams and March re-writes can also be consolidated, thus giving them a "good chance" of getting a certificate.

Ms Holland said that exam results could be particularly bad in Natal and KwaZulu.

"The intensification of violence there and on the Reef has led to schools closing. It is bad enough in rural Natal where there are no formal structures to start with, but where schools have closed down they are having to learn sitting on the grass or in private homes.

"There is also a resource shortage. The DET underestimated the number of pupils who would be at school and when many returned in response to our campaign there were not enough books."

However, the NECC issued a hopeful message of support to pupils.

"... the successful conclusion of this academic year still remains a priority. All students and teachers must ensure that they create a spirit of learning in our schools."



FIRST EXAM ... Cape Town High matric pupil Camilla Marsicano gets down to the higher grade Xhosa paper on the first day of the Senior Certificate exams yesterday. Picture ANNE LAING

Beginning of the end for matrics

Staff Reporter
SOME black and white pupils at government schools wrote their first matric examinations on Tuesday

White Senior Certificate exam candidates kicked off with higher grade Latin and various African language papers, including Xhosa higher and standard grades (HG and SG).

Comments from Cape Town High pupils who wrote the higher grade Xhosa paper ranged from "not very nice" to "are they trying to slaughter us on the first day?"

Matric pupils wrote the following exams yesterday:

● Department of Education and Training: Shorthand theory.

● Senior Certificate (House of Assembly): Music HG and SG, shorthand speed attempts, African languages.

● Senior Certificate (House of Representatives) Biology HG and SG.

Matric pupils may phone the Cape Times at 488 4712 between 2pm and 5pm to comment on their papers.

Teachers have been prohibited by top departmental officials from giving their comments on exam papers to the press.

serial murders of ten young ... M-NET

Celebration as Settlers High says 'yes'

AR605
24/10/90

50

By JOHN YELD
Education Reporter

PARENTS of Settlers High School pupils in Bellville have voted overwhelmingly to allow children of all races to attend the school.

In a 90,6 percent poll, 77 percent of the parent body of 1 200 voted in favour of Model B, which will allow the school to set its own admission policy.

Only 12,4 percent were against and there was a handful of spoilt papers.

There was a party atmosphere at the school after the result was announced late last night and the telephone was answered with an elated: "So we're through!"

The chairman of the management council, Mr John Hoffman, described the result as "great . . . marvellous" and said the small opposing vote was "virtually nothing".

They would apply immedi-

ately to white Education Minister Mr Piet Clase for permission to open, he said.

"The whole idea is to ask for a decision as soon as possible so we can effect the poll by the beginning of next year."

Mr Hoffman said the "Yes" vote was "astronomical", particularly as the school was in a northern area, which was assumed to be conservative.

"This is indicative of how people really feel. I'm extremely excited. I didn't think it would be as high," he added.

Today parents at Oakhurst Girls' Primary School in Rondebosch are voting and another overwhelming "Yes" result is expected.

The chairman of the school's management council, Professor Richard Fuggle, said recently the school's views were well known and he believed the poll would be "a formality".

● The open schools question will be discussed at a public meeting organised by the Afri-

can National Congress and the South African Youth Congress at St George's Cathedral Hall tonight.

Titled *One Nation, One Education*, the meeting will be addressed by ANC Western Cape chairman Mr Christmas Tinto and educationists, parents and pupils.

It starts at 8pm and all are welcome.

● Parents of Collegiate High and Junior schools in Port Elizabeth turned out in force yesterday to vote in favour of open schools.

Collegiate Junior had a 99 percent poll with 96,7 percent voting in favour of Model B. There was an 86 percent poll at the high school with 81 percent of the parent body voting in favour.

Collegiate High and Junior are the fifth and sixth schools in the Eastern Cape to hold polls and all have voted in favour of Model B.

● Voting dates, page 18.

Burglaries at black schools hamper pupils

By VUYO BAVUMA
Staff Reporter

LABORATORY and classroom equipment and furniture worth thousands of rand have been stolen in burglaries at black schools in the Western Cape.

The burglaries, mainly in Khayelitsha, are a blow to thousands of pupils already hit by shortages of textbooks and other essentials.

The thefts have also handicapped the "back-to-school campaign" launched by the National Education Co-ordinating Committee to help pupils, especially matric pupils, who start their final exams on Monday.

Teachers complained that there was inadequate security and blamed the Department of Education and Training.

NO ALARMS

They said the DET employed as security guards mainly "old men" who were armed "only with sticks". They were ineffective because the thieves were armed with knives.

Most schools in the townships have no alarms and caretakers do not have telephones.

At Lwandle Junior Primary in Khayelitsha, thieves broke

into a multi-purpose room and stole goods including science equipment used by 80 Standard 4 and 5 pupils.

Among the items stolen were hammers, finished artworks, glass beakers and test-tubes.

Instructor Mr Mandela Ntshwanti said: "The pupils have been working on a project of manufacturing trucks with zinc for the whole year.

"This was a two-year project which was going to be continued next year, but now everything has been ruined.

"Some of the stolen equipment was donated by a Rotary club and it will be difficult to replace it. We don't know how to allocate marks to the pupils for their practicals."

Mr Bill Staude, regional DET director, said the authorities had financial problems.

"We are encouraging the people to explain to the community that if you steal furniture or books from the school, you are putting the pupils at a disadvantage."

Regional NECC chairman Mr Monde Tulwana called for "effective security" at the schools and said the NECC is planning to meet the DET on the issue.

Clase to consider^{so} parents' votes first

CAT 717K 23/10/90
PRETORIA. — Parents' votes would be the most important factor taken into account in decisions concerning the implementation of the government's new proposed education models at school level, according to Education and Culture Minister Mr Piet Clase.

Mr Clase said he was responding to "misleading reports in the press" regarding his right to veto parents' choice.

He also rejected allegations that he "wished to drag out the process of possible implementation" or that he was going against the wishes of parents.

Mr Clase said implementation procedures, as well as other factors to be considered before deciding on the issue, were spelt out clearly at the announcement of the additional education models.

He also denied suggestions that he "wished to withhold information regarding polling results". — Sapa

SA will face shortage of skilled manpower

Sowetan 22/10/90

50

SOUTH Africa will have a deficit of more than 500 000 skilled workers by the year 2000, according to the executive director of the Education Foundation (TEF), Dr Johan van Zijl.

Addressing 1990 Bifsa Congress in Durban, he said the skilled category included professional,

technical, highly skilled, executive and managerial groups.

By contrast, the country would have an unemployed surplus of 2,7 million unskilled workers.

"These figures confirm an alarming shortage of skilled manpower, which will seriously inhibit the economy's

growth performance unless appropriate policies are developed and implemented," Van Zijl said.

Identifying the school dropout rate as a major factor in the over-provision of unskilled labour, he said a quarter of black pupils did not progress beyond Grade I.

"These people go into the world without even the most elementary literacy levels, and are relegated to peripheral and powerless positions in society."

Serious

Van Zijl said only three percent of the country's total workforce of 11 million had post-matriculation qualifications with a further 31 percent having completed secondary schooling.

"This means that 66 percent of our total workforce, the equivalent of 7,3 million, have only primary schooling or less. If we are serious about turning the economy around, we have to take urgent

remedial action both within the school system and beyond it in literacy, numeracy, bridging and vocational programmes."

He put forward several recommendations:

- * Focus investment on pre-primary centres as incubators for social coordination and creative spirit, and on primary education itself.

- * Remove negative connotations associated with "vocational education" by introducing the concept of "career education", an idea recommended 10 years ago by the de Lange Commission but never acted upon.

- * Develop "Magnet Schools" which would teach a specialised curriculum to provide in-depth study of interest.

- * Through an incremental approach, children should be taught through the medium of their home language to start with before gradually introducing a single medium of instruction: English.

ANC gets R25m gift to fund education

50

Sunday Times 21/10/90
SUNDAY TIMES
FOREIGN DESK

ANC deputy leader Nelson Mandela received a R25-million pledge from Indonesia's President Suharto yesterday.

The gift — to finance education programmes — is the largest single donation yet received by the ANC.

General Suharto made the

pledge at a meeting with Mr Mandela, who arrived on Friday for a four-day visit.

Mr Mandela, in a speech at a foreign affairs forum attended by cabinet ministers, parliamentarians and others, blamed South Africa's economic troubles on its system of apartheid.

He also criticised the government for "masterminding" violence among blacks.

DET vows to end markings racket

By SANDILE MENELE

THE DET has vowed to seal loopholes involving the marking of matric examination papers, following last year's scandal when pupils could walk into marking centres and handle scripts.

DET director-general Dr Barnard Louw this week announced measures which would ensure no irregularities occurred.

Last year markers also took hundreds of unmarked scripts home, while some of the pupils who had sat for the examination were employed by DET to distribute the scripts.

DET's chief liaison officer Conite Rademeyer said markers would be forbidden to take papers home; unauthorised people would not be allowed to enter marking centres and strict security measures would be enforced.

Provision would be made for markers to be accommodated in hostels at marking centres to allow them to mark late at night.

Only qualified teachers and lecturers with teaching experience would be appointed.

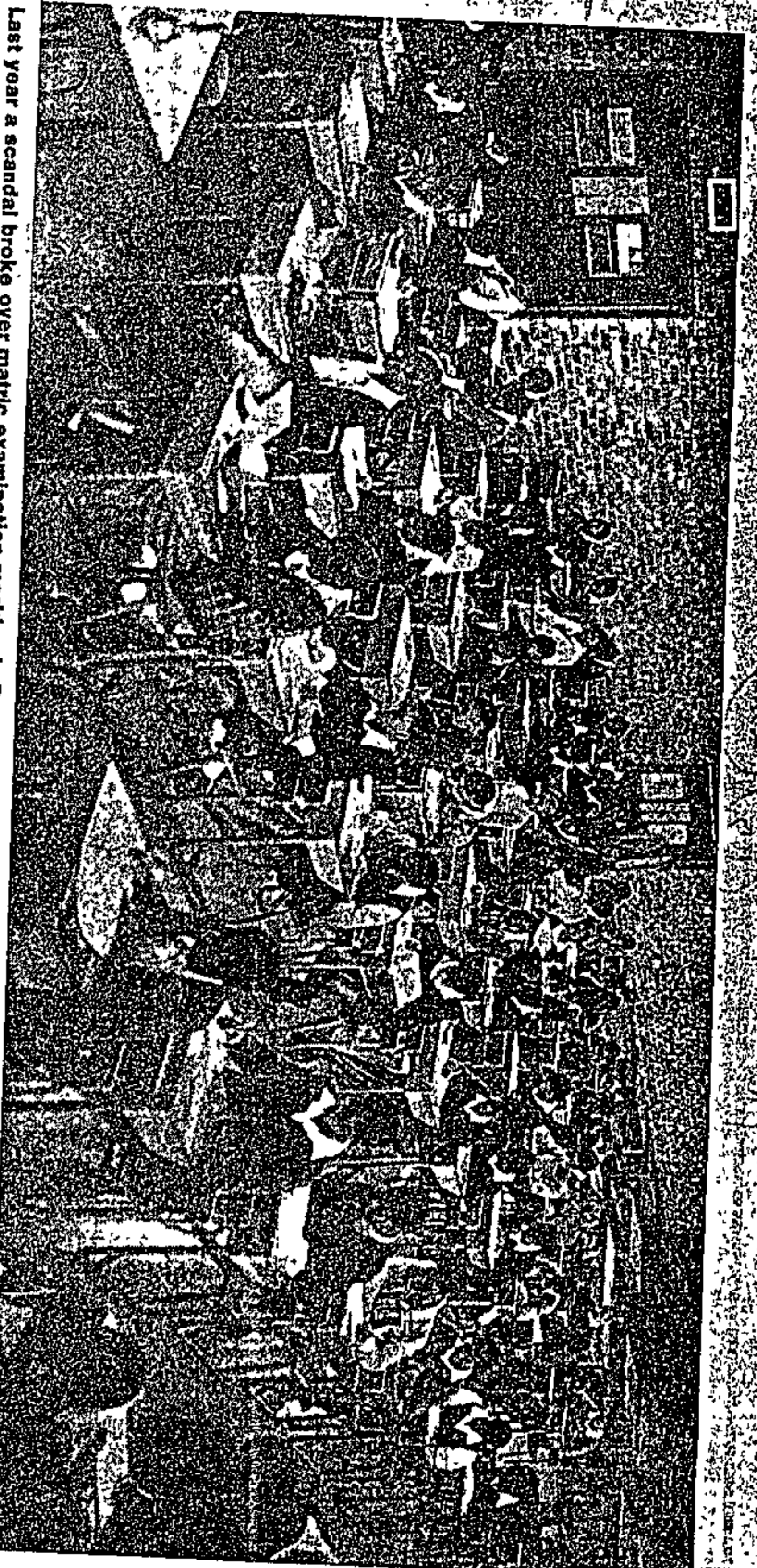
Additional members of staff would also be employed to ensure that all questions had been marked; that marks were recorded, transferred correctly and mark sheets completed correctly.

Last year's expose found some markers underqualified, overworked and working under great pressure. Some teachers were found to have taken 250 scripts home and marked all of them overnight.

Poor pay - R3,65 a script - was also considered another reason why markers tried to mark as many papers as possible.

Measures would also be taken to ensure the integrity of the examinations, Rademeyer said.

Question papers would be delivered to schools daily to prevent theft and precautions would be taken to see that scripts were delivered to the department safely.



Last year a scandal broke over matric examination marking in Pretoria. Pupils had access to marking centres and could even handle scripts.

EXAM THEFT: MORE APPEAR

By **MARTIN NTSOELNGOE**

THE number of people facing theft charges of Vista University examination papers swelled to four this week when three more appeared in court.

Joining teacher Eunice Zonke Gumedé, 33, before magistrate TF Veldman in the Soweto Magistrate's Court were Halo Nkateko, 22, of Meadowlands; Johannes Sebata, 27, of Atteridgeville, Pretoria, and Herman Edward Winter, 26, of Verwoerdburg.

The four accused were not asked to plead and their case was postponed to December 6.

Gumedé was granted R2 000 bail two weeks ago on condition she does not leave Protea township, Soweto.

The appearance of the four is a sequel to the police busting

of an alleged examinations paper racket last month in which students allegedly bought papers for R50 each. Police raided a Protea North house and arrested Gumedé. They also questioned another woman who had allegedly bought an examination paper for R50.

As the result of the theft university examiners were compelled to reset the papers. According to Vista acting rector Prof Ernst Neuland, the theft was discovered before the start of the examinations two week ago. The papers were traced to the Protea North house and recovered.

The theft of examination papers has been a regular occurrence in the townships in recent years, with education authorities being criticised for their lax security.

50
2/11/90

100 up ⁽⁵⁰⁾
for WBS

THE Wits Business School Library has signed up its 100th customer for its Corporate User Scheme.

The establishment of the library follows requests by companies for access to its vast store of books and reports.

Through the scheme, executives will be brought into contact with the Wits Business School and its continually increasing collection of more than 1 200 MBA reports.

50

IPM highlights schools crisis

SITimes 2/10/90

E DUCATION is in a state of "creative confusion", says Seifsa executive director Brian Angus. Mr Angus was speaking at the Institute of Personnel Management (IPM) annual convention held at Sun City.

The education crisis was highlighted by a number of speakers as being a major stumbling block in the way of development in the 1990s.

National Education Co-ordinating Committee (NECC) general secretary Ithron Rensburg says that statistical trends over the last 10 years indicate that of 1.2-million black school-starters only 77% would make it into the second year of education, 74% into Standard One and only 49% would complete primary school.

Mr Angus says that education cannot be left to the educationists alone.

"We in the business world cannot afford to do this for the simple reason that business and industry depend entirely on inflow of the products of this educational system for survival."

Major employers established the Private Sector Education Council (PRISEC) this year.

Mr Angus says PRISEC

commodated 7,2-million pupils.

PRISEC's first priority adopted is the need for South Africa to alter the entire education system under a single ministry.

An attempt will be made to address the over-emphasis on university education and the under-emphasis on technical colleges. Many overseas countries boast four technicians for every graduate.

In SA in 1989 there were 286 000 students at universities but only 68 000 at technicals.

In the "creative confusion" there are promising trends including the increasing involvement of the private sector in education, ranging from the micro to the macro level.

Individual programmes through a range of permutations to the unified lobbying force of PRISEC are gathering momentum.

Employers are urged to involve themselves in the activities of PRISEC.

MANPOWER

An IPM industrial relations scenario discussed at the conference refers to the skills shortage, outlining practical ideas including greater flexibility in the use of skills and rewards.

"The role of trade unions in assisting and addressing the skills shortage should, however, be considered. This is an opportunity, as is the case in respect of union participation in pension and provident fund boards of trustees for

integrative bargaining and problem-solving," says Professor Horwitz of the UCT Business School.

The IPM scenario underlines the challenges to industrial relations and human resource specialists to assume a leadership role in helping organisations change their environment and not merely adapt to it.

Professor Horwitz says: "This will require a paradigm shift for many industrial relations specialists who have created successful careers by excelling in the re-active, fire-fighting and maintenance aspects."

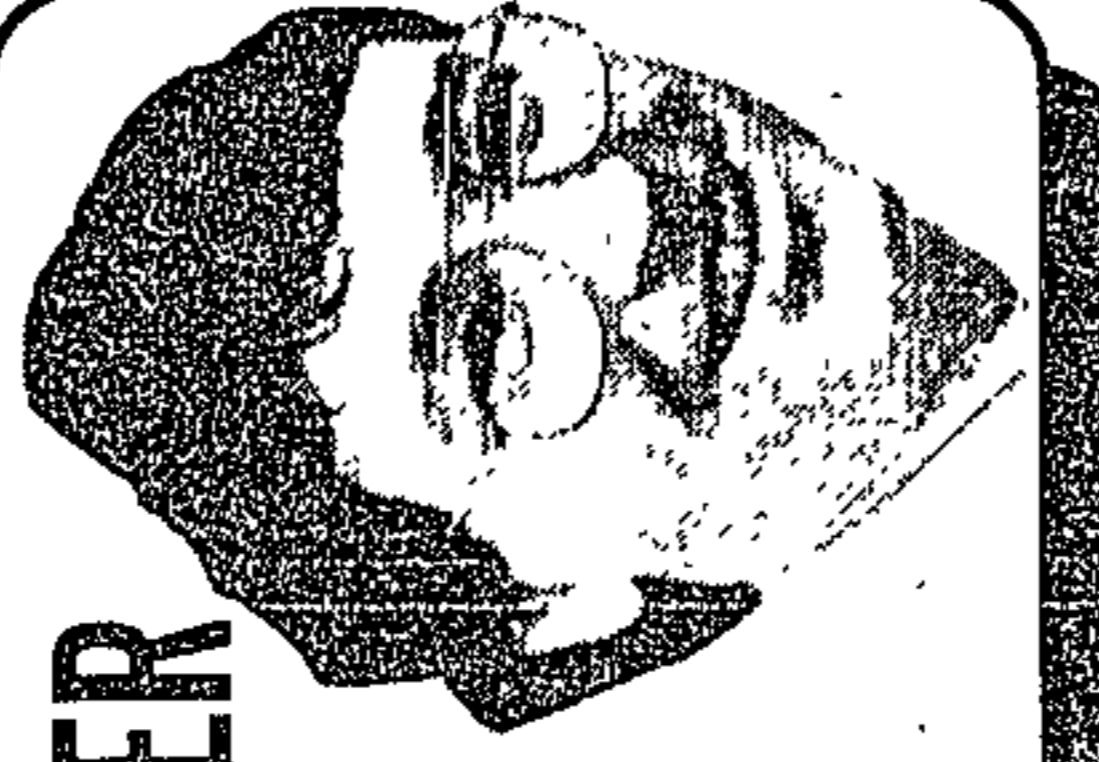
"It will require a shift towards relationship building at collective and individual levels. This necessitates a strategic approach to managing people in organisations."

MANPOWER

MIRROR

by ADRIAN

HERSCH



will seek to identify what employers want from the education system; lobby government for change; highlight the importance of maths, science and technology for the economy; and highlight the need to re-allocate resources in order to achieve this.

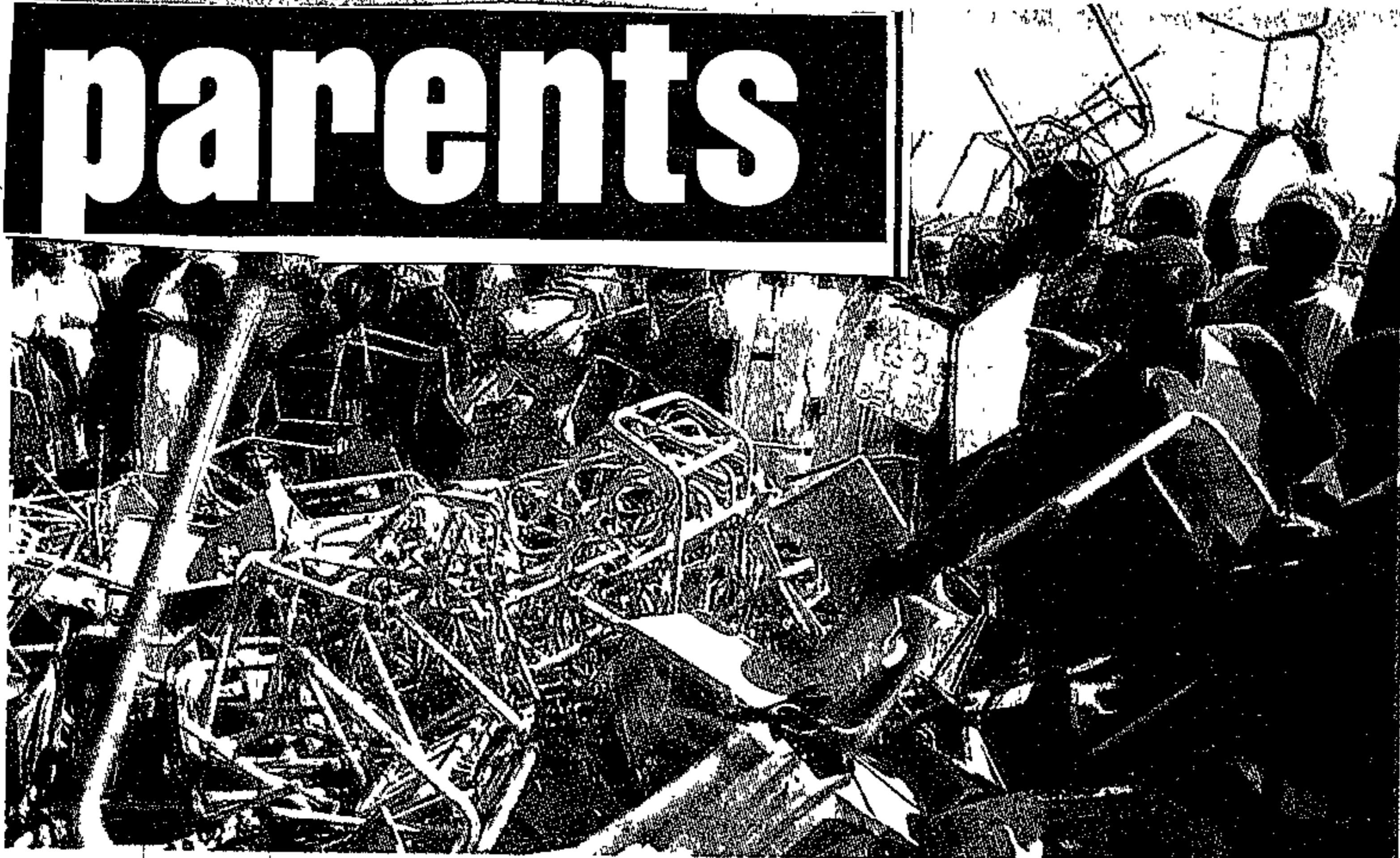
In 1989 13 626 schools ac-

Classrooms shock parents



Andile principal Mr Shepherd (left), above, new president of the South African Democratic Teachers' Union, with Ms Dene Smuts, MP for Groote Schuur.

Pictures: LEON MULLER
Weekend Argus



A pile of broken chairs, right, at Andile Primary School, New Crossroads.

ANGRY pupils and parents from the Andile Primary School in New Crossroads built a large pile of broken chairs in the playground to highlight the "appalling" conditions at many Department of Education and Training schools.

Members of the school's parents' committee demanded a meeting with the Minister responsible for DET schools, Dr Stoffel van der Merwe.

Pointing to chairs that consisted of nothing but a metal framework, Mrs Nozibele Lufele said: "I don't believe that white children have to sit on chairs like these."

Another mother, Mrs Virginia Genu, said: "The minister must know that we want our schools to be like other schools. No one can use such chairs. Our children say they don't want to come to school because they don't want to sit on these chairs all day."

More than 1 200 children are registered at the school this year, although the official capacity is 960.

Reports: VIVIEN HORLER, Weekend Argus Reporter.

R100 a month, but matric the key to everything

LINGA brother and sister, orphaned five years ago and struggling to survive on a joint income of R100 a month, are determined to pass matric.

Busisiwe Kewana is 20 and her brother Felix is 18. She is in Standard 9 at ID Mkise High School Guguletu and he is in matric at Malizo High School in Khayelitsha.

They share a small house with their older brother Shepherd, a casual labourer, and a cousin.

But now the cousin is getting restive. "We are here on a temporary basis and now we've been here for more than a year. I think it's time to find somewhere of our own," said Felix.

The Kewanas' mother — they never knew their father — died in Colesberg in 1985. At the time the younger children were living with an aunt in Transkei. Relations with her deteriorated after their mother's death and they came to Cape Town to stay with their grandmother. This was not ideal either and the two moved to Langa to

stay with their cousin.

Felix, who spends R20 a week on fares to Khayelitsha, gets R700 a year from the Catholic Education Aid Programme, while Busisiwe, whose fares are R16 a week, gets R500.

"It is very difficult for us," said Felix. "But we won't stop school to find jobs because we know that life is even more difficult for uneducated people."

"I am determined to finish school and study to be a teacher so I can help others to be educated. Education is the key to everything."

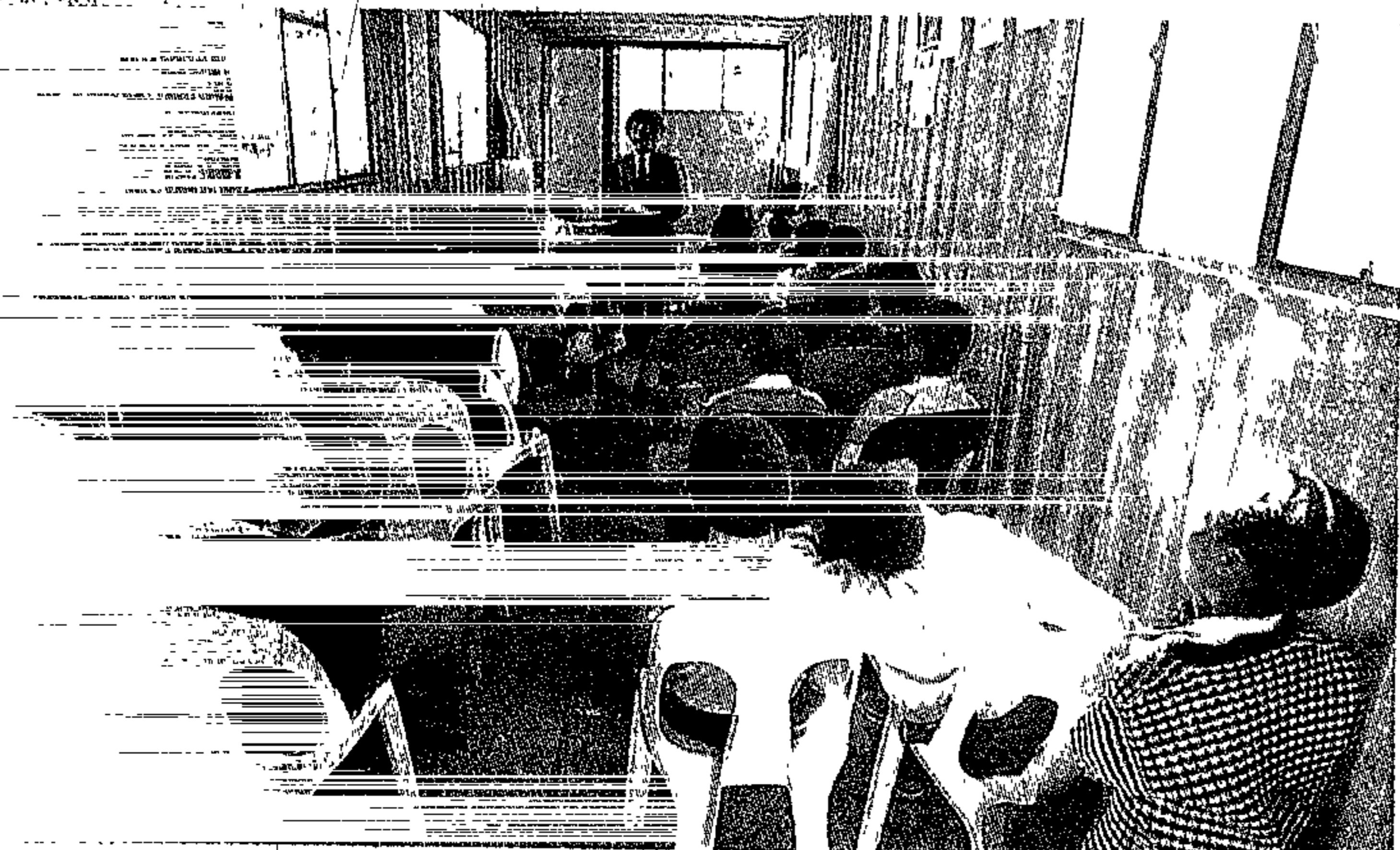
Felix, studying history, geography, biology, English, Afrikaans and Xhosa, has applied to both the University of the Western Cape and the University of Cape Town for a place next year. He says he has had positive responses from both, based on his D aggregate in the June exams.

Busisiwe, studying the three languages as well as physics, maths and biology, wants to train as a nurse after she finishes school.

Pupils, right, at Stormont Madubela Primary peer out of the broken windows of their community school. The classroom doubles as a community jail at weekends.



Now: Inside one of the converted container classrooms at Stormont Madubela.



A teacher at Mkhanyiseli Lower Primary school in Nyanga uses lollipop sticks for a counting lesson.

SCHOOL — BUT IT MAY BE DOOMED

THE cluster of steel containers on a patch of sand at the KTC squatter camp doesn't look like much, but to more than 300 children in the area it is school — and they may lose it.

Principal Mr Wellington Nophotho guesses there are about 4 000 children in shacks in the area, but his is the only school.

Stormont Madubela Primary is a community school which receives no State funding. It is officially registered as a private school, which means the Department of Education and Training does not even pay the teachers.

For the past nine months a committee has found independent funding to cover the salaries of the 10 teachers, two of whom are qualified while the rest have matric, but this source is set to dry up at the end of the year.

Stormont Madubela is one of five community schools started by squatter communities in KTC and Nyanga. More than 2 000 pupils attend the schools daily, taught by 32 teachers. Without these schools there would be no provision for the education of the children.

The five schools have applied to the Department of Education and Training for full registration. This is likely to be granted although it is not known when.

DET SCHOOLS ARE 'IN APPALLING CONDITION'

Principal Mr Shepherd Mdladlane, first president of the new South African Democratic Teachers' Union, said his standard three classes had 59 pupils.

"The teachers are very angry because they are not supposed to have more than 40 pupils in a class."

Mrs Lufele said she was worried about the "serious" overcrowding. "We need more teachers. At white schools the ratio of teachers to pupils is more like 1:16 or 1:17."

Overcrowded

The school is overcrowded because the school committee decided at the beginning of this year not to turn away pupils if accommodation could not be found for them elsewhere.

"We have the community of Brown's Farm across the road, with about 30 000 people," said Mr Mdladlane. "There is not a single school there, so those children are coming here. And next year even more will want to come. We're going to have a problem."

Already the school was short of 415 chairs, 50 desks as well as stationery and textbooks.

At nearby Mkhanyiseli Lower Primary school in Nyanga, 477 pupils are taught by 10 teachers. All three Sub A classes have between 56 and 58 pupils. Three classrooms, built in 1950, were unusable all winter because their roofs leaked. The principal, Mrs Sylvia Mbane, allows her office to have the multiple functions of staff room and garden shed, with spades and forks piled in a corner.

Many of the classrooms have broken windows, and most of the wooden floor tiles in the Sub A classrooms are missing, leaving bare concrete. The school has no electricity. Children sit three to a desk.

A spokesman for the parents' committee, Mr Singilizwe Siwa, said they had approached the DET to upgrade the school, but they had not received a response.

Too late!

By JOHN YELD, Education Reporter

CAPE education authorities have warned school principals to toe the government line on open schools or face disciplinary action.

A circular signed by Cape Education Department executive director Dr Schalk Walters has been sent to principals of all primary and secondary schools.

The warning appears to be aimed at schools such as SACS in Newlands and Ellerton Primary in Three Anchor Bay which have rejected white Education Minister Mr Piet Clase's models while expressing themselves in favour of nonracial admissions.

Dr Walters's circular said recent Press reports had indicated that "certain schools" intended ignoring Mr Clase's three options and admitting unilaterally "pupils of other population groups".


It added: "Although the contents of the Press reports could not be confirmed, the attention of principals is directed to the fact that the admission of pupils is their personal responsibility; that they are, in this matter, subject to the stipulations of the relevant laws and regulations; that they are not permitted to implement instructions received from their management councils (school committees) which conflict with any legal provisions and that such actions may result in charges of misconduct being laid."

Education Affairs Act

The circular "specifically" directed the attention of principals to Section 14 and Schedule 1 of the constitution, the Education Affairs Act of 1988 and the Regulations Relating to the Conditions of Admission of Pupils to Public Schools.

"As in the past, I trust that I will once again be able to rely on the loyalty, co-operation and professional integrity of all principals in the Cape Province," Dr Walters concluded.

Principals warned of disciplinary action

OPEN

SCHOOLS



A circular signed by Cape Education Department executive director Dr Schalk Walters has been sent to principals of all primary and secondary schools.

The warning appears to be aimed at schools such as SACS in Newlands and Ellerton Primary in Three Anchor Bay which have rejected white Education Minister Mr Piet Clase's models while expressing themselves in favour of nonracial admissions.

Dr Walters's circular said recent Press reports had indicated that "certain schools" intended ignoring Mr Clase's three options and admitting unilaterally "pupils of other population groups".

It added: "Although the contents of the Press reports could not be confirmed, the attention of principals is directed to the fact that the admission of pupils is their personal responsibility; that they are, in this matter, subject to the stipulations of the relevant laws and regulations; that they are not permitted to implement instructions received from their management councils (school committees) which conflict with any legal provisions and that such actions may result in charges of misconduct being laid."

Education Affairs Act

The circular "specifically" directed the attention of principals to Section 14 and Schedule 1 of the constitution, the Education Affairs Act of 1988 and the Regulations Relating to the Conditions of Admission of Pupils to Public Schools.

"As in the past, I trust that I will once again be able to rely on the loyalty, co-operation and professional integrity of all principals in the Cape Province," Dr Walters concluded.

SACS, the first public school to press for a nonracial admissions policy, has rejected Mr Clase's three "open school" models as "unreasonable, unrealistic and based on racial criteria".

SACS High principal Mr Gordon Law indicated at the recent prizegiving ceremony that the school was likely to admit pupils of all races from next year.

"SACS has chosen not to accept Minister Clase's proposals — the school committee, staff and parents have made a stand of principle, rightly so, and we must go forward believing that we will be able to achieve the aim set out in early 1986," he said.

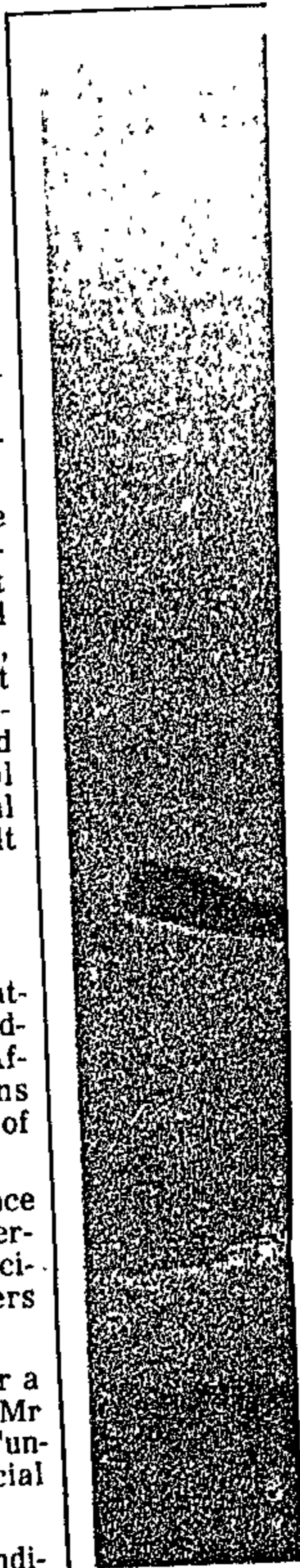
But the school has not yet gone on record as saying it will openly defy the government, and parents — who are not unanimous on the issue — are reported to have asked for more time to consider options.

Ellerton Primary told education authorities it was enrolling pupils for 1991 regardless of race after more than 90 per cent of parents had expressed themselves in favour of an open school in a poll in May.

But education authorities subsequently asked the school to consider holding an official poll, which it is now doing.

Management council chairman Mr Andrew Scott said the school did not want conflict with the authorities and the council believed a poll "probably wouldn't do us any harm".

● See page 11.



SUNSET

THE NORTHERN Argus

Thieves are being thwarted

SHOPPING centre car parks in the northern areas are focus of attention for thieves but centre operators are beating them. Read how Northern Argus tomorrow.

Businessmen are rubbing their hands in anticipation of the northern areas. Read why in Northern Argus, included in editions of The Argus circulating in the northern areas tomorrow.

Shack petrol-bomb

A CROSSROADS shack was destroyed in a fire during only incident of unrest in Peninsula yesterday. Police spokesman Major Jan C... said the fire was started by petrol bomb about 3pm. Crime Reporter.

Schools vote 'yes'

50 CAPT TINK 20/10/90

By DAVE MARRS

PLUMSTEAD High School and Rhenish Girls' High parents became the first in the Peninsula to approve opening their school to all races.

At Plumstead 74% voted for the government's non-racial education model in an 87% poll yesterday.

Rhenish parents returned a strong 98% "yes" vote in an 86% poll.

A spokesperson for the school board said she was "delighted" at the "strong statement of support from parents".

At Plumstead, teachers

shrieked in delight when the narrow "yes" victory was announced — only 2% higher than the government's tough minimum requirement.

Before a school can be opened to all, 90% of the parents voting have to approve — giving an overall positive vote of 72%.

The Minister of Education and Culture, Mr Piet Clase, can still veto the application if he feels too many parents may withdraw their children from the school.

Plumstead High management committee chairman Mr Lou Chaplain said he was "absolutely delighted" at the result and saw

no reason to delay applying for the school to be opened.

Staff manning the registration tables yesterday said voting was slow during the morning, but began to pick up by late afternoon when parents were contacted by telephone and reminded of the importance of a high poll.

The headmaster, Mr Allan Powell, confessed to being "a bit anxious" when only 60% of the parent body had voted by 4.30pm.

At Rhenish, of the 180 special and postal votes received by late Thursday, 99% were in favour of Model B. One vote had even arrived by special post from Brazil.

capt tink 20/10/90



NECC Southern Transvaal co-ordinator Amon Msane

Don't blame ⁽⁵⁰⁾ us for poor ^{New Nation} results - NECC ^{19/10 - 25/10/90}

THE National Education Co-ordinating Committee (NECC) has dismissed claims that it would be to blame for the poor exam results expected at the end of the year.

Reacting to the claims, the organisation's Southern Transvaal co-ordinator and national executive committee member, Amon Msane, said the NECC had initiated the Back to School Campaign early this year. This aimed to draw student's attention to the need to prepare for a post-apartheid South Africa.

Problems in the schools resulted mainly due to a shortage of resources.

"Before the schools opened this year, a delegation of the NECC met with the education and development aid minister, Stofel van der Merwe, to inform him about the campaign and he said he supported it," said Msane. He pointed out that the NECC delegation had alerted the minister to the problem of shortages in the schools.

The minister assured the delegation that his department would "look into the matter". However, the authorities had failed to act to solve the problem.

The NECC official said it was suggested to the Department of Education and Train-

ing (DET) to open under-utilised white schools to blacks in order to alleviate overcrowding in black schools.

"The DET has always told us it would 'look into the possibility'. We are now at the end of the year, but no extra schools have been opened," he said.

There had been a shortage of furniture, textbooks and other resources in the schools, making it difficult for proper learning to take place.

Teachers had an industrial dispute with their employers and the conditions in the schools made it difficult for them to do their job.

"In some schools, pupils received tuition whilst standing. Others who had chairs would not have desks.

"Another issue, which concerned both the pupils and the teachers, is the textbook shortage. The average in most schools today is one textbook for eight students, and textbooks are not available for all the subjects," he said.

It was against this background, he added, that students and teachers were forced to embark on mass action to highlight the problems they faced in the schools.

Msane pointed out that, although student and teacher organisations were components of the NECC, they were independent organisations. The NECC could therefore not prescribe to them what action to take.

The NECC, he said, would be to blame if it did not alert the authorities to the problems in the schools. "We met with the minister several times to try and defuse the situation before it became too bad. But he kept on making empty promises," said Msane.

He said the Intensive Learning Campaign was gaining momentum and that his organisation had made study guides available. Students and teachers found these extremely useful, he said.

Msane said the NECC did not expect the campaign to produce results at the end of year exams, but at the supplementary exams in February/March next year.

He said negotiations with the authorities were in progress to allow all students, not only those who obtain a minimum 20 percent, to write supplementary exams.

Negotiations with tertiary institutions were under way to allow late registration for students writing supplementary exams.

Reacting to reports that some students were not willing to write exams and would try to disrupt them, Msane said his organisation did not expect any problems. "If that is true, it must be a small group of lazy pupils. And I do not believe they will have the potential to disrupt the whole process," he said.

EDUCATION

There shall be (50)

books for all

W/E H. 19/10 - 25/10/90
THE African Library Association of South Africa (Alasa) on Wednesday announced a two-pronged strategy aimed at ameliorating the levels of literacy and provision of libraries and library services for black people in "post-apartheid" South Africa.

Their first resolution — agreed at Alasa's national conference in Bloemfontein last month — addressed itself to making direct approaches to the central government to finance nationally-coordinated literacy campaigns over a long period of time and to supply necessary facilities, including libraries, to meet the needs of the illiterate.

Provision of public libraries is a public duty which should be borne by the government for the benefit of the country, said Alasa representative Zwaka Kuzwayo.

The second resolution called for the convening of a national conference before mid-1991 on the provision of libraries and library services for literacy and social, economic and political development of black people in a post-apartheid society.

The intention is to involve the government and also a cross-section of the community.

Samantha Weinberg

education (56)

W/C Max 19/10-25/10/90

for our schools: "Only in an open educational environment with its supporting cultural matrix will the skills — intellectual, attitudinal and interpersonal — needed to handle a modern industrial-commercial economy for a growing population be developed without education for domination or oppression."

He urges contemporary Christian philosophy of education to "engage in dialogue with the secular theories of society and education", and does so with vigour. He believes that any predominantly materialist theory ignores what people, including theorists, actually do: "The structuralist's own social activity, dependent on such profoundly spiritual activities as intelligent insight, rational judgement and moral commitment, does not have any intrinsic meaning within the basic materialist philosophy."

But McGurk also examines in depth some modern psychological theories of human nature and behaviour, and draws particular attention to the work of Otto Rank, a later and innovative psychoanalyst.

This is an important book, even though some of its deep philosophical, psychological and theological themes demand much concentration from the reader.

McGurk challenges us to share our educational resources — material, human and spiritual — with all young South Africans: "Open education has to find the underlying dynamic metaphors or symbols whose movement can unite at present incoherent racial, cultural, ideological and religious groups and economic classes into a sense of common nationhood."

I do not know how we can develop and share such a common value system with all the pupils in all our schools — and there are 8,5-million of them at any one time. But I do know that unless we do we shall continue to fail our children. They need to be prepared for a common future, not for the interracial conflict symbolised by young Barend Strydom or the chilling "one settler, one bullet" slogan.

I Speak As A White shows us the way: a way that, though difficult and challenging, is at the same time both essential and inspiring.

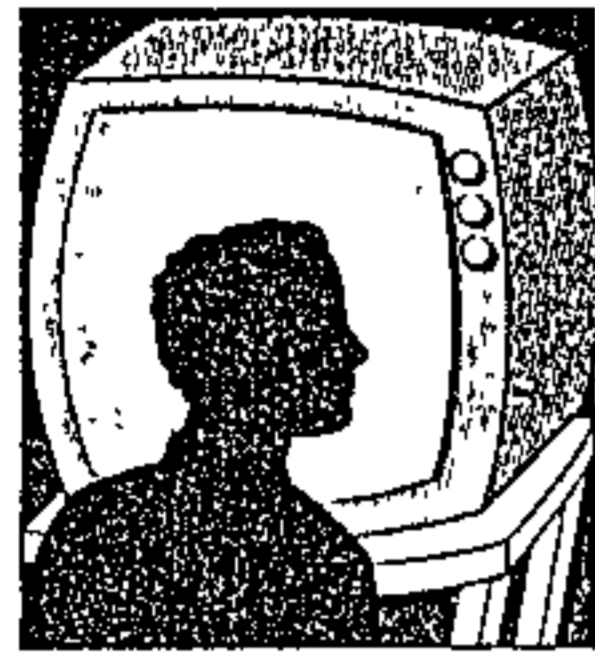
Franz Auerbach

TECHNOLOGY IN EDUCATION

LEARNING TO LEARN

50
FM 17/10/90

THE PROBLEM IS TO MEET NEEDS SKEWED BY DISASTROUS PLANNING



Facing a bleak period in the black education crisis — perhaps the most severe since 1976 — government has turned to television. It is, after all, the most powerful form of mass communication it has at its disposal to

confront what is fast becoming a national catastrophe.

At the beginning of this month, the SABC began transmitting up to seven hours of educational TV programmes each weekday to assist students who will soon attempt to write matric. The scheme, which ends on October 26, is designed to help students catch up on studies disrupted in the course of a turbulent political year.

This followed discussions with various education departments and several months during which the State broadcasting corporation lobbied government for approval to transmit formal educational programmes directly to schools. It got the go-ahead in September — not only to begin a pilot education service next year, but also to transmit "emergency broadcasts" for this year's matrics.

Government is understandably worried that unrest will cause a further decline in the already dismal pass rate among black matric students. In 1988, less than 60% of blacks in Standard 10 passed and only 16,4% gained matric exemptions. This year, the pass rate is expected to fall even further.

Under current conditions fewer than 20% of black pupils who enrol in Grade 1 stay in school long enough to write matric. Unemployment among black youth is in some parts of the country estimated to be running as high as 70% — not only a drag on economic development, but a serious threat to prospects for peaceful change.

The situation is likely to get worse. The number of black children between the ages of five and 19 is projected to increase from 10,25m this year to 13,37m by the end of the decade.

According to the Institute of Race Relations, State expenditure on black education grew from R3,4bn in 1987-1988 to R6,6bn in the current school year — 51% of the total education budget. Though undoubtedly an improvement on past years, this is unlikely to be sufficient to defuse the crisis.

With traditional methods, it would be impossible to bring black education anywhere

near the present standard of white schooling for at least 10 to 20 years. There are an average of 42 pupils to each teacher in black schools — down from 54 in 1975, mainly because of the increased drop-out rate among pupils — compared with 19 in white schools. The number of teachers in black schools will have to climb from 180 000 to more than 450 000 by the year 2000 if a ratio of 25-30 pupils per teacher is to be achieved. More than 300 new schools would have to be built each year.

Added to this is the appalling level of training among teachers in black schools; 30% don't have matric.

Rationalising the more than a dozen different authorities involved in education — and purging the bureaucracy and corruption inherent in many of these structures — will help. So will opening schools to all races and drawing up a common syllabus for all children. But according to research conducted by Senbank, the level of spending on education would have to increase from the current 14,5% of the Budget to 47,4% — 12,3% of GDP — if spending per black pupil is to match that enjoyed by whites.

This is clearly impossible. Nor are political remedies enough. This is the gap technology must fill.

ter channel is commissioned.

The SABC's current experiment is unlikely to do more than scratch the surface; however, the broadcasts mark the first step taken by the State to use technology to uplift education.

The use of broadcasting in education is supported by many local educationalists, schools and community organisations, such as the Soweto Education Co-ordinating Committee and the National Education Co-ordinating Committee. They all warn, however, that such technology cannot replace teachers; it only improves their effectiveness and requires a tremendous infrastructure to be successful.

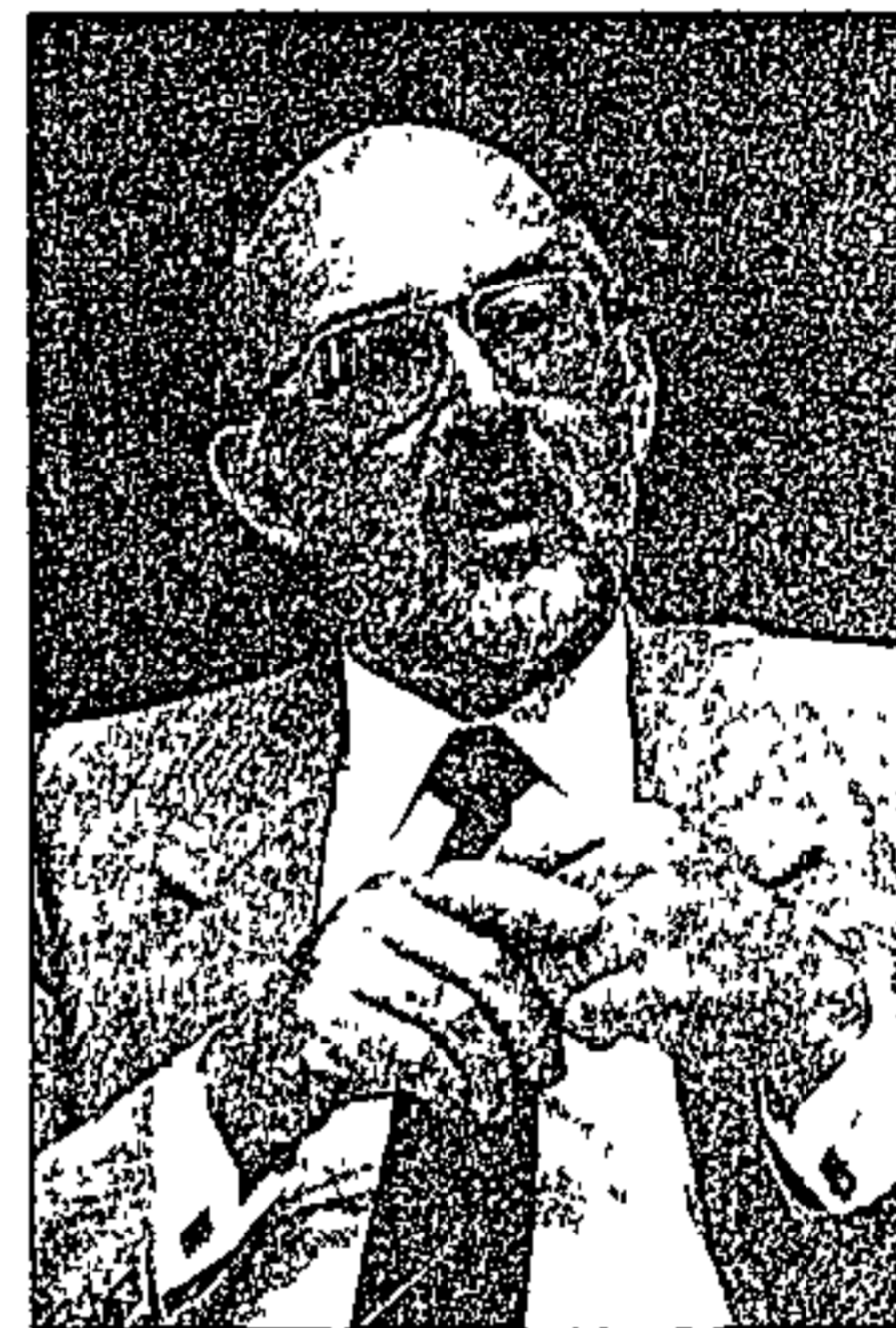
"A computer in a classroom is useless unless there is someone who knows how to use it," points out Teddy Langschmidt, convener of the recent Third Alternative research programme into the needs of black education. He adds that such delivery mechanisms have to be in the hands of politically credible organisations.

In the last 10 years, the Human Sciences Research Council has conducted three investigations into the use of technology in education and training. The organisation's general manager for education, Schalk Engelbrecht, believes radio and TV can make a strong contribution.

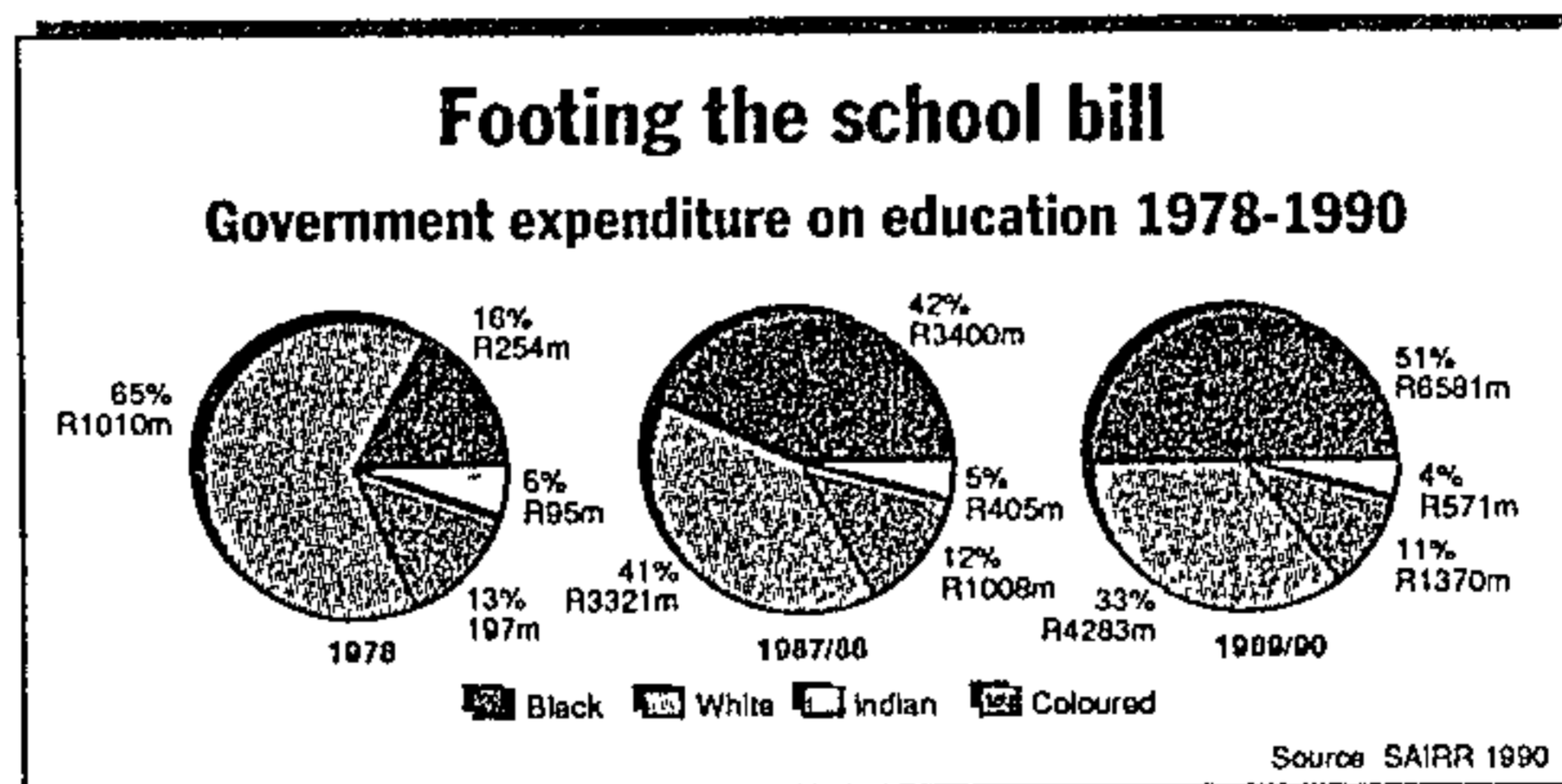
For such a service to be successful, he says, it is essential that there be close co-operation and a sharing of resources between broadcasters, business and a wide spectrum of formal and informal educational organisations. Engelbrecht believes broadcasting can improve the quality of education as well as making it more accessible.

Paul Laridon, associate professor of mathematics education at Wits, adds that the community, particularly teachers, needs to be involved if educational broadcasting is to be successful. "If teachers are not involved in setting up the service, it can be counter-productive. They feel they are being shown up and resent the outside interference."

This has frequently been the stumbling block when implementing computers in black schools and community centres. In the absence of any initiative from government, it



Viljoen



Since 1984, Bop-TV, in co-operation with the Bophuthatswana Education Department, has broadcast TV and radio educational programmes to the more than 1 350 schools throughout the region. About three hours of educational programmes are broadcast each day, according to director of TV Richard Minton, and this will increase next year once the corporation's second transmit-

has been left to the private sector — particularly Sullivan-motivated US multinationals — to provide computer-based learning systems for black schools.

Whether driven by a desire to help the community or exploit what is often seen as a huge potential market for computers, suppliers of sophisticated learning systems have all too often foisted inappropriate technology on schools and local communities without sufficient consultation. As a result, the introduction of computer-based learning systems in black schools has generally failed.

There have been some successes — such as the University of the Western Cape's Outreach programme where children at local schools are linked via a network to the university's Plato learning system — but they are overshadowed by the failures.

One of the most ambitious attempts to implement technology in black schools ended in shambles in 1988 when the Department of Education & Training (DET) was castigated for circumventing standard tender procedures in awarding a R4,8m contract to Pretoria company Learning Technologies.

The publicity surrounding the ensuing investigation by the Advocate-General put a freeze not only on the implementation of computer-based learning systems in the DET, but throughout most State primary and secondary schools.

There are almost no computers being used in the department's nearly 8 000 schools, though some are installed at teacher training colleges. The DET's head of education technology, Louis Booy, says the department's hands are tied as there are insufficient funds to implement computers in black schools.

The capital cost of the DET's original plan to introduce interactive video systems in schools was estimated at the time to have been R1,1bn, with a further R225m a year in operating expenses. An educational TV

channel would far outstrip these costs.

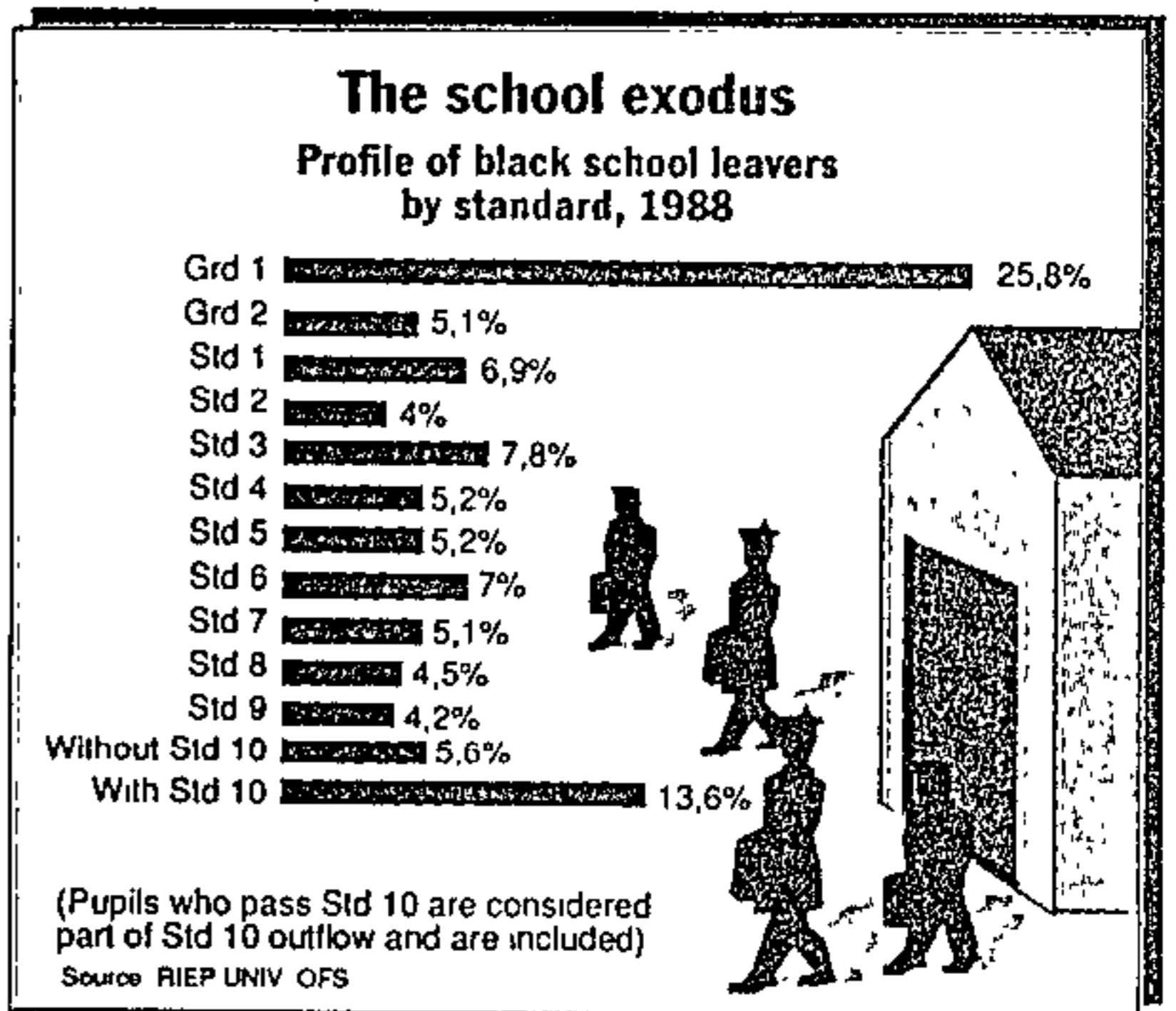
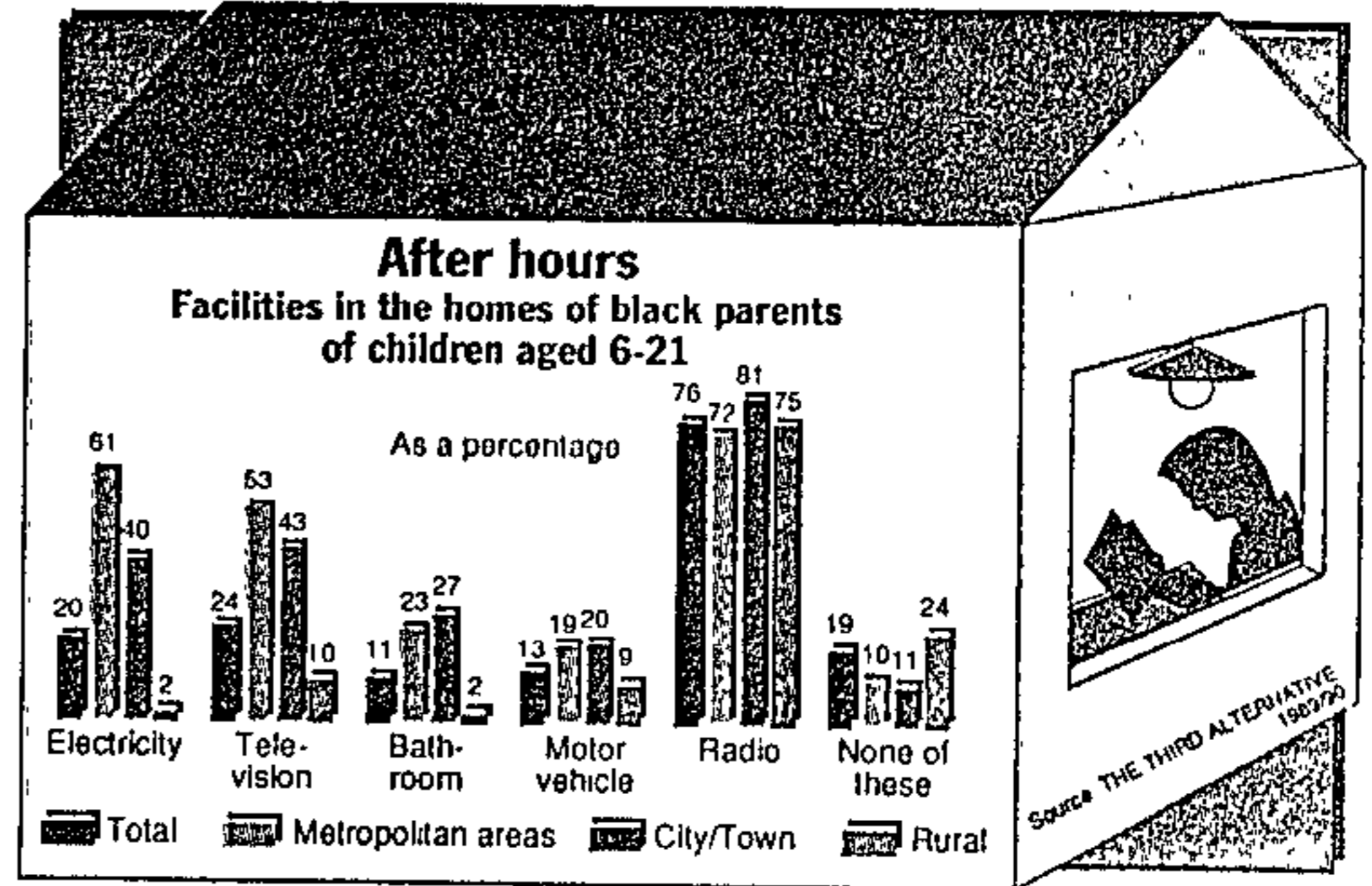
Investment in acquiring and broadcasting educational material is only one component of such a service. Substantial funds will have to be found to supply and maintain equipment at schools, further train teachers and produce associated study material.

With mains electricity available at only 18% of SA schools, intermediate technology, such as solar power, which has been used successfully by Bop-TV, will have to be harnessed if broadcasts are to be delivered to areas where they are most needed.

The State is unlikely to be able to fund such a scheme on its own. Closer co-operation with the private sector in education would appear to be inevitable if educational broadcasting is to succeed.

Chairman of the Private Sector Education Council, Theo van den Berg, says business is able to offer considerable experience, as well as funding, in the implementation of technology in schools. "Many companies use technology in their own training programmes and this experience can be of great benefit in applying this technology in schools."

Neither the SABC nor its pay TV rival, M-Net, believes they should take responsibility for education. The SABC considers itself merely a carrier of formal education



NUPEN FOR FM CONFERENCE



With a legacy of oppression, fear and bitterness to overcome, all South Africans will be faced with the overwhelming task of building a free society in the years ahead. Naturally, conflicts are to be expected as the "new SA" struggles to emerge.

But is there a way to eliminate the types of conflicts that could destroy the country before it has a chance to grow? Can pacts be formed now in an attempt to avoid what many people see as an inevitable slide downward?

Attorney Charles Nupen will address these issues in "Class Conflict and Social

Partnership: In Search of a South African Social Charter" at the FM's Annual Investment Conference.

As director of Independent Mediation Service of SA since 1987, Nupen has mediated in more than 100 industrial disputes. He earned his bachelor's and law degrees from Natal University and practised privately in Cape Town before joining the Legal Resources Centre in Johannesburg in 1980, where he specialised in human rights and labour law.

The conference will be held at the Carlton Hotel, Johannesburg, on November 1-2. The fee is R1 100 per delegate, reducing to R980 for each additional delegate from the same company.

Bookings should be made through conference manager Brigitte Petty on (011) 497-2135.

programmes and is looking for sponsorship from the private sector to offset the R1m costs incurred by its current experimental series of educational broadcasts. According to chairman Christo Viljoen, it hopes to fund its formal pilot service, which begins next year, in a similar fashion.

M-Net has limited its educational activities to the screening of general interest and pre-school programmes which can attract advertising support. However, government recently granted the pay TV company permission for an extra hour of open time on weekday mornings to screen the much acclaimed *Sesame Street*. But M-Net is not allowed to broadcast advertisements during the programme or obtain sponsors.

M-Net's business broadcasting service is keen to use M-Net's transmission broadcasts for corporate training and instruction but believes educational services for children are, now, uneconomic.

The disarray in State schools for black children has brought local communities closer to the private sector.

According to national chairman of the National Education Co-ordinating Committee, Eric Molobi, numerous companies have come forward offering to provide technology-based learning systems for black schools. The introduction of technology into schools is a very delicate matter, he says, but

Open schools vote today

By CHRIS BATEMAN

PRINCIPALS of the first two Western Cape schools to conduct official parental polls today on open schools — Rhenish Girls' High School in Stellenbosch and Plumstead High School — both expect a big "yes" vote.

Yesterday, however, saw the first alarming incident in the controversial issue when the home of a parent-pollster at a well-known southern suburbs school was attacked within minutes of an abusive midnight telephone threat.

The woman, who did not want to be identified for fear of jeopardising the poll at the school, said a man with an Afrikaans accent threatened to "blow up" her home and the school.

Fifteen minutes later a vehicle had driven past and two bricks were thrown at her home, hitting the wall, she said.

Police confirmed that the woman had reported the incident.

The woman said she kept her children at home yesterday.

"Perhaps it's silly but it scared me," she said.

The headmaster of the school said he had informed his staff and management committee of the attack.

He said the school had returned a 90% private "yes" vote earlier this year. If this meant losing some pupils because a minority of parents objected "then that's fine too", he added.

Miss Letitia Snyman, principal of Rhenish, said polling in the school hall opened at 7am today and closed at 9pm.



OPEN SCHOOLS POLL ... Mr Powell and parent Mrs Lorraine Reid, of Lakeside. Today is the school's final voting day on the open schools issue. Picture: ALAN TAYLOR

Several coloured and black pupils had applied for acceptance this year and she expected strong parental support for non-racial admissions.

Plumstead headmaster Mr Allan Powell said polling would be in the school foyer from 7.30am to 8.30pm today.

His school's committee had given a "clear lead" that they preferred an open school, while in a voluntary vote 49 out of 53 staff had recently opted to open the school.

CAPT Lorraine 19/10/90 50

Pioneering work in 'open'

W/E 14/11/10 - 25/10/90
SACRED Heart College in Johannesburg

has become well-known for its pioneering work in "open" education under the leadership of Dr Neil McGurk. He has sought to meet the difficult problems of multi-cultural education — faced by many other lands besides ours — by letting all pupils and parents feel that they count in the school community, and that their values are respected.

McGurk has also been an articulate and sought-after spokesperson for open schools, and this book contains most of the major talks he has given at conferences since 1986.

The title is unfortunate, since it in no way captures what this collection of lectures and essays is all about. McGurk's message is clear: "The moral way for white education to go is towards an open education system." He has important things to say about that, and about why and how it should be done. But he also addresses, from a Christian perspective, the ethical and social roots of the inclusive

50

I SPEAK AS A WHITE by NJ McGurk
(Heinemann, R29,95)

values of a common nationhood.

It still seems hard for many white people to understand that to exclude any child from a school purely on racial grounds is a form of personal rejection. And rejection hurts, and causes anger.

Brother Neil urges us to "face a significant transformation of our culture to accommodate black aspirations" and warns that "schools are going to have to open; otherwise white schools will become the objects of great resentment". And he also explains that "at its deepest psychological level black student protest has arisen because the student body is denied access to authentic nationhood."

Outside the far right it is now common cause that we must strive for a future in which we are all South Africans no matter what our "race", colour, creed, language or tribe. McGurk shows what that means

Now 'Intensive
Learning' to
help catch up

By Brian Sokutu

In an effort to prepare students for this year's examinations the National Education Co-ordinating Committee (NECC) has launched a countrywide "Intensive Learning Campaign."

"We decided on the campaign because 60 percent of tuition time has been lost through violence on the Reef and Natal townships," NECC Southern Transvaal co-ordinator Amon Msane told a press conference.

Mr Msane said packs of 1989 examination papers and model answers were being distributed at all, including rural, schools.

"The Department of Education and Training promised to issue study guides to assist the students, but groups of two to eight have to share them in some cases," he said.

The project is funded by local businessmen and foreign organisations.

Star 18/10/90

'Alarming' shortage of skills in SA

DURBAN — South Africa would have a deficit of more than 500 000 skilled workers by the year 2000, executive director of The Education Foundation (TEF) Johan van Zijl said in Durban yesterday.

He told the Building Industries Federation of South Africa (Bifsa) annual congress that skilled categories included professional, technical, highly skilled, executive and managerial groups.

By contrast, the country would have an unemployed surplus of 2,7 million unskilled workers.

"These figures confirm an alarming shortage of skilled manpower which will seriously inhibit the economy's growth performance unless appropriate policies are developed and implemented," Dr van Zijl said.

Identifying the school drop-out rate as a major factor in the over-provision of unskilled labour, he said a quarter of black pupils did not progress beyond Grade I. — Sapa.

Three white schools to be used by other races

By Karen Stander
Education Reporter 31/10/90

Three white schools in Johannesburg had been offered for the education of children of other population groups, the Government announced yesterday.

- The schools are:
- Western High School in Homestead Park — due to close at the end of the year — which is to become an Indian school under the House of Delegates.
 - Mayfair-Goedehoop school (already closed), which has been offered to the Bophelo-Impilo Institute, a black private school with more than 1 000 pupils presently housed in "very unfavourable circumstances" in Johannesburg. It would have had no accommodation next year.
 - A vacant primary school in Bezuidenhout Valley, to be handed over to a private school managed by the Creative Vision South Africa Trust.

Redundant

Sam de Beer, Minister of Health Services, Welfare and Housing for the House of Assembly, said yesterday that due to changes in the patterns of occupancy in certain suburbs in Johannesburg, a number of schools had become "redundant for white schooling".

Some of these schools had already closed down while others were in the process of being closed down.

According to the procedures prescribed by the Ministers' Council, educational properties becoming redundant were first offered to departments in the House of Assembly.

If the property was not required by these departments, every individual case was considered for educational purposes.

Although the SA Police had indicated that they would have liked to acquire the Bez Valley property for a police station, it was decided in conjunction with the Minister of Law and Order that the need for educational institutions had preference.

Mr de Beer said the schools would be handed over at the conclusion of negotiations on the conditions of use and payment.

Stg- 31/10/90

OFS schools mar

good exam turnout

By Karen Stander
Education Reporter

No black matric examinations were written at five schools in the Free State yesterday because of intimidation, the Department of Education and Training said.

At another school, intimidators had been driven away by teachers and examinations had continued.

A DET spokesman said all six schools were in the Bloemfontein area. There had been a high turnout in other areas.

● Teachers said yester-

day's matric papers were fair. A Soweto teacher said the Afrikaans paper written by DET candidates was "promising".

Transvaal Education Department (TED) examinations also proceeded smoothly. Frank Delbianco, headmaster of Roosevelt High School, said teachers and matrics felt the woodwork paper was fair.

Ingrid Potgieter, a teacher at Settlers Agricultural High School, said the agricultural science paper was rather long. Typing pupils were pleased with their paper.

Shift in education bias gets backing

By Michael Chester

The SA Chamber of Business (Sacob) yesterday pledged full support for sweeping reform of the education system to shift the bias in schools and universities from academic courses to the development of vocational talents.

The first annual convention of Sacob — formed out of the merger of Assocom and the Federated Chamber of Industries — was told in Johannesburg that radical new thinking was vital to combat "an acute crisis".

Fill gaps

Delegates agreed that an education system relevant to the future needs of a new South Africa at all levels, economic, political and social, had to be devised.

Among the priorities should be a national literacy campaign to fill the gaps in education caused by apartheid policies, which had left 70 percent of black adults with less than five years of schooling.

Proposals to set new initiatives in motion were set out by the Durban Metropolitan Chamber of Commerce, which argued that closer links between education models and economic development were essential.

The potential results stemming from more concentration on vocational rather than purely academic talent had been shown by the economic miracles seen in Far East countries such as Japan, Taiwan and South Korea.

In South Africa, problems had been compounded by an over-emphasis on academic studies at higher tertiary education levels, leading to gross imbalances and distortions in the distribution of manpower.

The bias in favour of academic courses was not confined to white students alone but was spread across the spectrum of all population groups.

"A correction of these imbalances is fundamental to the achievement of healthy economic growth and progress," the Durban delegation argued.

300 Cape teaching positions to be abolished

NEARLY 300 teaching posts are to be abolished in the Cape from the end of the year, due to declining pupil numbers at white government schools.

A spokesman for the Cape Education Department (CED) said 282 school and 11 college posts would be scrapped, while 61 additional teaching posts had been allocated to schools from January 1. This resulted in a net loss of 232 posts for white teachers in the province.

The spokesman confirmed that white pupil numbers had declined by more than

3 500 since 1987, and this was the cause of the rationalisation measure.

South African Teachers' Association (Sata) president Mr Peter Moore said Sata accepted that it was inevitable that jobs would be lost when there were not enough pupils to justify teaching posts.

However, it was the concern of Sata that affected teachers should be offered either an alternative position without loss of income, or the usual redundancy benefits.

● CED executive director Dr Schalk Walters has sent a circular to the headmasters

of all primary and secondary schools, warning them of "possible implications" if they were unilaterally to open their schools to all races without following strict polling procedures imposed by the government.

A CED spokesman declined to disclose what action would be taken in these circumstances, saying this would be "mere speculation" on a hypothetical question.

The circular follows the rejection of government education models by several Peninsula schools as "unreasonable, unrealistic and based on racial criteria".

Art 7-14 31/10/90

3 white schools to go black

CMA
Trips
31/10/90
50

Own Correspondent

JOHANNESBURG. — Three white schools will be offered to other population groups because of changing occupancy patterns, House of Assembly Health, Welfare and Housing Minister Mr Sam de Beer announced yesterday.

Mr De Beer said the three schools, Western High School in Homestead Park, the Mayfair-Goedehoop Primary School and the Bez Valley Primary School, had become redundant for white schooling purposes.

A department official said the government was well aware of the possible right-wing backlash that might follow this move, but that the decision had been cleared "right at the top".

Mr De Beer said that bearing in mind the educational needs of all communities, he had decided to offer the Western High School in Homestead Park to the Indian Department of Education and Culture, House of Delegates.

"I have also decided to offer the closed down Mayfair-Goedehoop school to a black private school, the Bophelo-Impilo Institute."

The Bez Valley Primary School in Bezuidenhout Valley had been offered to a private school managed by the Creative Vision SA Trust, he said.

Although the SAP had indicated it would have liked to acquire this property for a police station, it had decided the need for educational institutions should get preference.

Japanese focus on educational aid

ALAN FINE

50

EDUCATIONAL projects would remain the focus of Japanese aid programmes to SA, Japanese consular sources in Pretoria said yesterday.

They were responding to ANC deputy president Nelson Mandela's unhappy response to Japan's refusal to donate \$25m to the ANC. Japanese Prime Minister Toshiki Kaifu told Mandela on Monday that policy precluded his government assisting political parties. *8 10 am 31/10/90*

The sources disclosed that \$1m of the \$1.8m Japan has budgeted for aid spending in SA this year was channelled through the Kagiso Trust — the same group which administers EC contributions.

Another \$400 000 went through a UN scholarship scheme for South Africans to study in Japan, while the remainder was donated to the Japan-based African Association — also a provider of educational scholarships. While the bulk of the money was spent on education, some was used on medical facilities.

The sources said it appeared the funds that Kaifu told Mandela would be made available to "grassroots groups working for better living standards for blacks" were in addition to the present budget.

● Commnet: Page 10

50

Star 3/10/90

DP rejects claims over open schools

CAPE TOWN — Democratic Party MP Jannie Momberg suggested yesterday that the National Party seemed to be against Government initiatives to open white schools to all races.

Mr Momberg rejected an allegation by Nationalist MP Dr Johan Steenkamp that the DP was using a "secret document" to persuade parents to vote for opening schools to black students.

'Harassed'

Dr Steenkamp reportedly said that parents in the western Cape and Natal had been "morally harassed" into voting for Model B (to open schools) by principals who had been issued with copies of the DP document.

Mr Momberg congratulated schools where parents had voted to open them, and called on others who were about to vote to do the same.

— Sapa.

DET exams get off to good start

Education Reporter
and Sapa

Department of Education and Training (DET) matric examinations started well yesterday with only two apparent incidents of disruption and intimidation.

A DET spokesman said he did not have details of these cases which occurred in the Free State. There was high attendance throughout the country.

Exams started a week after schedule following negotiations between the DET and the National Education Co-ordinating Committee (NECC) to give pupils more preparation time needed after sporadic disruption of classes and teachers' boycotts throughout the year.

Concessions

About 249 000 fulltime candidates are expected to sit for exams at 1 725 centres in the country.

Education and Development Aid Minister Stoffel van der Merwe has given additional concessions to students allowing those who obtain an average of 20 percent to qualify for supplementary exams during March or May/June next year. Students, however, will not be allowed to sit for both sets of these examinations.

Candidates who do not pass this year, but who score a total of 420 marks, may also repeat the entire examination with the aim of gaining matric exemption.

DET director-general Dr. Bernhard Louw said a security firm had been employed as a precaution against breaches of security during transporting and handling of question papers.

The firm will transport papers to the education departments of the TBVC countries, self-governing national states and DET regional offices.

"Special training has been given to investigators in an endeavour to prevent irregularities at examination centres," Dr Louw said.

Results are expected to be available early in January 1991.

NECC information officer Mel Holland said it was quite possible that there were disruptions in the Free State, which was the area hardest hit by the education crisis this year.

Pupils in some Free State areas had refused to sit for exams and proposed to write next year. However, the NECC had instructed its local structures to negotiate with students to write this year, Mr Holland said.

The DET's Johannesburg regional director, R R Motau, said attendance of students writing examinations in his region ranged from 95 to 99 percent of registered students.

DET pupils, who yesterday wrote Sotho, Tswana, Venda, Xhosa, Tsonga and Swazi 1 for first and third-language speakers, today write the second papers in these subjects and Afrikaans 1 for first and third-language speakers.

Interest in open schools is running high in Transvaal

PRETORIA — Intense interest in "open" schools is being shown by a growing number of government school management committees in the Transvaal.

A Transvaal Education Department spokesman said at the weekend 33 Transvaal schools had applied for the appointment of returning officers so that polls on the three "open school models" could be conducted.

The three models government approved in September are:

- A private school established after the closing of a state school, subsidised by 45% of its operating costs — to be implemented during 1991;
- A public school that would determine its own admission policy within the provisions of the constitution — from January next year; and
- A state school that would be declared a state-aided school, where the state would pay staff salaries (about 75% of operating costs).

The spokesman said Director of Education, Piet Bredenkamp had ruled the names of the schools could not be released because the issue was confidential.

Transvaal Teachers Association secretary Hugo Ackerman said the response from schools was hearten-

(50) 8/Jan 29/10/90
GERALD REILLY

ing. However, a large number had insufficient time to study the models, and he expected a substantial number of other schools would soon indicate their desire to test parents' reactions.

Pretoria Girls High School, he said, would conduct a poll among parents on November 20.

Johannesburg Prep School for Girls will vote next Saturday and parents at Parktown Boys High School will vote on November 9. Northview High will poll on November 12 and Saxonwold Primary on November 14.

DP education spokesman Roger Burrows estimated that by year-end between 200 and 300 schools would have applied for open status.

Although this was only 10% of the country's government schools, it was more than "a straw in the wind".

He did not think government would attempt to slow down the move towards full multiracial status for all schools. The buzz word was "irreversible", and this applied to the school system as well.

● Comment: Page 10

DP influencing schools vote, charges NP

Own Correspondent

DURBAN. — English schools in Natal and the Cape are allegedly being fed "propaganda" by way of "secret" documents drawn up by the Democratic Party outlining how parents can be persuaded to vote to open their schools to all races.

The National Party MP for Umhlatzana, Dr Johann Steenkamp, said parents had been "morally harassed" into voting for model B by their school principals and chairmen who had been given copies of the document.

"DP people are getting management councils on their side and then using activists in the school to mobilise for a yes vote in referendums," he said.

He believed that the document had been used in the Eastern and Western Cape where more than ten schools had voted to open.

Cape schools lead 'open' campaign

CMT Tickets 27/10/90 50

By DAVE MARRS

WHITE Cape and Natal schools are leading the campaign to open their doors to all from next year, with some 15% of schools in both provinces having applied to vote on the issue.

Far behind is the Free State, where only one school out of 275 — less than half a percent — has so far applied to vote on Model B of the three models proposed by the government, which would allow the school to set its own enrolment policy, but retain state funding.

The figure for the Transvaal is about 4%, or 33 out of 945.

Cape schools, and those in the Peninsula in particular, have wasted no time in arranging polls and several have already achieved the strict minimum poll

and positive vote imposed by the Minister of Education and Culture, Mr Piet Clase.

San Souci High became the fifth Cape school to vote to open to all races with a 90% yes vote in a 92% poll last night.

Headmistress Mrs Fiona Watson said voting had been "steady" during the day, with a 40% poll recorded before lunch. The school has 492 pupils.

She was "delighted" by the result. Only 12 dissenting votes had been cast, she said.

The first polls in the other provinces start next month.

Meanwhile, a spokesman for the Open Schools Association (OSA) has moved to assuage fears of some parents that schools could be "swamped" or that standards would drop when opened to all.

Schools would not be allowed

to enrol more children than they could provide for and would continue to favour their existing feeder areas, he said.

Rondebosch Preparatory Boys' School committee chairman Mr Carl Scheppening said on Thursday, after the parents had voted overwhelmingly in favour of opening the school, that between 15 and 20 black pupils were likely to be accepted for the 1991 school year.

The OSA spokesman said children should not be stereotyped. Possible changes for which parents and educators should be prepared included:

- Different religious beliefs and holy days.
- The possible need for academic development programmes to make up for past inequalities.
- Different cultural and sporting interests.

Pretoria schools get prepared for change

Sowetan 26/10/90 (50)

PRETORIA schools are preparing the way for change with questionnaires to parents on the new models of education.

Although some schools have not yet approached parents, there are management councils which have asked opinions on a new open admission policy, and at least two English schools have arranged meetings of their parents.

At this stage it is not

was entitled to one vote (irrespective of the number of children they had in the school concerned).

Before change could be implemented a poll of at least 80 percent of these parents must be held, with support coming from at least 72 percent of those entitled to vote.

Clase rejected outright allegations that he wanted to drag out the implementation process, and said he would go along with the wishes of

parents if what they desired was in the best interest of the pupils.

Questionnaires sent to parents are not standardised, but most ask only for an opinion from each parent on possible change, stressing that this would not be binding.

Parents from the high and primary schools - including at least one Afrikaner school - have confirmed receiving questionnaires. - Sowetan Correspondent

schools can change their admissions policy to an open policy - could be met if schools apply.

He stressed that parental vote would be the most important factor to be taken into account when a decision on a new model was considered.

In terms of an earlier announcement each parent or legal guardian

certain if any Pretoria schools will get the necessary parents' support to change their admissions policy to include black pupils in time for the 1991 school year.

The Minister of Education and Culture, Mr Piet Clase, said the January implementation date of "Model B" - in terms of which State

EDUCATION F/M 26/10/90

BIG INVESTMENT

50

Key industrialists and businessmen are urged by a top educationist to get involved in the electrification of black schools. This is the key to technical, scientific and vocational competence in the work force, says Education Foundation executive director Johan van Zijl.

Speaking at a recent Building Industries Federation congress in Durban, Van Zijl said that the provision of power to selected schools could revolutionise and expand education in communities.

"Three-quarters of black schools do not have access to electricity. Yet we expect technical competence in our work force," says Van Zijl. "We grumble about the lack of science in matriculation certificates. Yet the basic means to provide them do not exist."

Electricity — with adequate teachers and books — could turn a school into a 16-hour-a-day education facility: a community college after hours, a study and homework facility for children unable to work at home and an adult literacy, numeracy and even community centre.

Community colleges, says Van Zijl, would also address the need for vocational and technical skills and bridging and orientation programmes to prepare candidates for various examinations.

"We are confronted by two generations and more of black students who have dropped out of the system and are largely unemployable. Without addressing the problem of the lost generations, reconciliation and reconstruction will be severely handicapped," argues Van Zijl. The development of community colleges would take some pressure off universities.

Van Zijl says estimates show there will be a shortage of more than 500 000 skilled workers by the year 2000 — professional, technical, highly skilled, executive and managerial — and a surplus of 2,7m unskilled workers.

Only 3% of the 11m work force have post-matric qualifications and only 31% have completed some secondary schooling. "This means that 66% of our total work force, more than 7m people, have only primary schooling or less."

The implications for economic growth and political stability are obvious. ■

Sta 26/10/90

(4) (50)

Parents at 4 schools ready to vote on multiracial issue

By Karen Stander
Education Reporter

Parents from at least four Johannesburg schools will soon vote on whether to open their schools to all races.

In a poll of schools yesterday, principals and other spokesmen said other schools would also be holding referenda on the issue in the coming months.

The most popular of the three alternative models proposed by the Government appears to be model "B", in which a school remains State-funded but the management committee sets the admissions policy.

All four schools who have set dates for polling are to vote on this option.

The other models are becoming a "State-aided" school or a private school.

The first school to go to the polls is the Johannesburg Prep School for Girls, where parents will vote next Saturday. They will be followed by parents from Parktown Boys High School on November 9, Northview High on November 12 and Saxonwold Primary School on November 14.

Advised

The only school which indicated it had decided not to vote at this stage was Hyde Park High School in Sandton.

Management committee chairman Maurice Jochelson said the committee had advised parents that they could not recommend any of the models at this stage and had asked the Government for more information on all of the models.

A spokesman for Bryanston High said an information meeting was held on Wednesday night, at which the consensus was in favour of voting on model B.

● It has been reported that Pretoria High School for Girls could be the first State school in the city to have an open admissions policy.

The school management council is to meet parents on Tuesday and will hold an opinion poll on November 20. If it gets the necessary support, the school could adopt model "B"

Funds for political activity to be cut

Switch in EC policy on aid to SA groups

BIDAM 26/10/90

50

A SWITCH in EC political policy means the Kagiso Trust, which will fund projects worth R90m this year, will cease giving money to a number of civic associations, cultural organisations and five newspapers.

The funding, which the EC has supplied for more than 10 years, will be phased out over the next two years.

Organisations hardest hit will be those engaging in political activity.

The Kagiso Trust administers aid supplied by the EC. The trustees include Anglican Archbishop Desmond Tutu, Allan Boesak, SACC general secretary Frank Chikane and Catholic Archbishop Denis Hurley.

Trust executive director Achmat Dangor said yesterday that although the total amount of funding would not decrease, the trust had changed its focus to development projects and was in the process of reappraising projects funded at present.

He said about 10% of the projects currently funded — and possibly more — would lose their funding in the next two years.

Urban-based civic organisations would be affected and cultural organisations would face drastic aid cuts during the next 12 months, he said.

The trust would focus on supplying bursaries, rural development projects and squatter camp projects, he said.

In the past the Kagiso Trust has not released the names of projects it funds.

Dangor said the trust administration

TIM COHEN

was in favour of doing so and was in the process of negotiating with beneficiaries who were not in favour of the publication of the amounts they received.

It is known that the trust funds five newspapers: the New Nation, Umafrika, South, Vrye Weekblad and the New African. Dangor said funding for these would be phased out over the next two years.

Funding for the New African formally ends at the end of this year, but Dangor said the trust would continue assisting the paper for another year.

He said the fact that the 1991 bursary programme budget was recently approved at R36m, an increase of R7m over 1990, demonstrated the fact that funds under the EC's Special Programme had increased over last year.

Dangor said the Kagiso Trust's change of focus towards development-orientated projects would of necessity mean a reappraisal of the projects funded by the group.

Particularly affected would be those that have traditionally only been engaged in "protest" against the system of apartheid, and are inherently incapable of changing.

"Increased demand for resources, particularly in the spheres of education, rural development and addressing the severe problems of squatter camps, does mean prioritising of funds. . . .

"Civic organisations being entities close to the people and in so much as such organisations can help build a civil society that

□ To Page 2

Kagiso

can address local problems in a non-partisan way, will continue to receive our support.

"Those that cannot or who are unwilling to shed themselves of narrow, party political attitudes obviously will not," he said.

EC Southern Africa department head Wim Blonk said from Brussels yesterday that the EC had in principle decided to fund strictly developmental operations in SA and gradually phase out all other projects which were politically orientated and which did not comply with the new criteria.

Blonk said the Kagiso Trust, SA Catholic Bishops' Conference (SACBC), SA Council

of Churches (SACC) and trade unions, which are partners of the EC in SA, would be responsible for implementing the new decision.

Sapa reports that Blonk confirmed that the EC would be helping to fund the ANC's exile repatriation programme.

Dangor said yesterday that a R20m plan to repatriate SA's roughly 20 000 exiles had been endorsed by the Kagiso Trust.

He said the plan, under discussion by the SACC, had been accepted in principle by the EC.

But the community had not as yet presented a budget, and the fund had not been formally accepted by the body.

□ From Page 1

26/10/90
32
Attempt to
halt exams
is slammed

26/10/90
32
33
35
THE Pan African Students' Organisation has condemned the "destructive action" allegedly taken by members of the Congress of Boys Only to disrupt examinations in Witbank.

Paso spokesman Mr Eugene Motati said in a statement on Wednesday it was agreed at a meeting on Tuesday attended by students and parents that local examinations should continue without disruption.

However on Wednesday morning, he alleged, Cobo students went to Kepanang High School in Witbank and disrupted examinations.

Motati said Paso called on the Witbank community to unite and defend the right of students to education.

Sapa
1987/10/26

EDUCATION

THE bright sunlight of a clear autumn day con-
trasted sharply with the gloomy scenario — for
South African youth of the 1976 to 1990 gener-
ation — forecast by the director of the Centre
for Adult Education at Natal University, John
Aitchison.

He said the government in a post-apartheid
society could well decide there was "no hope"
for "those who suffered from 1976 to 1990"
and that they were a "lost generation".

Aitchison was speaking at the "South Africa
Week" conference where South Africans and
representatives of European funding bodies,
churches and non-governmental agencies are
meeting in Bad Boll outside Stuttgart in south-
em Germany.

Aitchison said many of the youth of this gen-
eration had dropped out of school in response
to political developments in the country, and
were now "unemployable" as they had little
formal education and few skills.

He said the present government — and proba-
bly any future government — would be unable
to afford to send this generation back to school
or even give them the skill training they would
need to get jobs.

Outlining his view of likely educational trends
under a government constituted after current
negotiations, Aitchison said he believed the
school system would be "cleaned up".
It would be relatively well funded in the urban

WEEKEND 26/10-1/11/90
**Can tomorrow's rulers
save today's born losers?**

*The township youth have lost chances
of decent schooling. Will they lose
chances as adults too? Very likely, says
CARMEL RICKARD*

areas, especially in those townships identified
as potential "trouble spots". Although addi-
tional funding would be found for education
under the new system, the old bureaucrats
would probably retain their posts — "education
systems have to be efficient if they are to deliv-
er, and bureaucrats are efficient, if nothing
else".

Aitchison said he guessed the universities
would remain much the same, although some
money from funders would dry up as the insti-
tutions became increasingly integrated.

He said it was probable the new government
would try to guarantee at least seven years of
schooling for every child. Given the high pro-
portion of the national budget likely to be spent

on education, however, the government would
not tolerate disruption of schooling, and would
argue that destablisation could not be afforded.
Regarding the "lost generation", Aitchison
said the new government could well decide
there was no hope for this group and that hun-
dreds of thousands of these youths would
therefore "continue to be unemployed, unedu-
cated and poor."

"Many of this generation will die of Aids —
research at kwazulu schools has revealed up to
90 percent of pupils believe there is no such
thing as Aids, and that it is simply a myth prop-
agated by whites."

"Some of this generation may get jobs but the
majority will continue to suffer and to pay the
price for their attempts to destroy apartheid."

On the question of vocational training Aitchi-
son predicted educational funds would be
largely spent on formal schooling and that
everything else would be "subcontracted" to
the private sector, as was already happening
under agreements between some unions and

management.
Education prospects for the "marginal sector"
— like the people living in squatter settlements
— were bleak and Natal would be the hardest-
hit area.

"As far as education is concerned, this prov-
ince is already the worst."

The violence of the region would make mat-
ters even worse: "Probably Inkatha will lose
the war. The victors will not be well-inclined to
those who lose — and the vanquished are likely
to be largely rural people, already at a double
disadvantage."

Aitchison gave his analysis in a wood-
panelled conference room surrounded by the
comfort almost synonymous with the powerful
Deutschemark. It was tempting to believe the
problems he outlined were confined to South
Africa. But two church ministers, who teach
ethics at a technical high school, spoke of their
real fear that the youth of the former East Ger-
many could end up a similar "lost generation".

Many of the youths, like their elders, were
swept up in the great drive towards consumer-
ism and the desire to obtain the goods and life-
style previously impossible in East Germany.

"These youths could be trapped into capital-
ism and consumerism too quickly, without re-
alising that one has to work for it."

"Even if they do realise it, the plain fact is that
unemployment will be very high and many
young people will not find work."

"We strongly predict that what will happen is
that many from this generation will increasing-
ly become involved in criminal and semi-
criminal activities — in other words, they will
become our own 'lost generation'."

Concern about the future of the younger gen-
eration of West Germans was also expressed.

Fears were less related to the possibility of un-
employment than to rampant materialism, ali-
enation and psychological problems caused by
pressures of work which is unfulfilling and
geared towards high productivity.

However, it may not be only the younger gen-
eration that is under threat.

Many Germans fear ecological issues are not
high enough on the list of national priorities and
that unification could distract the country from
the environmental disaster which threatens to
destroy them all.

Rondebosch schools vote to open

Carl Turks
26/10/90
Staff Reporter (50)

BOTH the Rondebosch Boys' High and Preparatory schools have voted in favour of opening up to all races.

Some 92% of the Prep parents voted for an open school in a 93% poll. The High School result is almost identical, with 92% voting for an open school in a 94% poll.

The chairman of the Prep School management council, Mr Carl Scheppening, said the result showed that it was "not just liberals" who were ready for an open education system, but the average parent also.

● Rustenburg High School has applied to poll parents on November 21, after the school's committee had initially said it was not "possible or desirable" to hold a poll this year.

1991 exam concessions announced

Sta
25/10/90
50
By Karen Stander
Education Reporter

Black matric students who write supplementary examinations next year will not have to re-write subjects already passed, it was announced yesterday.

Previously, matrics had to rewrite the entire examination, instead of only the subjects they failed.

The concession by the Department of Education and Training (DET) is the result of negotiations with the National Education Co-ordinating Committee (NECC), which announced the outcome yesterday.

Black matric students who achieve a 20 percent aggregate in the examinations, starting on Monday, will have two further chances next year at passing.

Supplementary examinations are to be held in February, and the students will also be allowed to enter as private candidates in a further session of supplementary examinations in May.

Marks achieved over the three sessions will be consolidated for final results.

NECC general secretary, Ihron Rensburg, said that the concession applied only to school-leavers' and those with a senior certificates.

Those students hoping for a matriculation university exemption would still have to rewrite all subjects.

He said the DET had agreed that where there were special circumstances, it would consider NECC representations on behalf of students who failed to achieve the 20 percent aggregate.

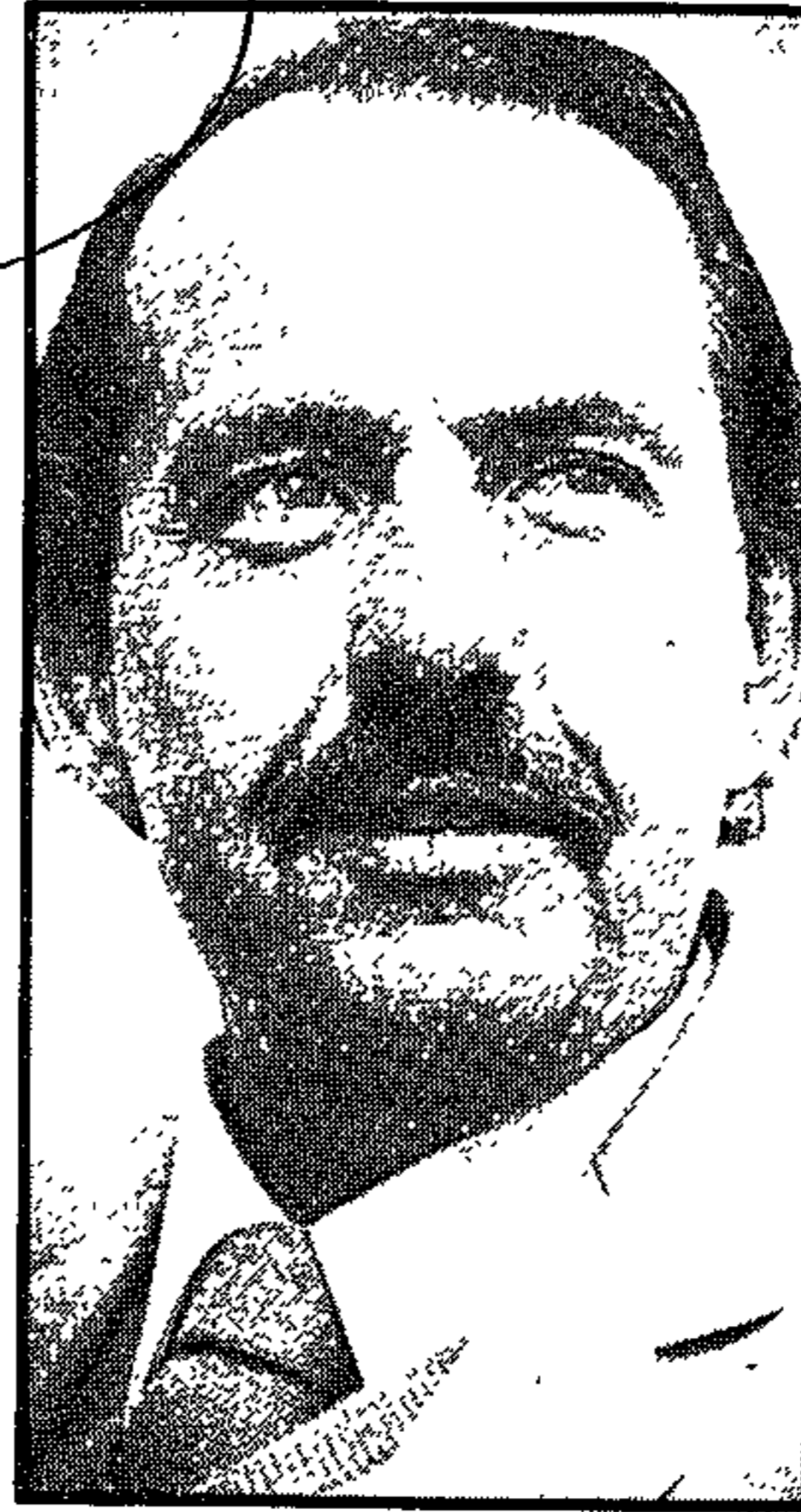
'Open schools won't solve the crisis'

By JOHN YELD
Education Reporter

ARCUS 25/10/90
OPEN 50



SCHOOLS



Prof Michael Ashley

op a complex society like South Africa's, this can only be done by people who possess the necessary abilities, capacities and skills in critical areas like finance, technology, etcetera.

"Furthermore, the South African economy is locked into the world economy, and the success of the European countries has shown the importance of being competitive.

"Therefore, high standards in the appropriate areas are essential to the national well-being. And in the long term, I don't believe it matters what colour the skin is of the people who attain those levels of competence, as long as they are attained.

"If white education standards are reasonably satisfactory, they should be maintained, and as many other people from historically separate sectors as possible should be brought up to those levels.

Little to fear

"That's why it's also important to have a good public examination system which is reliable and valid and efficiently administered, because ultimately that is your best safeguard against declining academic standards."

Despite heightened racial tensions in South African society over the past decade, the experiences of private schools suggested there was little to fear from non-racial schooling, Professor Herman said.

"Certainly at pupil level, there is no reason to feel threatened or that the system isn't going to work. There have been no major incidents.

"Now that this (non-racial schooling) will happen on a broader basis, surely there's no reason to think there will be massive problems as far as whites are concerned.

"For blacks this is still a drop in the ocean, but it is a form of normalising our society which we have to have. If whites weigh the benefits against what they perceive as risks, I think the benefits are much greater.

"A changing of attitudes is fundamental, and the future of South Africa lies in changing attitudes all around, both black and white.

"I think people always fear the unknown, and people have been conditioned by the apartheid structures to have particular views. The opening of schools will show that some of these are myths.

"So in any event, there is already structural change and it is inevitable that racial groupings will come together in educational settings. I think parents should bite the bullet and put their faith in the new South Africa."

cess of educational integration will be slow.

"But school authorities should be actively seeking black children of ability to offer them places in their schools, even though they might live some distance away. Certainly they should not wait for the repeal of the Group Areas Act to change everything," said Professor Ashley.

"And as far as the township schools are concerned, where the majority of black pupils are going to continue to be educated, one would have to ask the parents and teachers of these newly opened schools to take an active interest in the quality of education being offered in these township schools — through the twinning arrangement we've seen evidence of, for example."

Professor Herman said the rapid transformation of the apartheid educational system was "fraught with problems of historical disparities and deficits" which had to be addressed together with structural change.

"It is significant that the average black parent and citizen in the Western Cape was sceptical and pessimistic about the resolve of even liberal English-speaking whites to real non-racial schooling, and I think this (the voting) is certainly a barometer which has been positive.

"Perhaps more surprising, percentages (of "yes" votes) have been higher than many black people thought, whatever the reasons for it may be.

"It is an indication that liberal white South Africa is responding positively to the movement towards a more open society, although one can have differences of opinion about the reasons for and pace at which it is happening."

On the thorny issue of "standards", the two deans expressed differing views.

Professor Herman said any society was only as good as its people, and that standards could not be

measured out of context.

"Obviously with racial disparities, whites have had a better formal education. That's been proven both qualitatively and quantitatively," he said.

"But we must talk about standards as they affect the broader community. To say now that white standards are the norm is incorrect. I'd be hesitant to look for benchmarks for standards in a highly racially- and economically-skewed society like South Africa.

"There has to be compromise, and in the broad non-racial democracy we hope to establish, there will obviously be lots of problems.

"But what is the sense of having exclusive white standards as a norm in a conflict-ridden and discriminatory society? White standards are not necessary appropriate standards, and they will be eroded. They must change, and this has already started because of economic and political constraints."

For Professor Ashley, the key to a quality educational system for South Africa was an open system where talent had access to the best facilities.

"And our country desperately needs to develop its best talent to have any international competitiveness, to ensure economic growth," he argued.

"We know that in order to devel-

A SEGREGATED education system is singularly inappropriate to prepare people for the reality of an integrated working environment in South Africa, says Professor Michael Ashley, dean of the Faculty of Education at the University of Cape Town.

Asked about present moves towards non-racial education at white schools, Professor Ashley said it was "very much" in people's interests to have open schools.

"Today, colour means nothing in many companies. The reality is you have a working environment where people have to make these adjustments.

"There are increasing challenges in their urban and working environments, and the whole assumption underpinning segregated education was a segregated society, which is no longer a reality."

But he pointed out that opening white schools would not solve South Africa's education crisis.

"It is of such magnitude you couldn't expect this sort of thing to contribute meaningfully to easing that crisis.

"I understand the frustration and desperation of black parents who see no hope for their children, who are continually disappointed.

"But if one takes a longer view, the fact is that superior education facilities are now going to become available to people who satisfy purely educational, as opposed to racial, criteria. And I hope and trust that those will be the only criteria applied."

No easy access

In his response, the dean of the Faculty of Education at the University of the Western Cape, Professor Harold Herman, was also adamant that opening white schools would not solve South Africa's education crisis.

"This does not address the crux of the educational problem in South Africa, nor does it address the problem of class to any degree," he said.

"By virtue of the demography of the country, by virtue of the Group Areas Act, this is not going to give easy access and mobility to blacks.

"But I wouldn't be too negative about it," he added.

"In the present day, there is a feeling towards a broader South Africanism, a movement towards non-racialism and social integration, and I see this as a significant, albeit small, event in those terms."

Both professors believe the pro-

MR 25/10/90

Big 'yes' vote to open up Oakhurst

By JOHN YELD
Education Reporter

IT was almost a clean sweep for Oakhurst Girls' Primary in Rondebosch when an overwhelming 98 percent of parents voted in favour of opening the school to all races.

Champagne flowed and there were cries of "fantastic!" as the chairman of the school's management council, Professor Richard Fuggle, announced the result of the poll just 25 minutes after voting closed at 8pm last night.

Of the 352 parents who voted, only seven crossed the "no" on their ballot papers.

Overseas interest

A television crew representing an international network filmed the small group of parents, teachers and pupils who clapped and cheered Professor Fuggle's announcement.

At a brief management council meeting it was decided that white Education Minister Mr Piet Clase would be approached today for permission to open the school as soon as possible.

Professor Fuggle said that apart from religious objectors and a handful of parents who were out of the country, only two who could have voted yesterday appeared not to have done so.

"We were very confident of overwhelming support from parents, but I'm very pleased indeed," he said.

He said the practical effect next year would be "minimal".

"We have a very high demand and we have already admitted pupils for next year — essentially all the places have been taken," he said.

● A large proportion of parents at Rondebosch Boys' High and Rondebosch Boys' Preparatory schools have already cast special and postal votes for their poll which takes place today.

By mid-morning yesterday, more than 60 percent of the just fewer than 1 200 high school parents and 70 percent of the prep school's 997 parents had voted.

High school voting takes place in the foyer of the Memorial Hall and the junior school will vote in the hall until 9pm. The results should be available soon after polling closes. Both schools are confident of overwhelming "yes" votes.

● Erica Girls Primary become the seventh Eastern Cape school to vote in favour of opening to all races. A 97,17 percent poll with 94,97 percent of parents voting for Model B was recorded yesterday.

Of the 636 eligible parents, 618 voted, 604 said yes and 12 said no.

● See pages 13 and 27.

Union boss fears worse results in black matric

By DENNIS CRUYWAGEN
Political Staff

BLACK matric results will be worse than last year, said Mr Shepherd Madladlana, chairman of the South African Democratic Teachers' Union.

He said he was worried that pupils had not had enough time to prepare for the exams, which start on Monday.

"I'm tense. I'm worried," he said.

"We're not expecting the results to be good. We fear they will be worse than last year's."

Last year only 42 percent — 74 249 out of 195 960 pupils — of black matrics passed. This was 12 percent

down from the previous year and the lowest pass rate in five years.

Western Cape high schools have not had the same level of disruptions as schools in other parts of the country, Mr Madladlana said.

"But it has come to my attention that Langa Comprehensive School pupils got their text books only three weeks ago. How were they supposed to have prepared for exams before they got them?"

The Department of Education and Training postponed matric exams after fears were expressed that pupils had not had sufficient time to study.